Eurocentric, Westernized, or Afrocentric curriculum in one university in the Eastern Cape: An entrepreneurship approach

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ABSTRACT

Curriculum transformation in South African universities strives to revive disadvantaged communities to change existing Eurocentric and Westernized curriculums to be Afrocentric. However, there are debates on whether there should be the adoption of fully Africanized curriculums or infusing African values into the Eurocentric epistemologies. The study sought to bring out the roles of entrepreneurial skills in curriculum transformation in one university in the Eastern Cape. The study adopted a qualitative approach, where university students and lecturers were the key informants. To collect data interviews were used where the interview schedule is attached. It was found that universities are challenged by organizational culture, lack of resources, the existence of colonial systems, and a colonial-caged mentality. The paper illustrated that decolonizing curriculums is useful in resource-constrained institutions if resources are pumped in and if the curriculum transformation works in an entrepreneurial ecosystem. Therefore, the university should invest more resources into the curriculum transformation and African and European epistemology should be fused to come up with strong and vibrant knowledge that will positively change societies. Additionally, for a university entrepreneurship ecosystem, there should be staff empowerment on entrepreneurship education in the curriculum across disciplines.

ARTICLE INFO

Article history:
Received 01 October 2023
Received in rev. form 19 Nov. 2023
Accepted 12 December 2023

Keywords:
Curriculum transformation, Eurocentric curriculum, Westernized curriculum, Afrocentric curriculum, Entrepreneurship

JEL Classification:
A12, A13, I23, I26, L31

Introduction

Universities globally are continuously transforming to address several issues that were undesirable to the marginalized class in the past (Alfrey & O'Connor, 2022). In Africa, curriculum transformation dates back from the time of illiteracy to technologically advanced times. For instance, most curricula in Africa were dominated by European and Western epistemologies (missionary schools) full of colonialism (Blignaut, 2017; Mopeli, 2017). South Africa was colonised by Europe, and this is indicated by the dominant English language seen in names, destroyed African cultures in indigenous knowledge systems, and an epistemic freedom (Ndlovu-Gatsheni, 2018). Therefore, there is a need to decolonize the European and Western epistemologies into the curriculum infusing African epistemologies. The decolonization process can assist in bringing cognitive justice.

The educational landscape in South Africa has seen remarkable improvements since 1994 (Shava, 2022). Changes to the educational system were necessary since education has always been a political instrument. Reforming the teaching and learning process to address the regional and contemporary economic socio-political concerns was and still is a necessity in decolonizing the curriculum. Hence, this paper debates on whether there should be the adoption of fully Africanized curriculums or infusing African values into the Eurocentric epistemologies.

The transformation of curricula that have historical and rooted problems to undermine African values and resources is not easy to decolonize. Most of the curricula in South African universities operate within a Eurocentric and Westernized epistemological framework (Koopman, 2019). A rigorous examination of social and economic contexts is necessary before decolonization measures. Hence, this paper explores how entrepreneurship skills can be used as a panacea to a chosen Universitys challenges. The skills can

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https://doi.org/10.20525/ijrbs.v12i10.3093
be employed in designing the curriculum, where learning outcomes can be achieved through activities that are entrepreneurial in nature. This means the curriculum should have features of creativity and innovation (Koopman, 2019; Ncanywa & Dyantyi, 2022).

The chosen university is a comprehensive university established in terms of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended (South African government, 2023). It is currently reimagining itself as a technology-infused African university dedicated to the pursuit of excellence in all areas of its mandate. It seeks to impact South African society in ways that will greatly bolster the country’s match towards accelerated socio-economic development (Songca, Ndebele & Mbowela, 2021). Some of the staff are highly experienced academics with national and international profiles, making it capable of transforming curricula to suit the needs of society. It has a wide geographical spread in the Eastern Cape to allow diverse curricula rich in tourism, ocean economy, and inland farming (Songca et al., 2021). Hence, it is imperative to show how entrepreneurial skills can be linked to curriculum transformation from Eurocentric and Westernised to Africanisation of curriculums in one university in the Eastern Cape.

**Literature Review**

This section is divided into two subsections namely, theoretical background and empirical review of literature.

**Theoretical Background**

Goal Setting Theory is the theoretical framework that will be used to guide and explain the research study. Omer (2015) suggests that goal-setting theory ensures institutional goals must be communicated clearly, and the goals should be specific. GST can be utilized strategically in organizations to further employee performance. Webb (2021) states that the steps of GST include defining and setting organizational targets, identifying weaknesses and strengths, threats, and opportunities, and analyzing the external environment. Communication allows information to be disseminated from the drafters of the curriculum transformation to the implementers. Communication is the key to the success of the concept; therefore, the channels of communication should be strengthened.

Omer (2015) posits that leaders are critical people in communicating goals to the employees and can persuade the employees that the plans are attainable. Managers widely accept goal setting to improve and sustain performance. Hence, the GST will be critical in explaining the curriculum. It also proffers solutions on how the curriculum transformation should be drafted and the role that leaders should play in contributing to the success of the concept. The goal-setting theory is goal-oriented, just like the curriculum transformation (Webb, 2021). According to the GST, goals should be simple, measurable, achievable, and time (SMART) bound. These attributes should be used in line with curriculum transformation. The departments responsible for structuring curriculum transformation strategies should be able to set SMART goals (Alfrey & O'Connor, 2022).

**Empirical Review**

There is a gap in the transformation of universities because processes of knowledge production and dissemination are inconsistent with the contexts and cultural orientation of the people presently (Blignaut, 2017; Saurombe, 2018). One of the challenges that universities are facing is to provide relevant knowledge that reflects African society. Most of the time, students at African universities experience a cultural shock when they enter modern universities as most of them come from rural areas (Saurombe, 2018). Culture shock forces them to abandon their cultural orientation. In most cases, they consciously or subconsciously reject their rich history and replace it with a contemporary culture that does not favor them. Costandius and Bitzer (2015) state that Egypt's Al Azhar University is the only African university still organized according to its original Islamic model. All other universities have adopted the Western model. If cultural issues are ignored in curriculum transformation, there is a high possibility of marginalized transformation (Webb, 2021). Hence, curriculum transformation can be completed by integrating indigenous knowledge reflecting African cultures in universities.

It has been noted in the chosen university, perhaps in many others, that there is no framework in the education transformation literature to show how the concept can address capacity development and identity issues (Mopeli, 2017; Mendy & Madiope, 2020). Moreover, the transformation is not linked to local communities and does not address the Africanization challenges. Scholars' views are highly debated on the issue of infusing Western epistemologies with African epistemologies. Curriculum transformation can be identified as an integral component of teaching and learning. Mendy and Madiope (2020) concur with the above sentiments, arguing that curriculum transformation positively affects peoples lives and plays a pivotal role in decolonizing and Africanizing the curriculum. Msila and Gumbo (2016) alluded that including African indigenous epistemology in the curriculum could boost students' and lecturers' confidence as they learn and teach what they observe and experience daily. Learners can relate easily when they understand what their forefathers have done, and they will develop a sense of pride and belonging. Kayira (2015) postulates a different view from Webb (2021), arguing that the emergence of curriculum transformation in South Africa does not imply that Western and European epistemologies should not be incorporated. Those who subscribe to this view opine that just because there are reforms, it does not mean scrapping away everything foreign, however, it is vital to select what is beneficial and fuse it with the locals to strengthen the reforms. Mendy and Madiope (2020) argued that ideologies such as humanism and Ubuntu, which are African, have also failed to address the challenges faced in South Africa. Hence, it's not about implementing without critical analysis; fuse knowledge from two different worlds, and a positive impact will be noticed.
Among the necessary skills for curriculum transformation is an entrepreneurial approach, where skills and tributes such as the spirit of initialization, teamwork, networking, focus, openness to novelty, value creation, and effective communication are needed (Ncanywa & Dyantyi, 2022). These skills could allow the implementers and drafters of curriculum transformation to structure clear ideas and strategies that are easy to follow and that relate to the society on which strategies are imposed. Teamwork refers to the joint action of people, in which individual interests are subordinate to the group efficiency, so teamwork provides more results than individual work (Burke & Hodgins, 2015; Ncanywa & Dyantyi, 2022) argue that it is necessary to operationalize knowledge, attitudes, and skills to act together to achieve a common purpose, maximizing the potential of everyone in a durable and balanced way. Entrepreneurs are distinguished by their ability to facilitate these processes, keeping in mind the development of projects through an entire network that makes it possible to be successful. The spirit of initiative distinguishes entrepreneurs, which has been one of the main objectives of promoting an entrepreneurial culture (Jardim, 2021). This is justified because the entrepreneur indicates himself by creating something new and of value. After discerning a need for a target group, it seeks ways to satisfy that need and works towards a solution. Being more proactive than reactive, entrepreneurs take the initiative and immediately apply their ideas until they find a better solution. Entrepreneurs do not wait for events to happen but make the course of events occur. Jardim (2021) alludes that after implementers realize what they want to accomplish, they develop a plan and work until they get the desired result. In this way, the initiative resembles a catalyst that activates the motivation to take the necessary steps until a goal is reached. The spirit of the initiative will benefit the drivers of curriculum transformation in that they will create situations to improve the education of the learners and control them at the same time (Jardim, 2021; Ncanywa & Dyantyi, 2022).

Research Methodology

The study employed a constructivist paradigm as participants construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences in the curriculum transformation process (Mohajan, 2017; Cassell & Bishop, 2019). In carrying out this research, the qualitative research approach is adopted. Bell, Bryman & Harley (2022) explain that the qualitative approach provides detailed information by recording and analyzing feelings, behaviors, and attitudes, the researcher can compare verbal and non-verbal communications and come up with analyzed information. A case study of one university in the Eastern Cape is chosen as it provides an in-depth analysis of the research problem and can help to adapt ideas and produce novel hypotheses that can be used for later consultation (Mohajan, 2017; Bell et al, 2022).

As the population used in the study is drawn from one of the universities in Eastern Cape Province, a purposive sampling technique is employed in selecting participants for this study. This technique allows the researcher to identify key informants with knowledge and experience of the information needed (Creswell, Shum, Pearcey, Skripkauskaite, Patalay & Waite, 2021). Ten key informants are selected as a sample of the study. Among these ten informants, four are lecturers and six are students. The lecturers and students were randomly selected from three different faculties comprising of Education, Commerce, and Engineering.

According to Mutanga (2016), sampling is needed to enable the researcher to make generalized statements about the entire population. Sampling is not time-consuming and costs less than the whole unit. According to Creswell et al, 2021, data analysis has been described as the procedure where gathered information is decreased to a more controllable and helpful size and where the researcher can begin to recognize patterns or trends, apply factual methods, use statistical techniques, and summarize the data. Goal Setting Theory will be employed when analyzing data that will be provided by the key informants. The GST will help design in interpreting the data and explain observed phenomena and report on themes derived from objectives (Mutanga, 2016).

A thematic analysis strategy was adopted in analyzing the collected data. The thematic analysis process seeks to advance a story from the texts of interest (Cassell & Bishop, 2019; Creswell et al, 2021). The process starts by transcribing the data to gain a clear understanding and familiarity with the collected data. This step helped in delivering complete information on the data. The respondents were categorized as follows: 4 lecturers (L1-L4), and 6 students (S1-S6). The themes were pre-selected based on the set objectives. The research questions were asked from the respondents to get insights on the responses to answer the main research question should this university adopt fully Africanized curriculums or infuse African values into the Eurocentric epistemologies?

Findings and Discussions

The researcher searched for themes from the data as informed by the research questions. The generated themes helped in ensuring the sound representation of the data gathered during the interviews. Themes are generated in short descriptions and sub-themes are identified from the themes. Data is presented and presentations are followed by discussions linked to the views of distinguished scholars.

Challenges faced by Universities in Implementing the Curriculum Transformation

When the question of what challenges universities encounter when attempting to implement curriculum transformation was asked, several responses came up with different ideas. From the respondents, it came up that the implementation of curriculum transformation is being challenged by a lack of resources, an existing colonial system, and a caged colonial mentality. The following sub-sections discuss the challenges in detail.
The findings of the interviews indicate that curriculum transformation has been affected by a lack of resources. Two students who were interviewed strongly agree that without resources a project is doomed to fail. These were their words:

S4: “Lecturers need regular workshops to equip them with relevant information on curriculum transformation. Resources are the backbone of every project, curriculum transformation is not exceptional.”

S1: “The main challenge that the curriculum transformation is facing is the lack of resources to drive the project forward. Without resources, any project will not achieve its intended goals. There are a lot of challenges, but lack of resources is the main challenge.”

The respondents claimed that the organization is failing to accumulate resources. Many of the university employees did not receive adequate training for the implementation of the new curriculum. This explains why some members lacked interest in executing the demands of the approach. Graham (2017) supports the above saying that, lack of resources has led employees to develop bad organizational culture as they no longer fight to achieve organizational results, however, they manipulate monthly and yearly results so that they appear like they are working tirelessly. Kezar et al (2018) point out that the communities of transformation are not resource-proof; therefore, they should be well-funded to help universities achieve their goals. According to Masenya (2021), the revised curriculum is going to cost more because more materials are being developed and the process of teacher orientation will cost more due to the call for more and better teacher preparation.

Curriculum transformation has been affected by colonial existence and the availability of incompetent leaders (Mangena, 2017). Incompetent leaders have failed to break away from all unnecessary colonial systems. Some students had this to say:

S2: “The whole setup of a university is a scam, these universities were created to drain money from ordinary people and make them poorer. Universities are also a tool set by Europeans to advance their neo-colonialism agenda. The curriculum transformation is a perfect strategy for African societies however it is being introduced to the wrong system. The only way to deal with universities is to abolish universities and build educational institutions that relate to our African cultures.”

S3: “Change is only needed when one thinks he or she will be victories out of it. Lack of commitment by lecturers to advocate for change of epistemologies is because they might be suffering from fear of unknown syndrome. They might think that once African knowledge is radically introduced they might be retrenched and replaced with other lecturers who are more knowledgeable on African epistemology.”

The information from the interviews confirms that university leaders had failed to generate indigenous ideas that could support the growth of African communities without seeking approval from Western ideologies and former colonial powers. Mangena (2017) asserts that it appears that South African society is unable to provide education that is free of the ideologies of the previous colonizers, and as a result, it is always likely to answer to the previous colonizer with the desire for approval from and association with the colonial past and comments. Mpofu and Ndlovu-Gatsheni (2020) make a distinction between “African universities” and “universities in Africa.” A “university in Africa” is Euro-centric, boastful of what it regards as truth to the exclusion of others, and foreign to Africans. African universities, on the other hand, are Afro-centric and the preferred model because their generation of knowledge is from the African reality. Research demonstrates that universities in Africa need a different concept or curriculum that is tied to African society rather than Western ideologies in order to promote the aforementioned (Mopeli, 2017; Koopman, 2019; Songca et al, 2021). This will make it possible for African universities to function independently and erode current colonial regimes.

The caged colonial mentality contributed negatively to the success of the curriculum transformation in universities. Two students alluded that:

S6: “Our parents who are paying for school feel are very skeptical when we as students decide to learn African studies. They have this mentality that the only way out of poverty is through white-collar jobs strengthened by Western studies. So, anything that is African is doomed and carries no wait.”

S4: “The main challenge of curriculum transformation is our backward way of thinking. Our minds have been colonized by the colonizer, we cant think out of the colonial box even though we are out of the box. For the concept to yield results there is a need for people to be taught about the colonial mentality, then decolonize and lastly Africanize.”

Informants have also blamed parents for acting against decolonization and Africanization of the curriculum transformation. The apartheid curriculum affected African societies to the core, to the extent that it has become difficult to do things differently and have an education that is different from the one conceived through the influence of colonialism. This has been described by Masenya (2021) as caged colonial mentality. According to Graham (2017) parents are torn between what the “awakening” program in their communities suggests and what takes place in the real world of work as well as the expectations of the international community. For any curriculum transformation to succeed, it is important for it to make sense to all parents, academics, learners, and to the whole community at large (Bliignaut, 2017).
Epistemologies in Curriculum Transformation

The nature of knowledge that students should acquire in universities is a subject of debate among the informants. Mendy (2020) claims that there is a need for curricula to be transformed in a localized manner and solve African problems. Respondents of the research study argue that universities should adopt African epistemologies.

S2: "African epistemologies are the future, Europeans think they discovered teleporting but it was there already in Africa, being practiced by spiritual beings in Africa who use cabbages or baskets to travel from one place to another in a split of a minute. GPS was also done in Africa through a mirror or the surface of the water where you can locate the person you are looking for through the mentioned object. This confirms that if we invest in African knowledge, we can exhume knowledge that is beyond all other races.”

European studies have been esteemed hence if universities teach significant knowledge and innovative ideas will emerge in all corners of Africa (Kayira (2015). African problems need African solutions and African solutions are enshrined in learning African studies, not European studies (Costandius & Bitzer, 2015; Koopman, 2019). World Bank (2020) states that what is an effective strategy in one jurisdiction may be a disaster in another hence countries should take their own pills. One of the respondents state that learning Ubuntu will make African societies to be aware that unity is the foundation of every solution, if there is unity, there is no war, corruption, xenophobia, or any human-related problem. Therefore, African studies should be studied in universities, however, these studies should infuse Western and European studies (Kayira (2015; Bignault, 2017).

Some of the respondents hold the view that European epistemology is the only proven study that has stood the test of time in support of this, one of the students said that:

S3: “Let’s build from the European knowledge and excel through that lane, changing lanes to African epistemology will only lead to divisions and destruction of African societies.”

One of the lecturers also argued that by scrapping away European knowledge we are trying to turn the hands of time to more than 100 years ago which is impossible. Her words were:

L3 “We cannot turn the hands of time to more than 100 years ago. Its totally impossible. During our forefathers, they used to learn hunting and gathering because there was no overpopulation in various areas. Therefore, the knowledge they used to acquire wont be relevant in this era. Therefore, Eurocentric epistemology is the way to go.”

One of the respondents had this to say:

L4: "Modules and courses that our university is offering students are outdated and need quick intervention, without immediate intervention we will continue celebrating the number of students with degrees and certificates and not celebrating the quality. Fusing African epistemology with foreign epistemology is the only intervention that will help universities.

Some respondents believe that the knowledge students acquire should be relevant and able to transform African societies. The general understanding among the researchers is that African epistemology should be fused with other foreign epistemology to come up with knowledge that is different from other studies and that is strong globally (Higgs, 2016; Msila & Gumbo, 2016). Respondents who support foreign epistemology were of the argument that since most of the structures in societies and institutions were built by colonialists can only be understood through learning European knowledge. Mendy and Madiope (2020) argue that social and economic structures in South Africa or Africa at large have been borrowed from the European setup, therefore trying to change the way politics and economies are viewed can be very destructive.

The Role of Entrepreneurial Skills in Curriculum Transformation

Respondents had a lot of responses when the researcher posed the question of entrepreneurial skills and curriculum transformation in front of them. Many entrepreneurial skills were outlined by the respondents and were described in relation to the prospects of curriculum transformation. Teamwork, strategic planning, and effective communication are some of the skills that were mentioned by the respondents. From the interviews, the researcher identified that organisational culture plays a disturbing role in the implementation of the curriculum. The implementers of the system which are the top managers have been complaining that the system has been facing challenges of laziness, corruption, and lack of cooperation.

L2: “One of the skills of entrepreneurship is teamwork, teamwork is useful in the curriculum transformation as it helps in the attainment of goals. If employees join hands in working together they will eliminate laziness, lack of cooperation, and corruption as the main agenda will be to win as a team.”

According to the GST, teamwork can be improved by securing team commitment (Omer, 2015; Webb, 2021). The theory suggests that team members are more likely to buy into a goal if they have been involved in setting it. One of the key skills that a department should have, is teamwork and competent leaders who are able to set achievable and realistic goals. Mopeli (2017) supported the above statement arguing that competent leaders will help universities and the government at large to identify the curricula to adopt and methods to utilize in the attainment of those goals. Working as a teamwork should be done to avoid quarrels and blaming each other for the failure to attain goals (Burke & Hodgins, 2015).
Strategic planning start by identifying the problem and finding a possible solution that will address the problem effectively. This is in line with the GST which advocates for the use of SMART when structuring the alternatives for attaining goals and when drafting the goals to be achieved (Costandius & Bitzer, 2015). As alluded to above, the main reason why curriculum transformation was drafted is that it aimed to uplift the lives of unprivileged societies. Some of the key informants believe that the curriculum transformation should be changed to address current growing concerns (Burke & Hodgins, 2015). Strategic planning as an entrepreneurial skill should be utilized to identify problems that are being faced by all societies but give more emphasis to black communities. The curriculum transformation managed to make many black people graduates but failed to make them successful people. Therefore, strategic planning should be used to provide reasons as to why there are a lot of black graduates who are jobless (Costandius & Bitzer, 2015). Strategic planning will also help in identifying the stakeholders to work with, strategies, and interventions during implementation.

Entrepreneurial skills place effective communication as one of the key skills. Key informants believed that communication channels are weak between university stakeholders that is between the students and the management. According to Mendy and Madiope (2020) once the curriculum has been established there is a need for the management to create channels through which it can reach the intended audience. One of the key informants alluded that,

S3: “There are weak or no communication channels between the beneficiaries, drafters and implementers of the curriculum. When drafting or adjusting the curriculum the drafters use the top-down approach they leave out the beneficiaries and the implementers. There is this tendency of imposing curriculum on students without listening to their concerns.”

The Goal Setting Theory states that after setting goals that are SMART, communication channels that are clear and visible should be structured to allow effective dissemination of strategies or information from one end to one end. The GST theory also places feedback as an essential aspect as it helps in the attainment of goals (Costandius & Bitzer, 2015). Student Unions have been set up in many universities to try to help the universities make informed decisions. If communication channels are stronger, the goals are likely to be achieved.

**Strategies for Linking Curriculum Transformation and Entrepreneurship**

Respondents came up with a number of strategies for how curriculum transformation can be linked with entrepreneurship. These strategies included writing entrepreneurship books, improving class management in which public speaking and debate are allowed, setting workshops and training for lecturers, and the introduction of entrepreneurship as a module compulsory for all students. Based on the information of the respondents, lecturers should constantly visit workshops so as to learn more from these meet-ups. One of the students said that:

S6: “So as the data changes with time, so should the curriculum be changed and the way information is disseminated to students be changed.”

This strategy of having workshops and training will help lecturers in informing and educating themselves on how curriculum transformation can be fused and taught in lectures. Kapur (2022) states that workshops and training are useful in augmenting knowledge, competencies, and enhancement of abilities. According to the research study, the four lecturers agree that entrepreneurship is an integral component in the curriculum transformation, however, they have not tried to introduce it to the students because either they lack knowledge of entrepreneurship, or they have no strategy to teach their students the topic.

Introducing the entrepreneurship module was one of the strategies that came up from the respondents. They argued that more needs to be done to create quality graduates who will be employers, introducing the module to students will create orators who are willing to stand for people and solve problems. One of the students said the following:

S1: “The only way to make students understand this topic is by making it a compulsory module. Entrepreneurship as a module will allow students to be well-informed and educated about how entrepreneurs works. They will be to identify problems, stakeholders to collaborate with, and be able to solve problems.”

The research confirms that students who are not studying programs that are related to business are not knowledgeable about entrepreneurship. Rina, Weidy, Martini, and Indriayu (2019) argue that entrepreneurship is vital and that entrepreneurial trait is needed in any field of work. Rina et al (2019) also state that entrepreneurial education needs to be applied at any level of education as it has an important role in preparing skillful and creative graduates. Introductory entrepreneurship modules will help in informing and educating students. There is a general belief among students that entrepreneurship cannot be linked with social science degrees which is a mistaken belief. This kind of knowledge needs to be rectified and corrected through a module.

**Conclusions**

The study aimed to establish if South African universities should adopt fully Africanized curriculums or infuse African values into the Eurocentric epistemologies. Additionally, to find out the role of entrepreneurial skills in instilling African values in curriculum transformation in one university in the Eastern Cape. The study adopted a qualitative approach, where university students and lecturers were the key informants. To collect data interviews were used employing an interview schedule.
It was found that universities are challenged by organizational culture, lack of resources, the existence of colonial systems, and a colonial-caged mentality. The paper illustrated that decolonizing curriculums is useful in resource constraint institutions if resources are pumped in and if the curriculum transformation works in an entrepreneurial ecosystem. Therefore, the university should invest more resources into the curriculum transformation and African, European and Western epistemology should be fused to come up with strong and vibrant knowledge that will positively change societies. Additionally, for a university entrepreneurship ecosystem, there should be staff empowerment on entrepreneurship education in the curriculum across disciplines.

University leaders are recommended to adopt knowledge after consulting labour ministries. Consulting could help in strategic planning and in setting university goals that are attainable. Teamwork can be changed for the better through improved relations between workers and university leaders and it can also be through performance-related rewards and increments of salaries. The researcher recommends that there should be constant consultations between the beneficiaries, implementers, and drafters of the curriculum transformation. The university should introduce books or reading material with entrepreneurial skills and curriculum transformation knowledge. The importance of curriculum transformation and entrepreneurship will be discussed in those books. This could enable students to be aware of what degree programs to choose and to be able to develop an employer mentality for starting a business rather than an employee mentality. Books will also help lecturers in informing them on how they can engage other stakeholders, particularly students.

Acknowledgement

Author Contributions: Conceptualization, Methodology, Data Collection, Formal Analysis, Writing—Original Draft Preparation, Writing—Review And Editing by author. Author has read and agreed to the published the final version of the manuscript.

Institutional Review Board Statement: Ethical review and approval were obtained for this study.

Data Availability Statement: The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy.

Conflicts of Interest: The author declares no conflict of interest.

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Stellenbosch: Sun Press.


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