

**MANAGEMENT OF ENTREPRENEURSHIP EDUCATION IN SELECTED  
SECONDARY SCHOOLS OF NAKONDE DISTRICT, MUCHINGA PROVINCE.**

**BY**

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**A dissertation submitted to the University of Zambia and Zimbabwe Open University  
in partial fulfilment of the requirements for the award of the degree of masters of  
education in educational management.**

**THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY**

**LUSAKA**

**2018**

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## **DECLARATION**

I, Hitami Kaala do hereby declare that the contents of this research report are based on my work and findings. The various sources to which I am highly indebted have been clearly indicated in the text and on the list of references. I further declare that the work presented here has not been either wholly or in part for any other degree or to any other institution.

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## **ABSTRACT**

The purpose of this study was to research on the management of entrepreneurship education in the selected secondary schools of Nakonde District, Muchinga province. The objectives of the study were; to examine the management of entrepreneurship education in the selected secondary schools of Nakonde District; to establish the interventions put to promote entrepreneurship education and to determine the challenges secondary schools were facing in the management of entrepreneurship education.

The study used research design of a case study. A total population of 85 respondents was used to collect data segregated as follows; 5 head teachers, 5 practicing teachers and 75 pupils' represented all teachers and pupils in the district. Data was collected using key informative interview for five head teachers; in depth interview for five teachers and focus group discussion for pupils.

The findings of the study indicated that; entrepreneurship education was taught in all the selected secondary schools sampled through practical subjects such as agricultural science, home economics, art and design, design and technology, expressive arts and sports and physical education. Some head teacher's had constructed specialised rooms for entrepreneurship education. Head teachers conducted regular monitoring of learners projects. Programs to promote entrepreneurship education were; construction of tuck shops, vegetable gardens, maize fields, chicken rearing, piggery, block making and tailoring, awarding of best pupils and teachers ,inviting successful local business people on careers day and participating on market days. Schools faced the following challenges in the management of entrepreneurship education; lack of interest by learners in the subject, poor or inadequate infrastructure, Poor staffing, inadequate teaching and learning materials, obsolescent equipment, negative attitude towards the subject by head teachers, inadequate funding from both head teachers and government.

The study found that entrepreneurship education was taught through practical subjects and head teachers were monitoring and fully involved in management of the subject. Schools organized activities that were aimed at promoting entrepreneurship education. Suffice to mention that schools had some challenges which were making it difficult to manage entrepreneurship education. The study recommends that more resources should be channelled towards the management entrepreneurship education so that pupils can learn survival skills.

## **DEDICATION**

This research is dedicated to my family for their moral and financial support during my research work. To all of you my family I say may the almighty GOD be with you.

## ACKNOWLEDGEMENTS

I would not have completed my master's studies had it not been for the support I received from various individuals and institutions. First and foremost, I want to acknowledge my creator, God Almighty, who has shown me endless mercy and abundant love throughout my studies. I also acknowledge the support of my family that has been on my side through thick and thin times, during the master's studies. To my wife, Monde, I say thank you for allowing me to leave you and our four children Esther, Gregory, Hitami Jnr and Patience to go and pursue my studies. In a semester I would be away from home for two weeks for my residential and another two weeks for my exam, but that did not stop you from offering your total support to me in spirit

I want to acknowledge the graceful and dedication of an outstanding scholar who has distinguished herself through her scholarship and mature nature my supervisor, Dr E.Mbozi, who read this dissertation through and through. Who for several times criticised and guided me throughout my research and never got tired from giving general feedback, has been a very supportive mentor and considerate leader who many times accommodated my shortcomings?

I want to also acknowledge the companionship and the encouragements I received from my colleagues in our group who also spent most of their valued time to share what they knew about writing a dissertation. Also my great friend Ginno Malango Sichilima my course mate played a big role in my research.

Finally, the head teachers of Katozi, Ntindi, Nakonde , Ikawa and Mwenzo boarding secondary school who allowed me to interact with their teachers and pupils during the data collection process. To all of you I say thank you.

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## **LIST OF ACRONYMS**

CEPR	Centre for EG Policy Research
FGD	Focus Group Discussion
GEM	Global Entrepreneurship Monitor
IDI	In-Depth Interview
KII	Key Informant Interviews
MECD	Ministry of Entrepreneur and Cooperative Development
SMME	Small Medium and Micro Enterprise
TEA	Total Entrepreneurship Activity Index
TEVET	Technical Education, Vocational and Entrepreneurship Training

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background

Entrepreneurship continues to play a quintessential role in the economies of many developing countries as well as in Zambia (North, 2002:24). One of the drivers of the economy is the creation of small business ventures, which has greatly affected the economic growth, created jobs as well as increased the national competitiveness of the nation in the world business market (Nicolaidis, 2011:1043). In Zambia, entrepreneurship presents opportunities for bringing together the relatively younger population and redressing the past social and economic differences among its citizens. To ensure that a country's full potential for economic growth is attained along with better living standards for its citizens, North (2002:24) concurs that the entrepreneurial abilities of everyone, even the young, should be utilised.

With the advent of globalisation, there are countless business opportunities for entrepreneurs. Emerging markets need to make good use of the great macroeconomic policies, the availability and open access to markets to foster entrepreneurship among its people (Nicolaidis, 2011:1044). This researcher concurs with Nicolaidis (2011:1045) who reiterates that entrepreneurship is a great economic booster in the creation of new jobs as a result of the creation of new businesses, thereby reducing other social plights like poverty. Zambia is plagued with a number of socioeconomic ills not limited to unemployment and poverty. Statistics sets the unemployment rate to be very high as compared to other countries. It comes as no doubt that very few school leavers find employment after school. Driven by various research deplorable statistics among others, current researches points at weaknesses in the education system that limits entrepreneurial activity (Orford, 2004:26). The Global Entrepreneurship Monitor (2012:9-18) maintains that unless proper entrepreneurship education is put into practice in all schools up to Grade 12, entrepreneurial activity will continue to lag behind that of other developing countries. Thus, it is apparent from research that education plays a vital role in employment and the reduction of poverty (Timmons & Spinelli, 2004:154).

While down playing the relevance of education, Timmons and Spinelli (2007:79) argue that although education alone cannot completely make nascent entrepreneurs to become thriving

entrepreneurs. It nonetheless increases their chances of accomplishment, survival and success. Taking the foregoing into consideration, Nicolaides (2011:1044) posits that by the year 2020, unemployment may be curbed if the unemployed masses are encouraged to have an entrepreneurial spirit through education.

More so, it is believed that the education of an entrepreneur will greatly influence his perception of entrepreneurship. Nicolaides (2011:1047) affirms that to change learners' perception of entrepreneurship, an educational environment is needed where entrepreneurial ideas are generated, shaped and practised. Teaching learners to be creative, innovative and responsible citizens as well as to develop their entrepreneurial skills is the focal point of entrepreneurship education (North, 2002:24). Young entrepreneurs must take charge of their own fates (Moloi, 1995:1) and become owners of their own fates; young entrepreneurs must take charge of their own fortunes.

Global Entrepreneurship Monitor (2004:4) contends that adequate education and training are needed for African entrepreneurs. Nieuwenhuizen and Groenewald (2008:128) suggest that in order for the young people to contribute to the economy, they must acquire the relevant education and training in entrepreneurship. In anticipation, it will persuade them to become employers rather than employees once they leave secondary school.

The Zambian curriculum has in the recent years embraced the importance of entrepreneurship education being taught as both an academic and practical course in the secondary schools. Entrepreneurship education is meant to inculcate abilities for learners at all levels with knowledge, values, skills and motivation to encourage entrepreneurial success in a variety of settings. Such education is important because learners will be able to transform innovative ideas into economic goods and services. This is the cornerstone for wealth creation at all levels.

Before the coming of the missionaries, technical education, vocational and entrepreneurship education was provided through the family socialisation systems, (Zambia curriculum framework, 2013). After the coming of the missionaries, schools were introduced that had workshops in which some Trades or Crafts were taught outside the family social system. These were mainly for the purpose of servicing the expansion or maintenance needs of Mission Stations and associated schools. Later, Government followed the example of missionaries and established Carpentry and Bricklaying trades as part of training in some educational institutions. This was the beginning of Trades Schools in Zambia.

Following the Saunders Report of November 1967, it was recognised that Technical Education, Vocational and Entrepreneurship Training deserved the highest priority as a contributor to national development. This led Government to formally establish technical education aimed at providing comprehensive training programmes. Therefore, the objective in technical education was to train Zambians to meet the needs and requirements of industry for skilled manpower.

The volatile economic environment brought about by the changing demographic characteristics of the country particularly youth population growth, high oil prices, declining copper prices and privatisation of the parastatal companies which displaced skilled labour from the formal into the informal sector of the economy compelled the Government to review the 1968 Technical Education, Vocational and Entrepreneurship Training policy. In 1994 the Government of the Republic of Zambia began to review the 1968 post-independence policy on Technical Education, Vocational and Entrepreneurship Training.

In 1996, the Government of the Republic of Zambia reviewed the 1968 post-independence policy on Technical Education, Vocational and Entrepreneurship Training. Thereafter, a new policy, which incorporated and mainstreamed Entrepreneurship, was adopted; thereby giving the country the Technical Education, Vocational and Entrepreneurship Training policy. The aim of the new policy was to create a national system of providing Technical Education, Vocational and Entrepreneurship Training that would satisfy the labour market, socio-economic concerns and resource based opportunities in the economy in general, but more specifically seeks to:

- i. Balance the supply of skilled labour at all levels with the demands of the economy.
- ii. Act as a vehicle for improved productivity and income generation and be an instrument for the minimisation of inequalities among the people.

Despite it being taught as a subject the level of entrepreneurial competences among the learners have remained very low at all levels. Despite the differences with regards the aims of entrepreneurship education, it is widely accepted that entrepreneurship is ultimately about learning and therefore it is essential to know how entrepreneurial learning takes place and how it is managed in school. Head teachers are the ones who have more influence and understanding of a school curriculum and education strategy of a particular school. Therefore, this creates a need for research on secondary school's connection to

entrepreneurship education with regards to how it is managed in schools. Moreover, head teachers have the power to influence the educational strategy of a school; as well as have an impact on teachers' professional development as entrepreneurship educators for secondary school learners. These are the main reasons why obtaining knowledge in this area would be important for further research of entrepreneurship education in the context of secondary schools. This paper therefore, delves to investigate the management of entrepreneurship education in the selected schools of Nakonde district, Zambia.

## **1.2 Problem Statement**

Despite the bold steps taken by the government in including entrepreneurship education into the school curriculum and the huge financial resources invested in procuring tools and equipment for practical subjects to promote entrepreneurship education; there is still high rate of negative attitude by some learners and head teachers regarding entrepreneurship education. Some learners still feel that entrepreneurship subjects involves manual work and they do not want to be associated with dirt work. Some head teachers lack the abilities to initiate activities that promote entrepreneurship education and they say that the examination for entrepreneurship education is too expensive. This has been attributed to lack of knowledge and interest by head teachers to promote entrepreneurship education. Much of the interest that is centred on entrepreneurship education arises from the fact that it exposes students to career choice and equips them with adequate knowledge and skills for self-employment after they leave school.

At the same time there is no information about what perceptions of entrepreneurship education exist among learners who are the beneficiary of the learning process. Due to these short flows there is need to investigate on how entrepreneurship education is managed in secondary schools. Therefore, this research had to find a solution as to why learners and head teachers had negative attitude towards entrepreneurship education.

## **1.3 Objectives of the Study**

The purpose of the study was to examine how entrepreneurship education was managed in the selected secondary schools.



### **1.3.1 Specific Objectives**

1. To examine how entrepreneurship education was managed in the selected secondary schools of Nakonde District
2. To establish the interventions put in place by schools to promote entrepreneurship education.
3. To determine challenges secondary schools faced in the management of entrepreneurial education

### **1.4 Research Questions**

1. How is entrepreneurship education managed in the selected secondary schools of Nakonde District?
2. What interventions were put to promote entrepreneurship education?
3. What challenges secondary schools were facing in the management of entrepreneurship education

### **1.5 Significance of the Study**

This research provided insights into the management of entrepreneurship education in secondary schools that were selected in Nakonde District and its benefits to the school learners when they are out of school. Learners can make informed decisions on career choice if they are given correct information on entrepreneurship education. Once head teachers can develop positive attitudes and interest towards entrepreneurship education, then we can have learners graduating from secondary schools ready to be self-employed and not look to government to get employed. If entrepreneurship education can be supported materially and financially by head teachers and government our country can economically grow and this can bring about economic development in our country.

### **1.6 Limitation of the Study**

This study limited itself to the establishment of how entrepreneurship education was managed in secondary schools and what interventions and programs secondary schools had put to promote entrepreneurship education in Nakonde District. Furthermore, I wanted to learn the challenges schools were facing in the management of entrepreneurship education. some of these challenges were were; Inadequate Learning and teaching materials, non availability of specialised room, lack of interest by learners to take the subject, negative attitude towards the subject by head teachers, inadequate finances and obsolete equipment.

Schools have tried to procure teaching and learning materials through user fees collected but it was still a challenge fully teach the subject. Nakonde District was selected because it is rural, accessible and it is my neighbouring district, hence making my study easier to conduct

## **1.8 Operational Definitions**

### **1.8.1 An Entrepreneur**

To understand the concept of entrepreneurship, it is important to define who an entrepreneur is, after which the term entrepreneurship will be defined. Wickham (2006: 223) refers to an entrepreneur as “the individual who lies at the heart of the entrepreneurial process, that is, the manager who drives the whole process forward”. Another definition formulated by Chell and Ozkan (2010: 1, cited in Ekmekcioglu) refers to an entrepreneur as “someone who is willing to bear the risk of a business venture where there is a significant chance for making profit”. Yet another definition refers to an entrepreneur as “a person who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them” (Zimmerer and Scarborough, 2005:3). Bwisa and Ndolo state that an entrepreneur is seen as an independent, risk-taking maverick who boldly organizes the people and resources necessary for creating new business ventures (Bwisa and Ndolo, p23).

### **1.8.2 Entrepreneurship**

A variety of definitions exist on the term entrepreneurship. Among the definitions is one by Barringer and Ireland, who define entrepreneurship as a process by which individuals pursue opportunities without regard to the resources they currently control (Barringer and Ireland, 2006:5). The European Commission refers to entrepreneurship as “an individual’s ability to turn words into action. It includes creativity and risk taking as well as the ability to plan and manage 12 Projects in order to achieve objectives. It further stated that entrepreneurship provides a foundation for entrepreneurs to establish a social or commercial activity” (European Commission, 2012:7).

### **1.8.3 Entrepreneurship Education**

According to Omede (2012) entrepreneurship education is part of life-long learning where entrepreneurial skills are developed and supplemented throughout the stages of life. It is a question of life management, interaction, self-guided action, capacity for innovation to involve training that is capable to grant the individual a hedge in the development and use of

creative abilities and at the same time take initiatives responsibility and risk. The conceptualization of Adidu & Olannye (2006) holds that entrepreneurship education is the persistent pursuit of opportunities for the purpose of creating wealth through the innovative creation of products and services that meet customers' needs. It also involves the application of prudence in the use of available resources that promote the growth of an enterprise that satisfies the expectation of stake holders, who work to keep the business alive.

### **1.9 Conceptual Framework**

Conceptual framework refers to the tool in research that aims at enabling the researcher develop awareness and understanding of the situation under scrutiny and to communicate it to the reader (Kombo and Tromp, 2006). A well-formed conceptual framework enables the researcher show how the basic concepts and constructs interact with each other in the actual setting and experiences within which the research study is conducted. Proper management of entrepreneurship education in schools can bring about self-reliance to the school and more beneficial to learners when they are out of school. Activities aimed at promotion of entrepreneurship education must be encouraged by school management. The challenges faced by secondary schools in the management of entrepreneurship education should highlighted and addressed. The involvement of learners and the outcomes of good management of entrepreneurship education can help them become self-employed when they leave school.

### **1.10 Theoretical Framework**

#### **Management Theory**

Contemporary theories of management tend to account for and help interpret the rapidly changing nature of today's organizational environments. This theory deals with how management attends to issues affecting the smooth running of the organisation. In order to have a clear understanding of the subject matter with regards to the research questions the study employed a classical management theory based on the writings of Henry Fayol a management thinker. Henri Fayol (1841–1925) is often described as the 'father' of modern management. He had been managing director of a large French mining company, and was concerned with efficiency at an organisational level rather than at the level of the task. Drawing on his experience of what worked well in an organisation, he developed a general theory of business administration.

He first broke management down into five distinct elements:

- forecasting and planning – looking into the future and drawing up action plans
- organising – building up the material and human structure of the undertaking
- commanding – maintaining activity amount personnel
- coordinating – unifying and harmonising activity and effort
- controlling – ensuring that things conform to rules and instructions

This is a logical, rational and normative analysis of what needs to be done. But this was not a wholly abstract piece of theorising. Fayol was writing on the basis of his own, highly practical experience of management. On the basis of the five elements of management, he then proceeded to identify what he presented as 14 principles for improving managerial effectiveness. With this theory if there, is proper planning, organising and coordination in an organisation there is always efficiency. Management of secondary schools requires proper planning by those in the driving seat. Proper organising of activities within the school is important and coordination if efficiency is to be attained by school management’.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the review of literature regarding the matter discussed; presenting some views of other scholars on the topic of management of entrepreneurship education will be discussed.

#### **2.2 Management of Entrepreneurship Education**

Entrepreneurship is the driving force of every market economy (Davies, 2001:32) whereby the entrepreneur aims at making a profit through the mobilization and coordination of all factors of production. Entrepreneurship is revitalizing and restructuring economies and it involves having a vision, creativity and innovation (Gouws, 2002:42). Small businesses in the United States of America are thriving, in providing over 20 million jobs in the last decade. Entrepreneurship is responsible for almost zero unemployment in countries like Indonesia, Malaysia and Singapore (Gouws, 2002:42). The economic recession and high unemployment rates suffered by many industrialized countries have revived their interest in Entrepreneurship (Garavan & O’Cinneide, 1994:3). This has tended to increase the involvement of politicians and policy makers to focus on entrepreneurship as the answer to curbing unemployment and increasing economic growth (Garavan & O’Cinneide, 1994:13).

With entrepreneurship being the focus of every economy, entrepreneurship education too has gained attention in these economies. Entrepreneurship education is defined by Isaacs, Visser, Friedrich and Brijlal, (2007: 614) as a structured transmission of entrepreneurial skills, which includes the concepts and mental awareness used by individuals during the conception and management of their businesses. Researchers such as Antonites and Van Vuuren (2005:257) agree that entrepreneurial education stimulates and facilitates entrepreneurial activities. Entrepreneurship education enhances the development of skills, behaviours and attitudes needed to create jobs and generate economic growth (The World Economic Forum, 2013).

Managing is one of the most important human activities. From the time human beings began forming social organizations to accomplish aims and objectives they could not accomplish as individuals, managing has been essential to ensure the coordination of individual efforts. As society continuously relied on group effort, and as many organized groups have become

large, the task of managers has been increasing in importance and complexity. Henceforth, managerial theory has become crucial in the way managers manage complex organizations (Fayol's management theory). Based on the three main concepts associated with entrepreneurship Education them being the behaviour of the entrepreneur, the processes to be undertaken and the results, there is need to device and enhance management skills to effectively coordinate the three concept with a goal of producing a student with competences in entrepreneurship. It is important to look at how entrepreneurship education is managed across the globe. According to Parker (2009) entrepreneurship is an integral part of economic change and growth. Yet entrepreneurship has only recently come to be regarded as a field of study. A complete view of it recognizes its multi-disciplinary academic underpinnings, drawing from economics, finance, business studies, psychology and other subjects. This heterogeneous provenance reflects the multi-dimensional nature of entrepreneurship, which partly contributes to the elusiveness of the entrepreneur.

Entrepreneurship education should be part of economics education instruction as Greene & Rice (2007:157) state that the child must be exposed to economics concepts that form a cognitive domain in which entrepreneurs and entrepreneurship can be developed. It is in the economic environment that the entrepreneur has relevance. It is important that schools and adult basic education equip young people for the world of work and the world of finance that they will need to enter, either as employees or employers (Maas et al., 2008:164). In my view the knowledge and skills learner acquire after leaving school is enough for them to start business instead expecting government to provide them with jobs. Acs and Amores (2008:309) state, "Economists have come to recognize the input completing and gap filling capacities of potential entrepreneurial innovation and growth and the significant contribution of innovation and growth to prosperity and economic welfare". If we accept the need to increase entrepreneurial activities within our economy as an entrepreneurial objective through the use of curriculum materials that discover and develop entrepreneurial attributes, thereby increasing the pool of entrepreneurial talent, we must build a framework in which these curriculums reside (Kent, 1990:157).

The recognition of the importance of the entrepreneur and the necessity of the markets in which the entrepreneur operates has led many countries to work on perfecting their markets by eliminating barriers to entrepreneurship and other market failures (ACS & Amores, 2008:309).

It is advisable that governments everywhere should intervene indirectly to improve the enabling environment for entrepreneurship and foster an entrepreneurship culture which must change the mind set of society. Such interventions, referred to by Levie and Autio (2008) as framework conditions, could include:

- Education, which can provide a pool of skilled labour, develop entrepreneurial skills in students, and encourage knowledge exchange by building networks and fostering a collaborative economy.
- Access to entrepreneurial finance. Government sponsored entrepreneurship programmes. Political conditions (e.g., government administrative and regulatory regimes). Access to and transfer of Research and Development as well as technology (Lenihan, 2011:329).

Education for entrepreneurship has two broad dimensions namely awareness and skills. Awareness and skills can both be taught. Through awareness the sub-conscious is stimulated to focus on the element of entrepreneurship that exists around you.” Skills are specially focused tasks that the learners can be taught to perform.” (Kent, 1990:187).

Carree, Van Stel and Wennekers (2002:278); ACS and Audretsch (2003) have noted that,” there is a positive correlation between economic growth and entrepreneurship.” Furthermore, empirical research by Benzing, Chu, and Kara (2009:60) concluded that entrepreneurial activities have a significant impact on the growth of the economy. This notwithstanding, further research has highlighted the bureaucratic challenges, complexities and expenses in government policies and regulations that affect entrepreneurship immensely in a number of countries (World Bank, 2013).

Education as a source for knowledge production and skilled personnel is very influential in the economy of any country. There is a need in South Africa to address the employability of school leavers in the development of innovative entrepreneurship education by educational institutions. In order to promote skilled opportunity-oriented entrepreneurs, learners must be exposed to entrepreneurship activities in schools (Govender, 2008:90). Govender's study explores the application of Junior Enterprise in South African Higher Education Institutions Universities. The study noted that 92% of the learners suggested that the Junior Enterprise concept has the potential to be adapted and applied at universities and 63% felt that there is a need for long-term relationships between the world of work and the university in order to increase students' exposure to practical work experience (Govender, 2008:40). it is clear that

the educational level of an individual is very crucial in the probability of both necessity and opportunity driven business ventures. However, Turton and Herrington (2012:34) contend that the effect of educational level works in the opposite direction in each of the categories. For example, the probability of an individual being involved in opportunity entrepreneurship rises significantly with increasing educational attainment and the contrary is true for necessity entrepreneurship.

Comparing Zambia to other developing countries, Turton and Herrington (2012:34) found that among the young adults' school leavers, the proportion involved in new firm activity is only 1%, whereas in other developing countries it is at least three times higher. The discovery of risk takers, ground breakers, and innovative entrepreneurs is a way through which the Zambian economy can be rejuvenated and unemployment curbed (Davies, 2001:24). Thus, appropriate professional and academic training that provides entrepreneurial skills is essential. However, Elmuti, Khoury, and Omran (2012:97) are of the opinion that entrepreneurship education should consist of content that is innovative and reflective in order to be able to enhance the successes of new business ventures. This study looked at implementing entrepreneurship training at the early learning stages of the youth development phase secondary Schools.

The single most important contribution education can do to a child's development is to help him towards a field where his talents best suit him and where he will be satisfied and competent. We should spend less time ranking children and more time to help them identify their natural gifts, talents and competencies and cultivate those (Bolton & Thompson, 2000:42). The greater the talent possessed, the quicker the learning process is completed.

Entrepreneurial education and training is one factor that can have a significant impact on entrepreneurial attitudes and aspirations. One of the biggest challenges facing teachers today is the finding, nurturing and developing of talent. Our education methods and our culture are the main obstacles (Bolton & Thompson, 2000:43). Teachers are so busy surviving and getting through the syllabus that they forget to find and nurture the talent of the learners in their classes. In my view teachers are supposed to guide properly the learners on the areas they can concentrate depending on their strength identified by teachers. Talent then stays dormant and is never or rarely ever developed. Within a classroom there is an amazing mix of talent, but we as teachers fail to harness it, because we fail to recognise it (Bolton & Thompson, 2000:43).



Offering training to everyone and forcing entrepreneurship upon the unwilling, is detrimental to the success of entrepreneurs (Bolton & Thompson, 2000:43). The few entrepreneurs that want to proceed are so demoralised by the negativity of the rest of the group and the incompetence of the teacher or trainer that they tend to ignore their natural ability and refuse to pursue a career in anything that sounds entrepreneurial. Because of negative attitude by some head teachers in some Zambian schools they have been refusing to release funds practical examination saying it is an expensive subject to manage this was some of my findings during my research in Nakonde District.

The Ministry of Education is the highest education authority in Finland, supervising publicly subsidized education and training provision, from primary and secondary general education and vocational training to polytechnic, university and adult education. While in Zambia primary and secondary is under Ministry of General Education and colleges and universities under higher education.

The Finnish education system consists of nine-year basic education (comprehensive school), starting with one year of voluntary pre-primary education, upper secondary education, comprising vocational and general education, and higher education, provided by universities and polytechnics. The post-compulsory upper secondary level comprises general and vocational education. Both forms usually take three years and give access to higher education. About 55% of school-graduates opt for the general upper secondary school.

The upper secondary school is based on courses with no specified year-classes and ends in a matriculation examination. It does not qualify for any occupation. After the upper secondary school, students continue their studies in universities, polytechnics or vocational institutions.

Entrepreneurship is playing a highly important role for the Finish Ministry of Education: It was introduced in 1994 and is incorporated across disciplines. Within compulsory education, the emphasis is on positive attitudes, basic entrepreneurial knowledge and skills and an entrepreneurial mode of operation. At secondary level and in higher education, the knowledge and skills are developed further, including competencies relating to entrepreneurship. So at the upper secondary school level Entrepreneurship Education must focus on hands on practice and on personal experience of participation and influence. Practice firms are used in secondary vocational education at national level in Finland. The company itself is fictitious, but some practice firm students are participating in real business activities using the partner company's products. Finnish Practice Enterprises Centr is the

organization promoting practice firms in Finland. The length of practice firm training varies approximately from three months to 1 year. An interesting application is to replace the curricular course by a business planning activity, thus prolonging the duration of practice firm activity in some form to 3 years. The pedagogical objective is that students become familiar with business planning, are able to work on different tasks in the firm, understand the business as a whole and learn a set of soft skills. Practice firms interact actively with other practice firms and with the outside world, especially with the partner company at the beginning of the practice firm period.

The Merikoski Vocational school has replaced standard courses within the curricular framework by a practice firm's business plan. That business plan guides students during the whole duration of their studies (3 years). Where before the established curriculum provided guidance on what was to be studied, now the business planning activity leads the different blocks of the study program. The first two years are dedicated to planning and preparation, and improving the work already done. The third year is dedicated for the actual practice firm activity.

The business plan is developed in co-operation with the Partner Company and financier, which creates significant added value for students. Representatives from partner companies are on the board of the practice firm to guide its operations and provide incentives for the operations.

Concerning this example, practice firm students actually took part in the business of a partner company by selling its products, which created added value for students. Students also performed test marketing activities for the partner company at international practice firm fairs. These experiences have proved to be very effective for the students' learning and adaptation process.

Education aims at enhancing the entrepreneurial spirit among the Finns and it wants to make entrepreneurship a more attractive career choice.<sup>31</sup> This aim is highlighted by the fact that there exists a special Entrepreneurship Education Publication by the Ministry of Education.<sup>32</sup> The goal of enhancing the entrepreneurial spirit is also underpinned by the following efforts: In Finland, the tax authorities have established rules for mini-companies taking part in the student company program. To make sure there will be no difficulties with tax authorities, the procedure for reporting mini-company income in the tax declaration is explained. These rules also prevent the misuse of the mini-company status in case of "real"

enterprise activities, and define the limits of the mini-company. The student company program can be run in schools with real money, and when the turnover exceeds 3000 EUR the mini company is advised to visit the local tax authorities.

The Global Entrepreneurship Monitor (GEM) Special Report “A Global Perspective on Entrepreneurship Education and Training” certifies Finland as an innovative country which handles Entrepreneurship Education positively.

By 2015, the Ministry plans that “entrepreneurship education has entrenched itself as a solid part of the evolving core curricula and as a stronger component of school specific curricula”. By then, “Entrepreneurship education has been integrated more robustly into local school and business strategies and development plans”.

Therefore, financial support is given to schools in order to enable practice firms to function, and permanent visibility is ensured at the forums of the public sector. There are also regional action models such as Entrepreneurship Education centres, the Junior Achievement Young Enterprise Finland concept and mock enterprise activities that are expanding.

Pre-service training in Entrepreneurship Education for teachers is compulsory in three teacher-education institutes (Kajaani Department of Teacher Education of the University of Oulu, crafts teachers’ programmes in the Rauma Department of Teacher Education of the University of Turku and the Vaasa Department of Åbo Akademi University) and elective in several others. In addition, measures have been taken to recruit more people for teacher training with an educational background in Entrepreneurship and with personal experience in the field of Entrepreneurship.

Research on teachers' perspectives in Finland also suggests a number of interesting trends: teachers do not perceive Entrepreneurship Education as a new phenomenon and the types of activities pursued to support it are rather generic and consist of projects, visits, experiments etc. Teachers also emphasized that students have an inherent capacity for individual enterprise and the responsibility of the education system is to reinforce this through support and encouragement. The way different teachers conceptualize or interpret Entrepreneurship Education clearly has an influence on how they put it into practice, and so there is a need to provide concrete foundation guidelines. The "Entlearn.net" good practice guide and toolkit emphasizes the fact that it is difficult to build a model program for Entrepreneurship Education (no single approach or format) and emphasizes self-organized learning and learning by doing, e.g. by integrating it into everyday operations or activities. So experiential

learning may be the best way forward entrepreneurs typically experiment and then apply the knowledge gained to a real-life situation.

Summing up, it can be concluded that there are a lot of good practices and that Finland is playing a key role in the field of Entrepreneurship Education

In France the education system is highly centralized, organized, and ramified. It is divided into pre-primary education, primary education, secondary education, tertiary education and continuing education and this is similar to the Zambian situation. The duration of full-time compulsory education is ten years (from age 6 to 16). Primary school is compulsory for children aged 6 to 11 years. Children aged 11 to 15 years attend college, which is considered as being comprehensive because of the same core curriculum. College ends with an exam in French, mathematics, history, geography and citizenship. Adolescents aged 15 to 18 years attend the lycées, which offer a large range of education and training possibilities. Many lycées terminate with a “general series” baccalaureate, which is divided into three streams of studies, called series. The series scientifique is concerned with the natural sciences, physical sciences and mathematics, the series économique et social focuses on economics, social sciences and mathematics, and the series littéraire concentrates on French, foreign languages, philosophy and arts. Moreover, we can differentiate between baccalaureate technologies and baccalaureate professional. Whereas the former mixes theoretical and vocational training and prepares students for professional higher studies, the latter focuses on vocational training and prepares students for a direct entry into the marketplace. Summing up, the baccalaureate marks the successful completion of secondary studies and opens access to higher education. With regard to the different baccalaureates it becomes obvious that pupils, who complete the baccalaureate series have to study subjects that correlate with entrepreneurship. However, entrepreneurship is not part of the curriculum in France while in Zambia its part of the curriculum.

In order to foster the entrepreneurial spirit, several initiatives for raising awareness have been launched in order to promote entrepreneurship within the educational system, and also to change attitudes. Two recent initiatives clearly illustrate this process: First, the creation of the “Academia de ’Entrepreneuriat”, a French association of entrepreneurship teachers and trainers from the secondary and higher education levels; and second, the creation of the “Observatoires des Pratiques Pédagogiques en Entrepreneuriat” in 2001, which is a joint

initiative involving three government departments whose primary mission is to identify and disseminate entrepreneurship teaching and training activities throughout France.

Moreover, numerous French regions have launched support projects aimed at fostering the entrepreneurial spirit and a culture of business development in France. Worth mentioning is “Maisons de 'Entrepreneuriat des Entrepreneurs” (e.g., in Lyon and Grenoble), whose aim is to promote entrepreneurship awareness and training in teaching institutions. At secondary level, local initiatives focus mainly on awareness campaigns and are often initiated by committed local actors, who provide the necessary funding and act as mentors. In Zambia at secondary level head teachers initiate activities aimed promoting entrepreneurship education.

All institutions of secondary education of the Academy of Rennes can participate in this program, including public and private schools (lycées) for comprehensive, technical and professional education. In the course of this program students create on the basis of a product or service idea their own company. After the administrative and legal setting up of a fictitious company, the project promoters share responsibilities and tasks concerning the foundation of their company: market research and competition, registering of the company name, creation of a logo, technical development, negotiations with the suppliers or subcontractors, marketing, and sales, etc.

Each year in May, a competition takes place with ten teams of students (12 students per team or company on average) from the institutions of the Academy of Rennes. In the course of this competition, the teams have to present their company at a booth and have to make an oral presentation in front of a panel consisting of professionals, e.g., representatives of partners and Chief Executive Officers. The three best companies are awarded a prize by the regional council.

Training of teachers is ensured by the Head of the Academia and by the Chamber of Commerce and Industry. Quality Partnerships are built with local companies in order to give young people their support in form of sponsorship, advice and collaboration. This program enables a team of young people to network and gain skills as to teamwork. It furthers pupils' autonomy and openness to entrepreneurship. Success stories of this program are that, in a number of cases, young people have put their knowledge gained within the project into practice and founded their own enterprise, whereas in other cases, local partner enterprises have developed particularly innovative and reliable projects further and used them for their own enterprises.

Besides regional initiatives, there are also national projects, which have been designed to strengthen entrepreneurial skills among pupils at secondary level: *Enterprises cadets* and *graines d'entrepreneurs*. The project “enterprises cadets” is targeted at first year pupils, who are given the opportunity to devise business plans, together with the help of experts. Furthermore, the project encourages pupils to do computer simulations of business start-ups. “Graines d'entrepreneurs”, which is a partnership between colleges and the French Chambers of Commerce and Industry, offers students the possibility to work on entrepreneurial projects according to a pre-determined methodology including meetings with specialists and professionals.

Moreover, projects that support teachers, like for example “Lucy et Valentin ... créent leur entreprise!” within Entrepreneurship Education have been implemented. “Lucy et Valentin ... créent leur entreprise!” (“Lucy and Valentin ... set up a business!”) Is a teaching tool that combines comic strips and serious editorial content to encourage young people to be enterprising and think about setting up their own company? It can be used either as a stand-alone module or as part of a classroom activity. It provides an interactive, dynamic, positive and pragmatic insight into business and entrepreneurship. The comic strip is divided into ten parts, one for each phase of the process that Lucy and Valentin follow to set up their own sportswear company.

Besides case studies, role plays, project-oriented tasks and projects are used as teaching methods. Furthermore, Enterprise Days or Weeks are an increasingly popular activity for conveying the idea of Entrepreneurship. In France, “La Semaine Ecole-Entreprise” (“School-Business Week”), provides an opportunity for companies from a range of sectors to open their doors to students, and for entrepreneurs and employees to visit classrooms. While in Zambia we have careers day where companies are invited to schools and exhibit what they do and have career talks with learners. Established in 2000, the objectives of the Week are: to enhance mutual understanding between the worlds of education and enterprise, to strengthen exchanges and partnerships and encourage new initiatives, and to establish a sustainable, long-term dialogue between teachers and business leaders.

The scheme is part of an annual calendar of events organized in cooperation with the business sector, within the Framework Agreement of July 19, 2004 between the Minister of Education and the President of the *Mouvement des Entreprises de France*. The Centre of Young Leaders and the Youth Association and Enterprise are also partners.

Summing up, initiatives are taken together with business associations in order to foster awareness of entrepreneurship among French secondary school students. Basically, there is some progress, but the development of entrepreneurship teaching is rather inhomogeneous. Project implementation takes place especially at local level by local authorities, individual schools, or special organizations through voluntary activities, so that initiatives are rather fragmented. As a result, with 5.7% the proportion of entrepreneurial in school training in France is low compared to other innovation-driven economies, leading to the conclusion that enterprise and entrepreneurship are yet not widely recognized in the French education system. One can conclude that France has not yet fully embraced the idea of entrepreneurship education in secondary schools while has embraced it.

The Germany education system is divided into pre-school education, primary education, secondary education, tertiary education and continuing education. This is the German situation not different from ours. The duration of full-time compulsory education (compulsory general education) is nine years (10 years in four of the states) and the subsequent period of part time compulsory education (compulsory vocational education) takes three years. Following the primary school stage at which all children attend mixed-ability classes (grades 1 to 4, in Berlin and Brandenburg grades 1 to 6), the organization of the secondary school system (grades 5 to 12-13) in the states is characterized by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible.

Teaching in schools in Germany is governed by regulations of various kinds laid down by the states. The prescribed curricula include guidelines on the treatment of the various topics of instruction, distribution of materials and various didactic approaches. Of increasing importance are interdisciplinary coordination of material taught and teaching objectives as well as interdisciplinary activities in such areas as health education, vocational orientation, computer literacy, environmental education and the treatment of European topics. Teachers take responsibility for teaching in their classes, taking the background and aptitude of each pupil into consideration. Use is made of new media (multimedia) and telecommunications (Internet.) in the classroom both as teaching aids and as the subject of teaching and learning. By utilizing new resources and methods and by strengthening the individualist character of teaching, the aim is to promote creativity and independent learning skills. At vocational schools, it is particularly important to employ teaching methods that are task based and practice oriented in providing technical vocational training and a broader general education.

In Germany the federal administration has no legal competencies in secondary education, which is within the jurisdiction of the states. Thus, some states are already very advanced in the promotion of entrepreneurship in secondary education compared to others. Basically, promoting the enterprise spirit and entrepreneurship teaching are relatively new subjects and challenges for the German education system. At lower secondary level, existing activities are limited to the preparation of pupils for the working environment. In most of the federal states, each student has to undergo a training in industry or at a service-provider. In many schools, specialized teachers are responsible for organizing such exercises.

At higher secondary level, schools are often even more reluctant to initiate and conduct training or curricula in this respect. Only in few federal states there is a special training module for economic subjects. However, to an increasing extent, this type of education takes into consideration the necessity for a new approach. The following cases have been selected as best practice:

The “junior” project has found a broad acceptance in the German education system. It provides a special framework for running a mini-enterprise (“Schuelerfirmen”) and targets young students above the age of 15 years. The mini-enterprise is divided into several departments so that every firm has to accomplish tasks in the following fields: marketing, procurement, accounting and finance. Each student fulfils a specific position and function. The products of these mini-enterprises are innovative, in line with the market, and are market price-oriented. Events like trade fairs, national and regional contests are incorporated into the program. At national and international fairs, junior enterprises get a chance to present themselves, their products and services and, at the same time, get in touch with other student companies. The mini-enterprises are counselled throughout the year by the junior office. The Junior Office, a business segment of the Institut der deutschen Wirtschaft Köln (Cologne Institute for economic research), enables student companies to get in touch with other companies, real businesses and associations. In addition to the counselling, every student and supervisor receives materials as to how to run a company. Workshops, booklets and materials on the Internet are available on special topics, such as marketing and accounting, through which the students receive further input for a successful business management. Mentors and auditors from the business world are also involved in the program, and provide students with information and advice.



After one school year of operations the mini-enterprise is liquidated and the dividend is paid back to the shareholder. Students who successfully complete the program receive a certificate that is well-known in the business community.

The project enables the students to operate like real entrepreneurs, sell shares, conduct market research and develop products or services. The project started in 1994 and is now operating in 15 federal states. Over the years, a total of 53,630 students participated in 3,932 enterprises. The practical relevance and the achievement of the project are highlighted by the fact that every second participant assessed him/herself as a potential entrepreneur.

In 2002, the junior company S4S Students for Students was founded. It offers “the Spielmaschine” (games machine), a collection of 166 games for group meetings, seminars and birthday parties. The product was developed by the founders, i.e. each game was categorized, rated according to specific criteria and equipped with multiplexed information. The company sold over 580 copies of the product, had a turnover of almost 5,000 Euros and realized a profit of almost 2,000 Euros, which represents an increase in the share value of 256%.

As in every junior company, the students divided their workload into four departments: administration, marketing, production and finance. The marketing department conducted a survey at the beginning of the project and was responsible for press and public relations, which were successfully managed by Television reports, radio reports and many newspaper articles. The marketing department also checked out new ways of selling the product, e.g., by using fairs, cooperation with another junior company and the web. The production department was not only responsible for producing the Spielmaschine, but also had to sort out the most cost-effective way of printing the product.

All students stressed the benefits of the project, e.g., getting a realistic impression of the professional world, becoming familiar with economic topics, improving their personal skills and strengthening capabilities in working with others. Some of the students continued the activities after the Junior Company had to be liquidated.

A successful initiative in Entrepreneurial Education is also the “Go! To school “project, that started in 1998 in Nordrhein-Westfalen (NRW). Activities as to the training of the students’ entrepreneurial skills include: organizing workshops, providing materials, establishing networks for entrepreneurial students, organizing competitions (e.g., the best idea for a new venture is awarded). “Hut Ab! Schulgenossenschaft” is another project in Nordrhein

Westfalen that is gaining social importance, because it supports students from the Joseph-Beuys-Gesamtschule in the course of acting as entrepreneurs within a co-operative.

Baden-Württemberg (BW) also belongs to the states that are already very advanced in the promotion of entrepreneurship in secondary education, as a coherent strategy is in place to support schools and teachers. In co-operation with the Ministry of Education Baden-Württemberg (BW), the following initiatives that foster the foundation of school firms and mini enterprises are promoted within the Land global entrepreneurship week, fairs for school firms, national hotline for legal advice, database of mini-companies, contact week for companies and minienterprises, and competitions (e.g., "Talentschmiede Baden-Württemberg" funded by the Ministry of Economy and the federal employment office.

"Talentschmiede Baden-Württemberg" is a pilot project run by the NaturTalent Stiftung (Natural Talent Foundation) and is for students above the age of 15 enrolled in schools that provide a general education. The aim of this project is to raise awareness among pupils as to their talents and to provide guidelines for potential career paths. The rationale is that if people can use their talents in their jobs, they are likely to be much more effective and innovative.

At the first stage of the project pupils take online tests, which take about five hours: a competence test, a test to check out a future profession, a "strength finder" to assess personal traits and talents and finally, an entrepreneurial talent test. Participants take two written tests at home: a self-evaluation test and an assessment of their strengths taken by friends and parents. The online tests are sent to a "talent coach". In the course of a one day seminar (12 pupils) the participants work together with the "talent coach" by discussing the results of the tests and developing their own "talent sheet".

At the end of the seminar the students get five concrete proposals for future vocational training, profession or studies. In the first 18 months running time more than 4,500 students from 170 schools have participated in the project. Financed by the Ministry of Economy of Baden-Württemberg (as a result of its interest in entrepreneurship) and by the Federal Employment Office Baden-Württemberg (as a result of its interest in career guidance), the initiative is a good example of joint support of Entrepreneurship Education at a regional level.

Moreover, the acquisition of a certificate by the Chamber of Commerce Freiburg (i.e., license for entrepreneurial thinking and acting) has been integrated into the national curriculum. In order to acquire this license, pupils have to pass several exams, get in contact with companies, and participate in strategic games and in several school projects. This is similar to what Technical Education, and Vocational Entrepreneurship Training (TEVET) is now doing with some secondary schools. They administer exams at Grade nine, eleven and twelve and learners are given certificates in selected practical subjects and those who drop out are able to use same certificates to join employment.

The Entrepreneurship Strategy in BW aims at fostering the entrepreneurial spirit through a varied package of measures, including school firms and minienterprises. A business start-up competition for students at national, regional and local level (e.g., the “Nordschwarzwald Cup”) is an important component of the program and is based on a computer based start-up game. In the course of the competition, a virtual firm is run for a period of 16 years, beginning with the start-up phase until the phase of listing the firm on the stock exchange. Teams are composed of students from different types of schools. Schools are supported by measures like a conference “Schule und Selbständigkeit” (“School and Self-Employment”), fairs for school firms and mini-enterprises. Materials and literature on starting a mini enterprise; a network of contact points which run seminars and workshops for teachers and can also arrange interactions with real businesses, and a national hotline for legal advice, so that they can take advantage of the benefits using the mini-enterprise approach.

As the competence in the area of secondary education lies at regional level, the main challenge is to spread good practice from the advanced states to the whole country. In Zambia competence lies at national level good practices are spread at the same time this has been easy for us because the whole follows same curriculum and syllabi unlike in German where each state follows its own curriculum. There seems to be a widespread consensus that knowing how the economy works and getting more familiar with the idea to become an entrepreneur are the keys to job creation. Moreover, there is a broad understanding that the traditional separation between economic and educational sphere no longer fits the globalised environment. However, a systematic approach and specific curricula still need to be developed, because the proportion of entrepreneurial in school training in Germany is with 8.1% low compared to other innovation-driven economies. In the course of achieving these goals, the following deficits need to be overcome: First, economic topics are too often seen as separate (training) subjects a more integrated approach is needed. Second, although self-

motivation is one of the key determinants of entrepreneurial success, the development of this skill is not sufficiently targeted in the curricula. Thirdly, teachers' training as to the subject of entrepreneurship takes place only on a limited basis or occasionally.

Ministers specify that vocational schools must provide an insight into various forms of employment including entrepreneurship, the support of career and life plan involving self-employment. Entrepreneurial ways of thinking and acting are thus part of the established curriculum. However, entrepreneurship is not yet included in all vocational training courses; school programs still attach too little value to business start-ups and entrepreneurship. Although initial steps have been taken, future modernization of vocational training should systematically include entrepreneurship.

The Austrian education system is divided into pre-school education, primary education, secondary education, tertiary education and continuing education. Comprehensive schools (a common education for all 11 to 14-year-olds) do not exist. However, a pilot project for such a comprehensive school, called "new high school" ("Neue Mittelschule"), has been implemented recently.

Basically, the system of high school education in Austria is characterized by a split into lower secondary school ("Hauptschule") and the so called "secondary academic school" ("Allgemeinbildende Höhere Schule, AHS"):

The lower secondary school is designed to provide all pupils with basic general education within a four-year period. Its purpose is to prepare pupils for their professional career (mainly blue collar jobs) and to provide the necessary knowledge for their potential transfer to upper secondary schools. Lessons in lower secondary schools are designed to strengthen the interests, skills and abilities of the individual pupils. In the 3rd and 4th year of lower secondary school much attention is being paid to prepare pupils for their further educational and vocational career. Thus, the subject "careers guidance" has been introduced, so that practical training sessions in companies as well as educational visits to companies are organized. In the public, as well as in the political discourse, the lower secondary school has faced harsh criticism. Not only the early allocation of pupils (at the age of ten) to lower secondary school and secondary academic school, but also the insufficient preparation for self-employment and entrepreneurial activities are issues of current controversy.

The purpose of secondary academic school is to impart broad and extended general education, thereby providing pupils with standard entry qualifications for university and a solid basis for more specialized education or training. Although the secondary academic school considers the imparting of knowledge as one of its foremost tasks, it also aims at providing students with numerous other qualifications and skills (e.g., working methods, the ability to cooperate, independence and responsibility). Education at secondary academic school lasts for an overall period of eight years and is divided into lower (grade 5 to 8) and upper (grade 9 to 12) level. The upper secondary academic school can only be attended after successful completion of the fourth year of a lower secondary school. Within the framework of school autonomy and pilot projects, the individual schools can modify the national curricula and develop their own specific profiles. The core subjects are German, two foreign languages, history and social studies, geography and economics, mathematics, physics, chemistry, biology and ecology, psychology and philosophy, musical education, art classes, handicrafts (lower level), computer science (grade 9). Entrepreneurship is part of the subject geography and economics. However, the curriculum of secondary academic school stipulates a strong reference to business administration, but only a weak reference to Entrepreneurship. While in Zambia entrepreneurship education is taught through practical subjects such as design and technology, agricultural science and home economics.

In Austria Secondary technical and vocational schools play an important role for Entrepreneurship Education. For the last two decades, secondary technical and vocational schools and colleges have been experiencing a steady rise in student numbers. This is partly due to the variety of educational possibilities and fields of specialization, and partly due to the well balanced curriculum offered, which comprises of general education and technical theory in the respective fields as well as of practical training (compulsory work placements vary from school to school). Especially, the secondary schools for business administration (so called "Handelsakademie") are important actors in the field of Entrepreneurship Education. This school type runs for five years and ends with the so called "Reifeprüfung" (comparable to a High School diploma). They provide students with an integrated general and sound business commercial education that qualifies them for white-collar jobs at the executive level in commercial and administrative branches and gives access to post-secondary colleges, universities of applied sciences ("Fachhochschulen") and universities.

Since many pupils with migration background (second or third generation) attend secondary schools for business ("Handelsschulen"), which run for three years, Entrepreneurship

Education is very important in this school type as these pupils often intend to take over their family's businesses.

To provide students with the opportunity to acquire key qualifications in real life situations, a compulsory subject "practical training in business administration and project management" at schools for business administration and "practical training in business administration including project work" at secondary schools for business was integrated in the curriculum in 1994. Austria was the first European country, which laid work in mini enterprises down in the curricula of schools for business administration and business schools (secondary education). Centres for business administration have been established especially for this purpose.

On learning by doing-basis, students are given the opportunity to apply hitherto acquired knowledge in simulated business situations in mini-enterprises. These training or practice firms play an important part in Entrepreneurship Education. In the commercial schools and colleges of business administration mentioned above, the simulation exercise "practice firm" is obligatory. In other secondary types of schools and colleges, practice firms may be chosen as an additional program (part-time schools for apprentices, schools and colleges of management services, of tourism, of engineering, arts and crafts).

In Austria "Bohne GmbH" is a practice firm trading in coffee and tea, founded in 1993 and located in a college for business administration in the region of Salzburg (Neumarkt am Wallersee). The age of the students is 17 – 18; practice firm work is in the fourth year of this 5-year professional business education.

In the previous school years students are trained in several relevant business subjects to meet the challenges of the practice firm work. Bohne shows an optimal performance and is a reliable partner on the national practice firm market with about 950 competitors, a standard within the practice firm business competition in Austria. This practice firm students and teacher provides a long lasting and quality educational work. Even though the company staff (students) changes every school year, the company maintains its own high standard, showing that programs like student companies have an impact on the education quality itself. Bohne works with two real partner firms that support the student company through all the years and who profit themselves by the students' competences.

A notable feature of the Austrian education system is the apprenticeship training (also known as the "Dual System"). Within this Dual System, the company based training of apprentices

is complemented by compulsory attendance of a part-time vocational school for apprentices (“Berufsschule”). Apprenticeship training lasts three years and ends with the so called apprenticeship leave exam (“Lehrabschlussprüfung”). This exam not only qualifies the apprentices for the admission to the Masters Craftsman Exam (“Meisterprüfung”), but also gives access to higher education. The Dual System unifies the advantages of company-based training and vocational school education.

Entrepreneurship Education is not only part of the curriculum in Austrian vocational and commercial schools as mentioned above, but rather constitutes an education principle. As such it includes the development of specific attitudes to think and act entrepreneurially and is seen as a task for all subjects and takes all generally accepted values into account.

In view of the fact that the students shall change their attitudes towards entrepreneurial thinking and acting, special importance in secondary schools for business administration is given to the integration of appropriate teaching and learning methods when passing on subject matter. Apart from a general view, the selection of subject matter includes model principles. Already acquired knowledge needs to be resumed and be used to increase the teaching output. Being exposed to, trying and reflecting different practical examples add to the development of independent implementation strategies. The practice-oriented coordination of targets, contents and methods as didactic principle is especially considered regarding Entrepreneurship Education. Particularly teaching methods like case studies, role plays, project-oriented tasks and projects are used in order to give special attention to independent work on the one hand and forms of social learning on the other hand, as well as to their relevance for the business world. Apart from conveying specialized knowledge, from developing and promoting values, the promotion of key qualifications is of particular importance.

Basically, Entrepreneurship Education requires a holistic orientation, so that interdisciplinary aspects are taken into account within every subject being taught. Therefore, a close co-operation between all the teachers e.g. for the timely provision of basic knowledge, the avoidance of double tracking, the preparation of business projects, the preparation and evaluation of work placements is required. This necessary co-operation may be secured by pedagogical conferences, the preparation of written plans for the organization of the subject matter, records about their realization as well as by other suitable measures. Rapid changes in the economy, society and culture demand from the teachers to constantly observe the relevant

developments of their subjects and to adapt their teaching and the teaching methods used selection and application are basically left to the teachers provided that the educational objective is achieved to the current standard of science and practice. New teaching methods enable the students to solve problems. Attention has to be paid to a close co-operation among the students and to a punctual fulfilment of tasks. Co-operative, open learning, for example, can be used due to methodological freedom.

The aims of co-operative, open learning are: to educate the students to increasingly use independent and self-reliable working methods, to enable the students to work independently and particularly in a team and to motivate them through mutual tutoring to act and learn socially and in solidarity. Co-operative, open learning can be used to split tasks within a group, solve subject related and interdisciplinary topics and tasks, apply specific, problem-oriented means of teaching (e.g. exercise sheets, case studies, specific practice-examples and units), practice, if possible, the use of software-supported devices or modern information- and communication technology. Besides these methods, all teachers are encouraged in the course of 'Gender Mainstreaming' and equality of sexes to tackle the relevance of the category gender at all levels of teaching and learning. Gender-specific images and prejudices have to be dealt with conscientiously. By familiarizing the students with different religions and values they shall be offered comprehensive tools for personal orientation not only for their private and professional life, but also for the development of the society. Particular fields of the subject matter, which are essential for future work in class and for the graduates, are particularly practiced and specifically revised. Computer training programs have to be used if possible; different levels of knowledge at the beginning and different talents of the students have to be taken into account. Attention is being paid to the correct usage of standard language and technical terminology as the linguistic element (correct usage of spoken language and spelling) is inseparable from the technical performance in all subjects. In all other subjects great importance has to be put on the knowledge and skills acquired in the subjects 'Business Informatics' and 'Information and Office Management'. If it seems to be pedagogically appropriate, dictionaries, other books, legal texts, formularies, electronic media as well as further sources of information common in a real working environment are being used.

Problem oriented assignments and action oriented classes shall lead the students to think in a logical, creative and synergistically way, to work carefully and patiently, independently or in a team as well as to decide and act responsibly. As teaching model the training firm is the



focus of education and offers the possibility for synergies to all other subjects. Excursions, field trips and other school events as well as the invitation of experts from the business world shall help the students to gain insight into the complex correlation of economic processes. Visits of cultural events and cultural institutions shall motivate the students to take an interest in culture. During the holidays the students shall complete a voluntary work placement before their fifth year at the latest. That way their insights into social and operational-organizational correlations are additionally stipulated and the students learn to understand their personal situation within the professional world. Special emphasis has to be laid on the preparation and evaluation of the voluntary work placement.

Moreover, Austrian school authorities are preparing a national action plan aiming at an expansion of Entrepreneurship Education throughout secondary education. The following initiative, which aims at preparing teachers for teaching entrepreneurship, underpins these efforts:

Teacher Training, the Initiative for Teaching Entrepreneurship has been created to develop and provide teacher training. Basically, IFTE offers intensive workshops, i.e. summer schools, for Entrepreneurship Education in Kitzbühel. The annual courses run one week in July and are intended for teachers from both vocational schools and colleges, and general secondary education tracks. The program is broad, and topics include entrepreneurship in the context of educational philosophy, business ethics, and ideas creation, along with practical work on implementation, and how to use change management processes in order to create innovative educational organizations. There is a strong emphasis on experiential learning. The course team is drawn from across business, universities and schools, reflecting the fact that the IFTE is backed by a range of sponsors from the public and private sectors. It is also planned to set up a national strategy for teacher training incorporating the idea of Entrepreneurship Education.

As well as teacher training, it is also critical to provide effective teaching resources and support and sufficient space within the curriculum for their use. Provision of Teaching Resources, the Impulse Centre of Entrepreneurship Education (EESI) inter alia provides approved Entrepreneurship Education textbooks and has created a software tool to measure personality traits and attitudes towards entrepreneurship as a teaching resource for upper secondary schools. Furthermore, the EESI organizes business plan competitions, and organizes an annual entrepreneurship symposium together with expert lecturers. Certificate

for Entrepreneurs, the Austrian Federal Economic Chamber offers the Entrepreneur's Skills Certificate, which is designed for students aged between 10 and 19. Schools offering the individual modules alongside their standard curriculum benefit in both an economic and a practical way.

As for Italian Education, the duration of full-time compulsory education (compulsory general education) in Italy is ten years. After completing primary school ("scuola elementare"; 5 years), children attend lower secondary school ("scuola media"; 3 years), which finishes with an exam ("Diploma di Licenza di Scuola Media") that enables the continuation of studies at upper secondary schools. The curriculum includes: Italian, English, geography, history, math, science, technology, music, arts, physical education, information technology and religion.

Upper secondary schools, which last between 4-5 years, can be divided according to their specialization into the following types: scientific ("liceo scientifico"), classic ("liceo classico"), linguistic ("liceo linguistico"), pedagogic ("istituto magistrale"), technical ("istituto tecnico") and professional ("istituto professionale"). Moreover, there are several types of upper secondary school that focus on art-related studies (e.g., dance, music, and painting). In order to complete upper secondary school pupils have to pass a state examination ("diploma di matura"), which enables them to continue their studies at an Italian university.

With regard to the different upper secondary school types it becomes obvious that pupils, who complete the istituto professionale study subjects that correlate with entrepreneurship. However, the national curricula for secondary education do not include Entrepreneurship Education. But as schools have some flexibility in choosing the subjects, they can foster entrepreneurship activities. The following cases have been selected as best practice: Confindustria the Italian employers' association, Confindustria has launched a project, in which entrepreneurs become part of school boards in 16 Italian provinces. Confindustria itself has developed a Young Entrepreneurs Division as a group of individuals whose aim is to strengthen awareness of the entrepreneur's role and to play the role of "critical conscience" within the Confindustria System, and as "innovation laboratories" with respect to civil society. The division today counts 12,500 associations, organized across 105 provinces and in 20 regional committees. European Commission (2007); European Commission (2002),

Italian best practice has been the “IG students” that enables secondary school students to gain practical experience as to managing a company, thereby learning more about team collaboration and the skills needed to become an entrepreneur. In its four years of activity the project has educated a total of 100,000 students and 3,000 teachers throughout Italy. The program ended in July 2002, because the government decided to stop the public funding for this initiative. This happened partly because of budget constraints. Partly, it was felt that the conditions which have been created for similar initiatives should be further developed at local levels.

Concerning the teaching methods in Italy it is to say that excursions, field trips and other school events like the invitation of experts from the business world shall help the students to gain insight into the complex correlation of economic processes. Worth mentioning in this context is the project “IFS Network Italy”<sup>69</sup>, which offers a simulation labs as a bridge between classroom and enterprise. Students work in these simulation labs as entrepreneurs. Due to the integration of teachers and experts, the gaining of realistic entrepreneurial experiences is enhanced.

Summing up, apart from recent approaches in Entrepreneurship Education, a systematic approach and specific curricula still need to be developed in Italy, because the proportion of entrepreneurial in-school training is with 3.5% low compared to other innovation-driven economies.

By looking at the report done by Global Entrepreneurship Monitor (GEM) in 2009, the total entrepreneurial activity (TEA) in Malaysia is very low as compared to other countries (Xavier, Ahmad Zaki, 2009). The TEA for Malaysia has increased from 4.4% in 2009 to 4.96% in 2010 (Xavier, Noorseha Ayob, 2010). There is a minor increment in Malaysia’s TEA, however, Malaysia still ranked at the third lowest TEA rate. Lacking of TEA rate is not a good sign for Malaysia because it indicates higher Entrepreneurial Intention unemployment rate. High unemployment rate will lead to a country’s incompetency. They found that Malaysia’s competitive ranking around the world has dropped from 10th place in 2010 to 16th place in 2011 (IMD announces the 2011 World Competitiveness Rankings and the result of the “Government Efficiency Gap”, 2011). To solve the high unemployment issues, Malaysian government has come out with Ninth Malaysia Plan 2006-2010 (2006) which played a crucial role in developing and encouraging entrepreneurs. Three organizations have been established in this plan, which are Ministry of Entrepreneur and Cooperative

Development, Perbadanan Nasional Berhad and the Small and Medium Enterprises Bank. MECD is responsible for coordinating and developing Bumiputera entrepreneurs (Ministry of Entrepreneur and Cooperative Development (MECD), n.d.) whereas PNS is an agency under the Ministry of Domestic Trade Cooperatives and Consumerism which develops the franchise industry by increasing the number of franchise entrepreneurs through its expertise in providing quality service and products (PNS Background, 2012). SME Bank supplies SMIs with capital and finance (Bank Negara SME Special Unit, n.d). The efforts of government tend to encourage unemployed graduates to be entrepreneurs, utilizing their knowledge and skills instead of continue being unemployed. Many studies indicated the importance of entrepreneurship education in creating successful entrepreneurs (Ooi, Selvarajah & Meyer, 2011; Lee, Chang & Lim, 2005; Tam, 2009; Gelard & Saleh, 2011). Thus, educational system that provides sufficient knowledge and inspiration for entrepreneurship development might increase an individual's entrepreneurial intention to perform the behaviour (Abdul Kadir, Salim & Kamarudin, 2011). With tailormade programs that could fit in and increase the entrepreneurial intention of undergraduates, graduates are more likely to become entrepreneurs.

However, the Malaysian government's plan and the increased entrepreneurial courses did not succeed. The number of entrepreneurs is still lacking in Malaysia and the entrepreneurial intention is as low as 8.7% (Kelly, Singer & Herrington, 2011). Intention is the predictors of performing a specific behaviour (Ajzen, 1980). Understanding an individual's intention could help in forecasting whether a behaviour will be performed or otherwise. Without intention, individual might not even have the thought to consider entrepreneurship as their career choice and they might end up with unemployed or being employed. More information should be explored on the antecedents of entrepreneurial intention among undergraduates since intention is the precedents of increasing entrepreneurs. Thus, this has prompted the researchers to examine the entrepreneurial intention among students in higher learning institution.

The education system in Sweden is divided into pre-school, compulsory school, upper secondary school, universities and university colleges and higher vocational education. In Sweden, attendance to school is compulsory for all children aged 7-16. Compulsory school is a nine-year compulsory type of school and is governed by the following rules: a national curriculum describes the school's value base and basic goals and guidelines, a national

syllabus for each individual subject, a national time schedule which states the minimum guaranteed time that pupils are entitled to teacher led instruction in the various subjects, a municipal school plan that shows how the municipality's schools are to be organized and developed, a local work plan for each school, which is an adaptation of the contents of the national curriculum, the syllabi and the school plan to the organization, work methods and local circumstances of that school.

After completing compulsory school, young people aged 16-20 years can attend upper secondary school, which consists of national programs, specially designed programs and individual programs. Basically, there is a total of 17 national upper secondary programs. Each program lasts for 3 years and consists of 8 core subjects (English, artistic activities, physical education and health, mathematics, natural science, social studies, Swedish or Swedish as a second language, and religious studies), program specific subjects, optional courses and project work. The various upper secondary programs can be seen as preparation for further studies, vocationally-oriented, or a combination of the two.

With regard to the 17 national upper secondary programs we have identified the following programs that correlate with entrepreneurship: The Business and Administration Program prepares students for running their own business. Theoretical knowledge (two branches: commerce and service, tourism and travel) is combined with practical work (the program includes 15 weeks of training in the workplace), The Handicraft Program is designed for students interested in design, creativity, creations and problem solving within the handicraft profession. In addition to innovation and repair, students also learn about customer relations, services, materials and tools besides theory the program includes 15 weeks of training in the workplace), The Social Science Program focuses on students interested in social issues in a broad sense (four branches: economics, culture, social sciences, languages), The Technology Program is designed for students interested in design, architecture, information technology, or technology and enterprise, for example. The program has no established national branches, so that the schools decide locally which branches the program focuses on.

The identified programs make the achievement of the national objective of the 2009 reform of upper secondary education obvious: to promote the provision of competence and competitiveness of trades, companies and individuals. In order to realize this goal, economic needs are primarily identified at trade and enterprise levels and addressed within the curricula.

As a consequence, upper secondary education programs are better matched with the needs of lines of business, resulting in a stronger collaboration between schools and specific firms. Upper secondary education and schools at all levels are obliged to contribute to entrepreneurship and provide young people with the knowledge of how to start and develop businesses through projects, case studies, business simulations, etc. Moreover, as reflected in the identified programs, apprenticeship training at upper secondary level has been introduced in order to enable linkages between young people and employers. This may be a reason why Swedish pupils generally show a higher preference for self-employment than German pupils.

In Sweden, the non-profit Framtids Frön or "Future Seeds" initiative offers teachers of 6-16 year olds a 'fruit basket' of resources from which they can select the most suitable for their students and teaching methods. Several programs are offered, designed to help schools to work in a more entrepreneurial way, linked to specific elements of the existing curriculum including: developing curiosity and a desire to learn; developing children's own ways of learning; learning to use knowledge to formulate and test hypotheses; problem-solving; children reflecting on their own learning experiences, and learning to work both independently and with others. The objective is to offer a knowledge base to inspire students, teachers and other school staff to develop and reinforce their entrepreneurial ability.

Besides this initiative, numerous programs and projects have been developed and implemented at regional and local level in order to support Entrepreneurship Education: The Västerbotten project, which has been implemented in all 15 municipalities of the region, supported more than 300 local projects since 2000. It offers various services, teacher in-service training for local project leaders, meetings between schools and businesses, etc. As a result, more than 550 businesses in the county of Västerbotten are currently involved in school activities. More than 1,600 employees in schools and 11,000 pupils have taken part in programs fostering entrepreneurship. Furthermore, a number of active networks have been built between the schools in the county, and between schools and local businesses.

Summer entrepreneur the project "Open for Business" offers the program Summer entrepreneur, which takes place during the summer holidays (8 weeks) and focuses on young people from 17 to 19 years. The goal is to give young people the opportunity to gain the knowledge and experience of running a company and to learn about entrepreneurship during their summer holiday, thus creating their own summer job instead of having a job given to them by the municipality.

The project starts with a two-week introduction course, combining theory and practice. During these two weeks participants are granted subsidy from the municipality (55-65 Swedish crowns per day). Then they run their own company for six weeks. The summer entrepreneurs receive a special sort of tax permit to run a company from the beginning of June until the end of August. At the end of August the entrepreneurs liquidate the company and submit their own income tax return to the tax authority.

Interaction with businesses or with the local community is ensured thanks to the participation of advisers or counsellors from industry, the municipality and other organizations. Up to now more than 100,000 pupils have participated in this project over the past 8 years.

Furthermore there is a number of external organizations which promote entrepreneurship. For example, Flashes of Genius 87 at primary level, Young Enterprise Sweden and the Swedish Foundation of Enterprise Education at secondary level. In 2002, Young Enterprise Sweden<sup>88</sup> carried out a survey on students who had participated in the Young Enterprise mini-company program since 1980. The results showed that 7 % of the students who answered the survey were still running a company, while 13 % of them had at some stage started their own company. This proportion tended to rise with age. In the age group "29 years or older" it rose to 19 %. Over the years, former students have, through their own companies, employed 16,000 people. Most of the students (87 %) believed that by participating in the program they had increased their knowledge of how to run a business and increased their ability to solve problems. They also mentioned that they had increased their personal self-confidence and their ability to work with others.

In Sweden, the business mission of the mini-company "Presnatch" is based on offering a solution to the problem of guests being robbed of their bags/handbags in public places, such as cafés, restaurants and hotels, thus creating safety and convenience for the guests. "Presnatch" produced an innovative hook that prevents handbag theft in restaurants and bars. The company cooperated closely with Sweden's National Police Force. The company develops, designs, markets and sells the "Preventor". The product is placed under the table by each chair in a café, restaurant and/or hotel. The guests can then hang their bags on the hook. Presnatch's product means that the visiting guests do not have to keep their bags on their laps, which increases comfort and convenience.

Summing up, the analysis of the initiatives in Sweden to promote Entrepreneurship Education, the degree of commitment in this respect and the scale of such initiatives suggest that Sweden is one of the forerunners in the field of teaching entrepreneurship.

The idea of Entrepreneurship as a subject in Namibian schools dates back to 1999, when the Presidential Commission of Enquiry into Education recommended that the development and implementation of Entrepreneurship should be accessible to all learners (Groenewald 2006, 2007, 2008). Some years passed, with discussions on how to strengthen entrepreneurial skills in schools. In 2004, the Ministry of Education decided to introduce Entrepreneurship as an optional and promotional subject, to replace Business Management in Grades 8-10. Entrepreneurship thus became one of three subjects in the major option, Commerce. It was also decided to integrate entrepreneurship principles into the practical subjects Home Ecology, Design and Technology and Elementary Agriculture in Grades 5 to 7 (ibid.).

While in Nigeria the emergence of entrepreneurship education on formal curricular of schools was as a result of the recommendations of the Ashby commission Report of 1960. It recommended that skills based subjects technical and vocational should be made available to most young people as a basis for stimulating national growth. Borrowing from the experiences of the United States, Canada, the United Kingdom and most of developed Western Europe, the Federal Government of Nigeria (2004) adopted education as an instrument for national integration, socio-economic development and technological growth. As following up, several measures were put in place to address the issues of growth and development from different fronts. The introduction of entrepreneurship education into the secondary school curricula was part of such measures aimed at deliberately stimulating the teaching and learning of skill based subjects. These were believed would build capacity in the youths and empower them to participate actively in solving the socio-economic problems associated with poverty and unemployment (Obiyai & Ehimen 2012). The Nigerian educational system, which is a colonial heritage, does not have much consideration for entrepreneurship education. The colonial education was designed to assist colonial masters administer Nigeria better by breaking the communication gap between the colonialists and the colonized Nigerians. Emphasis was placed on producing clerical and administrative officers, teachers, clergy and other liberal arts graduates who would facilitate the westernization process.



At independence, the post-independence governments did not do much to restructure our education curricular, right from the primary, secondary through the tertiary stage. Liberal arts, through rote learning, dominated our educational system. Although our educational institutions have been expanding with geometric proportion, curriculum restructuring has been with arithmetic progression. Akinyemi [1987] notes that our educational institutions, few as they were, remained factories for producing white collar jobbers with no special profession nor was entrepreneurial skills envisaged in the educational system. Stahli [1992] shares the above view when he argues that in many ways the education currently offered to business students does not suit itself well to the active and experimental learning styles and needs of adult learners and future entrepreneurs.

Apparently worried by the soaring unemployment rate in Nigeria, declining per capita income, youths restiveness in various parts of the country, the Federal government directed ‘ all education institutions in the country to run entrepreneurship studies programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session ‘(Akojie,2009]

In Zambia it has been in Existence for a few years, there is need to ensure that it is well managed for it to be a success. Management is very crucial in ensuring the set objectives are achieved. It being a process it has the ability to influence the outcomes of the teaching and learning process of entrepreneurship in school among the learners. The Global Entrepreneurship Monitor report conducts country wide assessments in order to determine the level of entrepreneurial activities per country. In this respect, the Global Entrepreneurship Monitor conducted in Zambia merges people starting new businesses also known as nascent entrepreneurs with new business owners in order to identify Early-stage Entrepreneurial Activity. The Early-stage Entrepreneurial Activity assesses the percentage of individuals willing and able to start up a business (Bosma & Harding, 2007:7). In the Global Entrepreneurship Monitor report of 2012, entrepreneurship activities in 69 countries were compared, and after the profiling of Zambian entrepreneurs, an urgent need was recognized for more business start-ups (Turton & Herrington, 2012:18-19). From the study, only 7% of the population were willing and able to start-up businesses Early-stage entrepreneurial activity in Zambia as compared to 36%, 29% 15% and 12% for Nigeria, Botswana, Brazil and China respectively (Turton & Herrington, 2012:19).

Vocational Subjects constitute forms of knowledge, skills and values that every person should possess to help him or her deal with the physical world. They also possess a potential relationship to the world of work. Hence, these help to prepare learners for post-school employment or vocational training. In recognition of the importance of Vocational Subjects, every institution of learning will be required to offer Vocational Subjects as part of their curriculum, (Zambia curriculum framework, 2013). Since the Vocational Subjects will provide sufficient practical skills to prepare learners for subsequent training or entry into the world of work, the curriculum should provide learners with opportunities for hands-on practical experience which is the essence for all the Vocational Subjects. Entrepreneurship education is meant to inculcate abilities for learners at all levels with knowledge, values, skills and motivation to encourage entrepreneurial success in a variety of settings, (Zambia curriculum framework, and 2013). Such education is important because learners will be able to transform innovative ideas into economic goods and services. This is the cornerstone for wealth creation at all levels.

Entrepreneurship education will be integrated into the curriculum at all levels (Zambia Curriculum Framework, 2013). The Curriculum Development Centre will work with key stakeholders in identifying and defining vital entrepreneurial learning outcomes which will be integrated across the curriculum. At the secondary school, learners will learn entrepreneurial skills through projects. Learners will form companies of their own choices which they will run with the supervision of teachers. Vocational subjects have been allocated more time to enable the learners apply skills learnt. A single period will last one hour twenty minutes (1 hr. 20 minutes covering 3 periods of 40 minutes each).

Economic leaders and educational scholars all agree on the importance of entrepreneurship education in the economy. There is a need for innovative, creative and risk savvy young individuals to help build the economy. Entrepreneurs are therefore nurtured and trained by their communities, their teachers and their parents as a whole; entrepreneurs do not emerge out of nowhere (Network for Teaching Entrepreneurship, 2013). Despite the enhanced focus on entrepreneurship education and the increase in courses offered at university and college level, the lack of entrepreneurship education at school level and especially secondary school level is a cause for concern. Various organisations such are calling for the formal introduction of entrepreneurship education into the current secondary school curriculum. There is a need for a talented work force which the educational system fails to promote. Due to the rapid pace of globalization and technology, the educational systems have not been able

to measure up to the changes and demands of technological advancement. There is the lack of fundamental tools, especially in secondary schools, for the learners to succeed academically and in life. Hence the high rate of school dropouts and increase in social plights like poverty.

The responses to these challenges faced in school are numerous. Initiatives like introducing new curricula and teaching methods which align the theory with the practice or work world, have been created to improve accountability and the performances of these programmes. In order to promote entrepreneurial culture in schools, a better support network is needed for slow learners as well as effective relationships among communities. Entrepreneurship education is much more than teaching someone how to start and manage a business, it is also about promoting innovation, creativity and encouraging a sense of self-worth. Learners are engaged in youth entrepreneurship so as to develop entrepreneurial skills and provide them with on the job experiences. It is agreed by most researchers that entrepreneurship cannot be taught in the classroom alone. Experiential learning is a good method for exposing learners to real-life business experiences.

Entrepreneurship education has been accepted as an official educational system by a few communities. In order for entrepreneurship education to be effective, entrepreneurs need to be involved in mentorship, coaching and as role models for learners, and new partnerships need to be created. First and foremost, the logical and publicly desirable aim of all managers in all kinds of organizations, whether business or non-business, should be a surplus. Thus, managers must establish an environment in which people can accomplish group goals with the least amount of time, money, materials, and personal dissatisfaction or in which they can achieve as much as possible of a desired goal with available resources. In a non-business enterprise such as units of a business such as an accounting department that are not responsible for total business profits, managers still have goals and should strive to accomplish them with the minimum of resources or to accomplish as much as possible with available resources. A manager who achieves such an aim is said to be a strategic manager. The second goal or aim of all managers is that they must be productive. Indeed, government, and the private sector recognize the urgent need for productivity improvement. Productivity improvement is about effectively performing the basic managerial and non-managerial activities. Simply defined, productivity is about the output-input ratio within a time period with due consideration for equality.

Lastly, productivity implies effectiveness and efficiency in individual and organizational performance. Effectiveness is the achievement of objectives. Efficiency is the achievement of the ends with the least amount of resources. Managers cannot know whether they are productive unless they first know their goals and those of the organization.

The economy of most nations today is being driven by small businesses and entrepreneurship. The entrepreneurship insurgency has greatly influenced the global economy and the business world (Kuratko, 2005:577). Entrepreneurship enhances wealth creation and is seen as the driving force behind drawing investment to local communities. There has been a rising need to develop educational programmes to encourage and enhance entrepreneurship. Mare (1996:33) suggests that developing a positive attitude towards entrepreneurship as well as developing the basic entrepreneurial skills should form an integral part of school curricula. This would serve to prepare future entrants into the labour market to be able to create and enhance enterprise creation. Comparing the provision of entrepreneurship education with other countries many countries embraced entrepreneurship in secondary. In France and Italy entrepreneurship education is not part of the curriculum while in Austria and Zambia its part of the curriculum. In Nigeria entrepreneurship subjects are taken as optional subject's .In the countries where I have compared the type of education there are some firms that have played an important role of exposing learners to the business world. In most countries excursions. Fields trips and invitation of experts from business world to help learners gain insights into the business world. To emphasise the importance entrepreneurship education Finland introduced entrepreneurship education to pre-school teacher colleges

### **2.3 Promotion of Entrepreneurship Education**

Some enterprise promotion programmes for in school youth seek to train teachers in entrepreneurship. In the United States of America, for instance, Educational Designs that Generate Excellence trains teachers almost exclusively. In Canada, has developed more than 30 entrepreneurial programmes and projects targeted not only at youth, but also at educators and economic development professionals. In South Africa, the YES programme offers a one year training course to teachers who in turn become facilitators (Chigunta, 2002). Initiatives have been introduced to promote entrepreneurship among secondary school learners. These are Education with Enterprise Trust which provides a structured learning programme for high school students and Junior Achievement South Africa. The latter has been a pioneer in non-

racial education since its inception in 1979. The Junior Achievement initiative also exists in other countries, including the USA and Fiji. In Germany, *Erziehung zu Eigeninitiative und Unternehmungsgeist* ('Education for Enterprise') was established in 1991 to help pupils become acquainted with social market economics through action-orientated teaching projects (Herrington et al., 2010:61).

In South Africa the participation rate is low by international standards and will not be sufficient to serve the economic growth rate aspirations by providing adequate individuals trained to a high level. Opportunities for post-school education and its efficiency in South Africa need to be improved considerably to assist the youth in enhancing their employability (Sheppard, 2009:31). The experience of prospective and practising teachers in the formal higher education system will be improved by developing teacher professional knowledge and practice standards. Support to teachers and access to professional development opportunities will be enhanced through the provision of facilities that will allow teachers to access teacher development opportunities near to where they work (Gazette, 2010). Most importantly, teachers will be helped to take responsibility for their own professional development.

The benefits of developing people as individuals in addition of course to transferring capabilities necessary to pass exams and contribute to organisational activities are huge. By developing people as individuals rather than simply transferring arbitrary capabilities we develop people's confidence, self-esteem, personal strengths, and crucially a rounded sense of purpose and fulfilment which fundamentally improve attitude, life-balance and emotional well-being. These immensely important outcomes are just as important for sustainable productive work and a healthy society as the essential skills and knowledge typically represented in conventional education and work-related training (Chapman, 2008-2010).

John Martin (2011) argues that remedial assistance should be targeted on those youths at greatest risk of social exclusion. While back to the classroom strategies might prove counterproductive for them, training programmes taught outside traditional schools, combined with regular exposure to work experience and adult mentoring, and are often better strategies for these disconnected young people. In short, investing in youth and giving them a better start in the world of work must be a priority for policymakers. The hard core group of youth who are left behind will increase, meaning more young people facing poor employment and earnings prospects, with more difficult policy challenges as a result. In a context of ageing populations, as well as today's unusually tough financial environment.

Although many are interested in starting a business, nothing in their successful academic history has prepared them for the entrepreneurial process of identifying a market opportunity related to their interests, passions, or training and developing that market opportunity into a start-up business (Kourilsky, 1995:6). The classroom as a society is analogous to a planned economy and convergence and not divergence is disproportionately rewarded within the school experience (Greene & Rice, 2007:138). The decisions of what, how and for whom to produce are usually totally centralised and decided by the planner in this case, the teacher. In terms of the curriculum, learning opportunities, and demonstrating how learning took place, little autonomy is given to the consumers in this case, the learner (Greene & Rice, 2007:139).

The student soon discovers that convergence is rewarded. The high grades go to those who have discovered what is expected, and there is often just one acceptable answer to a question, regardless of its complexity. There are “right” answers and “expected responses” to homework problems, examination questions, and sometimes even personal opinions. Even acceptable answers are often dictated by the curriculum and the teacher’s lesson plan (Greene & Rice, 2007:139) ... the socialisation of youth throughout today’s schooling experiences tends to diminish their proclivity towards entrepreneurial thinking and behaviour. Our young people are challenging us to provide them with educational opportunities to understand the role of entrepreneurship and to acquire the knowledge and skills required for successful entrepreneurship. Unfortunately, general recognition of what content should lie at the core of entrepreneurship education has not kept pace with the compelling and accelerating case emerging for entrepreneurship education especially in the educational delivery community. In particular, many schools and curricula have inadvertently clambered onto the much better understood and more accessible bandwagon of business management education in their well-intentioned attempts to tackle the more poorly understood and elusive goal of real entrepreneurship education (Kourilsky, 1995:9).

The educational experience could have a powerful influence by implementing two strategic initiatives: Throughout the schooling process, create and sustain an educational environment in which creativity divergent traits of the entrepreneurial spirit are fostered and enhanced. At strategic times in the schooling process, introduce programs that enable individuals to experience entrepreneurial thinking and behaviour (Greene & Rice, 2007:141).

With respect to the lack of entrepreneurship education and training in primary and secondary schools, one expert commented that “the current education system continues to favour rote

learning and largely ignores the realities of the world of work. It perpetuates the culture of entitlement and job-seeking (Ashby, 2011). Although entrepreneurship is meant to form part of the secondary school curriculum, it is taught neither widely nor effectively enough a situation which must be addressed as a matter of urgency (Herrington et al., 2008:32). There is a large group of young people who are inactive they are neither working, nor studying. This is a major loss to the economy, and presents social challenges. Young people that cannot find a way to improve their livelihood are at particular risk of becoming involved in anti-social behaviours, and it is thus imperative to find avenues for them to participate in the economy in a meaningful way (Herrington et al., 2010:26).

In the Global Entrepreneurship Monitor report (2010:25), Zambia was ranked according to the Total Entrepreneurship Activity Index (TEA) as being below average in entrepreneurship activity in the low-income section along with countries such as Croatia, Poland, and Hungary. With regard to the Zambian government's effort to promote entrepreneurial motivation, there has been evidence of an improvement in the regulatory environment (Ncube, 2006).

Small and medium sized enterprises play a very important role in the economies of most European countries such as the United Kingdom as well as countries in the Far East like China. The role played by small and medium-sized enterprises (SMEs) in an economy cannot be over emphasised as they contribute to the creation of jobs and to the growth of these economies (Benzing et al., 2009). Therefore, the implementation of entrepreneurship education is of great importance so that it may increase the rate of start-up SMEs, thereby leading to job creation and economic growth.

The system also encourages higher education as the sole pathway to professional advancement and success, and creates the implication that vocational expertise is distinctly inferior to academic knowledge. Teachers are barely competent academically, let alone entrepreneurially, so they are unable to inspire and support those who show flair and passion. Worst of all, the system discourages individualism" (Herrington et al., 2010:29). The Technical Education, Vocational and Entrepreneurship Training (TEVET) policy, which from inception in 1996 promoted self-employment and recognized training taking place in the informal sector activity workplace. The implementation Strategy for this policy which was adopted in 1997, recognized among other training systems or pathways, on the job training and apprenticeships to promote flexibility of entry and exit from the training system

as well as labour market for purposes of life-long learning. Incorporation of the Trade test assessment system premised on recognition of prior learning provided and still continues to provide the possibility of even a person who have never been in school to access TEVET once they have grown up and matured into the labour force population.

Technical Education, Vocational and Entrepreneurship Training Policy (1996), Ministry of Science, Technology and Vocational Training - Zambia. Government policy to introduce vocational training stream in the secondary school system which will enable young people leaving school at Grade 9 and Grade 12 respectively to be assessed and certified for award of Trade Certificates by TEVETA based on practical skills subjects they would have studied, in addition to Junior and Senior Secondary School Leaving (academic) certificates. Each secondary school has selected subject areas for the vocational training streams. Business Challenge programme by the Ministry of Education, Science, Vocational Training and Early Education, in order to promote the Entrepreneur and Employer career pathway. This is to be done through opening learning based annual entrepreneurship skills competition whose success criteria will among other things require participants to create at least two jobs; that is one for the entrepreneur, investor team and one for another youth. TEVETA has partnered with a number of private and public sector stakeholders to run the competition. The long term goal is to skill youths in such a way that they lead and drive job creation for the Zambian economy through deployment of their entrepreneurship, innovation and servant leadership talents.

The idea of Business Plan competitions as a mechanism for promoting the Entrepreneur and Employer career pathway was piloted in 2010 and 2011. At that time, TEVETA partnered with one bank, the Lusaka Stock Exchange and other stakeholders in the initiative which resulted in the start-up of three companies. Post competition business incubation proved a big challenge however, pointing to the importance of a purposively organized supportive ecosystem to ensure nurturing of identified entrepreneurial talent. The current initiative has sought to mobilize stakeholders who can help create and sustain the required ecosystem for youth entrepreneurs. These have included the country coordinator for the Global Entrepreneurship Week movement, the Ministry of Youth and Sport, practicing entrepreneurs, and the Zambia Development Agency.

In order to nurture a vibrant entrepreneurial and innovative community, entrepreneur-related programs should be incorporated at the secondary school and tertiary levels, and should



promote creativity and innovation among students at an early stage. This will develop and enhance innovative and entrepreneurial talents. Creating awareness and acquiring such capabilities will facilitate the change in mind-sets as well as inculcate positive business values and discipline.

In order to effectively promote Entrepreneurship education in basic education, Entrepreneurship materials and expertise with flexibility in new arrangements that would promote entrepreneurship and key competencies (e.g. opportunity identification, initiative, creativity, innovation and risk taking) will be required. A more systematic approach to teacher training and development of training materials is an important policy issue, opening up the opportunity to mainstream in materials and curriculum development.

The five schools visited had a number of activities or initiatives by management to promote the subject. Mwenzo boarding Nakonde secondary bought block making machines and learners were moulding blocks and selling in town; all the five were running school tuck shops and managed by learners; two schools had big maize fields managed by production prefects and doing Agriculture science; learners that were doing fashion and fabrics were making uniforms and selling to their fellow pupils; at mwenzo boarding there was a piggery and chicken run again managed by learners doing agriculture science.

#### **2.4 Management Challenges of Entrepreneurship Education**

Despite the tremendous growth in entrepreneurship education around the world, there are still many challenges that are hindering the management of the subject. One of the predominant challenges is to address the culture and mind set in countries and regions around the world in which business and entrepreneurship are either not viewed favourably or are not understood. The low exposure to business and entrepreneurship, combined with the lack of role models, makes the barriers to entry in many countries seemingly high. Entrepreneurship education can help promote an entrepreneurial and innovative culture by changing mind sets and providing the necessary skills. At the same time, there is no “one size fits all” solution for entrepreneurship education. The challenges and opportunities for entrepreneurship vary dramatically in different parts of the world as well as for different segments of the educational journey. It is not appropriate to import models from other parts of the world without modification. Local context must be taken into account in devising and tailoring a set of programmes and initiatives relevant for each area.

Entrepreneurship is still trying to secure its academic credibility, which can create difficulties in efforts to embed entrepreneurship into the school systems. Securing the support of the heads of the academic institutions as well as the governments, which are often the primary funders, is critical. Often within academia, champions of entrepreneurship have to fight internal battles for support and funding of their activities.

In most countries, the bulk of the funding for schools and universities still comes from governments, although this is beginning to change as companies, foundations and alumni have begun to contribute. The field of entrepreneurship education is still relatively young and it is therefore important and necessary that public and private support is continued until entrepreneurship is embedded in a sustainable manner in schools and universities as well as through informal education systems.

Entrepreneurship has never been more important than at this time to solve our pressing global challenges. Embedding entrepreneurship in education and providing greater access are the first and arguably most important steps for building an innovative culture and creating a new wave of entrepreneurs, entrepreneurial individuals and organizations.

Owhutu (2010), Njoku (2010) and Babalola (2006) have identified the following as challenges of entrepreneurship education in Nigeria: this concern has been related to instability of the academic calendar, infrastructural decay and obsolescence of equipment in the face of population explosion and academic staff shortage among others. Other challenges identified include; Lack of Access to higher education especially university education; Absence of inadequate and functional Curriculum; Teacher number, quality & welfare still major problems, i.e., they are prevalent of large class sizes and less wages for teachers. No amount of money paid to teachers is too much and Limited school inspections by the superintending agency.

Also in the five school visited the study revealed the following challenges in the management of entrepreneurship education; negative attitude by the learners to do the subjects; lack of specialised rooms to do the practical's; inadequate funding from government to procure equipment for the practical's; lack of initiative by some head teachers to initiate programs that promote entrepreneurship education; poor staffing and inadequate teaching and learning materials.

## **2.5 Conclusion**

The literature review highlighted how entrepreneurship is managed globally, at continental level and in Zambian secondary schools. The intervention that were there to promote the subject from different countries and the challenges encountered in the management of entrepreneurship education were discussed.

## CHAPTER THREE

### 3.0 METHODOLOGY

#### 3.1 Introduction

This chapter of the dissertation describes the methodology that was engaged in conducting this study. It considered the following aspects of research; research design, target population, study sample, sampling procedure, instruments for data collection, procedure for data collection, data analysis, and ethical considerations.

#### 3.2 Research Design

The researcher of this study utilized the case study research design. This case study used a qualitative approach to collect data. Qualitative approach was used in this study because it provided room for flexibility through verbal explanation (Denzin & Lincoln, 1994) Kombo and Tromp (2006) clarify that qualitative research is a form of research that involves description to the data obtained. This mode of research is more preferable for this study because the researcher needed to collect data from a small population using a semi structured interviews. Case study design is more appropriate because this study was about fact findings and analysis of issues in detail. The collected data was in its natural setting and from specific areas of Nakonde schools.

#### 3.3 Study Population

Target population is the actual population to which a researcher would like to generalize findings (Fraenkel & Wallen, 2000). It is an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). In particular, the target population of this study was five head teachers from the selected schools, five practicing teachers offering practical subjects and fifteen learners from each of the selected schools in Nakonde District. In addition learners were picked as follows; five from grade ten, five grade eleven and five grade twelve. The reasons for selecting these groups for the study was because they were the ones involved in the management, teaching and learning entrepreneurship education.

### 3.3.1 Demographic Characteristics of Respondents

**Table 3.3.1: Demographic profile of Head teachers and Teachers**

<b>Characteristics</b>	<b>Gender</b>	<b>Number</b>
<b>Head Teachers</b>	Female	3
	Male	2
<b>Teachers</b>	Female	2
	Male	3
	<b>Total</b>	<b>10</b>

Table 3.3.1 shows that there are 3 female head teachers and 2 male head teachers. Among the class teachers 2 are females while 3 are males.

**Table 3.3.2: Age of Respondents**

<b>AGE</b>	<b>Number</b>
30-40	3
41-50	4
50-65	3
<b>Total</b>	<b>10</b>

Table 3.3.2 shows that there were 3 participants in age range 30-40, 4 in the age range 41-50 and 3 in the age range 50-65

**Table 3.3.3: Highest Professional Qualification**

<b>Qualifications</b>	<b>Number</b>
Diploma	4
Degree	6
Masters	0

Table 3.3.3 shows that there were 4 diploma holders and 6 degree holders and non with a master's degree as the highest professional qualification among participants.

### 3.4 Sample Size

The sample size totalled 85 participants; they were selected using random sampling, purposeful sampling and focus group technique. Random sampling was used on the

practicing teachers in order to minimize bias, purposeful sampling was used on the school head teachers and focus group on learners. Sample size simply means the amount or quantity of the sample (Enon, 1998). Sample size was as follows

**Table 3.4.1 Names on Schools and Number of Respondents**

<b>SCHOOL</b>	<b>KII</b>	<b>IDI</b>	<b>FGD</b>
Mwenzu secondary	1	1	1 (15 learners)
Nakonde secondary	1	1	1 (15 learners)
Katozi secondary	1	1	1 (15 learners)
Ntindi secondary	1	1	1 (15 learners)
Ikawa secondary	1	1	1 (15 learners)
<b>Total</b>	<b>5</b>	<b>5</b>	<b>75</b>

Table 3.4.1 Shows names of the five schools that were visited by the research and 85 respondents.

### **3.5 Sampling Technique**

The study used sampling procedure or design. To achieve this, simple random sampling procedure was applied so that every participant or respondent had an equal chance to be in the sample. However, the selected samples represented the general population. Head teachers were purposefully selected while practicing teachers were randomly picked. Learners were picked as follows 5 from grade 10 classes, 5 from grade 11 and 5 from grade 12 classes of the five schools visited and it was a focus group discussion.

### **3.6 Data Collection**

This component of the study entailed holding of Key Informant Interviews (KII), In-Depth Interviews (IDIs) and Focus Group Discussion with head teachers, practicing teachers and learners that were involved in entrepreneurship education. Five Key Informant Interviews (KII), five In-Depth Interviews (IDIs) and Five Focus Group Discussions of fifteen learners per one focus group. The IDIs were conducted using purposive and convenient sampling basis for teachers and interview guide was used refer to (Appendix 1I) which had open ended questions to elucidate the feelings and perceptions of teachers who were involved in the teaching of entrepreneurship education. For the Key Informant Interview and Focus Group Discussion refer to interview guides (Appendices I & III)

### **3.7 Data Analysis**

According to Anderson & Arsenault (1998) the nature of the problem to a large extent dictates the type of data analysis technique to be used. The data was obtained through qualitative approaches. Qualitative interviews were recorded using a digital recorder. After recording the interviews were transcribed verbatim and then translated into English. The analysis of qualitative data was subjected to content analysis and used identifiers to represent the respondents such as In Depth Interview( IDI) representing responses from subject teachers, Focus Group Discussions(FGD) representing responses from learners and Key Informant Interview (KII) representing responses from head teachers. The basic idea of the content analysis is to reduce total content of qualitative information to a series of variables for some characteristics of research interest.

### **3.8 Ethical Considerations**

Research ethics refers to the appropriateness of our behavior in relation to rights of those who become the subject of our work, or affected by it (Saunders et al., 2003:129). The researcher in this regard recognized that ethics in research held a very important role, as such every individual's right was protected regardless of how pressing an issue assessed was.

In this respect the study was guided by the following ethical considerations:

- Participants were allowed to make a decision of whether to decline or to participate freely using a consent form;
- Names of participants were kept anonymous;
- Judgemental statements that could harm the respondents were avoided; and all questions that the respondent were uncomfortable with, were assured to choose whether to answer or not.
- Respondents' responses were neither interfered nor altered by the researcher.

## CHAPTER FOUR

### 4.0 PRESENTATION OF FINDINGS

#### 4.1 Introduction

In this chapter, results are presented based on specific objectives of the study. They are presented as the way they were captured from the respondents.

##### 4.1.1 Head teachers role in management of entrepreneurship education

The study revealed that head teachers were fully involved in the management of entrepreneurship education and the following were mentioned as some of the roles; ensuring that entrepreneurship education was taught, conducting teacher and pupil monitoring, choice of vocational subjects, planning, controlling and organizing. These management responsibilities will be described and followed by responses from respondents.

##### 4.1.2 Teaching of Entrepreneurship Education

Entrepreneurship education is taught in all the secondary schools both at junior and senior. The subject is taught through practical subjects and these are; design and technology, agricultural science, home economics and art and design, fashion and fabrics, sports and physical education. Schools that have good enrolments say for example grade ten has four classes one class can take agriculture science and another class design and technology. These are said to be doing vocational subjects. Other classes can be doing academic path way where there are no practical subjects. Those in the vocational path way have business studies as a compulsory subject which is added advantage since it also deals with how to start own business. Learners are encouraged to maintain same subjects when they get into grade ten instead of starting new practical subjects, this way there is consistence. These are exposed to practicals and they also do projects which are graded and added to the final examination. There is also a trade test examination at grade nine and eleven organized by Technical Education, Vocational and Entrepreneurship Training. Certificates are given to enable them work in the business world or start their own businesses. On whether entrepreneurship education was taught in schools one respondent said this,

*“Entrepreneurship education is offered through the practical subjects such as agricultural science, design and technology, fashion and fabrics, home economics and sports and physical education and art and design. More time*



*is allocated to the vocational subjects because of the practicals which require a lot of time to finish with in the stipulated time. In most cases these are given 120 minutes to teach. Such subjects have both the theory and practical components.’ (KII, 2)*

To approve the above point another respondent gave this response below, just to show that even at their school entrepreneurship education was taught;

*“Entrepreneurship is taught through practical subjects such as fashion and fabrics, design and technology, home economics, art and design and these are allocated 120 minutes for the practicals.” (IDI,5)*

#### **4.1.3 Teacher and pupil monitoring**

Head teachers should have monitoring program for both learners and teachers. Head teachers are supposed to monitor how teachers are teaching as a way of ensuring that teachers are following the approved syllabus also ensure that the right content is given to the learners. This way will help the head teacher to know the progress of the learners. The head teacher should have time to go through learners exercise books just to appreciate their performances in different subjects. They must have time to check projects done by individual pupils and also when experiments are conducted. When respondents were asked as to whether head teachers were conducting routine monitoring this is what was said by one respondent,

*“Head teachers were involved and fully supported the management of entrepreneurship education. They conduct monitoring of teaching and were following the progress and performance of the learner’s .They prepare a monitoring schedule for the term.” (IDI,3)*

#### **4.1.4 Choice of entrepreneurship Subjects**

The study revealed that head teachers were involved in the choice of entrepreneurship subjects to be offered by the school. The school is at liberty to choose among the seven subjects that have practicals. The maximum number of entrepreneurship subjects each school can offer is three and the minimum is two subjects. Thereafter, learners choose which entrepreneurship subjects they would want to do from those chosen by the school management. On whether head teachers were involved on the choice of subjects for their schools one respondent said this,

*“Learners choose vocational subjects of their choice from among those chosen by the school management. However, school management is only involved when it comes to choosing the two or three entrepreneurship subjects for the school.” (KII,1)*

#### **4.1.5 Planning**

Fayol defined planning in terms of forecasting future conditions, setting objectives, and developing means to attain objectives. Fayol recognized that effective planning must also take into account unexpected contingencies that might arise and did not advocate rigid and inflexible plans. Planning is the function of management that involves setting objectives and determining a course of action for achieving those objectives. Planning requires that managers be aware of environmental conditions facing their organization and forecast future conditions. It also requires that managers be good decision makers. Planning is a process consisting of several steps. The process begins with environmental scanning which simply means that planners must be aware of the critical contingencies facing their organization in terms of economic conditions, their competitors, and their customers. Planners must establish objectives, which are statements of what needs to be achieved. Planners must then identify alternative courses of action for achieving objectives. After evaluating the various alternatives, planners must make decisions about the best courses of action for achieving objectives. They must then formulate necessary steps and ensure effective implementation of plans. Finally, planners must constantly evaluate the success of their plans and take corrective action when necessary. Equally head teachers are do have planning meetings on how to run the affairs of school. Some activities are planned for the term while others for the whole year. Departments draw their work plans from the school annual work plans. Head teachers ensures that plans are properly implemented and the set objectives are met by all officers implementing them. On whether head teachers were involved in the planning of the management of entrepreneurship education, one respondent said this;

*“Head teachers are involved in the planning of the entrepreneurship education and offer guidance on how to manage the subject. Annual action plans are generated and objectives are set and how to achieve them copies are then distributed to all staff. It is from the annual action plans that departments draw up departmental action plans. Head teachers ensures that*

*planned activities are fully implemented and set objectives are achieved”*

**(IDI, 4)**

#### **4.1.6 Controlling**

In 1916, Henri Fayol formulated one of the first definitions of control as it pertains to management. Control of an undertaking consists of seeing that everything is being carried out in accordance with the plan which has been adopted, the orders which have been given, and the principles which have been laid down. Its object is to point out mistakes in order that they may be rectified and prevented from recurring. Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps, which include; establishing performance standards, comparing actual performance against standards and taking corrective action when necessary. The measurement of performance can be done in several ways, depending on the performance standards, including financial statements, sales reports, production results, customer satisfaction, and formal performance appraisals. Managers at all levels engage in the managerial function of controlling to some degree. Head teachers ensures that all teachers are appraised every year this gives the information on how these teachers are performing. The ratings are given to all the teachers which are agreed by the head and the teachers themselves.

The managerial function of controlling should not be confused with control in the behavioral or manipulative sense. This function does not imply that managers should attempt to control or to manipulate the personalities, values, attitudes, or emotions of their subordinates. Instead, this function of management concerns the manager’s role in taking necessary actions to ensure that the work related activities of subordinates are consistent with and contributing toward the accomplishment of organizational and departmental objectives. Effective controlling requires the existence of plans, since planning provides the necessary performance standards or objectives. Controlling also requires a clear understanding of where responsibility for deviations from standards lies. Although controlling is often thought of in terms of financial criteria, managers must also control production and operations processes, procedures for delivery of services, compliance with company policies, and many other activities within the organization. One respondent said this on controlling,

*“Our head teacher has put some control measures to ensure that entrepreneurship education is properly taught and that learners get the right education. Head teachers have made a policy that after schemes of work have*

*been prepared by the subject teachers all pupils should be given the topics to be taught for the term. This allows the learners to read a head of the teachers and head teachers ask learners if topics are given in advance.”(FGD,G 10 pupil)*

#### **4.1.7 Organizing**

Fayol defined organizing as making provision for the structuring of activities and relationships within the firm and also the recruiting, evaluation, and training of personnel. Organizing is the function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. The structure of the organization is the framework within which effort is coordinated. The structure is usually represented by an organization chart, which provides a graphic representation of the chain of command within an organization. Decisions made about the structure of an organization are generally referred to as organizational design decisions. Organizing also involves the design of individual jobs within the organization. Decisions must be made about the duties and responsibilities of individual jobs, as well as the manner in which the duties should be carried out. Decisions made about the nature of jobs within the organization are generally called “job design” decisions. Organizing at the level of the organization involves deciding how best to departmentalize, or cluster, jobs into departments to coordinate effort effectively. There are many different ways to departmentalize, including organizing by function, product, geography, or customer. Many larger organizations use multiple methods of departmentalization. Organizing at the level of a particular job involves how best to design individual jobs to most effectively use human resources. Traditionally, job design was based on principles of division of labour and specialization, which assumed that the more narrow the job content, the more proficient the individual performing the job could become. However, experience has shown that it is possible for jobs to become too narrow and specialized. For example, how would you like to screw lids on jars one day after another, as you might have done many decades ago if you worked in company that made and sold jellies and jams? When this happens, negative outcomes result, including decreased job satisfaction and organizational commitment, increased absenteeism, and turnover.

*None of the respondents talked about how entrepreneurship education was organized in schools by head teachers.*

## **4.2 Activities that Promote Entrepreneurship Education**

Most participants mentioned that there were a number of interventions that were put to promote entrepreneurship education and these were; moulding of blocks, selling of uniforms, running of school tuck shops, keeping of livestock, awarding of best pupils and teachers, invitation of successful businessmen on career days and running hammer mills.

### **4.2.1 Block Moulding**

As a way of promoting entrepreneurship skills among learners, some schools had bought block making machines. Learners with entrepreneurship skills and knowledge mould blocks which are later sold to the general public. While the schools raise revenue for the schools, learners also gain the knowledge and skills of how to manage business. Even when the school has a project of constructing learners mould block at no fee. Those schools with transport are able to transport the blocks for their clients. With this initiative some schools have managed to build specialised rooms for practicals. On blocking making one respondent had to say this,

*“Our school bought a block machine and learners mould blocks for the school when there is some construction in the school. Sometimes they mould blocks for sale to the general public and raise money for the school. With this knowledge and skill some learners when they leave school will be able to apply it and do business instead of looking to government for jobs.” (IDI,2)*

### **4.2.2 Sewing and selling of uniforms to pupils**

Those learners who were doing fashion and fabrics were sewing school uniforms and selling to their fellow pupils at a reduced price as a way of raising revenue for their department. Departments where such subjects belong have taken the initiative of sewing school uniforms like those learners doing fashion and fabric. Learners are able to apply their knowledge and skills in this project of sewing uniforms. Some learners have managed to sew uniforms for other schools that do not offer fashion and fabric. This has motivated the learners such that on their spare time they are ever busy sewing uniforms. Respondents had to say this on sewing uniforms,

*“As a way of raising departmental revenue and promoting entrepreneurship education, we are making school uniforms and sell to our fellow pupils at a*

*reduced price. In some cases we have managed to get some orders from some neighbouring schools and we are able to meet the demand.” (FGD,G 11 Pupil)*

#### **4.2.3 Managing of school tuck shop**

School tuck shops were constructed in most of the schools visited and managed by learners as a way of introducing them on how to start a business. This was successfully managed by learners doing entrepreneurship education of course with the supervision of the responsible teachers. Books of accounts such as the cash and ledger were all maintained by the learners. Stock taking and ordering of new stocking is handled by the learners. A separate account is opened where all the money realised is deposited. Learners managing the tuck shops are not paid for this extra work they do but schools have put incentives for them as a way of appreciating their efforts. Their benefit is the knowledge they gain and the experience of doing business which they can apply when they leave school. One respondent stated that their school was running a tuck shop,

*“My school has a tuck shop managed by pupils in the entrepreneurial class stated one participate, this way they are taught how to do business and when they leave school it will be easy for them to start own business instead of looking to government for employment. They plan what stocks to buy when they run out and they conduct stock taking of course with the help of one teacher.” (KII,2)*

#### **4.2.4 Keeping of Livestock**

As a way of implementing the directive by the Permanent Secretary ministry of education to be self-reliant most schools have started keeping livestock such as chickens, pigs and cattle. Most of the boarding schools keep these live stocks as a way of reducing on the cost of buying relish from suppliers. There are able to feed their learners form the same livestock. The production prefect is in charge of this section but he is supervised by the teacher in charge of production unit. Production unit sells these livestock to the boarding and raise revenue for the sustenance of unit. Those learners doing agriculture science see to it that these livestock’s are vaccinated and that herds men take them for grazing. They ensure that the feed for the chickens is always available and that they are fed on time. They sell their chickens to the boarding section and the surrounding communities there by raising revenue for their section. Such projects are purely managed by the learners. This is what respondents said on the keeping of livestock,

*“Our school keeps livestock such as cattle and pigs which are managed by the learners headed by production unit prefect. The production unit sells to the boarding section each time they have such diet on their menu. They even sell to the surrounding communities as a way of raising revenue for the unit. The same cattle is used to cultivate school maize fields.” (FGD,G 12 Pupil)*

#### **4.2.5 Management of school hammer mills**

Some schools have bought hammer mills as a way of promoting entrepreneurship skills and knowledge in learners. Learners taking entrepreneurship education are in charge of managing hammer mills. Because of this initiative schools that were previously buying mealie meal are able to grind their own maize from production unit these days. The production unit produces maize which is ground into mealie meal. All these are some of the measures schools put to promote entrepreneurship education among learners. One respondent had to say this on the management of hammer mills,

*“Our school has a hammer mill managed by learners and that it is servicing the surrounding communities and grinding mealie meal for pupils in boarding. The money raised is used to buy spares and servicing the machine during routine maintenance” (FGD, G 10 Pupil)*

#### **4.2.6 Invitation of successful business men for career talks**

Invitation of successful business people during career days to explain on how they have excelled in business. This motivates and encourages learners to start liking the subject. Most Schools had put a day in a year for careers exhibition where people that have excelled in business are invited to come and share their experiences on how to start and manage business. This initiative by head teachers had an impact on most on most of learners and that now they have that desire to start their own businesses instead of looking to government for employment when they leave school. Also invited this time are motivational speakers who give words of encouragements and advantages of taking entrepreneurship subjects. On the invitation successful business people one respondent had to say this,

*“Head teachers sometimes once in year bring in successful local business people to talk to the learners on how they had excelled in their businesses as a way of motivating the learners. Usually there is a day set aside for career exhibition where different people are invited to the school to have career talk to the learners.” (IDI, 4)*

#### **4.2.7 Acknowledging hard working learners and teachers**

Most of the schools visited had a rewarding policy for teachers and learners that were extremely doing fine. Those teachers that were producing 100% were rewarded by schools as a way of motivating them. These are awarded during teacher's day while learners are awarded during open days. Those learners that perform well in entrepreneurship subjects are awarded as a way of encouraging others to take these subjects. Respondents had to say this,

*“Awarding of those teachers who produced 100% pass rate by management is done during teacher's day. Equally learners who scored high marks were awarded during open days. It is an encouragement to those teachers who do not do well when they see their friends awarded and learners.” (IDI,5)*

#### **4.2.8 Employment of teachers by school boards**

As a way of solving the issue of inadequate human resource in schools head teachers through school boards were employing teachers on contract. As a measure of ensuring that such subjects and learners do not suffer because of inadequate teachers schools employ teachers on contract and this has worked very well especially in rural areas where such subjects are badly heat. One respondent said this on employment of teachers by the school boards,

*“Teachers who offer entrepreneurship subjects are always on demand and are very few in schools especially in rural areas, through management initiative some are employed by the school board on contracts and this has helped to solve the problem of shortage of teachers,” (KII,5)*

#### **4.2.9 Exhibiting during market and agriculture shows**

Participation in the market days and district agriculture shows where they exhibited their products as individuals was encouraged by the school management. Learners were exposed to the world of business at early stage. They get motivated and would want to do more during the next event. Those that may do well big companies get encouraged and promise to sponsor them to higher education if they passed well at grade twelve which is a good motivation to learners. Respondents had to say this exhibitions,

*“Head teachers allow us to participate in Market days and district agriculture shows where we could exercise our entrepreneurial abilities and get exposed to the world of business, during these events learners with*



*entrepreneurial skills display their products and also sell to the public.”*  
(FGD, G 10 Pupil )

From the responses from the participants it was evident that schools were doing a lot to promote entrepreneurship education of course with support from head teachers. Learners were exposed to a lot of entrepreneurship activities just as a way of preparing them for the future. The knowledge and skills acquired will make them not look to the government when they leave school but start own business.

### **4.3 Challenges of Offering Entrepreneurship Education**

The study revealed the following challenges schools were facing in the management of entrepreneurship education; Inadequate or non-availability of specialized room, obsolete equipment, inadequate human resource in departments, inadequate teaching and learning materials, negative attitude by some head teachers, lack of interest by learners to take entrepreneurship subjects and inadequate or erratic funding from government.

#### **4.3.1 Inadequate specialized room for conducting practicals**

Entrepreneurship subjects must have specific rooms where teaching is conducted. It is in this room where all the equipment is kept for practical subjects. The theory and experiments for these subjects are conducted in the same specialized rooms. But it has been very difficult for some schools to construct these specialized rooms. Because some head teachers have negative attitude towards these subjects or have no resources, they do not want to construct specialized rooms for entrepreneurship subjects. Those that may have them they are in bad shape and there are no immediate plans to rehabilitate them.

*“Most schools had inadequate or did not have specialized rooms for practical subjects. It was a challenge to do some experiments for subjects like agricultural science. Some schools had specialized rooms but very dilapidated and resources were not there to repair them.” (IDI,2 )*

### **4.3.2 Lack of interest by learners to take subjects**

The majority of the learners do not have interest in the entrepreneurship subjects. They say that these subjects are too involving especially the practical part. Some say especially agricultural science involves of dealing with land and it deals with dirty. Because of dealing with land they do not want to do agricultural science. The practicals requires that each learner should have some project such as having vegetable bed to water and applying chemicals. The results are collected and added to the final examination. Some learners take subjects to be inferior and do not want to take them. Asked this is true one respondent said this,

*“I do not want to become a farmer because it is a dirty job and labor intensive, moreover agriculture science was forced on me by the school. Where can you work as farmer in town one has to be in the village me I want to be town” (FGD, G 11 Pupil)*

### **4.3.3 Inadequate and erratic funding**

Inadequate and erratic funding from the government was a big challenge schools were facing. Previously school were receiving grants monthly and it was enough to run school programs. Later it started reducing and started coming quarterly. This time around it has even stopped coming quarterly and has even reduced further. Sometimes it comes twice in a year so most schools have entirely depended on user fees collected from learners. Even collection of user fees has not been easy because some learners do not pay in full or some organizations paying for them delay in releasing the funds to schools like the social welfare department. One respondent had to say this on inadequate and erratic funding,

*“Inadequate and erratic funding from government made it difficult to procure teaching and learning materials. Schools rarely receive grants these days. It has been very difficult to procure teaching and learning materials both for teachers and learners.” (KII,2)*

### **4.3.4 Inadequate human resource in entrepreneurship subjects**

Inadequate staffing was big concern in nearly all the departments for entrepreneurship subjects. Very few teachers are deployed in these subjects or in some cases they are not there

during recruitment. Those that are serving teachers push for transfers to go and teach in urban schools. Rural schools are badly hit in terms of staffing levels. During teacher recruitment you are guided on the subject which to recruit and you may find that some entrepreneurship subjects are not included on the list. One respondent said this on inadequate human resource in schools

*“Most teachers do not want to be in rural districts everyone wants to stay in town. Very few numbers are given to such subjects during recruitment. The majority have gone transfers to urban schools.” (KII,4 )*

#### **4.3.5 Obsolete equipment**

Most of the equipment used for experiments and practicals was obsolete to the extent that learners no longer use it especially those for design and technology. Some schools have tried to repair such equipment and it has become so expensive to do that. Worse still modern equipment is too expensive and schools cannot afford to buy such expensive equipment. Some schools have ended up dropping such subjects and ended up going for those that are less expensive. Because the equipment is obsolete some teachers have been forced to only teach the theory part ignoring the practical part. One respondent had to say this about the obsolete equipment,

*“The equipment we use to teach entrepreneurship subjects is too old and out dated especially in design and technology. Schools cannot afford to buy these modern equipment because they are too expensive. Unless something is done by the governing to procure such equipment teaching will continue to be a challenge” (KII, 2)*

#### **4.3.6 Negative attitude towards the subject by some head teachers**

Entrepreneurship education has not been welcomed in schools by some head teachers. They have developed negative attitude towards the subject because they say it is too expensive to handle the practical examinations. A lot of money is required to buy the chemicals for subjects like agricultural science and home economics which requires baking and cooking the school should be able to release funds on time to the department in order for them to buy what is to be used during examination. Each time heads of departments presents their budgets head teachers either will say the school has no money or reduce the budget and complain

about the expenses involved in these subjects. One respondent had to say this on the negative attitude by head teachers,

*“Negative attitude by some head teachers to accommodate entrepreneurship subjects in schools because they are considered to be expensive when conducting the practicals is common in most of the secondary schools. Very few head teachers fully support entrepreneurship subjects.” (IDI,4)*

#### **4.3.7 Incompetent teachers**

Failure by some class teachers to competently teach the entrepreneurship subjects is another challenge. They are trained and qualified teachers but not competent academically. In some instances learners rise against such teachers because they do not inspire the learners. Some head teachers have ended up grabbing more classes and periods from such teachers or surrender them to higher offices. Such teachers do not explain concepts to the learners all they do is just give a lot of notes just as a way of keeping the learners busy. Asked if incompetent teachers are there one respondent said this,

*“Some teachers are barely not competent academically, let alone entrepreneurially, so they are unable to inspire and support those who show flair and passion for the subject. This has made me to lose interest in the subject,” (FGD, G10 Pupil)*

## CHAPTER FIVE

### 5.0 DISCUSSION OF FINDINGS

#### 5.1 Introduction

In Chapter 4, the findings of the study were presented while in this chapter findings will be discussed. The Zambian economy is in need of people who possess emotional intelligence, open to new opportunities, self-driven with the willingness to develop themselves and engage in life-long learning.

#### 5.2 Teaching of Entrepreneurship Education

The study revealed that entrepreneurship education is taught in all secondary schools through the practical subjects and these were agricultural science, design and technology, fashion and fabrics, art and design, home economics and sports and physical education. “In Austria Entrepreneurship education is part of the subjects like geography and economics. “Nieuwenhuizen, C. & Groenewald, D. (2008). Comparing the two countries Austria and Zambia on how entrepreneurship education is offered, we can see that in Austria it’s offered through Geography and economics which are theory subjects while in Zambia it is offered through practical subjects. What is important is that knowledge and skills are imparted to learners despite the subject being offered through different subjects.

These subjects prepare learners to create own employment after leaving school not to look to government. .” It is important that schools and adult basic education equip young people for the world of work and the world of finance that they will need to enter, either as employees or employers,” (Maas et al., 2008:164). Entrepreneurship education should be part of economics education instruction as Greene & Rice, (2007:157),” state that the child must be exposed to economics concepts that form a cognitive domain in which entrepreneurs and entrepreneurship can be developed.” It is in the economic environment that the entrepreneur has relevance. Respondents were asked to say whether head teachers were acknowledging efforts of learners who did well in entrepreneurship subjects, respondents said yes this was done by either awarding deserving learners with presents or giving them certificates of achievements as a way of recognising their efforts.

The study also found that management was involved in the choice of entrepreneurship subjects for learners, respondents revealed that management chose the subjects for the school to be offered and stated that learners chose subjects to take from the subjects selected by the school. “The decisions of what, how and for whom to produce are usually totally centralised and decided by the planner in this case, the teacher. In terms of the curriculum, learning opportunities, and demonstrating how learning took place, little autonomy is given to the consumers in this case, the learner,” (Greene & Rice, 2007:139).

This study also revealed that head teachers were involved in the planning of entrepreneurship activities. They plan for activities to be done in a year and shared to all the teaches. They have also put some control measures of ensuring that entrepreneurship education is taught” Planning is looking into the future and drawing up action plans,” Fayol (1925)

*“Head teachers are involved in the planning of the entrepreneurship education and offer guidance on how to manage the subject .Annual action plans are generated and distributed to all staff.” (IDI,4)*

From the discussions of the findings, the study revealed that management was trying to support the teaching of entrepreneurship subjects though under difficult conditions. If much of the resources can be channelled through entrepreneurship subjects in schools, this can bring about self-reliance in schools.

### **5.3 Interventions to Promote Entrepreneurship Education**

The entrepreneurship education programs cover relevant aspects of the entrepreneur and the entrepreneurial process. Learners develop knowledge and skills about how to start a business as well as how to compile a business plan. However, due to few practical activities, this knowledge is more theoretical and lacks a link to real life business situations. Respondents were asked whether school management allowed learners to exhibit their products during market and agriculture shows as a way of motivating and exposing them to the big projects or business world and companies. Respondents agreed that they took part in big events and the competition out there encouraged them to work extra hard.”In Germany, Erziehung zu Eigeninitiative and Unternehmungsgeist (‘Education for Enterprise’) was established in 1991 to help pupils become acquainted with social market economics through action-orientated teaching projects,” (Herrington et al., 2010:61). This is a serious program in German and working well also in Zambia.

The study revealed that schools had put some interventions to promote entrepreneurship education, most of the interventions were put as a way of allowing learners to practice entrepreneurship and respondents stated that interventions varied from school to school. As a way of promoting entrepreneurship education in a practical way some schools had maize fields managed by production unity prefects although other respondents indicated that schools had inadequate land to put up bigger maize fields.

Other interventions were that schools were exposing learners on how to start and run businesses, by opening tuck shops and these were managed by learners themselves, especially those that were taking entrepreneurship education. Other schools were keeping livestock managed by pupils that were taking Agricultural science. The study also revealed that other schools were having tailoring through fashion and fabrics as a subject to enhance entrepreneurship education in schools. Pupils were also involved in making and selling school uniforms for their own benefit and for the school. Another intervention was that some schools had procured block making machines and learners were making and selling blocks to the public for the sustenance of the school.

The study also revealed that some head teachers were engaging successful business men and women to come and talk to learners, sharing their experiences how they had excelled in their businesses and such talks were conducted during career days, as a way of motivating the learners.” Concerning the teaching methods in Italy it is to say that excursions, field trips and other school events like the invitation of experts from the business world shall help the students to gain insight into the complex correlation of economic processes.” European commission (2007). This is happening both in Italy and Zambia where successful business men are invited to talk to learners. In Zambia it happens during careers day. The researcher observed that Mwenzo being a boarding school had put and implemented a lot of interventions that were aimed at promoting entrepreneurship education compared to day schools, this could be attributed to the fact that learners were always on campus since it’s a boarding school unlike day schools where pupils had limited time to be on campus.

#### **5.4 Challenges of Managing Entrepreneurship Education**

Despite the efforts that are made by the government to support the teaching of entrepreneurship education of course with limited resource there are still some challenges that make the teaching of the subject very difficult. The study revealed that a number of the challenges had to do with management and these were; Inadequate and erratic funding,

obsolete equipment, poor staffing, negative attitude by some head teachers, poor infrastructure and inadequate teaching and learning materials. The study revealed that poor or lack of funding from government made it difficult to implement some activities. This made it difficult to conduct the practicals since entrepreneurship education involves practicals which are expensive to run. Another challenge which was revealed by the respondents was the obsolescence of the equipment in the subjects like design and technology and fashion and fabrics to this effect, respondents indicated that equipment were too old and many times needed maintenance which was also expensive on the part of the schools.

Inadequate teaching and learning materials was a big. Respondents stated that teaching and learning materials were inadequate and sometimes not available, schools were trying to provide teaching and learning materials but were not enough. Government rarely supplies these materials to schools. The researcher wanted to know whether school management had constructed specialised rooms for entrepreneurship subjects, most respondents said management had not constructed the rooms due non availability of resources and this was a big challenge when it came to do experiments. Some head teachers said that, they had no immediate plans to construct such rooms. The study also found that there were human resource problems in schools that offered entrepreneurship education especially that the few teachers were employed to take up this subject. It was also revealed that most of the head teachers had a negative attitude towards entrepreneurship education and never supported the subject and these had made it difficult for teachers to effectively teach the subject. Also some teachers were incompetent and did not inspire the learners to take the subject, “The few entrepreneurs that want to proceed are so demoralised by the negativity of the rest of the managers and the incompetence of the teacher or trainer that they tend to ignore their natural ability and refuse to pursue a career in anything that sounds entrepreneurial”, (Bolton & Thompson, 2000:43).

Most of the challenges affecting Nigeria in the management are entrepreneurship education are similar to *Zambian ones.*” Nigeria has identified the following as challenges of entrepreneurship education in Nigeria: this concern has been related to instability of the academic calendar, infrastructural decay and obsolescence of equipment in the face of population explosion and academic staff shortage among others.”(Owhutu (2010), Njoku (2010) and Babalola (2006). All these challenges faced in Nigeria are similar to ours. The other challenge which was revealed by the respondents was lack of interest to take



entrepreneurship subjects by learners because they are labour intensive and deals with dirty. Learners are looked upon as if they are dull and hence small number of learners interested in the subject. “The number of entrepreneurs is still lacking in Malaysia and the entrepreneurial intention is as low as 8.7%,” (Kelly, Singer & Herrington, 2011). Lack of interest in this subject is also experienced in Malaysia.

The research found that the entrepreneurship education program did not effectively develop entrepreneurial knowledge and skills to establish a desire among school leavers to start their own business after school. Thus, the study concludes that the entrepreneurship education program currently offered at Grade 8-12 level in schools fail to achieve the goal of entrepreneurship education. Learners should be motivated to start their businesses when they leave school.

## CHAPTER SIX

### 6.0 CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter presents the conclusions and recommendations based on empirical findings in chapter four.

#### 6.2 Conclusions

The study has shown that entrepreneurship education is offered through the practical subjects such as design and technology, fashion and fabrics, agricultural science, sports and physical education in Zambia while in Austria it is offered through Geography and Economics. These are the subjects that are theory based and have a practical component for the Zambian situation. Our area of concern is that of the practical part where the knowledge and skills acquired from school arrangement can be applied by learners after they leave school. They must be able to start their own businesses instead of looking to government for employment. Once the mindset of these learners changes from that of looking for employment from government to that of self-employment then we expect the economy of the country to improve. Entrepreneurs contribute to the economic development of the country. It is important that government pumps a lot of funding to small medium and micro enterprise as this group has a great impact to the improvement of the economy.

This study concludes that the negative attitude by some head teachers was real as it evident from the respondents. Releasing funds for practical subjects was not easy while non-practical subjects received much attention. Also lack of interest among the learners is another sad part, government is trying to promote the subject with meager resources of late modern equipment was supplied to a few schools but very few pupils are interested in the subject.

#### 6.3 Recommendations

Entrepreneurship education is recognized as vehicle for economic development of any country in the world. It is for this reason that governments around the world have seen the importance entrepreneurship education and pumping huge sums of money just to try and support this sector. There is need for Ministry of General Education to put deliberate training programs for head teachers so that they can see the importance and start appreciating the

subject. In view of these facts, and based on the findings of the study, the following are the recommendations that Government and head teachers can observe;

- Government should start releasing school grants to schools on time and it should increase funding since prices of commodities have gone up.
- Head teachers should have a lot of sensitization meetings and workshops in order for them to appreciate the entrepreneurship education.
- School managements at various levels should be encouraged to initiate activities that are aimed at promoting entrepreneurship education.
- All schools should have careers day at least once per year where successful entrepreneurs can be called and have talks with learners on how they had excelled in their businesses.
- Government together with head teachers must start planning on how to buy modern equipment for entrepreneurship subject instead of relying on obsolete ones.
- Government should always deploy more teachers in entrepreneurship subjects especially in rural schools.
- Head teachers should have a reward policy for both teachers who produce 100% pass rate and pupils who score high marks in entrepreneurship subjects as a way of encouraging more learners to take the subject.
- Entrepreneurship education should be compulsory to all secondary school learners.” Apparently worried by the soaring unemployment rate in Nigeria, declining per capita income, youths restiveness in various parts of the country, the Federal government directed ‘ all education institutions in the country to run entrepreneurship studies programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session. “(Akojie, 2009). In recognition of the importance of Vocational Subjects, every institution of learning will be required to offer Vocational Subjects as part of their curriculum, (Zambia curriculum framework, 2013). Comparing the two countries the subject is compulsory.

#### **6.4 Summary**

Chapter 6 ends with the outcomes of the research and offers suggestions for improvements of entrepreneurship education in secondary schools. The chapter closes with recommended areas for future research as well as on how to improve this field of study. This study found that entrepreneurship education is offered in secondary schools through practical subjects, thus entrepreneurial knowledge is being developed. However, the study also found out that despite teaching this subject there is lack of interest among learners to do the subject and even head teachers have negative attitude towards the subject. Thus, the study concluded that various changes to the entrepreneurship education curriculum are required to achieve the goal of entrepreneurship education. More resources should be channelled to education sector so that modern equipment can be procured by schools. In addition government should go back to old system where it was the responsibility of government to supply text books to schools

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## APPENDICES

### Appendix I: Interview Guide for Head Teachers

1. How many entrepreneurship subjects are offered to the learners by your school?
2. How are the pupils selected to do entrepreneurship subjects?
3. Are you involved in the management of the entrepreneurship education?
4. Mention some of the roles you play in the management of entrepreneurship education.
5. Does your school initiate activities that promote entrepreneurship education?
6. If your answer is yes in question 5, state some of the activities

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7. What has been your experience with regard to management of the subject from the time it was introduced at your school?

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8. Mention some of the challenges that your school has faced in the management of entrepreneurship education

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9. What would you suggest to improve the teaching of entrepreneurship education?

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## Appendix II. Interview Guide for Practicing Teachers

1. How does your head teacher ensure that entrepreneurship is properly managed?
2. Does your school management support the teaching entrepreneurship education?
3. If your answer is yes in question 2, mention the type of support rendered.
4. Any other supervisory activities that the head teacher carries out to promote entrepreneurship education in your school?

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5. Do you see yourself as a risk taker or someone who plays it safe in teaching of entrepreneurship education?

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6. What would you encourage your learners to do after leaving school?

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7. Does the curriculum engage learners in practical activities regarding entrepreneurship education?

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8. What would be your opinion on the learner's interest in entrepreneurship education and to start up business?

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9. Are you satisfied with the performance of your learners with regard to entrepreneurship education?

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10. With the knowledge and skills your learners have acquired, do you see them apply this in the business world?

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11. What would be your comment on how your school acknowledges successful learners in entrepreneurship activities?

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12. Mention some of the challenges you face in the teaching of entrepreneurship education.

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13. What improvements and suggestions would you want to be implemented in the teaching of entrepreneurship education?

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### **Appendix III: Interview Guide for Pupils**

1. How old are you?
2. How many entrepreneurship subjects are you taking?
3. What has been your experience about this subject?
4. Was entrepreneurship subject your choice or it was imposed on you?
5. What are some of the interventions that have been put to promote the subject?
6. Mention some of the benefits of taking entrepreneurship education.
7. Do you think you will be to start your own business after you leave school?
8. How much practical knowledge and skills have you gained from the subject?
9. Mention some of the challenges you have faced in taking this subject.
10. Do you think it's a good idea to have a business plan before starting business?
11. If your answer in question 10 is yes , give some of the reasons why it's a good idea