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Solving The Puzzle of Entrepreneurship Education: Comprehending Pedagogy, Entrepreneurship Curriculum, And Lecturer Competency

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ABSTRACT

By concentrating on lecturer competency, entrepreneurship curriculum, and pedagogy, this qualitative study investigates the intricate terrain of entrepreneurship education. The study used a qualitative inductive methodology and the Gioia methodology to gather data from 14 individuals who were actively involved in entrepreneurship education and development at different South African universities. By examining the following important topics, the study fills important gaps in the existing literature: the best ways to teach entrepreneurship, curriculum elements that are necessary, sources of entrepreneurial knowledge, and general tactics to promote entrepreneurship in higher education. The results demonstrate the variety of scholarly viewpoints and emphasize the value of interactive and collaborative teaching strategies in preparing students for the challenges of entrepreneurship. The study offers insightful information that may be used to improve entrepreneurship education in South African higher education through policy and practice.

Keywords: Entrepreneurship education; Lecturer competency; Entrepreneurship curriculum; Entrepreneurship pedagogy; Teaching styles