

THE FOSTERING OF ENTREPRENEURSHIP AT SECONDARY SCHOOLS IN THE NORTH DURBAN REGION

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DECLARATION

I, Nalinee Narain, declare that this dissertation is my own work, and has not been submitted previously for any degree in any Technikon.

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ABSTRACT

The Department of Education has, since 1998, introduced entrepreneurship education in government schools, for the first time. One of the overall developmental outcomes of the curriculum, of which there are five, is to develop entrepreneurial capacities. Economic and Management Sciences, one of the eight learning areas, encourages learners to develop basic skills and knowledge needed to manage their lives and their environments effectively; to understand the basics of the economy and how it works, and develop basic entrepreneurship, financial management and planning skills to operate effectively in the economy.

The purpose of the study is to ascertain how entrepreneurship education is being incorporated in the learning area of Economic and Management Sciences in secondary schools in the North Durban Region. The participants were principals from twenty different schools in the District of the City of Durban and the Phoenix-Verulam District. Data from the questionnaire elicited responses that examined the support and/or resources offered by schools, activities in which schools are involved to promote entrepreneurship education, the encouragement of parents towards learners, educator qualifications and attitudes, outcomes-based education, and strategies in which schools are involved to promote entrepreneurship. From the findings, it seems that the South African entrepreneurial climate has a number of strengths but there are many challenges that need to be overcome before South Africa can be considered an entrepreneur-friendly country. One of the biggest challenges is education and training. The role of government is crucial to the promotion of entrepreneurship. The Department of Education should continue to play an on-going major role in providing schools with the necessary support in terms of resources: e.g. upgrading library and computer facilities, training of teachers, and re-looking at the curriculum in promoting entrepreneurship. It is also important for parents to be involved in encouraging children to think entrepreneurially by teaching them basic skills such as life skills: e.g. how to manage personal finances. The media, including television, radio, local newspapers and business magazines, also has a role to play in promoting entrepreneurship education.

CONTENTS

	PAGE
CHAPTER 1 : INTRODUCTION TO THE STUDY	
1.0 PREAMBLE	1
1.1 STATEMENT OF THE PROBLEM	3
1.2 BACKGROUND TO THE RESEARCH PROBLEM	5
1.3 LIMITATION OF THE STUDY	5
1.4 LITERATURE REVIEW	5
1.5 SIGNIFICANCE OF THE STUDY	7
1.6 OUTLINE OF THE DISSERTATION	7
CHAPTER 2 : LITERATURE REVIEW	
2.0 INTRODUCTION	9
2.1 DEFINING ENTREPRENEURSHIP	9
2.2 KEY CONCEPTS	10
2.2.0 ENTREPRENEURSHIP	10
2.2.1 THE ENTREPRENEUR	11
2.2.2 ENTREPRENEURSHIP EDUCATION	11

2.3	ENTREPRENEURSHIP EDUCATION IN THE UNITED STATES OF AMERICA	12
2.3.1	THE ENTREPRENEURIAL REVOLUTION	12
2.3.2	NEW VENTURE CREATION	12
2.4	ENTREPRENEURSHIP EDUCATION IN EUROPE	20
2.5	ENTREPRENEURSHIP EDUCATION IN DEVELOPING COUNTRIES	21
2.5.1	SOUTH EAST ASIA	21
2.6	ENTREPRENEURSHIP EDUCATION IN SOUTH AFRICA	22
2.6.1	NATIONAL QUALIFICATIONS FRAMEWORK	23
2.6.2	CURRICULUM 2005	23
2.6.3	NATIONAL CURRICULUM STATEMENT GRADES 10-12 (SCHOOLS)	25
2.7	OUTCOMES-BASED EDUCATION	26
2.7.1	TEACHER ORIENTATION AND DEVELOPMENT	27
2.7.2	ASSESSMENT	28
2.8	PROMOTION OF AN ENTREPRENEURIAL CULTURE	28
2.9	REVIEW OF CHAPTER	30

CHAPTER 3 : RESEARCH METHODOLOGY

3.0	INTRODUCTION	32
3.1	DESCRIPTION OF INSTRUMENT USED IN THE STUDY	32
3.2	QUESTIONNAIRE DESIGN	35
3.3	SAMPLE USED IN THE STUDY	37
3.4	PILOT STUDY	39
3.5	PROCESS OF DATA COLLECTION	40
3.6	DATA ANALYSIS	40
3.7	SCHEMATIC OVERVIEW OF RESEARCH PLAN	40

CHAPTER 4 : ANALYSIS AND INTERPRETATION OF DATA

4.0	INTRODUCTION	42
4.1	FINDINGS OF DATA	42
4.1.1	SCHOOL PROFILE	43
4.1.2	LEARNER PROFILE	44
4.1.3	RESOURCES AND/OR SUPPORT	45
4.1.4	ENTREPRENEURSHIP ACTIVITIES	47
4.1.5	ENCOURAGEMENT OF PARENTAL INVOLVEMENT	51

4.1.6	SUMMARY	52
4.2	EDUCATOR/TEACHER PROFILE	52
4.2.1	EDUCATOR ATTITUDES TOWARDS ENTREPRENEURSHIP	54
4.2.2	ASSESSMENT	55
4.2.3	PROMOTION OF ENTREPRENEURSHIP EDUCATION	57
4.3	CONCLUSION	58
 CHAPTER 5 : REVIEW, CONCLUSIONS AND RECOMMENDATIONS		
5.0	REVIEW	61
5.1	CONCLUSION	62
5.2	RECOMMENDATIONS	63
5.2.1	THE ROLE OF THE GOVERNMENT	63
5.2.2	EDUCATION AND TRAINING	65
5.2.3	PARENT SUPPORT	66
5.2.4	OUTCOMES BASED EDUCATION	67
5.2.5	THE MEDIA	67
5.2.6	ROLE MODELS	68

5.3	CONCLUSION	68
	BIBLIOGRAPHY	70
	APPENDICES	74

LIST OF TABLES

TABLE NO.	TITLE	PAGE
3.1	Schematic review of research plan	41
4.1	Frequency table representing school library Support	44
4.2	Frequency table representing school text book support	44
4.3	Frequency table representing audio-visual support	45
4.4	Frequency table representing kitchen support	45
4.5	Frequency table representing computer support	46
4.6	Frequency table representing school fairs	47
4.7	Frequency table representing cake sales	48
4.8	Frequency table representing American days	48
4.9	Frequency table representing tuck shop	48
4.10	Frequency table representing competitions	49
4.11	Frequency table representing visits to industry	50
4.12	Frequency table representing talks on Entrepreneurship	50
4.13	Frequency table representing the number of educators teaching entrepreneurship	53

4.14	Educators suitably qualified to teach entrepreneurship	53
4.15	Educators interested in attending Workshops	53
4.16	Assessment and Outcomes Based Education	56

LIST OF FIGURES

FIG. NO.	TITLE	PAGE
4.1	School support structure	48
4.2	School activities in support of entrepreneurship	52

CHAPTER 1

INTRODUCTION TO THE STUDY

1.0 PREAMBLE

To realise the ideal of a better life for all South Africans, the entrepreneurial energies of all our people (including children) should be harnessed to ensure that the country's full potential for economic growth is unleashed (North, 2002:24).

According to the Daily News (28 November 2002), South Africa is less entrepreneurial than other developing countries, a factor which could impact negatively on the country's economic growth and job creation prospects.

South Africa's rate of entrepreneurial activity is below average when compared with 36 countries which took part in the survey, and ranks lowest of all developing countries including Chile, Brazil, Mexico, India, Argentina and Thailand. According to the survey the greatest obstacle facing entrepreneurs was a lack of education and training, followed by ineffective financial support (Daily News, 28 November 2002).

According to the Foxcroft, Wood, Kew, Herrington & Segal (2002) entrepreneurs with a matric are on average, more likely to be able to take a new venture beyond the start-up phase and employ more people.

The Daily News, 28 November 2002 quotes Herrington, (2002)

these results highlight the importance of increasing the number of young people who obtain matric. South African start-ups have a low success rate compared to the majority of other countries surveyed. This indicates that although South Africa has long recognized the need to support

entrepreneurship to boost economic growth and job creation, existing policy interventions and programmes are simply not making a big enough impact.

Unemployment is one of the worst problems facing South African society. It is estimated that by the year 2010 there may be more than eight million unemployed people as well as a shortage of 200 000 skilled workers. More than a thousand job seekers who cannot find work enter the job market everyday. It is also estimated that more than five million people will remain permanently unemployed. Only seven out of every hundred *people* who look for a job find one. Many graduates will be unemployed and underemployment will increase (Gouws & Kruger, 1994:165-166) cited in (Gouws, 1997:143).

Roux (2002), believes that job creation is one of the main focus priorities for the South African Government. Small, Medium and Micro Enterprise's (SMME's) are the cornerstones for growth, employment, and the potential success of the South African economy. There are over 700 000 of these SMME's which provide employment for over half the labor force. Roux (2002) states further that:

There is no simple solution to South Africa's unemployment problems. A sensible management of education and training system during the first few years of the 21st century, coupled with more impressive economic growth, will help create a situation in which the bulk of the current generation of school children will be able to find gainful employment in the national sense of the word, or operate on their own account as small entrepreneurs.

The challenge facing many young people who want to enter the job market today is to create their own employment opportunities, rather than rely on others for employment. They are a critical force in the social, economic, and political performance of a society. It is from this group that the leaders, entrepreneurs and other valuable members of society emerge (Joubert, 1995) cited in (Gouws, 1997).

The author has tried to emphasise that job creation and entrepreneurship within a context of training and developing is pivotal in South Africa for current and future development of the country. Education thus plays a central role in building an entrepreneurial culture. Driver, Wood, Segal, & Herrington, (2001) believe that “Primary and secondary education lay the basis for an entrepreneurial society, both in terms of basic skills and entrepreneurial mindsets”

There is an urgent need for young people to be educated and trained in the field of entrepreneurship. In order for them to become job-creators rather than job-seekers, children should learn, from an early age, to be knowledgeable consumers, develop the right attitude towards work, and develop the skills needed to identify viable business opportunities and eventually start their own business undertakings (Hanekom, 1995) cited in (North, 2002:24).

Driver *et al*, (2001:41), believe that South Africans lack technical skills and are not exposed to entrepreneurship. They see little likelihood in starting their own business, an attitude that flows directly from the lack of integration of entrepreneurship into education at all levels of the system.

1.1 STATEMENT OF THE PROBLEM

It is against this backdrop that this research proposes to investigate how secondary schools can foster entrepreneurship education within the context of Curriculum 2005. The questions that follow are based on issues of resources and/or support offered by schools, qualification of educators, attitudes of educators and learners, and strategies undertaken to support entrepreneurship, outcomes based education and assessment.

The following questions emerge from the statement of the problem and are consequential to the issue of entrepreneurship fostering:

1.1.1 Resources and/or Support

1.1.1.1 Are schools adequately resourced to offer entrepreneurship education: e.g. school libraries, audio-visual equipment, computers, etc.?

1.1.1.2 What activities are the schools involved in to promote entrepreneurship education: e.g. competitions, visits to industry, talks on entrepreneurship, etc.?

1.1.2 Educator Qualifications and Experience

1.1.2.1 Do educators have the necessary experience, qualifications and training to teach entrepreneurship?

1.1.2.2 What are educator attitudes towards entrepreneurship education?

1.1.3 Outcomes-Based Education and Assessment

1.1.3.1 Do educators follow the Outcomes-Based Education approach to teaching?

1.1.3.2 What are learner attitudes towards entrepreneurship education?

1.1.4 Strategies

1.1.4.1 What strategies do schools implement, or plan to implement to promote entrepreneurship education?

1.1.4.2 Does entrepreneurship education improve the life skills of the learner?

1.2 BACKGROUND TO THE RESEARCH PROBLEM

Considering the high rate of unemployment and the fact that entrepreneurship education has been introduced in the Economics and Management Sciences curriculum, and the SAQA learning field 'Services', this research proposes to investigate whether educators have the necessary qualifications, experience and training in the field of entrepreneurship and whether schools have the necessary resources and strategies to promote entrepreneurship.

It is proposed that if educators are suitably qualified and trained they can instil entrepreneurial knowledge and ability in their students and prepare learners for life's wider challenges. The researcher believes that schools should be giving learners an entrepreneurial experience, so that when opportunities arise they have enough sense to recognize them. If entrepreneurship education is successful, learners will also be able to develop their human relations and personal skills, as well as learn to problem-solve and negotiate.

1.3 LIMITATION OF THE STUDY

The study is confined to secondary schools in the North Durban Region. It would have been ideal to research entrepreneurship education at both primary school and secondary school level. However, since this is a mini dissertation the study is restricted to secondary schools in the North Durban Region. Perhaps further research could be done in schools to ascertain the nature of entrepreneurship in a primary school context.

1.4 LITERATURE REVIEW

The literature review for this study is largely driven by policy initiatives with reference to Curriculum 2005. A selected review of other literature has revealed a

dearth in research with regard to entrepreneurship education at school level, especially in the context of Curriculum 2005.

The National Department of Education has decided, in principle, to introduce entrepreneurship training into government schools. The Minister of Education announced that 1998 would be the first year of the phasing-in of the new curriculum, and that economic entrepreneurship education would be part of the formal school curriculum (Gouws, 1997:146).

Entrepreneurship education has since been introduced in government schools. One of the overall developmental outcomes of the curriculum, of which there are five, is to develop entrepreneurial capacities. In Economic and Management Sciences, one of the eight learning areas, learners are supposed to:

- develop the basic skills and knowledge needed to manage their lives and their environments effectively.
- understand the basics of an economy and how it works.
- develop basic entrepreneurship, financial management, and planning skills to operate effectively in the economy.

(Revised National Curriculum Statement, 2001)

According to the Revised National Curriculum Statement, (2001) the purpose of Economic and Management Sciences includes enabling learners to:

- become economically literate.
- understand and apply economic and management principles and concepts in a responsible and accountable way.
- understand and reflect on the wealth creation process critically.

- develop the entrepreneurial skills needed to play a vital role in transforming the country's socio-economic environment, and reducing the gap between rich and poor.

Entrepreneurship is one of seven features within Economic and Management Sciences. It covers the development of the skills related to taking initiative and calculated risks in conceptualizing, starting, and running a business. There is a special focus on entrepreneurship within communities. This applies to primary school, and Grades 8 and 9 (Revised National Curriculum Statement, 2001).

1.5 SIGNIFICANCE OF THE STUDY

The findings of this research will be useful to national, provincial, and regional policy makers. It is hoped that they will take cognizance of the challenges facing schools in terms of resources and/or support required to promote entrepreneurship education: e.g. text books and computers, as well as educator re-training in terms of the outcomes based education approach to teaching and assessment.

1.6 OUTLINE OF DISSERTATION

This dissertation is organized in five interconnected chapters. The first chapter introduces the research topic, identifies the critical questions of the study, looks at the background to the research problem and offers possible benefits of the study.

In the second chapter, the researcher provides a review of South African and international literature on entrepreneurship education. Most of the international literature focuses on how entrepreneurship has been promoted in other countries. Thereafter, a South African perspective is provided.

In chapter three, a detailed explanation of the methodology is outlined which includes aspects such as the rationale for using the research design, the target population in the

research sample, the pilot study of the questionnaires, distribution and collection of the questionnaires and the method of data analysis.

Chapter four presents a detailed analysis of the questionnaires received through the use of the SPSS (Statistical Package for the Social Sciences) programme. Data is computed and the significance discussed.

In chapter five, the main recommendations of the research study are outlined followed by a conclusion.

In the next chapter, a literature review is undertaken which includes a local and international exploration of entrepreneurship education.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter, a review of the South African and international literature on the promotion of entrepreneurship education is undertaken. The literature captures various perspectives in different countries on the way entrepreneurship education is being undertaken viz. the United States of America, Europe, South East Asia and South Africa. This chapter also presents the restructuring of education within a context of democracy in South Africa. The new education structure, the National Qualifications Framework (NQF) as well as C2005 (Curriculum 2005), and OBE (Outcomes-Based Education) are described.

2.1 DEFINING ENTREPRENEURSHIP

The word *entrepreneur* is derived from the French *entreprendre*, meaning “to undertake.” The entrepreneur is one who undertakes to organize, manage, and assume the risks of a business. Today, an entrepreneur is an innovator or developer who recognises and seizes opportunities; converts those opportunities into workable and marketable ideas; adds value through time, effort, money, or skills; assumes the risks of the competitive marketplace to implement these ideas; and realizes the rewards from these efforts (Kuratko & Hodgetts, 1994:30).

Although no single definition of entrepreneurship exists and no one profile can represent today’s entrepreneur, research is providing an increasingly sharper focus on the subject.

According to Ronstad, (1994) cited in (Kuratko & Hodgetts, 1994:31):

Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time, and/or career commitment of providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources.

Timmons, (1994), cited in (Kuratko & Hodgetts, 1998) believes that

Entrepreneurship is the ability to create and build a vision from practically nothing: fundamentally it is a human, creative act. It is the application of energy to initiating and building an enterprise or organization, rather than just watching or analyzing. This vision requires a willingness to take calculated risks – both personal and financial – and then to do everything possible to reduce the chances of failure. Entrepreneurship also includes the ability to build an entrepreneurial or venture team to complement your own skills and talents. It is the knack for sensing an opportunity where others see chaos, contradiction, and confusion. It is possessing the know-how to find, marshal, and control resources (often owned by others).

2.2 KEY CONCEPTS

2.2.0 Entrepreneurship

Entrepreneurship is thus a process of innovation and new-venture creation through four major dimensions – individual, organisational, environmental, process – that is aided by collaborative networks in government, education, and institutions. All the macro and micro positions of entrepreneurial thought must be considered while recognising and seizing opportunities that can be converted into

marketable ideas capable of competing for implementation in today's economy (Kuratko & Hodgetts, 1998).

2.2.1 The Entrepreneur

The *entrepreneur* is a catalyst for economic change who uses purposeful searching, careful planning, and sound judgment when carrying out the entrepreneurial process. Uniquely optimistic and committed, the entrepreneur works creatively to establish new resources or endow old ones with a new capacity, all for the purpose of creating wealth (Kuratko & Hodgetts, 1998).

2.2.2 Entrepreneurship Education

Contrary to the myth that entrepreneurs are born and not made, it is believed that entrepreneurs and entrepreneurial potential can be developed through education. Takyi-Asiedu & Asomaning, (2001) believe that entrepreneurship education aims at preparing people to be responsible, enterprising individuals who would become entrepreneurs or entrepreneurial thinkers with the desire to contribute to economic development and sustainable economic growth. They state further that entrepreneurship education must be designed to cultivate the capacity for creative thinking, the willingness to accept challenge, and the courage to act with ethical standards and commitment to social responsibility.

Kourilsky (1995) describes entrepreneurship education as the process of providing individuals with the concepts and skills to recognise opportunities that others have overlooked, and to have the insight, self esteem and knowledge to act where others have hesitated: "It includes instruction in opportunity recognition, marshalling resources in the face of risk, initiating a business venture."

2.3 ENTREPRENEURSHIP EDUCATION IN THE UNITED STATES OF AMERICA

2.3.1 The Entrepreneurial Revolution

2.3.1.1 American Dream : For the Young at Start

Timmons (1999:1) made an important statement when talking about the Entrepreneurial Revolution in America. He said:

we are in the midst of a silent revolution – a triumph of the creative and entrepreneurial spirit of humankind throughout the world. I believe its impact on the 21st century will equal or exceed that of the Industrial Revolution on the 19th and 20th.

During the last 30 years, America has unleashed the most revolutionary generation the nation has experienced since its founding in 1776. This new generation of entrepreneurs, the E-Generation, has altered permanently the economic and social structure of this nation and the world, and has set the “entrepreneurial genetic code” for future generations. It will determine more than any other single impetus how the nation and the world will live, work, learn, and lead this century and beyond (Timmons, 1999).

2.3.2 New Venture Creation

According to Timmons (1999), job creation in America is driven by the birth and growth of companies. A generation ago it was estimated that only about two hundred thousand new firms of all types were launched yearly in the nation. By the mid-1970s, this number had tripled, and recently, most statistics compiled by the government and other researchers reported that about 1.1 to 1.2 million new enterprises were created each year in America. This five-fold increase explains the robust job creation during this same period. .

Timmons (1999) went further to say that aspiring to work for oneself is deeply embedded in American culture, and has never been stronger.

Since the early 1980's, the US Department of Education launched a one-time entrepreneurship initiative, vocational-technical education which has been supporting the concept that it was natural for its students to use the skills they gained to start their own businesses someday. But now, with the job market shifting and traditional opportunities shrinking, students, business leaders and policy makers are calling for more focused efforts to teach the principles of business ownership (Ashmore, 1996).

Timmons (1999) conducted a survey of a national random sample of high school seniors who were asked a number of questions about their future career aspirations. Seventy percent said they wanted to own their own business. A generation earlier this was less than ten percent.

According to the U.S. Small Business Administration, small businesses provided virtually all of the new jobs from 1987 to 1992. They employed fifty three percent of the private-sector workforce and made fifty four percent of all sales in the United States (Ashmore, 1996).

According to Ashmore (1996) small business owners are not the only ones interested in a new focus on entrepreneurship education. In a 1995 Gallup poll, almost seven of every ten U.S. high school students expressed interest in starting a business but also said that did not know how to begin. An even greater number (eighty four percent) said they want U.S. schools to teach more about entrepreneurship. Entrepreneurship education thus includes experiences that give students a vision of how to find and exploit opportunity. The key word here is experience. Research from the National Federation of Independent Business

(NFIB) shows that two-thirds of all entrepreneurs in the U.S. come from homes where someone has owned a business.

2.3.2.1 Building an Entrepreneurial Society

According to Timmons (1999:16), the entrepreneurial spirit and process is truly America's secret economic weapon. The opportunity exists as never before in the history of the nation to capture this national asset and to build upon this unique national capacity. Ewing Marion Kauffman and the Kauffman Centre for Entrepreneurial Leadership, have done well to educate Americans of all ages, as well as have legislators and policymakers throughout government. The Centre's mission, "Accelerating Entrepreneurship in America," drives this ambitious effort (Timmons, 1999:16).

2.3.2.2 The Poorer Get Richer

More than any other aspect of American society and economy, entrepreneurship is the great equalizer and mobilizer of opportunity. It is indifferent to race, religion, sex, or geography. It rewards performance and punishes shabbiness and ineptness. No other institutional process offers the chance for self-sufficiency self-determination, and economic improvement than the entrepreneurial process (Timmons, 1999:16).

2.3.2.3 Major Players

The International Consortium for Entrepreneurship Education at The Ohio State University leads the educational community in advocating entrepreneurship as a part of vocational programmes – without a federal mandate. This group comprises eighteen member states as well as associates from local schools who work together and share the development of materials and training approaches (Ashmore, 1996).

The Consortium sponsors activities in each of its states to encourage the development of entrepreneurship programmes or the integration of entrepreneurship concepts with existing vocational programmes. Recently it sponsored an edition of Programs for Acquiring Competence in Entrepreneurship (PACE), a competency-based curriculum used in grades 9 – 12, post-secondary and adult education levels. The materials are packaged in 21 individual topical booklets at three levels of development so that the total 63 booklets can be mixed and matched as a teacher sees fit. The competency based curriculum program, now available for IBM or Macintosh computer systems, covers such topics as entrepreneurship potential, which is something of an aptitude test that measures persistence, capacity for hard work, attitudes toward risk taking, determination, and business opportunities; global marketing, business plans, marketing, promotion, selling, record keeping, financing, human resources, operations, and legal issues. It also includes a range of activities for both individuals and groups, plus case studies and tests. (Ashmore, 1996).

Because entrepreneurship has not been a traditional component of a vocational-technical teacher's education, training workshops are an important part of Consortium benefits.

Since 1982, the Consortium has sponsored an annual entrepreneurship forum. About 200 entrepreneurship educators at all levels of education attend to update their knowledge and build networks. Successful teachers share their ideas as the centerpiece of the forum.

This was an exploration of a successful initiative of entrepreneurship education implementation. In the next section, another scenario is presented using the Illinois Institute for Entrepreneurship Education as another benchmark to foster entrepreneurship education through workshops and seminars.

2.3.2.4 Illinois spreads the message

The Illinois Institute for Entrepreneurship Education, funded by the state and the Coleman Foundation, was formed in 1988 to bring the message of entrepreneurship to teachers in hopes that they would be motivated to incorporate the fundamentals into their teaching.

The institute reaches about 200 teachers each year with its graduate courses and another 1 200 teachers through its workshops and seminars. The institute offers three courses: methods and content, both three credit hours; and school-based enterprise development, worth one credit.

The Director of the Illinois Institute for Entrepreneurship Education, (cited in Ashmore, 1996) believes that the courses are all intended to help students change a viewpoint. "We want them to go from the notion of I'm entitled, they owe me, to I'm in charge of my life and I have to make things happen." The Institute at first attracted mostly high school marketing teachers but now has elementary, middle school, and community college instructors as well. Seventy percent are academic teachers. After the 'mindset message', the Director teaches them economics at a micro level by asking if they know people who have lost their jobs through corporate restructuring. "I want them to know there is no security in a job anymore" is the Director's principle. The teachers also hear from role models, such as the two former teachers who now run a multi-million dollar ginseng farm in Wisconsin.

The Director (cited in Ashmore, 1996) states further that the courses inspire new creativity among the teachers. English teachers now give writing assignments on goal-setting and use literature to draw life lessons. Social studies teachers get students to examine their own communities to determine their needs. A fifth grade teacher in East St. Louis asked her students to find what was missing in a troubled urban area, and the kids decided that they could use a mall. Dealing with

reality can be the best motivator, and it also can help young people understand that they do not have to be victims of circumstance.

In building an entrepreneurial culture, challenges of downsizing big business, as well as major reductions in the size of government, the wise person asks where the jobs of the future are going to be. There are many answers to that question, but it was found that what is often overlooked by educators is the option to create your own business, to be responsible for your own income.

It is understandably hard for a teacher to look at youth and see business leaders of the future. And it is equally hard for youth to imagine themselves as entrepreneurs, especially when they have no experience in doing so.

Education at all levels can include experiences that help students see opportunities and possibilities. It can be a part of maths, communications, science, history, languages, economics, and any type of vocational trade. It is obvious that entrepreneurship education has become a part of the educational culture of entrepreneurial families in America.

2.3.2.5 Preparing for the New Century

According to William Bridges, author of *Job Shift*, cited in (Ashmore, 1996) also encourages us to realize that the concept of “the job” is rapidly disappearing. “Although there will always be enormous amounts of economic work to do” he suggests that the work will not be contained in the familiar envelopes we call jobs. In fact many organizations are well along the way of being “dejobbed”. He believes that:

- Technology enables us to automate the production line where so many job holders used to do repetitive tasks, to automate information processing, and to create new types of information-based work to be done.

- Big firms are unbundling their various activities and farming them out to little firms who have created profitable niches. Outsourcing can include everything from production of parts to installation of equipment by the delivery company.
- With the use of laptop computers, faxes, modems and cellular phones, the need to maintain central offices has decreased significantly.
- Competition, national and international, encourages change; the simplification of product design and processes so that change can be made faster, accelerates the work to be done and changes the nature of worker responsibilities.
- Public services are privatizing and government bureaucracies are thinning as we seek to cut government spending and decrease the national debt.
- Companies providing temporary workers, employ more people than even the largest American corporations, with temporary workers doing everything from production and clerical work to professional consulting.

Bridges tells us that “Workers need to develop a mindset, an approach to their work and a way of managing their careers, that is more like an external vendor than the traditional employee”. He further states that “all workers must first have literacy, numeracy, and computer skills to function effectively in any type of work. Second, all workers in a de-jobbed world must have the skills to manage themselves in a business-like fashion, including time-management, goal setting, communications, bookkeeping, office management, and project management skills.”

2.3.2.6 Successful Entrepreneurs

Most research about entrepreneurs has focused on the influences of genes, family, education, career experience, and so forth, but no psychological model has been supported. Successful entrepreneurs seem to be of both sexes and in every imaginable size, shape, color and description (Timmons, 1999:44).

Timmons (1999:44) further states that successful entrepreneurs share common attitudes and behaviours. They work hard and are driven by an intense commitment and determined perseverance; they see the cup half full, rather than half empty; they strive for integrity; they burn with competitive desire to excel and win; they are dissatisfied with the status quo and seek opportunities to improve almost any situation they encounter; they use failure as a tool for learning and eschew perfection in favor of effectiveness; and they believe they can personally make an enormous difference in the final outcome of their ventures and their lives.

It seems that entrepreneurs who succeed possess not only a creative and innovative flair and other attitudes and behaviours but also solid general management skills, business know-how, and sufficient contacts.

2.3.2.7 The Role of Ideas

Timmons (1999:78) talks about entrepreneurship as ideas which build successful businesses. He emphasizes that a good idea is nothing more than a tool in the hands of an entrepreneur. Timmons (1999:78) believes that finding a good idea is the first step in the task of converting an entrepreneur's creativity into an opportunity.

Since ideas are building tools, one cannot build a successful business without them, as one could not build a house without a hammer. In this regard, experience is vital in looking at new venture ideas. Those with experience have been there before.

2.3.2.8 *Enhancing Creative Thinking*

The notion that creativity can be learned or enhanced holds important implications for entrepreneurs who need to be creative in their thinking (Timmons, 1999:79).

Most people can certainly spot creative flair. Children seem to have it, and many seem to lose it. Several studies suggests that creativity actually peaks around the first grade because a person's life tends to become increasingly structured and defined by others and by institutions as a child grows older. Further, the development in school of intellectual discipline and rigor in thinking takes on greater importance than during the formative years, and most of our education beyond grade school, stresses a logical, rational mode of orderly reasoning and thinking. Finally, social pressures may tend to be a 'taming' influence on creativity (Timmons, 1999:79).

In the next section entrepreneurship education in Europe is explained.

2.4 **ENTREPRENEURSHIP EDUCATION IN EUROPE**

Dana (1992) compared programmes in Europe with those in the United States. He found that the principal strength of prominent programmes in Europe was their practical approach. Entrepreneurship education in the United States tends to concentrate on readings, case studies, and lectures from guest speakers as well as from an instructor. In contrast, programmes in Europe tend to be more practical. In Denmark for example, the curriculum of entrepreneurship education includes practical aspects such as how to structure a business letter, how to order inventory, and how to negotiate a transaction. In the United States, several schools, including New York University, University of California and Wichita State University teach entrepreneurship.

In the next section entrepreneurship education in developing countries is explained.

2.5 ENTREPRENEURSHIP EDUCATION IN DEVELOPING COUNTRIES

It is important for developing nations to realize that their most valuable resource is their people. Every society is composed of key individuals who have the potential to spark and sustain business and economic growth.

2.5.1 South East Asia

Government policies with private entrepreneurial initiatives and growth of small enterprises will play an important role in future development. To achieve these goals, government policies may encourage educational programs for small business ownership and management to develop the vast human potential for entrepreneurship which exists in every country.

According to Nelson (1998) South East Asia includes countries with a combined population of a quarter of a billion persons. In terms of natural resources, South East Asia produces 80% of the world's rubber, 70% of its copper, 40% of its palm oil, and 60% of its tin. It contains rich deposits of nickel, zinc, iron ore and other minerals. The petroleum reserves are significant and will be of increasing value in the future.

A key to future development of South East Asia lies in its great potential use of these natural resources. There is an increasing trend to promote small business enterprises to procure semi-processed and finished products for use within the country. The growth of small businesses at the local and regional level will enable a developing country to be less dependent on imported products. Policies and regulations favourable to small and medium-scale industries, which are

labour-intensive, encourage developing countries to become more independent and self-sufficient (Nelson, 1998).

2.5.1.1 The Philippines Experience

Because of the various social and economic factors, many developing countries in South East Asia are not capable of following, or may be unwilling to follow, patterns which have characterized business and industrial growth in countries such as Japan, Germany, or the United States. A major factor in preparing government policies for social and economic improvement is a sincere concern for the welfare of 'all' people within a developing country. These policies appear to be assuming a 'human' character and apply to persons living in rural as well as urban areas (Nelson, 1998).

The importance of entrepreneurship as a vehicle for economic growth is demonstrated by the shift of the Philippines from its previous industrialization strategy of encouraging import substituting industries to directing investment towards less concentrated and less capital intensive enterprises.

In the next section, entrepreneurship education in South Africa will be explained.

2.6 ENTREPRENEURSHIP EDUCATION IN SOUTH AFRICA

The Constitution of South Africa confers the right to education to all persons, children, youth and adults. The Ministry of Education accepts that the State, at all levels, has a continuing obligation under the constitution to take a purposeful and effective action to achieve the satisfaction of this right (Sookrajh, 1999).

Education has been restructured within a context of democracy in South Africa. It reflects on the principles of equity, quality, access to opportunity and redress of the past inequalities for education in general.

The new educational and training system introduces a lifelong education system which is people-centred. For the first time ever, high quality education was to be available for everyone, irrespective of age, gender, race, colour, religion, ability or language.

In the next section, the new education structure, the NQF (National Qualifications Framework) as well as C2005 (Curriculum 2005) and OBE (Outcomes-Based Education) are described.

2.6.1 National Qualifications Framework (NQF)

The NQF approach can be described as

... a human resource development system in which there is an integrated approach to education and training which meets the economic and social needs of the country and the development needs of the individual. (NQF document, 1997:6)

Given the key government-proposed principles of equity, quality, access to opportunities, and the redress of past inequalities, the NQF provides opportunities for any individual to learn regardless of age, circumstances or level of education and training. Both formal as well as non-formal learning situations could lead to a national qualification.

2.6.2 Curriculum 2005

Launched in March 1997, the new curriculum framework is described as a “plan of turning learners into thinkers” (Natal Mercury, 24 March 1997), which has as its main goal the development of human resources and potential. The introduction to the Draft Statement on the Curriculum for Grades 1-9 is as follows:

The curriculum is at the heart of the education and training system. In the past the curriculum has perpetuated race, class, gender and ethnic divisions and has emphasised separateness, rather than common citizenship and nationhood. It is therefore imperative that the curriculum be restructured to reflect the values and principles of our new democracy.
(Ministry of Education, 1997:5).

According to Sookrajh (1999), this curriculum will be phased in, tested and refined over a period of eight years (hence the year 2005 in the title). However, it must be noted that the above revisions in education take place in a context where the backlog of historically accumulated inequalities in schools has been highlighted in the School Register Needs Survey (SRNS, 1997) and the Annual Survey of Schools (1997) undertaken by the Department of Education. These graphically denote the inequalities that continue to exist in a largely under-resourced system. In discussing implementation issues, the researcher thus takes into account the complex and diverse realities of the school context.

Sookrajh (1999) believes that the implementation of OBE and Curriculum 2005 which would seem to be the government's flagship education plan, has been hampered by problems ranging from shortages of learner support material to a lack of teacher preparedness, as well as budgetary constraints. Greenstein (1997:6) cited in (Sookrajh, 1999) notes with caution that the curriculum framework had been designed in isolation from the concrete context of teaching, learning, and training, under state-driven rather than education-driven imperatives, and is consequently certain to face major difficulties. The implementation of the revised curriculum was fraught with problems from the outset. Teachers in the new system needed experience, sound training, and motivation to make it work.

2.6.3 The National Curriculum Statement Grades 10-12 (Schools)

The National Curriculum Statement Grades 10-12 (Schools) represents a policy statement for learning and teaching in schools located in the Further Education and Training Band.

The National Curriculum Statement Grades 10-12 (Schools) gives expression to what South Africans regard as worthwhile knowledge, skills, and values. It is based on an assumption that knowledge in itself is not neutral, but underpinned by the collective vision, mission, values, and principles of a people.

The National Curriculum Statement Grades 10-12 (Schools) will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

The National Curriculum Statement Grades 10-12 (Schools) is based on the principles of social transformation, outcomes-based education, high knowledge and high skills, integration and applied competence; progression; articulation and portability; human rights; inclusivity; environmental and social justice; valuing indigenous knowledge systems; credibility; quality; and efficiency (National Curriculum Statement Grades 10-12 : 2002). This policy is thus imbedded in the notion of social transformation.

2.6.3.1 *Social transformation*

Social transformation in education is aimed at ensuring that the educational imbalances of the past are addressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the

recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

2.7 OUTCOMES-BASED EDUCATION (OBE)

Outcomes-based education forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential. It does this by setting the outcomes to be achieved at the end of the process. The outcomes encourage a learner-centred and activity-based approach to education. The National Curriculum Statement Grades 10-12 (Schools) builds its learning outcomes for grades 10-12 (Schools) on the critical and development outcomes that were inspired by the Constitution and developed in a democratic process.

The critical outcomes require learners to be able to:

1. identify and solve problems and make decisions, using critical and creative thinking;
2. work effectively with others as members of a team, group, organisation and community;
3. organise and manage themselves and their activities responsibly and effectively;
4. collect, analyse, organize, and evaluate information critically;
5. communicate effectively, using visual, symbolic and/or language skills in various modes;
6. use science and technology effectively showing responsibility critically towards the environment and the health of others; and
7. demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The developmental outcomes require learners to be able to:

1. reflect on and explore a variety of strategies to learn more effectively;

2. participate as responsible citizens in the life of local, national, and global communities;
3. be culturally and aesthetically sensitive across a range of social contexts;
4. explore education and career opportunities; and
5. develop entrepreneurial opportunities.

2.7.1 Teacher Orientation and Development

Teacher orientation and development will be one of the key challenges facing the implementation of the National Curriculum Statement Grades 10-12 (Schools). Teacher professional development is an ongoing and long-term activity.

Teacher development has to be undertaken for three main purposes:

- to introduce OBE and learner-centred pedagogy to teachers in grades 10-12
- to equip teachers to cope with the changing nature of their subjects.
- to provide teachers with opportunities for reflecting on their values and beliefs about their teaching, and how their learners learn.

Teacher development will take place under four different arrangements, namely:

- orientation and continuing professional development provided by provincial departments of education.
- continuing teacher development provided by Higher Education & Training institutions at the instruction of the national and provincial departments of education.
- Individually inspired formal and informal professional and career development done by accredited institutions and professional teacher organisations.
- School-based or cluster-based reflection on teaching, and joint planning.

2.7 2 Assessment

Assessment practices often drive learners to resort to rote learning and the regurgitation of factual information, which makes it difficult for them to apply what they have learnt in new situations. The high-stakes Senior Certificate examination has often been criticised. The examination does not provide an appropriate school-leaving certificate for the majority of learners. The examination is also not an effective predictor of success in Higher Education, except for the higher aggregate ranges. Many employers do not regard results of the examination as indicators of work-related competence either.

2.8 PROMOTION OF AN ENTREPRENEURIAL CULTURE

The history of most developed countries indicates that the promotion of entrepreneurship is the most essential prerequisite for economic growth and development. According to Gouws (1997), the most important constraint on economic development, is the shortage of skilled entrepreneurs and the absence of an entrepreneurial culture. The promotion of an entrepreneurial culture is currently at a premium in South Africa, and this presents a challenge to educators and educational institutions. Foxcroft et al. (2002) notes that there has been a recent and increasing emphasis on entrepreneurship in the media: e.g. SABC3, e-TV, local newspapers, and national business magazines are promoting and publishing entrepreneurship. *Big News* has a readership of 850 000, which is growing every year. Also, the 'Proudly South African' campaign is cultivating a uniquely South African spirit of entrepreneurship, encouraging a positive link between entrepreneur and employee. Finally, South Africans are considered tenacious, resilient and resourceful, with a huge capacity to cope with adverse circumstances and a willingness to make sacrifices.

According to Gouws (1997) there are four reasons why entrepreneurs are important to the economy of any country including South Africa:

- entrepreneurs create job opportunities
- entrepreneurs initiate the production process
- without entrepreneurs, natural resources remain underground and undeveloped
- entrepreneurs are catalysts who generate wealth and a higher standard of living.

According to North (2002) the plea for the advancement of entrepreneurship and also for the establishment of mechanisms to include it in the formal school curriculum has come from various sources, including the formal educational sector, the private sector, and non-governmental organizations (NGOs).

Kroon & Meyer (2001) completed a study that examined the role that entrepreneurship education plays in developing students that will consider self-employment as an important career option. A profile of students at the Potchefstroom University for Christian Higher Education was taken. Although strong emphasis has been placed on entrepreneurship education in tertiary institutions since the early nineties, exposure to one course in entrepreneurship does not ensure entrepreneurial orientation or more positive expectations about entrepreneurship abilities and careers. They therefore, concluded that “the entrepreneurship course, as measured with the career expectation questionnaire, had no significant effect on the career expectations for the pilot group of students”.

Kroon & Meyer (2001) further suggested that to ensure that entrepreneurship education has a significant effect on career expectations, it must be implemented earlier in the educational system. This emphasizes the need for entrepreneurship education in primary and secondary schools.

Morrison (2002) believes that the teaching of entrepreneurship in schools is a skill that can easily be taught to receptive young minds. This process will not only prepare them for life after school, but will make it sink home as to why they need to learn certain academic subjects: e.g. mathematics to master percentages and cash flow calculations, English to write business letters, art to create advertisements, science to keep abreast of technology, geography to understand location and access to markets and raw materials.

2.9 REVIEW OF CHAPTER

It was important for the researcher to explore the different perspectives of entrepreneurship education and put them side by side with South African thinking. International literature reinforces our belief that entrepreneurship education needs to be taken more seriously in South Africa. When one looks at the entrepreneurial revolution in America, one realizes that aspiring to work for oneself is deeply embedded in American culture. Surveys taken with high school learners state that seventy percent of learners wanted to own their own business. The entrepreneurial process is not only about business but also about creativity and idea generation. The Kauffman Centre for Entrepreneurial Leadership in the United States and the International Consortium for Entrepreneurship Education (ICEE) at the Ohio State University play an important role in sponsoring activities: e.g. workshops and seminars for educators as well as competency-based curriculum materials which are also available on computer systems, to promote entrepreneurship. It seems that entrepreneurs who succeed possess not only creative and innovative flair and other attitudes and behaviours but also solid general management skills and business know-how. There is an increasing trend to promote small business enterprises within South East Asia. Policies and regulations favourable to small and medium-scale industries encourage developing countries to become more independent and self-sufficient. Governments in South East Asia are aware that the emergence of entrepreneurs and the growth of small business will play a major role in future development.

The researcher is of the view that South Africa could learn from these experiences.

Entrepreneurship education within a South African context has been discussed. Included in the discussion was the restructuring of education within a context of democracy in South Africa. Discussion also centered around the Constitution of South Africa, the National Qualifications Framework, Curriculum 2005 and Outcomes Based Education.

In the next chapter, the methodology of the research will be presented.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The literature review for the research study was presented in the previous chapter. The literature review captured the way in which various perspectives of entrepreneurship education is being fostered in different countries and the impact it has had on the economy and the community. It also highlighted policy initiatives in South Africa in respect of the education system and the place of entrepreneurship education in the education of a child.

The purpose of this chapter is to explain and justify the design of this study. It begins with arguing a case for the use of the questionnaire in this study. This has also been done by responding to key questions asked in the construction of the questionnaire. The key questions of the instrument have been shaped by the aim, purpose, and the critical questions posed in chapter one of the study. This chapter then describes the questionnaire, (Appendix 1) which was sent to two districts (purposeful sampling) in the North Durban Region and how the pilot study influenced the compilation of the questionnaire. The chapter continues with a rationale for the research sampling method, approaches to data analysis, and a detailed description of the sample used in the study. It concludes with the method of data analysis and the problems experienced in the process of research.

3.1 DESCRIPTION OF INSTRUMENT USED IN THE STUDY

According to McMillan & Schumacher (1997:252) the questionnaire is the most widely used technique for obtaining information from subjects in a target population. They state that a questionnaire is relatively economical, has standard questions for all subjects, can ensure anonymity, and it contains questions written for specific purposes.

Remenyi *et al.* (1998:150) confirm that the main purpose of questionnaire research is to obtain information that cannot be easily observed or that is not available in written or computerized form. Evidence from the questionnaire survey is then used for purposes of description or explanation or hypothesis testing.

Birley and Moreland (1998:45) provide a detailed account of how to tackle the construction and use of questionnaires, including a useful checklist which the researcher has incorporated in this study. Their checklist is used to justify the construction of the questionnaire used in this study. Care was taken to comply with the Guidelines which are included by several authors, including Saunders, Lewis and Thornhill (2000).

- *What are the critical question/s of the research study?*

The critical question in the research is to investigate whether entrepreneurship education is being fostered in secondary schools.

- *What is the population frame: what groups or individuals comprise the respondents?*

Principals in the North Durban Region constituted the population frame. This region was chosen because it was easily accessible for the researcher. The learning area Economic and Management Sciences (EMS), contains a module on entrepreneurship and is offered in secondary schools from grade eight.

- *What sampling approach is used: random, systematic random, stratified, and purposeful sampling?*

The purposeful sampling technique was used. Later in this chapter the rationale for using this sampling technique will be explained.

- *What independent variables are going to be used in the analysis: e.g. sex/age/social class/job, etc.?*

The schools were divided in terms of their demographic location including those that offer entrepreneurship from the different population groups.

- *Is the questionnaire of an appropriate length: long questionnaires tend to have a smaller response rate?*

Various factors were considered in the design of the questionnaire such as length of time taken to complete. Based on guidelines by Saunders *et al.* (2000) the questionnaire was designed to be concise, unambiguous, and did not exceed twenty minutes to complete. Mainly for reasons of access, the Principals of sixty eight selected schools were asked to respond to the questionnaire. Details of this approach follow in the appropriate section. Although the researcher was aware of the likelihood of the sample being under-representative, the researcher chose a purposive method because this was considered the best way to meet the objectives, combined with a convenience factor. According to Saunders *et al.* (2000) “convenience sampling involves selecting those cases that are easiest to obtain”, for the sample. Although this technique of sampling is widely used, it is prone to bias and influences that are beyond ones control as the cases only appear in the sample because of the ease of obtaining them.

- *Has the questionnaire been piloted?*

The questionnaire was piloted in two schools that was not part of the sample and this will be discussed in greater detail later in this chapter.

- *Is the questionnaire valid, reliable and easy to use?*

In order to answer this question the pilot study will assist to establish the admissibility of the data.

- *Has the questionnaire been piloted on a population as close as possible to that on which it is to be used?*

The questionnaire was piloted in two secondary schools in the North Durban region that was not part of the selected sample chosen.

3.2 QUESTIONNAIRE DESIGN

The questionnaire consisted of the following six sections:

- Section 1 : School Profile
- Section 2 : Learner Profile
- Section 3 : Resources and/or Support
- Section 4 : Educator or Teacher Profile
- Section 5 : Assessment
- Section 6 : Promotion of Entrepreneurship Education.

According to Birley & Moreland (1998:46) the following questions should be asked when planning items for a questionnaire:

- *Are there both negative and positive responses, and is there a reasonable balance between them?*

Attention was given to developing a questionnaire that was both varied and balanced yet easy to complete. There were five nominal type questions where respondents had to tick either 'yes' or 'no', two checklist type questions where a variety of answers could be selected, and seven questions that were open-ended and required reflection to give insight and examples to the questions. According to Schumaker and McMillan (1993), open-ended questions in the

questionnaire allow the respondents to openly and freely express their thoughts and opinions. The open-ended questions in the questionnaire required the respondent's personal opinions to be given. These questions gave respondents the freedom to express more deeply the aspects relating to entrepreneurship education in their schools.

- *Are the items clear and free of ambiguities?*

Since the questionnaire was piloted, any statement that was ambiguous was rephrased or reworded. The researcher was aware that the questionnaire should be free of bias and ambiguities, and after the pilot study, the researcher tried to rectify any negative aspects that arose, e.g. a question was asked (question 6) on what strategies the school implements to promote entrepreneurship. Since this sounded vague, the researcher added that the respondent should give two examples of such strategy.

- *For the sample itself, how will respondents and initial non-respondents be contacted?*

According to Remenyi *et al.* (1998:156) posted questionnaires allow one to obtain a large sample with wide coverage, at a relatively low cost. Another advantage is that it allows the respondent to complete the questionnaire in his or her own time, thereby ensuring that the responses are free from possible interviewer influence. In this case, the researcher chose to post the questionnaires to a selected group of participants with a covering letter informing them of the nature of the study, its purpose and value, and other relevant information. A letter from the Department of Education granting permission to conduct research in Schools in the North Durban Region was attached (Appendix 2). The permission was subject to the following conditions:

- No school or person may be forced to participate in the study;
- Access to the schools is to be negotiated with the principals concerned;

- The normal teaching and learning programme of the schools is not to be disrupted;
- The confidentiality of the participants is respected; and
- A copy of the findings must be lodged with the Regional Senior Manager, upon completion of the studies.

This letter, which served as a contract, was included to improve the response rate. A return date of two weeks was given so that the researcher had enough time to follow up.

Remenyi *et al.* (1998) claim that response rates achieved for this type of survey are, in general, lower than for other survey methods. For a large survey, a response rate of sixty percent is seen to be exemplary: normally twenty to thirty percent is satisfactory. However, response rates as low as one percent have also been reported.

In order to increase the return rate, Schumacher and McMillan (1993) assert that a questionnaire should contain a maximum of twenty questions and preferably not take longer than twenty minutes to complete. The questionnaire used in this study consisted of seventeen questions and took approximately fifteen minutes to complete.

3.3 SAMPLE USED IN THE STUDY

The number of subjects in a study is called sample size. According to Schumacher & McMillan (1993:163), the researcher must determine the size of the sample that will provide sufficient data to answer the research questions. The general rule in determining the sample size is to use the largest sample possible, since the larger the sample the more representative it will be of the population.

According to Remenyi *et al.* (1998:194) judgement samples, also called purposive samples, are samples where individuals are selected with a specific

purpose in mind, such as their likelihood of representing best practice in a particular issue. The composition does not aim to be statistically representative of the population but rather it consists of individuals who are considered to have knowledge and information to provide useful ideas and insights. This approach is extensively used in the exploratory research stage and is invaluable in ensuring a 'good' final questionnaire. (Remenyi *et al.* 1998:194).

In deliberating the best sample, the researcher chose the North Durban Region mainly because it was easily accessible through the office of the Regional Facilitator for Economic and Management Sciences. While developing the questionnaire, the Regional Facilitator was asked to critically evaluate the format and questions so that a better instrument could be designed.

There are six districts in the North Durban Region, namely,

- Inanda;
- Phoenix-Verulam;
- City of Durban;
- Ndwedwe;
- Maphumulo and
- Kwa-Mashu.

The two districts that were chosen were the City of Durban and Phoenix-Verulam.

These districts comprised the following circuits:

- **District of the City of Durban**
 - Circuit 1 : Merewent;
 - Circuit 2 : Port Natal;
 - Circuit 3 : Durban Central;
 - Circuit 4 : Umgeni South, and

Circuit 5 : Umgeni North.

- **Phoenix-Verulam District**

Circuit 1 : Phoenix South;

Circuit 2 :Phoenix North;

Circuit 3 : Phoenix Central, and

Circuit 4 : Verulam

3.4 PILOT STUDY

According to Emory & Cooper (1991) cited in (Remenyi *et al.* 1998) “pre-testing of the questionnaire needs to be undertaken before it is finally administered. The objective of such pre-testing is to detect possible shortcomings in the design and administration of the questionnaire.”

In this study, a pre-research phase by means of a pilot study in two schools assisted in developing a questionnaire as the most appropriate method for assimilating data to address the critical questions. This involved administering questionnaires to two principals at selected schools. Pre-testing the questionnaire provided the researcher with the opportunity to check the clarity of the instructions and questions. Suggestions and recommendations were made on the wording of some questions that were ambiguous and vague. In the first draft, the researcher had included a rating question using the Likert system but this was removed after the pilot study indicated that it did not serve a useful purpose.

Comments from the pilot study group assisted the researcher to add some questions in order to gain better information and more insight into the problems. The pilot study gave the researcher an opportunity to measure the time taken to complete the questionnaire. The researcher was also able to identify two questions that were irrelevant and these were therefore removed from the questionnaire. Other minor adjustments included adding entrepreneurship education to Question 5.1 which would have otherwise been too general. Also, Question 6.1 was changed to include ‘two examples’ of the

strategy that the school implements to promote entrepreneurship education instead of 'one'.

3.5 THE PROCESS OF DATA COLLECTION

Questionnaires were posted to sixty-eight secondary schools in the two districts chosen by purposeful sampling. After the return date of two weeks had lapsed, a poor response rate of only ten completed questionnaires was noted. In a follow-through exercise, the researcher telephoned the secretaries of schools and requested them to remind Principals to respond. As a result of these telephone calls an additional five questionnaires were received. Still dissatisfied with a low return rate, the researcher personally delivered and collected five questionnaires. This additional effort resulted in a further five completed questionnaires. Of the twenty questionnaires that were received, one respondent stated that "unfortunately owing to pressures we are unable to complete the attached questionnaire".

3.6 DATA ANALYSIS

After receipt of the questionnaires, the information was captured on SPSS (Statistical Programme for the Social Sciences) programme. The necessary frequencies and percentages were calculated and then represented in tables and graphs. Correlations were attempted with the different components. However, this did not yield substantive statistical significance given the low number of responses.

The researcher grouped the responses to the open-ended questions under two headings viz. Positive Response and Negative Response.

3.7 SCHEMATIC OVERVIEW OF RESEARCH PLAN

The schematic plan below illustrates the critical question that this research attempted to answer as well as the research instrument used.

Table 3.1: Schematic Review of Research Plan

Critical Question	Instru- ment	Target Audience	Data Analysis	Rationale
Is Entrepreneurship education being fostered in secondary schools in the North Durban Region?	Question- naires.	Principals.	SPSS was used for the quantitative analysis. Qualitative analysis of open-ended sections.	Principals were targeted as it was important to look at their perspective on Entrepreneurship Education.

In the next chapter the analysis of the findings will be presented and this chapter will offer insights into the fostering of entrepreneurship education in secondary schools in the North Durban Region.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

The research method and techniques of the research study was presented in the previous chapter. This chapter will present the findings. Questionnaires were mailed to principals of sixty-eight secondary schools in the North Durban region. The questionnaire data included information in respect of the school and learner profile, resources and/or support given by schools, an educator profile, including qualification and experience, assessment including outcomes-based education, and strategies in which schools are involved, to promote entrepreneurship education.

The findings were then analysed on SPSS, and open-ended questions which required qualitative analysis are interwoven into the statistical discussion. This chapter begins with a discussion of the profiles: viz. school profile, learner profile, educator or teacher profile. Thereafter, the issue of resources and/or support is presented. Discussion also centred around the outcomes-based education approach to teaching and assessment, and the strategies schools undertook to promote entrepreneurship education.

4.1 FINDINGS OF DATA

This chapter thus offers insight into the analysis of data which is presented using the themes generated from the questionnaire.

- School Profile
- Learner Profile
- Resources and/or Support
- Educator Profile
- Assessment

- Promotion of Entrepreneurship Education

Statistical correlations were attempted with the different variables: e.g. gender, race group, total number of academic staff, total number of learners in each grade, and total number of learners enrolled for some form of entrepreneurship education in each grade. However, this did not yield substantive positive statistical significance given the low number of responses: (See Appendix 3 for correlation tables).

The only significant correlation was noted for school library support. Frequency tables and figures have been generated to interpret the results and this data is captured in Section 4.1.3. of this chapter.

4.1.1 School Profile (Question 1)

The school profile included the name of the school and the total number of educators. It was interesting to note that the ratio between the total number of educators and the total number of learners differentiated considerably from one school to another. In one school, the ratio of educators to learners was 1:33 whilst at another the ratio was 1:17.

4.1.2 Learner Profile (Question 2)

The learner profile consisted of the total number of learners in each grade: i.e. from Grade 8 to Grade 12. When this is compared to the total number of learners engaged in some form of entrepreneurship education, it became interesting. In one school 67% of the learners are engaged in some form of entrepreneurship education whilst at another school learners in Grade 8 only are engaged in entrepreneurship education. This consists of only 17% of the total number of learners. At another school, all learners are engaged in entrepreneurship education except the Grade 12 learners, while at yet another, all learners in Grades 8 and 9 were engaged in entrepreneurship education together with half the learners in Grades 10, 11, and 12. Three schools

reported that none of the learners were involved in any form of entrepreneurship education.

From the above it seems clear that many schools are actively engaged in entrepreneurship education and are ahead of the others whilst at other schools very little or no form of entrepreneurship education is taking place.

4.1.3 Resources and/or Support (Question 3.1)

In this section, resources and/or support is a reference to help given to learners which consisted of the school library, text books, audio-visual centre, kitchen, and computers.

4.1.3.1 School Library

Table 4.1 : Frequency table representing school library support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	89.5	89.5	89.5
	No	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

The above table shows that school library support is an integral part of school support in terms of resources: i.e. the school library is available in 89.5% of the schools that responded. It represents the highest support given to students.

4.1.3.2 Text Books

Table 4.2 : Frequency table representing school text book support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	78.9	78.9	78.9
	No	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

As shown in the above table, 78.9% of schools provided text books to learners. In order for entrepreneurship education to be fostered in schools, it is

imperative that libraries are upgraded with text books, newspaper articles, and magazines that relate to new product development and finance, etc. so that learners are able to submit business plans, or research new products. Bianchi (1993) believes that before a learner submits his or her idea, the learner takes pain to complete their homework through the use of libraries and text books required of an entrepreneur e.g. initial market research to identify a need; product research and development to meet that need; a determination of the land, labour, and capital requirements of production; and market surveys to hit upon a competitive price as well as a catchy name for the product. However, the researcher is aware that many schools do not have the funds to invest in this resource.

The support given to text books would appear to be far greater than school library support which stood at -0,177. See correlation tables (Appendix 3).

4.1.3.3 Audio-visual Centre

Table 4.3 : Frequency table representing audio-visual centre support

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	10	52.6	52.6	52.6
No	9	47.4	47.4	100.0
Total	19	100.0	100.0	

Audio-visual Centre support was recorded at only 52.6%. The use of films and videos is important to add variety in teaching methods.

4.1.3.4 Kitchen

Table 4.4 : Frequency table representing kitchen support

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	9	47.4	47.4	47.4
No	10	52.6	52.6	100.0
Total	19	100.0	100.0	

The above table shows that kitchen support was recorded at only 47.4%. Entrepreneurial skills are critical to the success of home-based businesses like catering. A kitchen is also necessary to support activities like 'Market Days'.

4.1.3.5 Computers

Table 4.5 : Frequency table representing computer support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	89.5	89.5	89.5
	No	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

It is most interesting for this study that computers are available at 89.5% of the schools that responded although it is not clear whether these computers are available to learners. Computers and the Internet could greatly assist learners to get new ideas, learn more about entrepreneurship and assist them in their homework.

According to Katz *et al.* (1996) the single greatest change in entrepreneurship education, mirroring education in general, has been the explosive growth of the Internet as a tool for providing data, instructional materials, and opportunities for interaction.

4.1.3.6 Summary

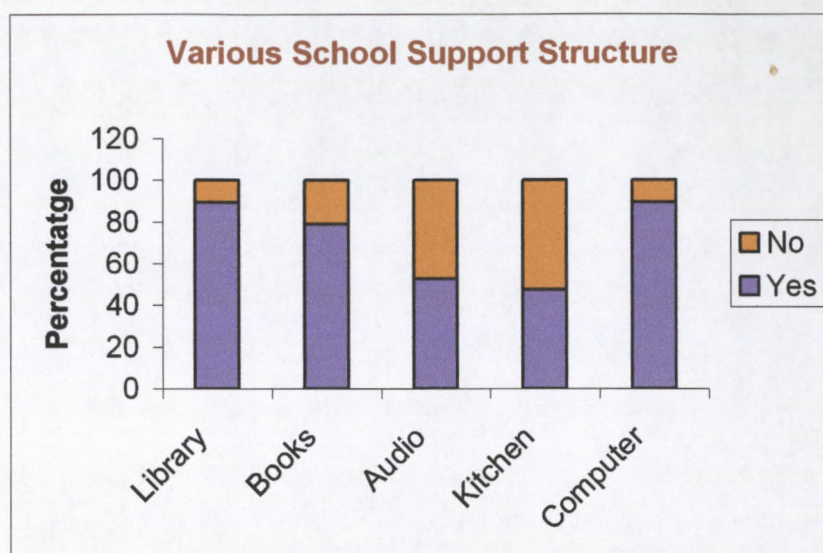


Figure 4.1 School Support Structure

From the above figure, it can be clearly seen that support given to learners by schools was ranked from library and computers being given the highest ranking, followed by text books, and audio visual aids with the least support given to the kitchen.

4.1.4 Entrepreneurship Activities (Question 3.2)

This question required respondents to indicate by a tick whether the school offered activities such as a Tuck Shop, Competitions, Visits to Industry, Talks on Entrepreneurship, School Fairs, Cake Sales, and American Days.

4.1.4.1 School Fairs

Table 4.6 : Frequency table representing school fairs as a school activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	31.6	31.6	31.6
No	13	68.4	68.4	100.0
Total	19	100.0	100.0	

School fairs did not seem very popular, yielding a positive response of only 31.6%.

4.1.4.2 Cake Sales

Table 4.7 : Frequency table representing cake sales as a school activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	9	31.6	47.4	47.4
No	10	68.4	52.6	100.0
Total	19	100.0	100.0	

The above table shows that only 47.4% of the respondents held cake sales as an entrepreneurial activity although this is more popular than school fairs.

4.1.4.3 American Days

Table 4.8 : Frequency table representing American days as a school activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	9	31.6	47.4	47.4
No	10	68.4	52.6	100.0
Total	19	100.0	100.0	

American Days are days when learners are allowed to wear casual clothes by the payment of a fee. As can be noted from the above table, the response to this aspect of entrepreneurial activity amounted to 47.4%.

4.1.4.4 Tuck Shop

Table 4.9 : Frequency table representing the tuck shop as a school activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	18	94.7	94.7	94.7
No	1	5.3	5.3	100.0
Total	19	100.0	100.0	

As shown in table 4.9 a response of 94.7% was received for the schools having a tuck shop. However, it is not clear whether learners were involved with this programme. It is also possible that this activity is used to generate funds for the school and is not used to foster entrepreneurial skills to learners.

4.1.4.5 Competitions

Table 4.10 : Frequency table representing competitions as a school activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	15	78.9	78.9	78.9
No	4	21.1	21.1	100.0
Total	19	100.0	100.0	

The above table shows a positive response of 78.9% towards schools participating in competitions as an entrepreneurial activity. In KwaZulu-Natal, competitions are held annually by the Entrepreneurship Education Initiative (EEI) which provides a platform for increasing the number of business start-ups, and provides opportunities for schoolchildren to take part in competitions which contribute to the learners understanding of, and engagement in entrepreneurial activities.

In 2002, the Daily News in conjunction with Sugar Mill Casino offered a Schools Community Development Project Competition. The aim of the competition was to advance social and economic development of disadvantaged communities in KwaZulu-Natal, as well as stimulate a culture of community responsibility and involvement. It was an opportunity for learners to put creativity to work and win a big cash prize for their school while learning about entrepreneurship, and uplifting their communities. The competition was open to all secondary schools learners in KwaZulu-Natal.

The winner of the project was the Buffelsdale Secondary School's innovative plans to introduce tunnel farming in the Tongaat community. The school won

R20 000 and it was awarded R100 000 for the project. Runner up, Mqiniseni High School won R10 000 for its proposed sewing project. The project gave secondary schools in Kwa-Zulu Natal the opportunity to submit proposals aimed at facilitating and promoting community development through a job creation project.

These competitions allow learners to get used to speaking before people and selling their products. Learners also gain confidence in themselves. From the results it would appear that there is a clear interest and support for entrepreneurship educational competitions.

4.1.4.6 Visits to Industry

Table 4.11 : Frequency representing visits to industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	84.2	84.2	84.2
	No	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

A positive response of 84.2% was received to the question on visits to industry as part of an entrepreneurial activity. This activity adds a new dimension to the teaching of entrepreneurship education in that learners experience first hand knowledge of how industries work.

4.1.4.7 Talks on Entrepreneurship

Table 4.12 : Frequency table representing talks on entrepreneurship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	68.4	68.4	68.4
	No	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

It was interesting to note that a positive response of 68.4% was received for this activity. Frequent classroom visitors should include patent lawyers, bankers, and other

business people, as well as the parents of children who are involved in entrepreneurial activity.

Other items that were included by the schools were Selling Week, and Market Days. On Market Days learners could form ‘corporations’ and sell their ‘products’ in the classroom.

4.1.4.8 Summary

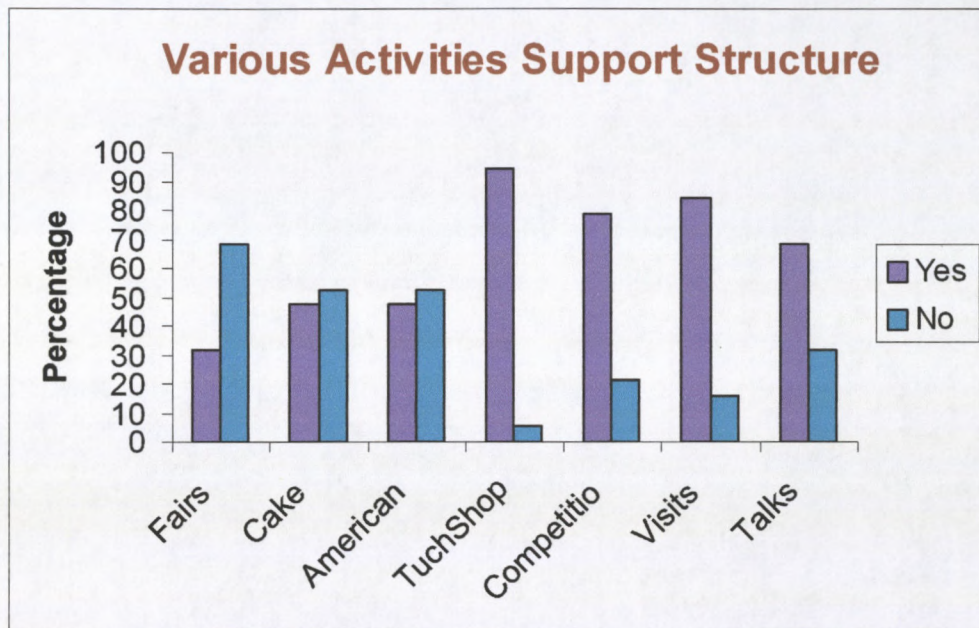


Figure 4.2 : School activities in support of Entrepreneurship

The above figure illustrates the various activities that schools are involved in to promote entrepreneurship education. It is interesting to note that competitions, visits to industry, and talks on entrepreneurship feature positively.

4.1.5 Encouragement of Parental Involvement (Question 3.3)

Both quantitative and qualitative analysis is made of the responses for this section which was asked specifically to ascertain whether parents are involved in supporting their children by supervising projects, assisting with assignments and homework. The following is a qualitative narrative of the special

initiatives taken by schools to encourage parents to support learners in projects. A selection of comments was used to generate positive and negative responses. The positive responses included 37% of the respondents saying that parent meetings are held regularly. Other responses included newsletters being sent to parents to encourage them to support their children. It was found that many parents attend open days and restaurant evenings. Parents also assist learners in preparing for Market Days as well as providing financial resources. Learners are awarded prizes on an on-going basis for outstanding work.

A negative response that was received was that 'no support is given from the parent component/community.'

Hisrich & Peters (1995) cited in (Ede & Panigrahi, 1998) suggest that there exists a strong relationship between the occupation of the entrepreneur's parents and entrepreneurial ability. Parents provide the motivation, nurturing, and support that encourage the would-be entrepreneur. It is necessary therefore that parents encourage their children to develop and exercise their entrepreneurial skills from a young age.

4.1.6 Summary

The positive responses received in this section of the questionnaire are encouraging. It would appear that libraries play a pivotal role as a resource. Competitions, visits to industry and talks on entrepreneurship feature prominently. The support of the tuckshop is clearly evident. However, it should be noted that overall, approximately 30% of the sample did not respond to these questions.

4.2 EDUCATOR/TEACHER PROFILE (Question 4)

In the following section, the number of educators teaching entrepreneurship, their qualifications, training, and attitudes are discussed.

Table 4.13 : Frequency table representing the number of educators teaching entrepreneurship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nil	7	36.8	36.8	36.8
	3	4	21.1	21.1	57.9
	5	1	5.3	5.3	63.2
	4	4	21.1	21.1	84.2
	2	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

As can be seen from the above table the number of educators teaching entrepreneurship varied from nil, to a maximum of five educators.

Table 4.14 : Educators suitably qualified to teach entrepreneurship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	42.1	42.1	42.1
	No	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

To the question on whether educators are suitably qualified to teach entrepreneurship, 42.1% responded positively and 57.9% responded negatively. It is important for educators to be qualified to teach entrepreneurship. Educators need to be passionate about teaching entrepreneurship, introducing innovative teaching methods and they should be creative in delivering lessons on entrepreneurship.

Table 4.15 : Educators interested in attending entrepreneurship workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	89.5	89.5	89.5
	No	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Entrepreneurship workshops would assist considerably in changing the method of teaching and assessment of educators. Educators need to be trained to teach entrepreneurship. According to Bianchi (1993) learning should be hands-on and far removed from the rote lecture formula often found in the classroom. He further states that co-operative-learning groups provide opportunities for collaboration, brainstorming, and collegial exchange as learners learn by doing.

According to Moris, Fisk, & Davis (1990) cited in (Duke, 1996): “As educators, our challenge is to nurture the entrepreneurial attitude, reconceptualize marketing to entrepreneurial marketing concepts, and develop courses and curricula that emphasize entrepreneurship.”

4.2.1 Educator attitudes towards Entrepreneurship (Question 4.5)

Educator attitudes towards entrepreneurship education was noted. A selection of open-ended responses was used to generate positive and negative attitudes.

It was encouraging to note the positive comments received. These included a keen interest from educators in respect of entrepreneurship education. It is evident that educators realise the value of creating employment. Educators are enthusiastic to assist learners in preparation of market day activities and the preparation of financial statements and budgets. One school believed that entrepreneurship education is the ‘gateway to the future’ as learners become aware of being self-employed. Another interesting comment received was that entrepreneurship education is “required for a global and balanced education”. Many respondents believed that “more learners should be moving in this direction”.

One school responded negatively by saying that entrepreneurship education “involved too much time and cut across the school syllabus”.

4.2.2 Assessment (Question 5)

This section of the questionnaire dealt with Assessment and Outcomes-Based Education regarding entrepreneurship.

4.2.2.1 *Outcomes-Based Education*

To the open ended question on whether educators followed the Outcomes-Based Education (OBE) approach to teaching entrepreneurship, 70% of the respondents said that they use the OBE approach, while 25% responded by saying it was not applicable and 5% responded negatively.

Further positive comments that were received included the use of case studies, practical examples, projects and activities. Also included was business plan writing, group work, business ideas, cost analysis, production, etc.

To the question on whether learners write tests or is there continuous assessment, eighty percent of the schools responded positively to assessment being continuous (See table 4.16).

Table 4.16 : Assessment

Do learners write tests or is there continuous assessment. Please specify?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No response	4	21.1	21.1	21.1
Weekly testing programme for school continuous assessment	1	5.3	5.3	26.3
Tests are written to test contents	1	5.3	5.3	31.6
Both 2 formal exams, 4 control test, assignments, projects.	2	10.5	10.5	42.1
Yes	4	21.1	21.1	63.2
25% Formal test, 75% continuous assesment	1	5.3	5.3	68.4
Both controlled+assessment over a period of time	3	15.8	15.8	84.2
Yes, class is conducted over 3 terms	1	5.3	5.3	89.5
Yes, Continuous Assessment	1	5.3	5.3	94.7
Continuous assessment, but limited in content	1	5.3	5.3	100.0
Total	19	100.0	100.0	

To an open-ended question on how educators infuse practical teaching into theory, a positive comment received was "it is important that educators strike a balance". Negative comments included were that "time constraints prevent detail application" and "there is no integration as educators need to be re-skilled."

According to Bianchi (1993) "the entrepreneurial nature of entrepreneurship education makes the subject difficult to standardise and incorporate into a national core curriculum." Also, materials "are meant to develop a very basic hands-on understanding from everyday life as to how the banking system and other business transactions work".

A question was asked about the opinion of learner attitudes towards entrepreneurship education. Positive comments were received from 45% of the respondents. Some of the responses that were received were that learners

appreciate the reason they need to learn Economic and Management Sciences and that there is a definite need for this to form part of the curriculum. One school reported that many boys came from affluent backgrounds and have their sights firmly set on the profession. Learners want to be employers rather than employees.

4.2.3 Promotion of Entrepreneurship Education

The following comments were received to a question on what strategies schools implemented to promote entrepreneurship education. Positive responses to this question were that market days, fairs, stalls, and promotions are held where learners devise ways and means to raise money. An active entrepreneurial club has been formed in one school, while a Commerce Club has been established in another. Some schools incorporate a flea market, cake sales and fund-raising projects as entrepreneurial activities. Learners in one school trade on the Johannesburg Stock Exchange where a fictitious company is formed for this purpose. Other schools concentrate on visiting businesses and engage in a 'Selling Week'. One school responded by having a Programme for each grade: e.g. Grade 8 : KTV Market Day; Grade 9 : Business plan, Accountancy, Practical work; Grade 10 : End of 3rd term with three entrepreneurial board games; Grade 11 : One week work experience, compile a business plan and participate in a Stock Exchange Competition. There is not enough time for Grade 12 learners to participate. Some schools enter into partnerships with ABSA and Sanlam. Demonstrations, for example, candle-making are held in other schools. Some schools reported that projects given to learners affect their daily lives such as filling in of deposit slips, how to open a bank account, etc.

It was important to analyse the opinion of Principals on the question of whether they thought entrepreneurship education improved the life skills of a learner.

Positive responses to entrepreneurship education as a means of improving the life skills of learners, included becoming aware of business opportunities as

well as the relationship of different economic environments and their personal role in the economic system. Other responses included creating an awareness and developing skills in those learners who have innate entrepreneurship abilities. One respondent believed strongly that it should be an essential part of the curriculum as learners will be able to survive by creating self-employment. Learners are able to manage their own resources: e.g. budgets, and become aware of financial institutions and how they work. They learn leadership skills and become more responsible and accountable. Given the fact that unemployment is one of the biggest threats facing school leavers, any formal entrepreneurship education would be welcome. It is one of the most practical learning areas, since it relates to everyday life. The learner gains knowledge on how to start and manage a business to improve his or her life. Learners are empowered, more responsible and accountable. Skills learnt at school level could be developed after finishing school with the result that they could become future business leaders.

Ashmore (1996) believes that teaching entrepreneurship requires a new mindset. Entrepreneurship education includes experiences that give students a vision of how to find and exploit opportunity. An important component of entrepreneurship education is getting students to think of themselves as potential business owners.

4.3 CONCLUSION

The critical question of the study was primarily trying to establish whether entrepreneurship education was being fostered in secondary schools. In this study it was found that since entrepreneurship was introduced into the curriculum in 1998, which is just four years ago, at a time when the South African education system was undergoing transformation, it is still in the early stages of development. The researcher is of the view that all aspects of teaching and learning need to be synchronised in order for entrepreneurship education to be successful.

In terms of the resources and support available to students, it seems that the school library, including text books, are positive as is computer support. It would be ideal if every school had computer facilities for learners. This would greatly enhance the quality of entrepreneurship education since computers and the Internet are essential for learners to gain a global perspective.

Popular activities offered by schools that provided a 'hands-on' approach to entrepreneurship education included competitions, visits to industry, and talks on entrepreneurship. It seems that schools are moving in the right direction since competitions allow learners to showcase their projects, ideas, and business plans. Competitions also allow learners to get used to speaking before people and selling their products. In this way, learners also gain confidence in themselves. Visits to industry are essential if learners are to experience first-hand, knowledge of how industries work. Talks on entrepreneurship, especially if successful entrepreneurs are invited to speak of their experiences include hard work, the right attitude, perseverance, and problems experienced, will encourage learners to experience at first-hand what entrepreneurship is really about.

It seems clear that parents need to be pro-active and encourage their children to think entrepreneurially. Parents can instil in their children the value of money and get children involved in working with household budgets. Parents can also provide the motivation, nurturing, and support, and encourage would-be entrepreneurs.

It is evident that educators need to be re-skilled to teach entrepreneurship. The Government needs to invest more resources and provide the necessary training of educators so that the practical and 'fun' element (Gouws, 1997:144) of learning will be an integral part of the programme. The researcher sympathises with educators in public schools with the large number of learners in a class and it is acknowledged that outcomes-based education is difficult to attain with such large numbers. It was encouraging that educator attitudes towards the teaching of entrepreneurship was very positive and that a large number of

educators would like to attend training workshops especially within the context of outcomes-based education.

It was interesting to note the response of Principals to the question on entrepreneurship education improving the life skills of learners. Such positiveness is indeed encouraging.

In the next chapter, recommendations are offered based on issues arising from these findings.

CHAPTER 5

REVIEW, CONCLUSIONS AND RECOMMENDATIONS

5.0 REVIEW

In this research, both the national and international perspective of entrepreneurship education has been presented. As an integral component of this review, a detailed reference has been made to the theoretical and conceptual framework of entrepreneurship education as a strategy to counteract unemployment and alleviate poverty. A review of the development of entrepreneurship education in the United States of America, Europe and in developing countries like South East Asia constituted an important component of this literature survey. It must be noted that entrepreneurship education, especially through structured policy frameworks, is a relatively new process for South African schools. Many lessons may be learned from projects that have enjoyed much success beyond our borders.

The main investigation of this study was conducted on the following themes:

- Resources and/or support given to students to promote entrepreneurship education;
- Activities in which schools are involved, to foster entrepreneurship and give learners a more meaningful experience;
- Educator qualifications and training, and attitudes of educators towards entrepreneurship education;
- Outcomes-based education towards the teaching of entrepreneurship education and learner attitudes towards entrepreneurship education;
- Strategies in which schools are involved, to promote entrepreneurship education as well as the opinion of Principals towards entrepreneurship improving the life skills of learners.

5.1 CONCLUSION

It became evident from this study that although resources and/or support exists, more could still be done, especially in terms of the provision of text books relevant to entrepreneurship education. The provision of computers for learners is an integral part of the development of the learner. The Department of Education and Schools should devise a strategy to provide this essential support to learners. It is clear that parents need to play a more active role by involving children in managing their personal finances or allowing children to be involved in activities such as delivering the newspaper. It is evident that many educators lack the necessary qualifications and training. It is also clear that workshops could assist greatly in re-training educators, as is the experience in the Illinois Institute for Entrepreneurship Education and the Kauffman Centre for Entrepreneurial Leadership at the Ohio State University, in the hope that they will be motivated to build in learners an entrepreneurial culture to believe that it is possible to create their own businesses and be responsible for their own income. Learners should be helped to see opportunities and possibilities which will enable them to earn a living. It seems clear that most schools are involved in outcomes-based education and there is fusion between the practical application and theory. Learner attitudes seem very positive, especially when they participate in activities like Selling Week and Market Days.

It is also evident that Principals realise the importance of entrepreneurship education in their positive responses to entrepreneurship education as a means of improving the life skills of learners. The researcher realises that although entrepreneurship is incorporated in the learning area, Economic and Management Sciences, the Department needs to be more involved. It is hoped that the issues raised in this research will strengthen the case for a more thorough and beneficial assessment of the status of entrepreneurship education.

5.2 RECOMMENDATIONS

Several South African researchers have emphasised the importance of entrepreneurship education viz. (Driver *et al.* 2001), (Foxcroft *et al.* 2002), (Gouws, 1997), (Kroon & Meyer, 2001) and (North, 2002). In addition, several researchers in other parts of the globe, as evidenced in the literature review of this study, support this view. In the next section, recommendations that have become significant as a result of crystallizing the findings are presented. These recommendations are categorized into six sub-sections, namely:

- The role of government
- Education and training
- Parent Support
- Educator Qualifications and Training
- Outcomes-Based Education (OBE) and Assessment
- Promotion of Entrepreneurship Education

Recommendations were based on the above-mentioned issues since the literature study and the findings represent gaps that needed to be filled.

5.2.1 The Role of Government

It has emerged from this study that the role of government in South Africa is of critical importance in shaping the present and future of entrepreneurship education. According to Rogerson (2000) a watershed shift has taken place since 1994 in the national policy environment surrounding entrepreneurship education. South Africa has seen the emergence of a changed institutional and policy context.

Every person has three roles in an economy: i.e. consumer, worker and citizen. These roles involve making consumer choices, selecting a career, and making

decisions that can affect the people of the world. Nations do not start out as highly industrialized with international airports, super highways, and computer networks. In every country, people get ideas and take action to make products better, faster, and more available. This inventive effort is the basis for economic development and improved quality of life (Dlabay & Scott, 1996).

Foxcroft *et al.* (2002) surveyed experts opinions of the three most important weaknesses restricting entrepreneurship development in South Africa. These results were weighted and ranked from most important to least important. As was expected education and training was the most common area of concern. This was followed by financial support, cultural and social norms, then by government policy and government programmes. It is believed that the lower weighting of cultural and social norms might be attributable to the significant increase in media exposure of entrepreneurs and entrepreneurship as well as a growing shift in mindset toward entrepreneurship by South Africans.

Rogerson (2000), is of the opinion that “Historically, under apartheid, the minority white-run government, at both national and local levels, opposed the informal economy, especially the black informal entrepreneur. By contrast, the new policy objectives of a democratic South Africa on both the national and local levels of government, including promotion of opportunities, poverty alleviation, and local economic development, are beginning to provide official support for developing the SMME economy.

According to the Daily News, 28 November 2002, Director of the University of Cape Town Centre for Innovation and Entrepreneurship at the Graduate School of Business, said that although South Africa has long recognized the need to support entrepreneurship to boost economic growth and job creation, existing policy interventions and programmes are simply not making a big enough impact.

The researcher appreciates the great strides the new government has taken to improve education, but realizes that much more needs to be done. Schools need to be upgraded in order for them to provide the necessary resources

needed to improve the quality of education especially entrepreneurship education in particular library and computer facilities.

5.2.2 Education and Training

In terms of education and training Foxcroft *et al.* (2002) emphasise that there is a lack of basic life skills training in primary and secondary schools: e.g. how to manage personal finances. A high proportion of school leavers lack basic skills in effective communication. The quality of numeracy skills among school leavers is also poor. It was also found that majority of schools do not have the expertise to teach entrepreneurship adequately, and that there is insufficient focus on entrepreneurship in secondary and tertiary education institutions, although this has started to change at tertiary institutions.

Schools should include personal financial management skills (economic and financial literacy) in the curriculum at every grade. The focus should be on personal debt, credit ratings, how to build a good credit history, interest rates, hire purchase, and the difference between profit and revenue. This context could be incorporated into the current EMS (Economic and Management Sciences) learning area. The Department of Education could also assist in equipping schools with the necessary resources to foster entrepreneurship e.g. upgrading library facilities with text books and business magazines, providing learners with computer facilities to broaden their knowledge of entrepreneurship education.

The researcher agrees with Foxcroft *et al.* (2002) that as a strategy over the next five years, every school should endeavour to have on its staff two educators (present incumbents at the school) that are accredited with the skills to teach economic and financial literacy. In secondary schools, these educators are more likely to be mathematics, accounting or business economics teachers. In addition, the researcher feels that all educators could join in to make learning more meaningful. Saboe *et al.* (2002), believe that learners can learn how to use mathematics to price and market their products. They could learn how to buy products at a low price and sell them at a higher

price, one that customers are willing to pay, to make their business profitable. They could learn how to keep records and successfully manage their business. In social studies, learners can learn how trends, demographics, and geographical locations can determine the success or failure of a given business. In business, learners can learn how to conduct market surveys in the community. After looking at their community, learners can brainstorm ways to use their own interests and talents to fulfill needs.

Gundry & Kickul (1996) believe that the classroom is a microcosm of the business world, and entrepreneurship educators have a unique opportunity to strengthen the imagination and innovative prowess of students. By building creativity skills into entrepreneurship instruction, students will gain a tremendous advantage as they enter the marketplace and assume roles as innovators, entrepreneurs, and creators.

5.2.3 Parent Support

Parents could encourage children to use their own interests and look at traditional self-employment opportunities. Examples include helping senior citizens with domestic chores, babysitting, designing and selling greeting cards, or running errands.

Kroon & Meyer (2001) believe that parents can play a significant role in teaching their children to be opportunity-oriented and think entrepreneurially as well as helping them develop entrepreneurial skills from a very young age by means of an entrepreneurial parenting programme. This emphasises the need for entrepreneurship education in primary and secondary schools. Although formal entrepreneurship education is very important, it is equally important to provide sufficient support on the awareness level. It is, for example, necessary that parents encourage their children to develop and exercise their entrepreneurial skills from a young age.

5.2.4 Outcomes-Based Education

In 1996 the ministry of Education launched Curriculum 2005, the idea behind this being that learners would be enabled to change their thinking patterns and learning methods. The assumptions were that the new learning methods would stimulate creativity, intellectual independence, and critical understanding of the natural environment.

Learners should also be exposed to good outcomes-based entrepreneurship education such as Business Ventures. Practical activities, where the learners have an opportunity to realise, appreciate, and develop their own abilities would be of great value. It is also required that learners are motivated to be serious about their practical assignments in order to develop their entrepreneurial skills.

5.2.5 The Media

The media can continue to increase exposure of entrepreneurs from all communities (including rural areas) in the national media, especially television which has a strong influence on children. It is vital to improve the quality of media coverage of entrepreneurship, to build appreciation of how difficult it is to launch a business and how the challenges can be overcome through persistence and determination. Greater prominence should be given to women entrepreneurs through the media. A weekly prime-time programme on South African entrepreneurs should be introduced (Foxcroft *et al.* 2002).

As discussed in the literature study, certain businesses are becoming involved in entrepreneurship activities by encouraging learners to submit business plans in competitions in order to raise funding for the school as well as for viable business opportunities.

According to Smith (1999) cited in (North, 2000) publications such as *KidpreneursNews* (for ages eight to twelve) and *Black Enterprise for Teens*

(ages thirteen to eighteen), are examples of publications in the United States created to teach entrepreneurship skills to children.

5.2.6 Role Models

There is no more powerful teacher than a good example. There is a strong connection between the presence of role models and the emergence of entrepreneurs. When planning activities such as talks on entrepreneurship, educators could invite successful entrepreneurs to talk of their experiences, which will reveal that entrepreneurship requires perseverance, hard work, and the right attitude to succeed.

5.3 CONCLUSION

The statistics on unemployment that recently stood at 29%, and the realisation that about half of South Africans live in poverty, should be of great concern for the South African government, especially if our desire is to create 'a better life for all'. Job creation is one of the main focus priorities for the South African Government. Entrepreneurship within a context of development and training is pivotal to South Africa. Entrepreneurs are thus important to any country including South Africa because they create job opportunities, they initiate the production process, they help develop natural resources, and they are catalysts who generate wealth for the economy. It has been noted with concern that South Africa is less entrepreneurial than other developing countries and that education and training is of utmost importance in producing skilled entrepreneurs. It has also been noted that there is a great need to increase the number of young people who obtain a matric. It is believed that South Africans lack technical skills and are not exposed to entrepreneurship. This study has thus tried to investigate how schools are fostering entrepreneurship education since it has been introduced in one of the eight learning areas, namely Economic and Management Sciences. As can be seen from the literature study, other countries have incorporated entrepreneurship education in their education system since the 1980's. We have taken a step in the right direction, although much more could be done in terms of providing

the necessary facilities: e.g. computer and Internet support. The re-training of educators by facilitating workshops is essential for educators to inspire creativity and idea generation in the classroom. Although the corporate sector has already become involved, this involvement should increase as should that of the Media.

The researcher would like to conclude with the words of Ashmore (1996):

entrepreneurship can become part of the educational structure just as it has in entrepreneurial families if we follow three steps: train the teachers, give them materials, and convince administrators that entrepreneurship is important.

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APPENDIX 1

1. SCHOOL PROFILE

Name of School:

Total Number of Academic Staff:

PS. Please tick appropriate block, where applicable.

2. LEARNER PROFILE

2.1 Total Number of Learners in each grade:

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

2.2 How many of the above learners from Grades 8 to Grade 12 are enrolled for some form of entrepreneurship education?

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

2.3 How many learners in the above grades are:

	Male	Female
Black		
Coloured		
Indian		
White		

3. RESOURCES/SUPPORT

3.1 What support is given to students in terms of resources?

School Library		If, Other, specify	
Text Books			
Audio-visual Centre			
Kitchen			
Computers			

3.2 Does your school offer the following activities:

School Fairs		If, other, specify	
Cake Sales			
American Days			
Tuck Shop			
Competitions			
Visits to Industry			
Talks on Entrepreneurship			

- 3.3 What special initiatives does the school take to encourage parents to support their children in projects, assignments and homework?

.....

.....

4. EDUCATOR/TEACHER PROFILE

- 4.1 Number of educators teaching entrepreneurship

- 4.2 Are educators suitably qualified to teach entrepreneurship education.

Yes		No	
-----	--	----	--

If yes, please state:

Qualifications and experience of those educators who are teaching in the field of Entrepreneurship:

Educator	Qualifications	Education Experience	Industrial Experience
1.			
2.			
3.			
4.			
5.			

- 4.3 Have the above educators been formally trained in the field of entrepreneurship?

Yes		No	
-----	--	----	--

- 4.4 If entrepreneurship workshops are offered would educators be encouraged to attend?

Yes		No	
-----	--	----	--

- 4.5 What are educator attitudes towards entrepreneurship education?

.....

.....

.....

.....

5. ASSESSMENT

- 5.1 Do educators follow the Outcomes Based Education approach to entrepreneurship education e.g. Use of Case Studies, Projects, etc.? Please specify.

.....

.....

- 5.2 Do learners write tests or is there continuous assessment? Please specify

.....

.....

- 5.3 How do educators infuse practical versus theory. Please specify.

.....

.....

- 5.4 What is your opinion of learner attitudes towards entrepreneurship education?

.....

.....

.....

6. PROMOTION OF ENTREPRENEURSHIP EDUCATION

- 6.1 Give two examples of a strategy that the school implements to promote entrepreneurship education?

.....

.....

.....

.....

- 6.2 In your opinion, does entrepreneurship education improve the life skills of a learner?

Please qualify.

.....

.....



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMINYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

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Navrao:	052 574 0332	Verwysing:		Datum:	

Ms N. Narian
Durban Institute of Technology

Fax (031) 3086787

Dear Ms Narian

PERMISSION TO CONDUCT RESEARCH: NORTH DURBAN REGION

1. Your letter dated 14 August 2002 refers.
2. You are hereby granted permission to conduct research in Schools in the North Durban Region, as set out in his application. The permission is subject to the following conditions:
 - a. No School/person may be forced to participate in the study;
 - b. Access to the schools you wish to utilize is to be negotiated with the principals concerned;
 - c. The normal teaching and learning programme of the schools is not to be disrupted.
 - d. The confidentiality of the participants is respected; and
 - e. A copy of your research findings must be lodged with the Regional Senior Manager (Act), upon completion of your studies.
3. This letter may be used to gain access to the schools concerned.
4. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Dr D W M Edley
Regional Co-ordinator: Research
For REGIONAL SENIOR MANAGER (ACTING)

Correlations

Correlations

		School Library support	School Text Books support	Audio-visual Centre support	Kitchen support
School Library support	Pearson Correlation	1	-.177	.362	.325
	Sig. (2-tailed)	.	.468	.128	.174
	N	19	19	19	19
School Text Books support	Pearson Correlation	-.177	1	.286	.490*
	Sig. (2-tailed)	.468	.	.236	.033
	N	19	19	19	19
Audio-visual Centre support	Pearson Correlation	.362	.286	1	.267
	Sig. (2-tailed)	.128	.236	.	.270
	N	19	19	19	19
Kitchen support	Pearson Correlation	.325	.490*	.267	1
	Sig. (2-tailed)	.174	.033	.270	.
	N	19	19	19	19
Computer support	Pearson Correlation	.441	.244	.362	.325
	Sig. (2-tailed)	.059	.315	.128	.174
	N	19	19	19	19
School fairs Activity	Pearson Correlation	-.136	.351	-.036	.036
	Sig. (2-tailed)	.579	.141	.884	.884
	N	19	19	19	19
Cake Sales Activity	Pearson Correlation	-.362	.490*	.056	.367
	Sig. (2-tailed)	.128	.033	.821	.123
	N	19	19	19	19
American Days Activity	Pearson Correlation	-.362	.231	-.367	-.056
	Sig. (2-tailed)	.128	.341	.123	.821
	N	19	19	19	19
Tuch Shop Activity	Pearson Correlation	.687**	-.122	.248	.224
	Sig. (2-tailed)	.001	.620	.305	.357
	N	19	19	19	19
Competitions Activity	Pearson Correlation	-.177	.367	.027	-.027
	Sig. (2-tailed)	.468	.123	.912	.912
	N	19	19	19	19
Visits to Industry Activity	Pearson Correlation	-.149	.130	.167	.122
	Sig. (2-tailed)	.544	.595	.493	.620
	N	19	19	19	19
Talks on Entrepreneur ship	Pearson Correlation	-.233	-.073	.263	-.489*
	Sig. (2-tailed)	.337	.766	.277	.033
	N	19	19	19	19

Correlations

		Computer support	School fairs Activity	Cake Sales Activity	American Days Activity
School Library support	Pearson Correlation	.441	-.136	-.362	-.362
	Sig. (2-tailed)	.059	.579	.128	.128
	N	19	19	19	19
School Text Books support	Pearson Correlation	.244	.351	.490*	.231
	Sig. (2-tailed)	.315	.141	.033	.341
	N	19	19	19	19
Audio-visual Centre support	Pearson Correlation	.362	-.036	.056	-.367
	Sig. (2-tailed)	.128	.884	.821	.123
	N	19	19	19	19
Kitchen support	Pearson Correlation	.325	.036	.367	-.056
	Sig. (2-tailed)	.174	.884	.123	.821
	N	19	19	19	19
Computer support	Pearson Correlation	1	-.136	-.018	-.018
	Sig. (2-tailed)	.	.579	.941	.941
	N	19	19	19	19
School fairs Activity	Pearson Correlation	-.136	1	.489*	.263
	Sig. (2-tailed)	.579	.	.033	.277
	N	19	19	19	19
Cake Sales Activity	Pearson Correlation	-.018	.489*	1	.156
	Sig. (2-tailed)	.941	.033	.	.525
	N	19	19	19	19
American Days Activity	Pearson Correlation	-.018	.263	.156	1
	Sig. (2-tailed)	.941	.277	.525	.
	N	19	19	19	19
Tuch Shop Activity	Pearson Correlation	-.081	.160	-.248	-.248
	Sig. (2-tailed)	.742	.513	.305	.305
	N	19	19	19	19
Competitions Activity	Pearson Correlation	.244	.073	.231	.231
	Sig. (2-tailed)	.315	.766	.341	.341
	N	19	19	19	19
Visits to Industry Activity	Pearson Correlation	.322	-.016	.411	.122
	Sig. (2-tailed)	.179	.947	.081	.620
	N	19	19	19	19
Talks on Entrepreneur ship	Pearson Correlation	.136	-.026	-.036	.191
	Sig. (2-tailed)	.579	.917	.884	.434
	N	19	19	19	19

Correlations

		Tuch Shop Activity	Competitions Activity	Visits to Industry Activity	Talks on Entrepreneur ship
School Library support	Pearson Correlation	.687**	-.177	-.149	-.233
	Sig. (2-tailed)	.001	.468	.544	.337
	N	19	19	19	19
School Text Books support	Pearson Correlation	-.122	.367	.130	-.073
	Sig. (2-tailed)	.620	.123	.595	.766
	N	19	19	19	19
Audio-visual Centre support	Pearson Correlation	.248	.027	.167	.263
	Sig. (2-tailed)	.305	.912	.493	.277
	N	19	19	19	19
Kitchen support	Pearson Correlation	.224	-.027	.122	-.489*
	Sig. (2-tailed)	.357	.912	.620	.033
	N	19	19	19	19
Computer support	Pearson Correlation	-.081	.244	.322	.136
	Sig. (2-tailed)	.742	.315	.179	.579
	N	19	19	19	19
School fairs Activity	Pearson Correlation	.160	.073	-.016	-.026
	Sig. (2-tailed)	.513	.766	.947	.917
	N	19	19	19	19
Cake Sales Activity	Pearson Correlation	-.248	.231	.411	-.036
	Sig. (2-tailed)	.305	.341	.081	.884
	N	19	19	19	19
American Days Activity	Pearson Correlation	-.248	.231	.122	.191
	Sig. (2-tailed)	.305	.341	.620	.434
	N	19	19	19	19
Tuch Shop Activity	Pearson Correlation	1	-.122	-.102	-.160
	Sig. (2-tailed)	.	.620	.678	.513
	N	19	19	19	19
Competitions Activity	Pearson Correlation	-.122	1	.130	.482*
	Sig. (2-tailed)	.620	.	.595	.036
	N	19	19	19	19
Visits to Industry Activity	Pearson Correlation	-.102	.130	1	.327
	Sig. (2-tailed)	.678	.595	.	.172
	N	19	19	19	19
Talks on Entrepreneur ship	Pearson Correlation	-.160	.482*	.327	1
	Sig. (2-tailed)	.513	.036	.172	.
	N	19	19	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).