

Challenges Faced by Agricultural Education Students with Entrepreneurial Projects

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Received: October 4, 2023 | **Accepted:** November 24, 2023 | **Published:** December 30, 2023

Abstract: *All students at the Faculty of Agriculture and Consumer Sciences at University of Eswatini, Luyengo Campus are required to take additional entrepreneurial courses in order to address issues of graduate unemployment. Unfortunately, the achievement of this initiative has not been fully realized yet. There is no study conducted on the challenges faced by Agricultural Education students with entrepreneurial projects at the University of Eswatini. Thus, this study sought to investigate the challenges faced by Agricultural Education students with entrepreneurial projects at the University of Eswatini. The study was a descriptive-correlational survey design employing questionnaires for data collection. A census comprising of 88 students in the Department of Agricultural Education and Extension of Year 3 and 4 students was used. The instrument was validated by three experts from the Department of Agricultural Education and Extension; and one from Consumer Sciences. Pilot-testing was done using 30 students from the Department of Agricultural Economics and Business Management. Findings indicate that the students have the following challenges: lack of cooperation amongst the members, inadequacy of tools and machinery, debtors unable to pay on time, theft of produce in the farm, and so on. Thus, the success of the entrepreneurship is hindered by the challenges that have been identified in the study. Therefore, the recommendation made is that the university supervisors should work closely with the students doing the entrepreneurship projects so that they can assist in tackling the challenges.*

Keywords: *Challenges, Entrepreneur, Entrepreneurship, Entrepreneurship Education, Entrepreneurial Projects*

Introduction

Society puts emphasis on both entrepreneurship and the educational system for the economic growth (Kuip & Verheul, 2003). Entrepreneurship is the process of creating something of value by devoting the necessary skills, time and effort, and handling the accompanying financial and sometimes physical and social risks to reap the resulting monetary rewards and personal satisfaction (Hisrich & Peters, 1989). On the other hand, entrepreneurship education relates to creating an attitude of self-reliance (Rigg & O'Dwyer, 2012). Nowadays, the rapid development of the society has necessitated that entrepreneurship becomes one of the most dynamic forces in the economy (Swathy & Benazir, 2014). Many countries have realised the prospective role of entrepreneurship to address the ever increasing unemployment rates as a positive step towards

Citation: Alfred F. T. & Themba O. D. (2023). Challenges Faced by Agricultural Education Students with Entrepreneurial Projects. *International Journal of Agricultural and Home Economics Education* 10(2), 23-34.

economic prosperity (Kenosi, 2006). Thus, Kenosi argued that future prosperity rests entirely on the creation of energetic indigenous businesses with a particular focus on the economy.

Entrepreneurship requires an entrepreneur to be aggressive and persistent in the face of adversity, unknown challenges, and risks and learn from failures (Swathy & Benazir, 2014). Nieuwenhuizen (2011) opined that challenges of entrepreneurship as a business may arise from three environments: micro environment, market environment and macro environment. The micro environment is an internal environment of the business which is constituted of the mission statement of business, functions, and production factor. The market environment refers to three aspects that is the meeting place for consumers and sellers, the competition and the suppliers of goods and services. Finally, the macro-environment pertains to the prevailing economic, technological and physical conditions in the country. The economic conditions can hamper the existence of any enterprise, as well as its social environment. Existing technology together with expert personnel can help increase the output as desired. The physical condition, like how the target population is distributed, has a bearing on the operations of enterprise.

Harries, Sapienza and Bowie (2009) proposed that as one is venturing into entrepreneurial project should check if the new venture setting contains specific and unique ethical challenges. If so, how might they be effectively understood and addressed? Entrepreneurs apart from their macro-environment also suffer various management problems when starting businesses. New business owners often find cash flow finances, insufficient sales volume, and pricing goods or services to be most problematic. Entrepreneurs may also be challenged by the allocation of an appropriate location for project (market and production) sites, as many businesses fail due to being in the wrong place at the wrong time (Nayyar, Sharma, Kishwaria, Rana & Vyasti, 2007). Izquierdo, Descoolmeester and Salazar (2005) found that the entrepreneur may face a challenges that relate to identifying, assessing and seeking market opportunities for an enterprise; and ability to persuade and discuss with various stakeholders such as customers, clients, suppliers competitors, and service providers. Similarly, Harries, Sapienza and Bowie (2009) observed that third world countries are engulfed with corruption that affects new entrepreneurs. The success of any entrepreneurial initiative also depends on how timely the operations are done. Entrepreneurial projects, especially in agriculture, in most cases, fail because funds and loans application pend a while and are sometimes insufficient and not received in time. Procured inputs capital for projects must be released on time in order for farmers to start operations as planned (Wootoyitidde, 2010).

The background of the entrepreneurs may pose a challenge. For instance, an entrepreneur who hails from large families where financial needs are likely to be higher tend to have a challenge in doing well and continuing with the entrepreneurial projects (Ndirangu & Bosire, 2004). Ndirangu and Bosire argued that in large families most students have some huge responsibilities; such as having to take care of their younger siblings and their own children. The young entrepreneur may suffer from debt as they sometimes use business ground for loan application while they want to spend money on personal issues. Lima, Lopes, Nassif and Silver (2012) found that students' knowledge and understanding was influential on the entrepreneurial initiative or business creation. Lima, et al. (2012) reported that students had little understanding of the different forms of training, assistance in opening a business, financial support sources, business centres, technical guidance for start-ups, or even out-source services helpful for opening businesses. They further concluded that graduates lack of information among students about the various forms of support for potential entrepreneurs. Zwane (2015) identified the following threats for enterprise or entrepreneurial initiative: lack of sufficient incentives towards entrepreneurship education, management

incapability, and ill-experience and poor control of funds. Negative attitude emanating from the belief that white collar jobs are safer than the risk of starting new ventures is another challenge (Fashanu, 2010). Fashanu contends that the start-up challenges of raising finances to meet up the financial obligations of the entrepreneurship project are daunting.

Swathy and Benazir (2014) found that the main problems faced by the entrepreneurs are financial, production, labour, and government related problems. Vishwananath (2001) reported that the major problems for entrepreneurs were accessing credit for capital. Similarly, Mambula (2002) revealed that a majority of entrepreneurs face the financial and infrastructural problems while managing their businesses. Tagoe, Nyarko, and Anuwa-Amarh (2005) found that urban entrepreneurs under financial sector liberalisation were challenged by access to affordable credit over a reasonable period and the availability of collateral to improve access to formal credit. The same sentiments were made by Swathy and Benazir (2014) that entrepreneurs have challenges such as the shortage of finances, limited mobility, lack of education, labour problems and lack of achievement motivation. Nayyar, Sharma, Kishtwaria, Rana and Vyasti (2007) reported that poor location of unit, tough competition from larger and established units, lack of transport facility, lack of rest and sleep, and non-availability of raw material were the significant problems faced by entrepreneurs. However, lack of collateral and experience to handle finances disadvantage students to borrow funds from financial institutions when starting small business enterprises (Ncube & Dlamini, 2014).

Start-up motives are likely to impact entrepreneurial satisfaction. Existing research has proposed various motives for new venture creation. Individuals who start a business because of negative (push) factors may be less satisfied than those who start because of positive (pull) motives (Carree & Verheul, 2011). Carree and Verheul presented three determinants of satisfaction among entrepreneurs: satisfaction with income, satisfaction with psychological well-being, and satisfaction with leisure time. Satisfaction with income is particularly relevant for entrepreneurs who start a venture to earn a living or for financial success. Psychological well-being entails individuals starting a business to combine household and work responsibilities and have more flexible working hours. Finally, the satisfaction with leisure time involves starting a business with the aim of growing it into a multi-million enterprise, devoting long working hours to the venture, limiting the number of hours available for other (leisure) activities.

Education has often been found to negatively affect job satisfaction, specific experience may enhance new venture performance, hence, satisfaction with the newly founded firm. Furthermore, existing research explaining entrepreneurial motivation does not allow for variation between types of ventures in terms of, for example, firm size, complexity of the business, effort and involvement (e.g., full-time versus part-time commitment). Indeed, start-up entrepreneurs tend to have different ambition levels, which may lead to different expectations and subsequent levels of satisfaction (Carree & Verheul, 2011). Aneizi (2009) asserted that it is important for students of various disciplines to get support on the entrepreneurial project they do. Thus, Harries, Sapienza and Bowie (2009) asserted that countries should have good policies that will side and support budding entrepreneurship projects in order to encourage growth of new entrepreneurs. Vishwananath (2001) found that the primary source of funding for entrepreneurs has been through family loans, personal savings, credit cards and home equity loans. Thus, Rizvi and Gupta (2009) appreciated the government-sponsored development activities and schemes that benefit entrepreneurs. Mambula (2002) recommended that small business entrepreneurs should collaborate with each other to sort out the various problems they face. Mambula further pointed at the need to form

alliance of Government, Research Institutions and Financial Institutions to create appropriate training for prospective small business. Mizgajska (2007) observed that education and professional experience of entrepreneurs was vital in entrepreneurship.

Anezi (2009) asserted that it is important that students of various disciplines have an appreciation of entrepreneurial opportunities and be supported. Consequently, Kuip and Verheul, (2003) observed that the society was putting emphasis on both entrepreneurship and the educational system for the economic growth. Unfortunately, the importance of education for entrepreneurship has been acknowledged only recently (Kuip & Verheul, 2003). At the University of Eswatini, Faculty of Agriculture, undergraduate students (including agricultural education) are required to enroll for two compulsory two courses. The first course is Entrepreneurship – a theory course which includes developing the business plan and preparing business proposal, while the second course is Applied Entrepreneurship – a practical course which is on running the proposed business, and market their services or products (University of Eswatini, 2019). The introduction of these entrepreneurship courses was a result of the scarce job opportunities for graduates (Magagula, 2011). Entrepreneurship was intended to produce potential entrepreneurs who will be able to make a living through starting businesses (Ncube & Dlamini 2014). However, since the introduction of this noble course(s), there has been little research on the status of the course. Therefore, this study intended to find out the challenges faced by Agricultural Education students while undertaking their various entrepreneurial projects at the University of Eswatini.

Purpose and objectives of the study

The purpose of the study was to determine challenges faced by Agricultural Education students with entrepreneurial projects at the University of Eswatini. The study was guided by the following objectives:

1. describe the respondents by demographic characteristics and background information.
2. identify the challenges faced by Agricultural Education students while undertaking their entrepreneurial projects
3. determine the Agricultural Education students' level of satisfaction with their entrepreneurial projects experience.
4. ascertain strategies that can be used to assist the Agricultural Education students in doing the entrepreneurial projects
5. describe the relationship between the challenges faced by entrepreneurial project students and their demographic characteristics and background information.

Methodology

The design of study was a descriptive correlational research. The study was a census targeting Year 3 and 4 Agricultural Education students (N=88) at the University of Eswatini. The students were 49 Year 3 and 39 Year 4 students in the 201/15 academic year. A questionnaire was developed from literature, and used for data collection. The questionnaire was divided into four sections, namely: Challenges facing Agricultural Education students with the entrepreneurship projects [Section A]; Agricultural Education students' satisfaction levels with the entrepreneurship projects [Section B]; Strategies that can be used to assist the Agricultural Education students in doing the entrepreneurial projects [Section C] and Demographic characteristics and background information [Section D]. A six-point Likert-type scale, having the following ranges: 1= strongly disagree; 2=slightly disagree; 3=disagree; 4=agree; 5=slightly agree; and 6=strongly agree was used to measure the challenges facing Agricultural Education students with the entrepreneurship projects, Agricultural Education students' satisfaction level with the entrepreneurship projects, and

strategies that can be used to assist the agricultural education students in doing the entrepreneurial projects. Finally, in the demographic characteristics and background information, the students were required to circle or fill in the blanks. The questionnaire was validated by three experts from the Department of Agricultural Education and Extension and the course instructor from the Department of Agricultural Economics and Management at the University of Eswatini. The comments of the experts were incorporated to enhance the content and face validity of the questionnaire. Suitability was ensured using two students doing Level 4 in Agricultural Education to ensure that the content and language were clear for the respondents. A pilot study was conducted using 30 pre-service teachers who were doing Bachelor's degree in Agricultural Economics and Management. The inter-item reliability of the questionnaire was determined using Cronbach's Alpha in SPSS version 20. The reliability coefficient was $r=.64$, and, post-hoc reliability was also calculated after some items were removed and the reliability coefficient was $r=.71$. Data were collected from February to March 2017. The respondents were given two weeks to complete the questionnaires. The questionnaires were personally delivered by the researchers to the Agricultural Education students. A consent form was filled and signed by the respondents to participate in the study. To ensure confidentiality, the questionnaire was formulated such that respondents' names were concealed. The questionnaires were only accessible to the researchers. Descriptive statistics such as means, standard deviations, frequencies and percentages in the Statistical Package for Social Sciences (SPSS) version 20 were used during data analysis.

Findings and Discussions

Demographic characteristics and background information

Table 1 indicates that a majority of the respondents were males (N=38, 52.1%). Most of the entrepreneurship Agricultural Education students were in the age bracket of 22 to 25 years (N=35, 47.9%) followed by those in the youngest age brackets [18 – 21 years] (N=24, 32.9%). An overwhelming majority of the respondents were living in rural areas (N=55, 75.3%). Also, most of the respondents were coming from small families having 1 – 4 members (N=28, 38.2%) and a close number of the respondents to the highest had 5 – 9 members (N=27, 37.0%). A majority of the respondents were doing Year 4 (N=41, 56.2) and were staying off-campus (N=39, 53.4%). Most of the work for the project was done by group members (N=60, 82.2%) and they continued with projects during university vacations (N=52, 71.2%). Finally, entrepreneurship students had little experience (0 – 4 years) in running an entrepreneurial project (N=64, 87.7%).

Table 1: Demographic Characteristics and Background Information (N=73)

Demographic characteristics and background information	<i>f</i>	%
Sex		
Male	38	52.1
Female	35	47.9
Age		
18-21 years	24	32.9
22-25 years	35	47.9
26-29 years	12	16.4
≥30 years	2	2.4
Home Location		
Rural	55	75.3
Urban	16	24.7
Family size		
1 - 4 members	28	38.2
5 – 9 members	27	37.0
≥ 10 members	18	24.7

Year of Study		
Year 3	32	43.8
Year 4	41	56.2
Residence		
On-campus	34	46.6
Off-campus	39	53.4
Experience in Entrepreneurship		
0 – 4 years	64	87.7
5 – 9 years	9	12.3
Source of Labour		
Group members	60	82.2
Hired labour	4	5.5
Both members and hired labour	9	12.3
Project continue during Holiday / vacation		
Yes	52	71.2
No	21	28.8

Challenges Faced Students while Doing their Entrepreneurship Projects

Table 2 depicts that all the items identified were challenges faced students while doing their entrepreneurship projects at the University of Eswatini. The leading challenges were: some group members do not cooperate (M=4.77, SD=1.31); inadequacy of tools and machinery (M=4.68, SD=1.13); some debtors do not settle their debts on time (M=4.51, SD= 1.40); theft of produce in the farm (M=4.48, SD=1.40); expectations from supervisor differs from entrepreneurship theory (M=4.48, SD=1.45); plots being far away thus difficult to manage (M=4.47, SD=1.44) and unexpected closure of institution affecting the management of the project (M=4.45, SD= 1.51). Other prominent challenges facing the entrepreneurship students were target population complaining about products being expensive (M=4.36, SD=1.47); group members lack management skills (M=4.32, SD=1.30); insufficient marketing skills (M=4.16, SD=1.49); production costs too high (M=4.14, SD=1.48); insufficient market for sales (M=4.14, SD=1.63) and so on. Lima, Lopes, Nassif and Silver (2012) found that successful entrepreneurship projects of students depend on knowledge and understanding. Lima, *et al.* (2012) reported that student had little understanding of the different forms of training, assistance in opening a business, financial support sources, business centres, technical guidance for start-ups, or even outsource services helpful for opening businesses. Zwane (2015) pointed at lack of sufficient incentives towards entrepreneurship, management incapability, and ill-experience and poor control of funds as challenges students encounter in entrepreneurship projects. The literature suggests that entrepreneurs are hindered by financial, infrastructural, production, labour and government related challenges (Mambula, 2002; Swathy & Benazir, 2014; Vishwananath, 2001). Nayyar, Sharma, Kishtwaria, Rana and Vyasti (2007) reported that poor location of unit, tough competition from larger and established units, and lack of transport facility, lack of rest and sleep, and non-availability of raw material were among the problems faced by entrepreneurs.

Table 2: Challenges Faced by Students while Doing their Entrepreneurship Projects

Item Statements	Mean	SD
1. Some group members do not cooperate	4.77	1.31
2. Inadequacy of efficient tools and machinery	4.68	1.13
3. Some debtors do not settle their debts on time	4.51	1.4
4. Theft of products within the farm	4.48	1.4
5. Expectations from supervisor differ from entrepreneurship theory	4.48	1.45
6. Plots being far away thus difficult to manage	4.47	1.44
7. Unexpected closure of institution threatened the enterprise and shortens the time for carrying out the project	4.45	1.51
8. Target population complain of higher prices of products	4.36	1.47
9. The group members lack management skills	4.32	1.3
10. Insufficient marketing skills resulted to perishable items contributing to a loss	4.16	1.49
11. Production costs too high	4.14	1.48
12. Insufficient market for sales	4.14	1.63
13. Inconsistent supply of products (from suppliers)	3.97	1.28
14. Difficulty to get land/plots in the farm	3.97	1.54
15. Plots/facility needed back before enterprise was over	3.77	1.42
16. Difficulty in business accountability and records keeping (financial reports) by group members	3.7	1.62
Overall	4.56	1.52

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

Satisfaction Students Obtain from Entrepreneurship Experience

Table 3 indicates that the students were generally satisfied with the experience they were getting from the entrepreneurship projects (M=4.46, SD=1.25). The prominent areas of satisfaction on the project were: carrying out the project (M=4.92, SD=1.05); sale of produce (M=4.67, SD=1.04); lectures received on the project (M=4.63, SD=1.27); profit from sales (M=4.59, SD=1.40); and marketing of products (M=4.58, SD=1.13). Other areas of students' satisfaction on the entrepreneurship projects were: preparation of business plan (M=4.27, SD=1.28); cooperation of group members (M=4.26, SD=1.39); procurement of input (M=4.21, SD=1.21); and role played by staff members (M=4.03, SD=1.46). The findings are consistent with the existing literature. Carree and Verheul (2011) presented three determinants of satisfaction among entrepreneurs: satisfaction with income, satisfaction with psychological well-being, and satisfaction with leisure time. Carree and Verheul further reported that specific experience in entrepreneurship will propel an individual to take such initiatives. Makhbul (2011) admitted that students' ability to perform and exhibit satisfying entrepreneurial characteristics could be observed by having good sales and profits.

Table 3: Satisfaction Students Obtain from Entrepreneurship Experience

Item Statements	Mean	SD
1. Carrying out the project	4.92	1.05
2. Sale of produce	4.67	1.04
3. Lectures received on the project	4.63	1.27
4. Profit from sales	4.59	1.40
5. Marketing of products	4.58	1.13
6. Preparation of business plan	4.27	1.28
7. Cooperation of group members	4.26	1.39
8. Procurement of input	4.21	1.21
9. Role played by staff members	4.03	1.46
Overall	4.46	1.25

Rating scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Slightly Disagree (SLD), 4 = Slightly Agree (SLA), 5 = Agree (A), 6 = Strongly Agree (SA). Influencing factors ≥ 3.50 , Non-influencing factors < 3.50 . M = mean, SD = standard deviation

Improvements That Can Be Made On the Entrepreneurial Projects

Table 4 presents the areas of improvement that can be made on the entrepreneurial projects at the University of Eswatini. The leading areas of improvement were entrepreneurship product display to showcase entrepreneurial skills (M=5.58, SD=1.09); increase the number of working machinery in the farm (M=5.21, SD=0.91); assessment of individual contributions (M=5.11, SD=0.99); and establishing appropriate production facilities for projects (M=5.03, SD=0.96). Other areas of improvement for the entrepreneurship projects were: establishing appropriate marketing centres (M=4.97, SD=1.13); business mentors to provide guidance and advice (M=4.96, SD=1.18); issuing loans before the start of the academic year (M=4.93, SD=1.32); nurturing students who want to be businessmen (M=4.90, SD=1.19); encouraging students to do business apart from the course projects (M=4.90, SD=1.08); and presenting business plans early to the department (M=4.16, SD=1.68).

Similarly, Aneizi (2009) asserted that it is important for students of various disciplines to have an appreciation of entrepreneurial opportunities and be supported. Thus, Harries, Sapienza and Bowie (2009) recommended that countries should have a good policy that supports the entrepreneurship projects in order to encourage growth of new entrepreneurs. Vishwananath (2001) found that the primary source of funding for entrepreneurs has been through family loans, personal savings, credit cards and home equity loans. Thus, Rizvi and Gupta (2009) appreciated the government-sponsored development activities and schemes that benefit entrepreneurs. Mambula (2002) recommended that there should be an alliance of government, research, and financial institutions to create appropriate training for prospective small business enterprise. Magagula (2012) found that graduates need support of experienced, well qualified and highly motivated mentors in academia, research, and industry. Procured inputs capital for projects must be released on time in order for farmers to start operations as planned (Wootoyitidde, 2010).

Table 4: Strategies That Can Be Used To Improve Entrepreneurial Projects

Item Statements	Mean	SD
1. Entrepreneurship product display to showcase entrepreneurial skills.	5.58	1.09
2. Increase the number of working machinery in the farm	5.21	0.91
3. Assessment of individual contributions is needed	5.11	0.99
4. Appropriate production facilities for projects should be established.	5.03	0.96
5. Appropriate marketing centres should be established	4.97	1.13
6. Business mentors to provide guidance and advice are needed	4.96	1.18
7. Issuing of loans should be process the previous academic year	4.93	1.32
8. Students who want to be businessmen must be nurtured	4.9	1.19
9. Students should be encouraged to do business apart from the course projects	4.9	1.08
10. Business plan presentation should be done earlier to the department	4.16	1.68
Overall	3.92	1.15

Correlation between Challenges Encountered By Students and Their Demographic Characteristics and Background Information

Pearson Product Moment correlation was used to establish the relationship between challenges encountered by students and their demographic characteristics and background information. The correlations were interpreted using Davis (1971) descriptors. Table 5 depicts that there is a low to negligible relationship between challenges encountered by students and their demographic characteristics and background information. Literature indicates that the background of the entrepreneurs such as large families, where financial needs are higher tends to be a challenge (Ndirangu & Bosire, 2004). Ndirangu and Bosire argued that in large families most students have some huge responsibilities; such as having to take care of their younger siblings. The young entrepreneur may suffer from debt as they sometimes use business ground for loan application while they want to spend money on personal issues.

Table 5: Correlates of challenges encountered by students and their demographic characteristics and background information

Demographic Characteristics of Respondents	r
Sex	-.05
Age	.21
Year of study	.15
Family size	-.07
Occupation of parents	-.01
Role model in the family	-.12
Home location	-.21
Student experience	-.11
Flexibility to do entrepreneurship during vacation	.07
Source of labour	.02
Student residence	.11

Conclusions and Implications

The researchers came up with the following conclusions from the findings. The students were having challenges while doing the entrepreneurship projects at the University of Eswatini. Prominent challenges were: lack of cooperation amongst the members, inadequacy of tools and machinery, debtors unable to pay on time, theft of produce in the farm, expectations from supervisor differ from entrepreneurship theory, plots being far away affecting management, and unexpected closure of institution affecting the project management as well. Another conclusion reached was that the students were satisfied with the entrepreneurial experience gained from the entrepreneurship projects. Specifically, they were happy with the experience in carrying out the project, selling of produce, lectures received on the project, profit realised from sales, and marketing of products. The study also concluded that the entrepreneurial projects can be improved through initiatives such as displaying produce to showcase entrepreneurial skills, increasing the number of working machinery in the farm, assessing individual contributions in the project and establishing appropriate production facilities for projects, establishing appropriate marketing centres, and having business mentors to provide guidance and advice to the students. Demographic differences among the students did not have any influence on the challenges faced while doing the entrepreneurship at the University of Eswatini.

The findings and conclusions of the study imply that students doing the entrepreneurship projects have challenges. Therefore, every training institution engaged in training their students on entrepreneurship projects should support the students in the challenges they face as they are executing the projects. The findings from the study also imply that the entrepreneurial experience each student gain from the entrepreneurship projects is worthwhile. This effectively means that if this initiative could be natured well; most of the students may end up getting self-employed and participating in nation building by employing other people and contributing to the economy of the country. Job opportunities are getting slim every day; thus, every direction taken towards capacitating students to become entrepreneurs deserves full support from all stakeholders. The rapid development of the society has necessitated that entrepreneurship becomes one of the most dynamic forces in the economy (Swathy & Benazir, 2014). Many countries have realised the prospective role of entrepreneurship to address the ever increasing unemployment rates as a positive step towards economic prosperity (Kenosi, 2006).

Recommendations for Action

Recommendation emanating from the study is that the university mentors should work closely with the students doing the entrepreneurship project so that they can assist in tackling challenges such as group members failing to cooperate in the groups, debtors unable to pay on time, and dealing with theft of the project produce. The University of Eswatini needs to set aside machinery and tools to be used during the entrepreneurship projects. In the case of unexpected closure of the university, a staff member should be assigned to take care of the projects while the students are away. The course lecturer and the entrepreneurship project supervisor should work together so that the information given to the student is the same. The University of Eswatini must give full attention to the suggestions as stated in this study in order to realise this noble goal of converting students into entrepreneurs. Amongst the suggested improvements, the following can be singled out: assessing individual contributions in the project, establishing appropriate production facilities for projects, and establishing appropriate marketing centres.

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