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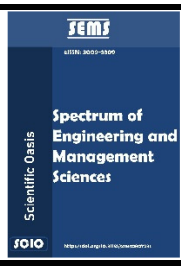

The Evolution of Educational Entrepreneurship: Impacts and Challenges in the Contemporary Angolan Context

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ABSTRACT

This study examines the role of entrepreneurship education in fostering economic growth and sustainable business practices in Angola, focusing on the Entrepreneurship course offered at CLESE-Lubango in Huila Province. Utilizing a comprehensive quantitative methodology, the research involved distributing 196 questionnaires to former trainees, revealing significant insights into the course's impact on small business development and market adaptability. The findings highlight a critical need for curriculum updates to incorporate sustainability and global business strategies, ensuring that entrepreneurship education not only prepares individuals for immediate economic opportunities but also equips them with the skills necessary for long-term success in a globalized economy. The study underscores the importance of integrating real-world case studies and successful local entrepreneurs into the educational framework to enhance the practical relevance of the training. These insights are particularly valuable for policymakers and educators aiming to refine entrepreneurial training programs to better meet the dynamic demands of today's interconnected markets.

1. Introduction

In recent years, the global landscape has been significantly reshaped by rapid economic and technological changes, necessitating a reevaluation of how educational systems prepare individuals for the workforce. Entrepreneurship education has emerged as a critical component in this transformation, equipping learners with the skills and mindset necessary to navigate and thrive in a dynamic job market. This paper seeks to explore the impact of entrepreneurship courses on fostering new business ventures, particularly in emerging economies.

The job market is constantly evolving and entrepreneurship education can provide individuals with the skills and mindset to adapt to these changes.

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The objective of this article is to understand the contribution that the entrepreneurship course taught by Clese Lubango-Huila-Angola has generated in promoting new small businesses. The research question is:

i. In what sense is teaching the professional entrepreneurship course important?

Research [1] suggested that entrepreneurship education is important for the following reasons: it develops entrepreneurial mindsets and skills, promotes innovation and economic growth, promotes social and environmental impact, supports career development, enhances personal and professional development, and helps individuals adapt to a changing job market.

In order to better contribute, this article tests data collected in one of the entrepreneurship centers in Angola, Huila province, Lubango municipality. The article is structured as follows: introduction, literature review, methodology, results and discussion, conclusion, and implications.

2. Literature Review

The literature review section provides a comprehensive examination of existing research on the topic of entrepreneurship education and its impact on economic development. This review aims to contextualize the current study within the broader academic discourse, identifying key theories and findings that have shaped the understanding of how entrepreneurship courses influence business formation and growth. By analyzing previous studies, this section highlights the gaps in the literature and underscores the necessity for further investigation into the role of professional training programs in fostering entrepreneurial skills. The review will also explore the interplay between educational practices and market demands, offering insights into how educational institutions can better prepare individuals for the challenges of a dynamic global economy.

According to GEM [2], South Africa has the second lowest rate of established businesses in the world. Professional courses in Entrepreneurship are needed for young people [3]. Oosterbeek *et al.* [4] conducted a study of students who participated in an extracurricular start-up program involving three universities and found that immersion, understanding, and co-learning could be useful tools in business management. Jager *et al.* [5] conducted a survey of 556 graduates of entrepreneurship-related programs and found that entrepreneurship education is associated with self-employment, hybrid entrepreneurship, and intrapreneurship in terms of perceived entrepreneurial knowledge, skills, and abilities. The big question that the authors have not answered so far is: How does entrepreneurship education affect entrepreneurial activities?

According to [6], there is a strong link between entrepreneurship education and starting a new business. In the same vein [7], the author gathered data from 75 countries and concluded that entrepreneurship education can enhance the total number of early-stage entrepreneurial activities. Ayittey [8] empirically tested that entrepreneurship education had a positive effect on the creation of new businesses. Siegfried *et al.* [9] used the same set of data to test the effect of entrepreneurship education on student entrepreneurs from 26 countries, and the results indicated that entrepreneurial curricula had a positive effect on causality and effectuation approaches in nascent entrepreneurial activities. Eesley & Lee [10] used a database of alumni from Stanford University. The results of this research suggested that entrepreneurship education programs might not have a positive impact on the creation of new businesses. Researchers [9] investigate how entrepreneurship education can affect business activity and conclude that the effect occurs through the intrapreneurial spirit and consequently individuals are more able to persist in the professional environment. The theory of human capital teaches that knowledge and other skills can make all the difference in the organization's performance [11,12].

Professional entrepreneurship courses, when well conducted, can accumulate capital related to the entire creation process. According to [13,14] undertaking is overcoming challenges in different spheres, and overcoming the challenges of different stages.

Empirical studies in Africa have also revealed that entrepreneurship is an effective employment opportunity and a source of growth for the continent. For example, the study [15] found that SMEs contribute more than 50% of employment and GDP in Africa. A recent study conducted in Ghana and South Africa also showed a similar result [16]. SMEs contributed 52% to 57% of GDP and about 61% of employment in South Africa, 85% of manufacturing employment, and 70% in Ghana [16].

Entrepreneurship internationalization appears to be at the very core of online developments, especially for the smaller firms that are not richly endowed with the received principles, on which the traditional international business theory is based [17]. In general, smaller firms are resource-constrained, lack broadly based experiential knowledge, are relatively risk averse, and are incapable of making long-term commitments. In spite of the traditional theory´s principal requirements, they internationalize and reach the far corners of the world located at long psychic distances from their respective home bases, while lacking much direct experience with the corresponding environments and seemingly high-risk operations in foreign markets. However, they mostly benefit from the Internet and their internationalization process is assisted by Internet-based technologies, agents, features, and facilities.

Risk management has become an essential component of modern educational programs, particularly in entrepreneurial education contexts. According to [18], the integration of risk management practices into curricula not only prepares students to face uncertainties but also fosters a more resilient learning environment. By teaching students to identify, assess, and mitigate risks, educational institutions are equipping future entrepreneurs with tools to navigate volatile business environments. This approach is particularly relevant in emerging markets, where economic volatility can pose a significant barrier to business success. The ability to manage risks effectively can differentiate successful entrepreneurs from those who fail to adapt to rapid changes.

In the current educational landscape, developing proactive competencies is crucial for preparing students for future challenges. Educational programs promoting initiative and adaptability are fundamental to developing effective entrepreneurs [19]. These competencies enable individuals to anticipate market changes and respond swiftly to new challenges. Curricula incorporating hands-on activities, case studies, and business simulations can strengthen these proactive skills [19]. This type of educational approach prepares students not only to launch their businesses but also to innovate within existing organizations, contributing to a more dynamic and innovative business environment.

With the growing awareness of environmental issues, integrating sustainability education into curricula has become essential. Moreira & Vera [20] highlighted the importance of preparing students to face global challenges related to environmental sustainability. Incorporating elements of environmental education into entrepreneurship programs can encourage future entrepreneurs to consider the environmental impact of their business decisions. This approach not only promotes responsible business practices but also aligns entrepreneurial education with the UN Sustainable Development Goals. By educating students about sustainable practices and eco-entrepreneurship, institutions are shaping a new generation of conscious and responsible business leaders.

Understanding consumer behavior is fundamental to the success of any venture. Sinan *et al.* [21] explored how consumer behavior research had evolved in the field of marketing, identifying emerging trends and shifts in consumer preferences. This knowledge is essential for entrepreneurial education, as it helps prepare students to develop marketing strategies that are effective and customer-oriented. Understanding consumers' needs and desires allows entrepreneurs to create products and services that genuinely meet market demands, thereby increasing their chances of

success. This competency is crucial in an increasingly competitive and customer-centered business environment. The results of these studies all suggest that entrepreneurship can be a viable and uncontested solution for Africa's growing and largely young population.

3. Case Study

This study resulted from the application of a questionnaire to a sample composed of former CLESE-Lubango students, during the month of March 2024, resulting in 196 responses. The questionnaire was delivered in person and had the full support and dissemination of the Clese-Lubango Professional Center.

This method was chosen to avoid errors in filling out the questionnaires, and at the same time care was taken to leave the respondents free to ensure anonymity. The data obtained from the questionnaire were processed using the IBM SPSS (Statistical Package for the Social Sciences) software.

3.1 Sample Characterization

In the total sample of 49 respondents, 28 are male (57.1%) and 21 are female (42.9%) (Table 1).

Table 1
Sex of the respondents

	Frequency	Valid percentage	Cumulative percentage
Masculine	28	57.1	57.1
Feminine	21	42.9	100
Total	49	100	

Overall, 23 respondents, corresponding to 46.9%, were aged between 35 and 44 years (Table 2).

Table 2
Age of the respondents

	Frequency	Valid percentage	Cumulative percentage
16-24	5	10.2	10.2
25-34	16	32.7	47.9
35-44	23	46.9	89.8
45-54	5	10.2	100
Total	49	100	

Regarding academic qualifications (Table 3), 27 respondents attended university, which corresponds to 55.1%.

Table 3
Academic qualification of the respondents

	Frequency	Valid percentage	Cumulative percentage
Primary level	2	4.1	4.1
Secondary level	20	40.8	44.9
University attendance	27	55.1	100
Total	49	100	

3.2 Results: Analysis of Scale Reliability

According to [22,23], the reliability of a measure is related to its ability to be consistent. In this work, reliability was assessed by Cronbach's Alpha, and at the same time as a measure of internal consistency. For statistical purposes, an instrument is said to have acceptable reliability when its

Alpha is at least 0.70, and an Alpha of 0.6 can also be considered admissible. In the present study, a Cronbach's Alpha of 0.71 was calculated, which attests to the reliability of the instrument.

3.3 Instrument

The initial instrument with 12 items had a Cronbach's Alpha of 0.61. However, eight questions presented a correlation with a scale of less than 0.1 and were therefore eliminated. After the exclusion of these items, the scale consisting of the remaining 4 items presented an Alpha of 0.71 and all items have a correlation with the total scale greater than 0.10.

3.4 Main Component Analysis and Internal Consistency Analysis

The analysis of the principal components was performed and presented previously with the aim of testing their dimensionality as well as their suitability to the sample. All dimensions presented good Kaiser-Meyer-Olkim (KMO) indices (>0.60) and significant Bartlett's sphericity test (p<0.05), indicating that the data do not represent an identity matrix. They present correlations between themselves that are suitable for analysis.

The KMO test is performed to verify the adequacy of the sample. This measure varies between 0 and 1. It represents the proportion of the variance of the variables that can be explained by the latent factors or traits. The closer this value is to 1, the more suitable the data are for adjusting a factor analysis.

On the other hand, the Bartlett test (sphericity test) was also performed. If it is significant, it rejects the null hypothesis that the variables do not group together to form any construct [24]. Thus, as can be seen in Table 4, the test is significant at the 1%, 5%, and 10% levels, which means that the null hypothesis is rejected, as there is indeed some association between the variables and that they may, in fact, jointly represent one or more latent traits. Table 4 also shows a KMO=0.68, which, although not excellent, is considered a good indicator.

Table 4
KMO test and Bartlett's sphericity

Kaiser-Meyer-Olkin measure of sampling adequacy		.675
Bartlett's test of Sphericity	Approx. Chi-Square	38.447
	Df	6
	Sig.	.000

3.5 Correlation Analysis between Variables

Taking into account the correlation analysis in Table 5, we can see that there is a strong positive correlation between question 2 and question 1. There is also a weak positive correlation between question 4 and question 3. In general, it was found that among all questions the correlation is positive, that is, there is some degree of association between the variables in the sense of forming a construct such as the conclusion of the sphericity test above (Table 4).

The correlation matrix (Table 5) analyzed four questions, which are narrated below:

i. To what extent did the training you attended meet your initial expectations?
ii. To what extent did the training improve your performance as an entrepreneur?
iii. If there were improvements, how were the improvements introduced?
iv. What are the effects of training that influence behaviors and attitudes in the performance of professional functions?

Table 5
Correlation matrix

	Question 1	Question 2	Question 3	Question 4
Question 1	1			
Question 2	0.55**	1		
Question 3	0.23	0.45**	1	
Question 4	0.41**	0.41**	0.19	1

4. Main Findings

With the help of SPSS it was possible to obtain the following results, relative to each of the questions that were presented.

In Table 6, it can be understood that 31 respondents, corresponding to 63.3%, understand that the entrepreneurship training provided by CLESE Lubango was very far from what the trainees expected before starting the course.

Table 6
To what extent did the training you attended meet your initial expectations?

	Frequency	Valid percentage	Cumulative percentage
Very little	31	63.3	63.3
Little	2	4.1	67.3
Reasonably	12	24.5	91.8
Fully	4	8.2	100
Total	49	100	

Table 7 shows the responses obtained to the second question, that is, to what extent did the training improve the performance of your duties as an entrepreneur? As can be seen, around 22 respondents, that is 44.9%, understand that the training had very little impact in terms of performance in the duties of an entrepreneur.

Table 7
To what extent did the training improve your performance as an entrepreneur?

	Frequency	Valid Percentage	Cumulative Percentage
Very little	22	44.9	44.9
Little	5	10.2	55.1
Reasonably	18	36.7	91.8
Fully	4	8.2	100
Total	49	100	

Regarding the way in which improvements in training were introduced, 27 respondents, that is, approximately 55.1%, responded that there was an improvement in quality, and 16 respondents (32.7%) responded that there was an improvement in the ability to respond to customers (Table 8).

Table 8
If there were improvements, how were the improvements introduced?

	Frequency	Valid percentage	Cumulative percentage
Improved responsiveness to the Company´s internal customers	16	32.7	32.7
Quality improvement	27	55.1	87.8
Meeting deadlines	3	6.1	93.9
Improvement in internal and external articulation/communication	3	6.1	100
Total	49	100	

Regarding the fourth question, 21 of the respondents (approximately 42.9%) responded that training prepared them to be more open to change (Table 9).

Table 9
What are the effects of training that influence behaviors and attitudes in the performance of functions?

	Frequency	Valid percentage	Cumulative percentage
Ability to make suggestions	13	26.5	26.5
Greater openness to change	21	42.9	69.4
Ability to work in a group	6	12.2	81.6
Sense of responsibility	9	18.4	100
Total	49	100	

4.1 Discussion of Findings

This study allowed us to analyze the impact of professional training in entrepreneurship provided by Clese-Lubango. Regarding the questionnaire, three dimensions of the training were essentially analyzed:

i. Characterization of the training action attended.
ii. Results of the training.
iii. Impacts of the training.

In general, it is understood that for the first dimension, the results are not very satisfactory, due to the fact that there is a misalignment between the expectations of the trainees; i.e. the initial motivations of each of the trainees at the time of enrolling or looking for a center to attend the course, and on the other hand, because there is no alignment between the reality of the trainee as an entrepreneur and the content and practices in the classroom.

Different research [10,25] has addressed the subject. In the characterization of a professional training action, it is important that the centers are able to integrate into the offer some specific training or content that allows those interested to learn more deeply about entrepreneurship [25]. These trainings must be dynamic, based on the sharing of ideas, and joint work in a multidisciplinary environment, with entrepreneurial experiences such as the approach of real case studies, that is, bringing into the classroom managers with successful experiences, whether family businesses or not [25].

Education is an important tool for the development of critical, innovative, and proactive citizens [10]. It must be based, in particular, on: the transmission of content (knowing how to know), development (knowing how to be/behave), and the correct performance of activities in the training of professionals (knowing how to do).

For the second dimension, the main result of training is the improvement in quality as well as the ability to respond quickly to customers. In fact, these two results are interconnected, as the fact of providing a better service due to better training of the manager or better information, or even a better-finished product, allows for increasingly better feedback between the entrepreneur and the company.

These results are in agreement with [26]. Professional training in a context of economic globalization, new forms of organization of production and work, and the growing processes of democratization of society require an extensive study of professional training that brings significant changes to the world of work. The concept of employment is gradually giving way to the concept of work, with the watchwords being quality in processes in order to reduce distances with customers.

For the third dimension, the main impact of training was the fact that it allowed trainees to be more prepared and open to change. The market is increasingly demanding and competitive, and the ability to adapt, be open to change and the ability to survive are what is expected of today's entrepreneurs.

According to [27], the need for new parameters of professional training and qualification was, and still is, widely publicized and education continues to be strongly encouraged, however, in the search for survival, professionals are filled with expectations regarding training in proportion to the challenges that the market itself faces. Thus, according to [27], productive activity becomes dependent on knowledge, so the entrepreneur must be a creative, critical, thinking subject, prepared to act and adapt quickly to the changes in this new society. Therefore, from this point of view, the result of the research was as expected.

5. Conclusion

Among the many implications that our study presents, we highlight at least two:

i. Sustainable entrepreneurship and how CLESE Lubango (Angola) programs can focus on education for sustainability.
ii. The challenges of globalization are associated with a larger market and are more demanding given the frequent changes in different markets.

Regarding entrepreneurship and sustainability, the analyzed program proved to be quite limited in terms of environmental issues, that is, there is not yet an eco-entrepreneurship program. However, only through this will it be possible to transmit knowledge that becomes necessary skills to change the currently existing global model that leads us to the rapid depletion of resources and food shortages [28].

The study quickly leads us to reflect on the need for transition in terms of the curriculum matrix. The study leads us to agree with academic Edward Freeman on the need to rethink economic and management theory, as the models presented are mostly of Western origin in many not far from the context of underdeveloped countries such as Angola. Essentially, education is the channel that unites enterprise and sustainability, making it possible to train citizens aware of their more innovative potential and with greater skills to develop a business that can have a positive impact on society and the environment.

Another implication that we need to highlight from this study has to do with the challenges faced by entrepreneurs in the globalized world. According to [29], a globalized entrepreneur has the following strengths: obstinacy, taste for control, and ability to perceive the whole. And its weak point is that it has difficulty admitting that there are people who think differently. The result of question number four of our questionnaire shows that entrepreneurs trained by CLESE Lubango-Angola are

not very open to teamwork, that is, respondents believe that the training obtained qualifies them only 12%, the same training contributes only 13% in terms of the ability to make suggestions. These two indicators clearly show that the program of entrepreneurship must include more components in its curriculum that will add those values to capture short-term effects, that is, CLESE Lubango-Angola, through its entrepreneurship training, manages to awaken the business idea in trainees (short-term effect). However, these are unsustainable businesses, hence the need for entrepreneurship programs to include eco-entrepreneurship in their framework as well as the globalization component in order to maintain the business vision in the long term.

As said by [30], entrepreneurship education programs are increasingly being established and expanded in an effort to equip students with the knowledge and competency necessary to create economic value and jobs. An underlying assumption of these programs is that they create positive outcomes for students. However, the extent and nature of these outcomes have not been well explored in the literature. As main results, the research concluded that in the characterization of a training action in order to guarantee the three main objectives of know-how, know-how to be, and know-how to do. CLESE-Lubango should seek to include in its training program the expectations of trainees regarding the course through a valid instrument for collecting opinions, as well as including in its content grid such as case studies, bringing to the classroom managers with a history of success in the local market.

In terms of results obtained by trainees, the improvement in quality was highlighted, as well as the speed in responding to customer needs, and results met expectations. For the last dimension, the main impact of the entrepreneurship training provided by CLESE-Lubango was the fact that the training helped trainees respond more positively to changes. Given that markets are dynamic and competitive with the entry of new companies every day, as well as the challenges of globalization, it is concluded that professional training in entrepreneurship is fundamental, and has positively impacted the professional lives of most of the trainees who attended CLESE-Lubango.

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Conflicts of Interest
The author declares no conflicts of interest.

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