

DURBAN UNIVERSITY OF TECHNOLOGY

**INSTITUTIONALISING ENTREPRENEURSHIP EDUCATION AS A STRATEGIC
APPROACH TO ENHANCE ENTREPRENEURIAL SPIRIT IN SELECTED
SCHOOLS IN KWAZULU-NATAL**

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SCHOOLS IN KWAZULU-NATAL**

by

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ABSTRACT

The institutionalisation of entrepreneurship education in South African schools is essential for youth empowerment and addressing critical socio-economic challenges such as unemployment, poverty, and inequality. Despite its potential to foster innovation and drive economic development, its implementation faces significant barriers, including the absence of policies, resource constraints, inadequate funding, and poor infrastructure. While entrepreneurship can create jobs, boost individual earnings, and support national growth, South Africa lacks a formalised approach to integrating it into school curricula to equip learners with essential entrepreneurial skills and mindsets. This gap highlights an urgent need for strategic interventions to promote a culture of entrepreneurship among primary and secondary school learners.

The aim of the study was, consequently, to explore the institutionalisation of entrepreneurship education as a strategic approach to improve entrepreneurial spirit in KwaZulu-Natal schools. To achieve this objective, along with the secondary objectives, both quantitative and qualitative research methods guided the data collection processes. The 356-respondent sample was selected using a non-probability quota sampling technique, with data collected using a questionnaire and one-on-one interviews. The data obtained were captured, cleaned, and analysed using the latest statistical package for social sciences analysis software, SPSS, version 29.0.

The institutionalisation of entrepreneurship was found achievable through entrepreneurial education integration as a compulsory subject of formal structures and systems of educational institutions, such as curriculum and policies. However, the study found the lack of policies, resources, and trained personnel remains a challenge, while the majority respondents felt the government is not doing enough to implement entrepreneurship education policy for basic education. This study provides both theoretical and practical implications for government, educators, learners, and parents, as well as business, society, and principals. The study also offers several recommendations, one of which suggests the government should consider developing an entrepreneurship education policy mandating educators to teach entrepreneurship from primary through secondary levels. The study further

recommends that the Department of Basic Education should organise entrepreneurship workshops or training sessions, aimed at capacitating principals and entrepreneurship educators with entrepreneurial knowledge. These workshops and trainings should focus on product knowledge, conceptualisation of EED, marketing, and other critical aspects of entrepreneurship. Moreover, these workshops can serve as networking opportunities, fostering collaboration among educators and sharing best practices in EED.

A theoretical framework addressing underlying factors such as the lack of comprehensive policy formulation, resource constraints, inadequate funding, and insufficient infrastructure is proposed. This framework is designed to be easily understood by policymakers and the government, enabling the efficient implementation of strategies to address the challenges of formalising and introducing entrepreneurship education in schools nationwide.

DECLARATION

I, **Bongani Penuel Qwabe**, wish to declare that this thesis entitled "**Institutionalising entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in selected schools in KwaZulu-Natal**" is my work, and all sources quoted have been acknowledged using full references. I also declare I have not previously submitted this work for examination at the Durban University of Technology for another qualification or any other institution of higher learning.

SIGNATURE

06 February 2025

DATE

DEDICATIONS

Firstly, I wholeheartedly dedicate this thesis to my three children - Miss Anaye Qwabe, Miss Asimbonge Ziyanda Qwabe, and Mr. Skhanyisele Qwabe - who, due to tight research deadlines, I could not spend enough time with. Now, it is time to celebrate this milestone together.

Lastly, I dedicate this thesis to the Mazibuko and Qwabe families, who always believed in me. With love and deepest appreciation — Ngiyathobeka kakhulu!

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ACRONYMS AND ABBREVIATIONS

DHET	Department of Higher Education and Training
DoE	Department of Education
EE	Enterprise Education
EED	Entrepreneurship Education
EET	Entrepreneurship Education and Training
ELT	Entrepreneurial Learning Theory
ETR	Entrepreneurship Training
HEI	Higher Education Institution
KZN	KwaZulu-Natal
RO	Research Objective
SA	South Africa
SCT	Social Cognitive Theory
SEDA	Small Enterprise Development Agency
SEM	Structural Equation Modelling
SGB	School Governing Body
UK	United Kingdom

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This study was carried out to explore the institutionalisation of entrepreneurship education (EED) as a strategic approach to enhance entrepreneurial spirit in selected schools in KwaZulu-Natal (KZN). Nicolaides (2011) and Ratten and Usmanij (2021) point out the crucial importance and beneficial impact of entrepreneurship and the cultivation of a vibrant entrepreneurial ethos in the economic and social progress of South Africa (SA). At national level, SA is reported to harbour around two million small, micro and medium-sized enterprises (SMMEs), comprising 98 percent of the overall business landscape (Ratten and Usmanij 2021). Therefore, one tactical solution to address this issue is to promote entrepreneurship (Mengesha 2020). According to Ruskovaara *et al.* (2015), entrepreneurial education and development foster creative abilities, which serve as significant catalysts for forthcoming progress. Moreover, scholars such as Falck, Gold and Heblich (2017) suggest contemporary strategies focused on innovation-driven growth pose fresh requirements for entrepreneurial education and development.

Africa, boasting the fastest growing and youngest population among developing regions, faces the imperative of generating millions of jobs each year to match the expansion of its labour force, all amid uncertainties concerning the future of employment (World Bank 2015). The educational systems in African nations have predominantly yielded a surplus of job seekers, frequently lacking sufficient skills, rather than fostering entrepreneurs who generate opportunities for others (Blimpo and Owusu 2019). Considering the current unemployment rate of 32.5 percent in SA (StatsSA 2020), it becomes imperative to delve into early-stage entrepreneurship at secondary school level to create educational settings that foster the development of students' entrepreneurial skills (Lose 2016). Abor and Abor (2017) confirm EED provides the foundation for acquiring essential abilities, knowledge, and skills for entrepreneurship. The acquisition and honing of entrepreneurial skills during secondary school could furnish young individuals with the requisite competencies

to foster the development of entrepreneurship within the nation (Akhmetshin *et al.* 2019: 01).

The above background confirms the necessity to extensively explore the institutionalisation of EED, as a strategic approach to improve entrepreneurial spirit for both primary and secondary schools, in the South African context. Therefore, in this chapter, the background of the study is presented, and the problem outlining the identified gap discussed. In addition, the research objectives (ROs) and questions formulated are outlined. Some sections on the significance of the study follow, along with an overview of the research methodology used to seek answers to the research questions, while a definition of key terms is also presented. Lastly, the chapter breakdown is laid out, followed by its conclusion.

1.2 BACKGROUND OF THE STUDY

The phenomenon of entrepreneurship is multidimensional, with an entrepreneur defined as "a person who establishes and manages a business for profit and growth" in basic terms (Smith *et al.* 2019: 01). Nevertheless, it takes more than merely starting a business to be an entrepreneur. To instil an entrepreneurial mindset in children through good entrepreneurial education takes much time (Nooh 2022:181; Benedict and Venter 2010: 239). EED is acknowledged as one of the important elements that can impact student career decisions in the twenty-first century (Wei, Liu, and Sha 2019; Fayolle 2013). Student comprehension of entrepreneurship and awareness of different career options can be influenced by introducing the notion of entrepreneurship and entrepreneurial practices in schools (Jena 2020: 02).

The impact of entrepreneurship training (ETR) programmes on students is significant, as introductory entrepreneurship courses can raise students' awareness and change their attitudes towards entrepreneurship (Khuong and An 2016; Overwien, Jahnke, and Leker 2024). Several authors hold the perspective that encouraging youth involvement in entrepreneurship is strongly advocated by the government as an alternative approach to reducing the country's unemployment rate (Chilenga, Dhliwayo, and Chebo 2022; Kadir and Merican 2017: 33). Various factors influence entrepreneurial intentions among young people, including the need for achievement, market opportunities, the internal environment of universities, and self-efficacy, as well as family background (Lee, Kang, and Kim 2022:165). Lose

and Cheteni (2024) support this view, stating some students may lack the confidence to pursue entrepreneurship, due to various factors beyond training, such as those previously mentioned. As such, fostering the entrepreneurial mindset among young individuals serves as a means to enhance their employability and future potential, contributing to economic growth, which is a central objective of national policies (Ikonen and Nikunen 2019: 824). Most recently, Lyonga (2024: 120) states that fostering the spirit of entrepreneurship will enable students to address local problems, while simultaneously earning a decent living. In doing so, they will help create respectable employment opportunities for themselves and others.

Hardie, Highfield, and Lee (2020: 401) argue that education is essential for equipping students with the necessary skills and capabilities to navigate and achieve success in uncertain futures. These authors further establish that EED has the potential to provide relevant curriculum and competencies that support young individuals in cultivating resilience, independence, innovation, and the ability to identify opportunities, enabling them to lead productive and fulfilling lives in the post-COVID-19 era. Furthermore, government initiatives have encouraged entrepreneurship to tackle the rapidly evolving challenges resulting from economic disruption (Ather and Nimalathasam 2010: 01; Hardie *et al.* 2020: 401).

There is a consensus around the world that entrepreneurship plays a crucial role in fostering economic growth and development (Bowmaker-Falconer and Herrington 2020; Shambare 2013; Wong, Ho, and Autio 2005). As such, policymakers and developers have directed their efforts toward promoting entrepreneurship. This extends beyond aiding existing entrepreneurs and business owners; entrepreneurship promotion also involves nurturing an entrepreneurial mindset among young individuals, as they represent the future generation of entrepreneurs (Ho *et al.* 2018: 13). ETR, designed to provide participants with pertinent knowledge and skills (Katz 2003), is regarded as a practical approach to fostering entrepreneurship among young people. Moreover, there is a recognised necessity to cultivate assertiveness in entrepreneurship among young individuals (Adelaiye, Adubasim, and Adim 2018). The mentality required by students aiming for success in life is one of entrepreneurial awareness (Ememe, Ezeh, and Ekemezie 2013: 242).

A report compiled by Chimucheka in 2014 reveals SAs very high unemployment rate, low economic growth and dismissal of much entrepreneurship activity (Chimucheka 2014: 403). The then Deputy President of SA, Mr Cyril Ramaphosa, in the 2017 Global Entrepreneurship Congress indicated much to be done in the current situation. In his address, he called for entrepreneurship to be part of the school curriculum, to encourage young people from an early age to be problem solvers. Ramaphosa further alluded the inclusion would ensure more job creators rather than job seekers.

This view is supported by Okechukwu and Okeke (2023), who believe that entrepreneurship can be used to follow a viable career that would assist developing countries such as SA, to decrease unemployment rate, particularly young people. Djubaedi, Rohadi, and Kodama (2023) stipulate "the curriculum should include relevant content to equip graduates with employable skills, with one option being the adoption of an entrepreneurship curriculum to assist graduates in career decision-making post-graduation." Ahmed and Saidu (2014: 155) stress that EED serves as a crucial curriculum tool that could be used to tackle issues and challenges contributing to economic development in Africa.

Lindh and Thorgren (2016) posit that providing training and education in entrepreneurship is seen as a driver of economic development and a means to enhance the abilities and entrepreneurial skills of individuals. Similarly, Galvão, Ferreira, and Marques (2018: 18) share this perspective, contending that education and training in entrepreneurship are viewed as strategic instruments that contribute to boosting employment and fostering the growth and economic development of regions. Ongoing professional development for educators is essential to keep them informed about the latest trends and best practices in EED (Chai 2019: 05; Wasim *et al.* 2024: 485; DeCoito and Myszkal 2018). This may include participating in workshops, seminars, and collaborative projects with successful entrepreneurs and industry experts (Joseph and Lawler 2020). These initiatives can help close the gap between theoretical knowledge and practical application, enhancing the relevance and impact of the learning experience for students.

A report compiled in Kenya by Mkala and Wanjau (2018: 01) indicates EED is a recognised technique to instil an entrepreneurial culture that provides a context for

entrepreneurship activity. The report highlights the start of Kenyan technical training implementing an entrepreneurial education programme in the 1990s. However, the difficulty graduates of technical training institutes face in overcoming unemployment through entrepreneurship, has prompted worries regarding the execution of an entrepreneurial education programme, with a lack of training resources suspected as the culprit. Youth engaged in such programmes frequently prioritise establishing their own businesses, however, obtaining the necessary knowledge and skills is seen as a pathway to this objective, rather than an end goal in itself (Mkala and Wanjau 2018).

It could, therefore, be argued that embedding the dissemination of entrepreneurial knowledge and skills into fundamental education objectives is essential, particularly where young learners completing their schooling are anticipated to engage meaningfully in economic endeavours (Steenekamp, Van der Merwe, and Athayde 2011: 47). Noteworthy, there have been no studies conducted to explore the institutionalisation of EED as a strategic approach to improve the entrepreneurial spirit of young people in a South African context, particularly in KZN. This study intends to close this gap and promote the spirit of entrepreneurship at a grass roots or basic level.

1.3 PROBLEM STATEMENT

Lack of entrepreneurial spirit among the youth in SA contributed to extensive unemployment and poverty (Chimucheka 2014: 403; Sharma and Madan 2014). The high unemployment rate of graduates shows the mechanism of EED has not been able to attract their interest (Yohana 2020: 806). Santoso *et al.* (2021: 01) point out a lack of entrepreneurship, whether at the individual, organisational, or social level, is one of the reasons for the failure by a country to achieve economic growth and development.

On a national and international basis, youth unemployment continues to be widespread. As such, the level of youth involvement in entrepreneurship in SA remains fragile and predominantly at the grassroots level. While efforts are being made to encourage South African youths to participate in entrepreneurial endeavours, numerous challenges persist (Adelaiye *et al.* 2018: 84). Although the government has fostered entrepreneurship, its efforts have had little impact (Mulyani

2011; Ajayi-Nifise, *et al.* 2024: 352). According to Suryaman and Hari (2017: 136), particularly at primary school level, EED has not been widely applied. They add some of the factors that cause schools not to implement EED are the limited knowledge by educators related to entrepreneurship. In addition, school principals and teachers still have not gained knowledge or training on the application of EED. Furthermore, the role of teachers as change agents in encouraging and developing an entrepreneurial spirit in students, as stated by Naong (2019: 225), has received little attention.

Despite policymakers acknowledging the significance of entrepreneurial education, there is a lack of intrinsic appeal among educators to implement it across all levels of education (European Commission (EC) 2021; Lackéus 2015), particularly in primary schools where entrepreneurial skills are typically introduced. Additionally, while childhood and adolescence are widely recognised as optimal periods for instilling entrepreneurial competencies by fostering positive attitudes toward initiative and entrepreneurship (Brinckmann 2008), there is a scarcity of literature addressing this topic (Filion 1994; Gasse *et al.* 1985). Despite efforts in SA to enhance entrepreneurial activity, a multitude of challenges persist (Nicolaidis 2011). A study conducted by Ratten and Usmanij (2021) highlights the absence of acceptable paradigms or suitable theories regarding curriculum content in entrepreneurial education, which poses challenges in this domain.

It is evident that basic education in SA, with EED as a crucial underlying component, encounters significant challenges (Steenekamp *et al.* 2011: 52). As evidence, Horn (2006: 113) raises the concern that only a small percentage, between five and seven percent, of successful grade 12 candidates in SA secure formal sector employment and, therefore argues for educational reform to bridge the gap between schooling and the workforce. Isaacs (2007: 621) indicates that the absence of entrepreneurial training in secondary schools, noting that nearly 60 percent of schools do not offer ETR programmes. It is thus vital for SA to adopt an EED policy as a strategic approach to improving young people's entrepreneurial mindset, for them to overcome the issues they face.

Therefore, should the institutionalisation of EED in schools not take place, the severe implications may include a lack of essential skills such as critical thinking,

problem-solving, and innovation among students, leading to reduced employability and economic opportunities. Furthermore, there would likely be fewer young entrepreneurs, stifling economic growth and innovation. The absence of this education could also result in students being less prepared to navigate and adapt to the rapidly changing job market and economic landscape.

1.4 STUDY AIM AND OBJECTIVES

The primary aim of this study was to explore the institutionalisation of EED as a strategic approach to enhance entrepreneurial spirit in selected schools in KZN.

To address the aim of this study, the following objectives were achieved by means of a questionnaire and interviews, through which data were collected and analysed:

- To explore how institutionalising of EED in the selected schools in KZN can enhance entrepreneurial spirit;
- To identify factors affecting institutionalisation of entrepreneurship as a strategic approach to increase entrepreneurial spirit in KZN primary and secondary schools;
- To establish the perception/ attitudes of teachers, principals and SGB members on institutionalising EED in schools, as a strategic approach to encourage an increased entrepreneurial spirit in KZN;
- To examine the significance of embedding/ including EED into the curriculum of both primary and secondary schools, as a strategic approach to encourage an entrepreneurial spirit from a young age; and
- To recommend new improvements that could be incorporated into the EED policy framework for SA in order to enhance entrepreneurial spirit in KZN.

1.5 RESEARCH QUESTIONS

The study answered the following research questions:

- How can the institutionalisation of EED be used to enhance entrepreneurship spirit in the selected schools in KZN?
- What are the factors affecting the institutionalisation of entrepreneurship as a strategic approach to increase entrepreneurial spirit in KZN primary and secondary schools?

- What is the attitude or perception of teachers, principals and SGB members towards the institutionalisation of EED being used as a strategic approach to encourage entrepreneurial spirit in KZN primary and high schools?
- Why is it important to embed or include EED into the curriculum of both primary and high schools?
- What new improvements could be incorporated into SAs EED policy framework in order to improve entrepreneurship spirit in KZN primary and high schools?

Research questions, residing at the foundation of methodology, play a key role in quality inquiry (Kross and Giust 2019: 24). Dodgson (2020: 105) points out the primary function of a research question is to clearly delineate the subject of study, with sufficient clarity, to prevent any ambiguity or confusion regarding the variables (in quantitative research) or phenomena (in qualitative research) under investigation. Therefore, Polit and Beck (2008) suggest meticulous consideration of each word, with precise attention to word choices, as crucial when formulating research questions. The above-mentioned questions were explored through critical analysis related to the institutionalisation of EED, as well as factors influencing its implementation in schools (Chapters 2 and 3). Furthermore, the research questions were imperative for delineating the research variables, which subsequently assisted in developing the Structural Equation Model for this particular study.

1.6 SIGNIFICANCE OF THE STUDY

The significance of this study stems from the numerous challenges confronting SA, including youth unemployment, poverty, drug abuse, and criminality. This study is essential for providing a guide to address the societal problems the population faces. It is, in addition, crucial for policymakers' decision-making and curriculum guidelines. Through the institutionalisation of EED in schools, policymakers can foster economic growth by developing a more skilled and innovative workforce, preparing students to meet the demands of a rapidly changing job market, and promoting an entrepreneurial culture that contributes to societal and economic development. Additionally, they can create policies that support entrepreneurship and innovation, leading to increased competitiveness and sustainable development in the long-term.

Furthermore, this research did not only examine policymakers' perspectives but also provides youth with alternative solutions to poverty, unemployment, and drug problems. Instead of relying solely on employment or government support, this study aimed to develop other alternatives. Functioning as a community engagement project, striving to collaborate with primary school teachers, community members, and children to understand their perspectives on including EED within the basic curriculum. This will help foster youth entrepreneurship and address challenges such as poverty, criminality, and unemployment.

This study will, in addition, foster innovation, as EED encourages creativity, critical thinking, and problem-solving skills, which are important for fostering innovation among learners. For example, by cultivating an entrepreneurial mindset in schools, SA can nurture a culture of innovation that drives progress and competitiveness in the global economy. Furthermore, it is envisaged the contribution of the study will assist SA in meeting market demand, considering the evolving economy. Therefore, by institutionalising EED, schools can better prepare learners to meet the demands of the modern job market and adapt to changing economic trends.

The study outcomes can be used to strengthen SA's education system, as EED can complement traditional academic subjects by providing practical, real-world learning experiences for learners. South African schools can, for example, embed entrepreneurship into the curriculum, thereby offering a more holistic education that prepares learners for success in both personal and professional lives. Moreover, EED empowers young people to take control of their futures and pursue their passions by equipping learners with the skills and confidence to start their own businesses.

1.7 RESEARCH DESIGN

Asenahabi (2019: 77) defines research design as the "comprehensive strategy for linking conceptual research issues to relevant and attainable empirical research," emphasising that the core purpose of research design is "to convert a research problem into analysable data to offer pertinent responses to research questions at minimal expense." Creswell and Creswell (2017) view research design as a systematic framework that guides the methods employed in research. In addition, it

is a sequential process embraced by researchers prior to the initiation of data collection and analysis to attain the ROs in a valid manner.

To achieve the ROs and address the research questions in this study, both quantitative and qualitative methods were adopted to collect data from the participants. The quantitative method utilised a 5-point Likert scale questionnaire to examine the variables identified from the literature, while the qualitative method supplemented the information not elicited by the Likert scale questions, by means of semi-structured interviews.

1.7.1 Sampling method

A non-probability, quota sampling method was utilised to select the targeted teachers, principals and SGB members in the identified schools to obtain the data required to answer the research questions. According to the KZN Department of Basic Education website, the province has a total of 6 152 primary and high schools and 90 058 teachers (KZN Education 2022). The province had 10 district municipalities (Amajuba, ILembe, Harry Gwala, Ugu, uMkhanyakude, uMgungundlovu, uMzinyathi, UThukela, King Cetshwayo, and Zululand) and one metropolitan municipality (eThekweni) when the study was done, with the sample representing all districts.

Non-probability sampling methods are used by researchers to learn about a population (Maree and Pietersen 2016). Therefore, the sample was divided into subgroups or strata. The use of a quota sampling method enables the researcher to obtain the most representative final population sample, while time is also saved in collecting study data (Maree and Pietersen 2016). Table 1.1 provides quantitative information on KZN schools (KZN Education 2022) to support this study.

Table 1.1: KZN Masterlist Schools 2022

PROVINCE	OWNERSHIP	Combined	LSEN	Primary	PP	Secondary	TOTAL
KZN	Independent	112	4	106	6	48	276
KZN	Public	386	75	3814	3	1598	5876
	Total	498	79	3920	9	1646	6152

Source: KZN Education (2022)

1.7.2 Sample size

The sample size derived from these 10 district municipalities and one metropolitan municipality (one primary and one high school per district) totals 22 schools across the province. For this study, the sample size consisted of 396 educators, including principals. The Yamane (1973) formula was used to determine this significant sample size, with more detailed information provided in the methodology chapter.

Sample size calculation:

$$n = \frac{N}{1 + N(e)^2} \qquad \frac{90\,058}{1 + 90\,058(0.05)^2}$$

n = 396 Educators

1.8 RESEARCH INSTRUMENTS

Quantitative data were collected from the target population using a 5-point Likert scale questionnaire. Further qualitative insights were obtained through structured interviews conducted with school principals selected from KZN to supplement information potentially overlooked by the Likert scale questionnaire.

1.8.1 Questionnaire design

This study utilised a questionnaire to examine the institutionalisation of EED as a strategic approach to enhance entrepreneurial spirit in the selected schools in KZN. The survey employed a Likert-style rating system, ranging from strongly agree, agree, neutral, and disagree, to strongly disagree, as well as numerical ratings ranging from 1 to 5. Each respondent received a letter of information and a consent form along with the questionnaire.

1.8.2 Semi-structured interviews

Rowley (2012) states that interviews are frequently utilised in qualitative research when the aim is to collect "facts" or gain insights into viewpoints, attitudes, experiences, and processes, as well as behaviours, or predictions. He further explains interviews can be conducted either with an individual (individual interviews) or with a group of people (focus groups). For this study, one-on-one structured interviews were used in order to understand school principals' viewpoints and experiences, with regard to institutionalising EED as a strategic approach to enhance entrepreneurial spirit in KZN schools.

1.9 DATA ANALYSIS

Ibrahim (2015: 98) states the process whereby certain calculations and evaluations are performed to extract relevant information from data, is referred to as data analysis. The data collected from the responses for this study were analysed with the Statistical Package for Social Sciences (SPSS) version 29.0. For the quantitative data collected, the results will present descriptive statistics as graphs, tables, cross-tabulations, and other figures. With regard to the inferential techniques used in analysis, p-values were employed to interpret correlations and chi-square test values.

1.10 PILOT STUDY

As explained by In (2017: 601), a pilot study seeks to determine the feasibility of conducting a larger-scale investigation, whether it should proceed, and if so, how. Furthermore, a pilot study is characterised by its smaller scale compared to the main study, serving as a means to enhance quality and efficiency. An in-depth examination of the methods and outcomes of the pilot study assists in pinpointing areas of weakness that can be rectified (Malmqvist 2019: 01). Additionally, the authors contend that a well-planned and effectively managed pilot study has the potential to enhance the quality of research, as its findings can guide subsequent phases of the research process. The results of a pilot study can help identify both existing and potential issues that researchers can address before commencing the anticipated main study (Fraser *et al.* 2018: 263).

Connelly (2008) indicates that a pilot study sample should comprise 10 percent of the projected sample size for the larger study. However, Hertzog (2008) warns that determining an appropriate sample size for pilot studies is complex due to the influence of various factors. Nonetheless, Isaac and Michael (1995) recommend 10 to 30 participants. Hill (1998) also suggests 10 to 30 participants for pilot studies in survey research, while Julious (2005) in the medical field and van Belle (2002) recommend 12 participants. Treece and Treece (1982) also suggest 10 percent of the projected sample size. Therefore, a minimum of 10 participants and up to 30 may be appropriate when your project sample size is expected to be 300.

Based on the suggestions above from various authors, 50 educators and principals (47 quantitative and three qualitative) from primary and secondary schools across

KZN were selected to participate in the pilot study. This number was deemed appropriate, as it meets the 10% guideline suggested by Connelly (2008) and Treece and Treece (1982). It is also in line with the recommendations of Isaac and Michael (1995) and Hill (2008), who suggested that 10 to 30 participants for a pilot study survey should be considered appropriate. These educators and principals were randomly chosen, based on predetermined quota characteristics, and were not included in the main study. The pilot results were positive, with participants reporting no ambiguity, grammatical errors, or spelling mistakes. Consequently, no changes were made to either of the research instruments (questionnaire and interviews).

1.11 VALIDITY

Leung (2015: 325) asserts validity is better demonstrated in quantitative investigations than in qualitative research studies. He adds that in qualitative research, validity is determined by the "appropriateness" of the instruments, methods, and data. The research question must, therefore, be suitable for achieving the intended outcome, the methodology must be adequate for addressing the research question, the design must align with the methodology, and the sampling and data analysis must be relevant, in addition, the results and conclusions must be appropriate for the sample and context. The validity for this study was ensured by sending the research instrument to a research expert to provide guidance and views on the validity of the tool. Furthermore, the questionnaire was also piloted to 50 educators and principals of the target population to ensure validity.

1.12 RELIABILITY

Reliability, as defined by Leung (2015), refers to the perfect replicability of procedures and results, with the essence of reliability for qualitative research based on consistency. Internal consistency was, therefore, examined using the Cronbach coefficient alpha, after the data had been recorded, to improve research instrument reliability. Furthermore, reliability was assessed by conducting multiple measurements on the same subjects. A reliability coefficient of 0.70 or above is deemed "acceptable" for a newly formulated construct (Helms *et al.*2006).

1.13 ETHICAL CONSIDERATION

Ubi, Orji, and Osang (2020: 55) define ethical considerations in research as a procedure involving the provision of informed consent to potential research subjects, ensuring that participants have the opportunity to voluntarily accept or decline participation. Moreover, it encompasses safeguarding participants from harm and upholding confidentiality and privacy. To address these concerns, full ethical approval was sought from the Faculty Research Ethics Committee at the Durban University of Technology (DUT). Additionally, a gatekeeper letter was obtained from the KZN Basic Education Head Office. These documents were presented to the targeted primary and secondary schools as evidence of adherence to ethical protocols.

1.14 LIMITATIONS OF THE STUDY

Due to time constraints and other factors, such as the number of schools and teachers in SA, it was deemed appropriate to limit this study only to the institutionalisation of EED in KZN schools. Therefore, the outcomes of this study may not be generalised to other provinces. However, the results can be utilised by the national government and other provinces to enhance entrepreneurial spirit for learners and subsequently, implement the EED policy.

1.15 DEFINITION OF KEY TERMS

The following key terms/concepts are defined below:

1.15.1 Institutionalisation

Zida *et al.* (2017) indicate that the term 'institutionalisation' encompasses various interpretations and definitions, yet they share a common aspect. According to Barth (2013), it denotes a continuous process wherein a set of activities becomes an essential and enduring component of a formal system. This perspective is echoed by Miles, Ekholm, and Vandenberghe (1987), who view institutionalisation as an ongoing process that permanently alters the organization, resulting in its elements being fully integrated into regular practices and utilised consistently over time. They add institutionalisation can also be understood as a series of events leading to the adoption of new practices as standard procedures.

1.15.2 Development of Entrepreneurship education (EED)

Alberti, Sciascia, and Poli (2004) define EED as the organised and formal transmission of entrepreneurial skills, encompassing concepts, abilities, and cognitive awareness utilised by individuals in the initiation and advancement of growth-oriented enterprises. Conversely, Seikkula-Leino (2008: 168) adds that EED entails fostering behaviours, competencies, and characteristics utilised individually or collectively to assist individuals and enterprises in embracing, managing, and deriving satisfaction from change and innovation. Therefore, EED can be defined as a process of equipping individuals with the knowledge, skills, and mindset necessary to recognise opportunities, innovate, and create value.

1.15.3 Entrepreneurial spirit

Several scholars define entrepreneurial spirit as the drive to take hold of opportunities, create jobs, and start new businesses, while entrepreneurial abilities are described to include an entrepreneurial attitude, belief, and competence, in addition to the formation of innovative entrepreneurial business with high growth (Ang and Hon 2000; Verzat and Bachelet 2006; Kaijun and Ichwatus Sholihah 2015). Therefore, entrepreneurial spirit refers to a mindset characterised by creativity, innovation, risk-taking, and a proactive approach to identifying and pursuing opportunities.

1.15.4 Institutionalisation of EED

In the context of this study, the institutionalisation of EED refers to the legalisation and introduction of entrepreneurship as a compulsory subject in South African schools, specifically focusing on KZN. This process involves the legal EED endorsement and structured implementation, ensuring it is a required component of the academic programme for all learners.

1.16 OVERVIEW OF CHAPTERS

This research study consists of six chapters.

Chapter One: Introduction and overview of the study

This chapter provided a detailed introduction and background to the study. Specifically, the chapter gave context to the study, articulated the aim, objectives, and problem statement. The significance of the study was also stated, along with the research methodology employed. Additionally, this chapter discussed data

analysis, the pilot study, validity, and reliability, as well as ethical considerations, limitations, and definitions of terms.

Chapter Two: Literature review introduction and background (Theories)

The purpose of this chapter is to provide an overview of the literature review regarding the institutionalisation of EED with the intention of improving entrepreneurial spirit in schools. Thus, the chapter outlines the theories that inform the institutionalisation of EED, both locally and globally. Additionally, issues pertaining to EED curriculum in South African schools are discussed.

Chapter Three: Factors contributing to EED institutionalisation in SA

In this chapter, various factors contributing to the institutionalisation of EED in schools are deliberated. Challenges for implementation of EED in schools are also discussed.

Chapter Four: Research Methodology

The chapter outlines the philosophical standpoint that informs the methodological components of the study. It explores research methods, population, sampling techniques, and data collection instruments. Additionally, ethical considerations and a concise overview of data analysis are provided in this chapter. Essentially, it discusses the procedures undertaken to ensure the validity and reliability of the study's findings.

Chapter Five: Data presentation, interpretation and discussion

The chapter discusses the presentation and analysis of data collected through both quantitative and qualitative research methods utilised in this study. It also examines the process of transforming the data into meaningful outcomes, enabling the reviewer to interpret and comprehend the findings. Furthermore, it recommends the use of Structural Equation Modelling (SEM) as a statistical technique to investigate complex relationships between observable and underlying variables.

Chapter Six: Conclusions and recommendations

The chapter presents the recommendations and suggestions informed by the findings, theoretical contributions, and supported by existing literature. Conclusions are also highlighted. Furthermore, the recommendations provided in this chapter seek to provide guidance to the government and policy developers, regarding the

implementation of EED policy in schools. The proposed conceptual framework for this study is also discussed.

1.17 CONCLUSION

The chapter presented a detailed background with regard to institutionalising EED as a strategic approach to enhance entrepreneurial spirit in SA, through a case study of selected primary and secondary schools in KZN. First, the context and significance of the study were elucidated. In addition, the ROs and key questions to the study were delineated in this chapter, followed by a brief literature review. The explanation of the methodological considerations that inform this study were also discussed and a plan of research activities provided. The chapter concluded with a brief description of all chapters that constitute this study.

The next chapter provides a detailed discussion on different views with regard to the institutionalisation of EED, both from higher and basic education levels. The conception of EED will be discussed, with the application of different EED theories and models highlighted.

CHAPTER TWO

LITERATURE REVIEW: ENTREPRENEURSHIP EDUCATION

2.1 INTRODUCTION

The previous chapter introduced this study by outlining the background and the general study context. The research problem this study sought to address was also discussed, followed by the ROs and questions imperative for this study. EED is not a new concept (Kirkley 2017: 17; Mohamed 2021: 644). Since the early 1980s, governments in New Zealand and globally have acknowledged that fostering an entrepreneurial mindset could stimulate economic growth, create employment opportunities, enhance international competitiveness, and drive technological progress (Vetrivel 2010; Aaltio and Eskelinen 2016). Furthermore, youth unemployment persists as a significant issue in SA and globally (MacGinty 2024). Engaging in entrepreneurial activities allows individuals to identify opportunities and establish new ventures, thereby contributing to the mitigation of youth unemployment (Tshehla, Chodokufa, and Costa 2021: 01; Zwane, Radebe, and Mlambo 2021: 18). In an effort to tackle youth unemployment, the South African government has aimed to promote entrepreneurship as a solution (Bux and Van Vuuren 2019).

EED has emerged as a governmental strategy to motivate individuals to strive for advancement beyond their current circumstances (Ahmad, Idrus, and Rijal 2023: 93). Consequently, from a policy standpoint, public discourse has underscored the significance of instilling entrepreneurial skills across all levels of society (Lackéus 2017). However, the theoretical progress within the research field of EED has not kept pace with the advocacy for its implementation (Neck and Corbett 2018).

Students studying entrepreneurship must comprehend the reasons behind and mechanisms through which entrepreneurship is perceived as a moral force capable of addressing social issues, environmental concerns, and even political matters, all while shaping their entrepreneurial drive (Pham *et al.* 2023: 80). It is imperative to assess how these contributions and perspectives have infiltrated our educational settings. If educators are to introduce alternative viewpoints into the classroom, it will necessitate a paradigm shift. There is a call for the exchange of ideas and

practical strategies, which is the objective of the contributions in this volume, aimed at shedding light on new pathways in EED (Berglund and Verduyn 2018: 02). EED has emerged as a burgeoning area of research due to its practical significance and its role in advancing the economic welfare of the global community. Despite its growing popularity, there is still much ground to cover in fully understanding the nature and potential of EED to catalyse societal transformation (Ratten and Usmanij 2021: 01).

Nabi *et al.* (2018) argue that EED experiences can be structured to educate students either "about, for, or through" entrepreneurship within a public education or schooling context. Understanding entrepreneurship encompasses learning the theoretical underpinnings and practical applications, often referred to as the "what" and "how" of entrepreneurship (Nabi *et al.* 2018; Lattacher and Wdowiak 2020). Learning for entrepreneurship involves technical, practical, and instructor-guided instruction aimed at equipping students with the skills necessary to establish a business and gain hands-on experience in real-world settings (Elahi 2019; Piperopoulos and Dimov 2015).

EED is structured according to educational levels, as Lackéus (2015) suggests a correlation between age and method, where "Through" and "For" learning approaches are tailored for primary and secondary school students, while "About" is more suitable for university-level students. Recently, Scharmer, Stark, and Sailer (2020) argue that even at the tertiary level, there is a growing consensus that EED is more effective. Learning for entrepreneurship has been shown to be more impactful in cultivating entrepreneurial identity at the lower secondary school level but may be less engaging (Moberg 2014). While still valuable, this approach should be presented in diverse ways that encourage learners to navigate complex situations, rather than merely teaching them instrumentally (Rieckmann 2020). The next section discusses the global perspective in relation to the institutionalisation of EED.

2.2 GLOBAL PERSPECTIVE ON INSTITUTIONALISATION OF EED

Several European countries and regions have integrated entrepreneurship and EED into their national frameworks (Education 2018; Volery *et al.* 2013: 429). In Europe, entrepreneurship is viewed as a fundamental competence for European citizens, a

skill that is applicable across various life domains and can be cultivated. For instance, in Denmark, the implementation of an EED strategy for student training is supported by the Ministries for Science, Technology and Innovation, Culture, and Education, as well as Economic and Business Affairs, and has shown positive outcomes (Bourgeois 2011). Conversely, in the United Kingdom (Wales), the Youth Entrepreneurship Strategy (YES) was initiated in 2004 to establish a framework for EED, which has proven beneficial for the youth in Wales.

In countries such as Sweden, EED was implemented in the curriculum for the first time in 2011, as something that should be included in all high schools' programmes (Fejes, Nylund and Wallin 2019). A study conducted by Fellnhofer (2017: 01) in Finland highlights the potential of entrepreneurial role models to EED. This study further reports entrepreneurial courses could greatly benefit from real-life experiences, either positive or negative. EED has acquired its position around the world (Henry and Lewis 2018); thus, many countries support EED to promote entrepreneurship (Dehghanpour Farashah 2013). Moreover, Shekhar, Huang-Saad, and Libarkin (2019: 01) aver that while EED programmes vary in scale, organization, teaching methods, and curriculum, their primary aim is typically to cultivate entrepreneurial attitudes and behaviours, alongside imparting essential business knowledge.

A study conducted in China by Mei and Symaco (2022: 177) reveals that the implementation of the 'Mass Entrepreneurship and Innovation' strategy in China since 2014, along with subsequent policy initiatives, underscores the growing significance of entrepreneurship and the concurrent expansion of EED across universities nationwide. The study suggests the necessity for an interdisciplinary approach to the development of EED and active involvement of diverse stakeholders to foster a sustainable EED programme in China. Martin, McNally and Kay (2013: 211) concur there has been rapid development in the field of EED in countries such as China. This is not the case in African countries, as many are still struggling to institutionalise EED in schools.

EED emerges as a key priority in global policy agendas, aiming to foster economic growth, combat unemployment, and foster social capital (Grivokostopoulou, Kovas, and Perikos 2019: 01; Olutuase, Brijlal, and Yan 2023: 263). These scholars believe

a fundamental tenet of EED is its teachability; students can acquire an entrepreneurial mindset, skills, and competencies, potentially leading to the creation of start-ups and business ventures. They further highlight the necessity of establishing effective EED frameworks and training programmes, in view of the significance of entrepreneurship. O'Connor (2013: 546) argues that governments increasingly promote entrepreneurship for its perceived economic benefits, using EED to spur higher levels of economic activity. However, the economic impact of EED has proven challenging to quantify (O'Connor 2013), attributed in part to the varied perspectives on entrepreneurship.

EED plays a crucial role in nurturing an entrepreneurial mindset among all learners and in fostering the emergence of educated entrepreneurs and new businesses (Hegarty 2006; U.S. Department of Commerce 2013). The importance of education and training for entrepreneurship development has been widely recognised worldwide (Ndofirepi 2020). Consequently, EED has garnered heightened attention from businesses, academic institutions, practitioners, and government policymakers globally (De Jorge-Moreno, Castillo, and Sanz Triguero 2012). As such, it is unsurprising there has been a call for EED to be made more accessible across various disciplines and educational levels (Bell and Bell 2020; Pollard and Wilson 2014: 03). Despite the absence of a unified pedagogical approach to EED for students across all levels (Boocock 2009; Kuratko 2005), EED transcends disciplinary boundaries.

The concept of integrating entrepreneurship into education has generated significant enthusiasm in recent decades (Lackéus 2015: 06). Moreover, Mukesh and Rajasekharan Pillai (2020: 176) suggest that the promotion of entrepreneurship activities and institutions' attitudes toward entrepreneurship are crucial factors contributing to effective EED. Fayolle (2018: 127) observes a deficiency in a robust theoretical and conceptual framework to explain EED, as well as a lack of proper reflection on the practices employed in EED. He notes this gap stems from the limited understanding of EED among higher education institutions (HEIs), educators, and the actual practices in EED.

According to Ayatse (2013: 83), the Nigerian educational system, stemming from British colonial influence, has historically paid little attention to EED. He further

points out, under the government of former President Olusegun Obasanjo, in 2007, there was a directive for all Nigerian students, irrespective of their field of study, to undergo ETR. However, despite the evident advantages of EED, its full implementation in Nigeria has not yet been achieved.

A study conducted in Botswana by Mafela (2009: 01) reveals the business education programme at the University of Botswana integrates a business clinic, where students engage in various activities aimed at acquiring skills, while offering assistance to aspiring and new entrepreneurs. Similar to business education programmes in other regions, this programme integrates entrepreneurship by incorporating experiential learning and strategically placing students in industries and workplaces, allowing them to apply business theory in practical settings, alongside traditional classroom activities.

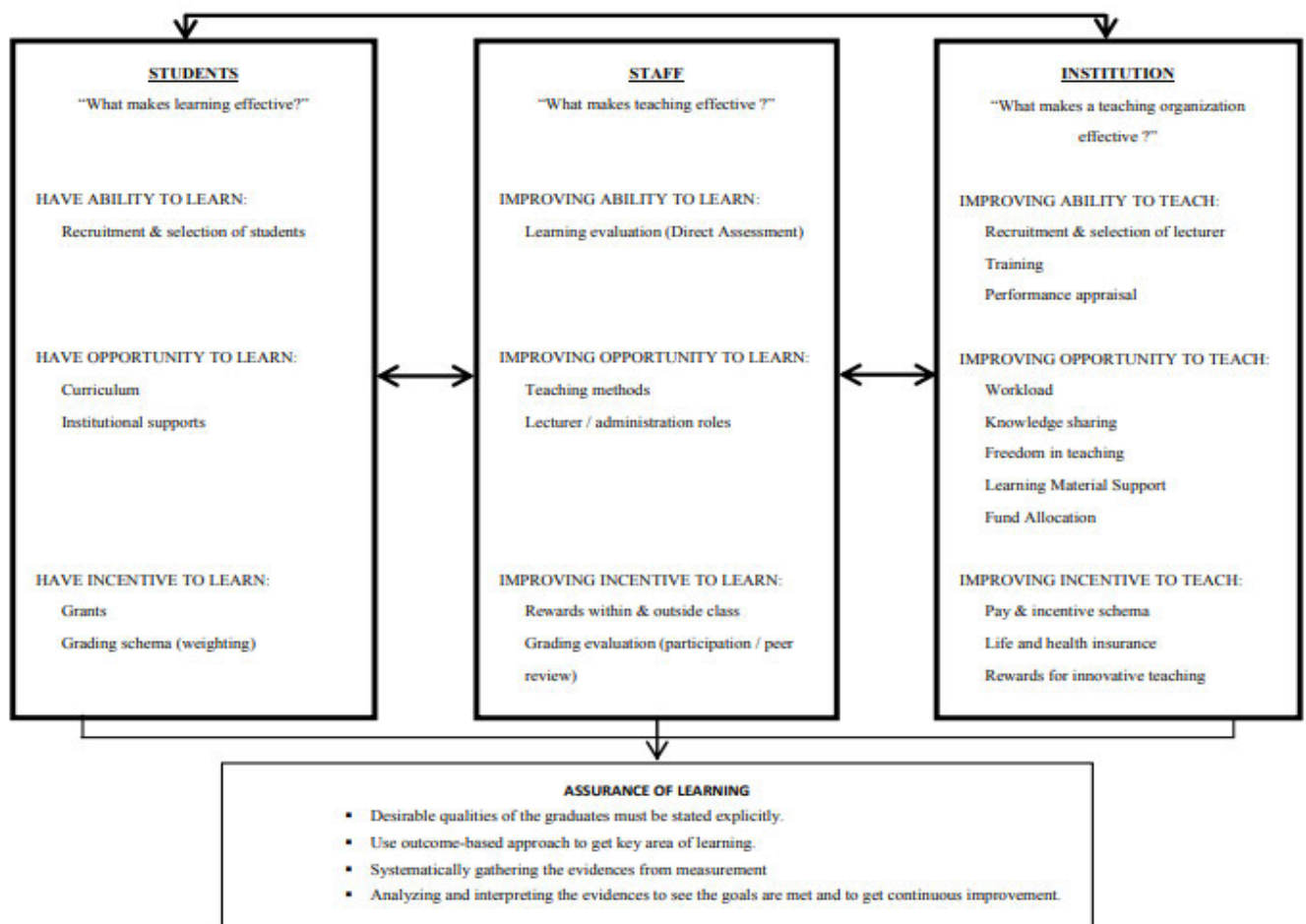


Figure 2.1: Systematic framework for EED

Source: Ghina, Simatupang and Gustomo (2014: 06)

Figure 2.1 indicates, in order to conduct the mapping of entrepreneurship learning and institutional supports, a theoretical framework for EED would be ideal.

Three conditions are essential for students to perform adequately: (i) they need the capability to learn to engage effectively in their studies, (ii) the opportunity to learn to carry out their studies adequately, and (iii) the motivation to learn to foster their willingness to study. The capacity to learn encompasses the knowledge and skills necessary for students to undertake their studies. Mechanisms aimed at facilitating this revolve around the students themselves, such as student recruitment and selection processes. The opportunity to learn refers to the learning environment and its context, which institutions provide to support students in their studies. This includes educational elements such as the curriculum and resources (for example, learning aids) provided by institutions.

The motivation to learn serves as a stimulus for students to engage in their studies, which may manifest as grants and grading schemes (Piper 1993). Key factors for faculty members to effectively teach include enhancing their students' ability to learn, providing opportunities for students to conduct their studies satisfactorily, and fostering their students' motivation to learn. Enhancing the ability to learn involves conducting progress assessments, such as learning evaluations. Moreover, enhancing the opportunity to learn entails providing resources such as teaching methods and aids, as well as fostering a supportive social environment, including lecturers and administrative staff members. Enhancing the motivation to learn involves offering rewards as part of grading student performance and encouraging student participation (Piper 1993).

Creating an effective teaching organization within an educational institution necessitates establishing an environment conducive to enhancing the teaching capabilities of its staff, providing opportunities for staff to perform their work effectively, and fostering incentives to encourage satisfactory job performance. Enhancing the ability to teach involves activities such as lecturer recruitment and selection, staff development through training programmes, and performance evaluations. Similarly, improving the opportunity to teach encompasses factors, including workload management, fostering a supportive social environment conducive to knowledge sharing, providing autonomy in teaching, and offering

learning materials support, as well as allocating funds for entrepreneurship initiatives. Furthermore, enhancing the incentive to teach entails providing rewards for innovative teaching methods, ensuring timely payment, implementing incentive schemes, and providing life and health insurance benefits (Piper 1993).

2.2.1 Neoliberal societies

Neoliberalism, as a form of governmentality, first emerged in the 1970s in response to radical shifts in education, with initial implementation (Davies 2007: 1991). Neoliberalism is a free market economic theory that favours the deregulation of markets and industries, the reduction of taxes and tariffs, and the privatisation of governmental responsibilities, in favour of private enterprise, according to a DailyKos article from 2011. This article claims the term “neoliberalism” refers to a specific economic theory that currently rules the world.

Neoliberalism affects every area of our lives and is connected to almost every social, economic, and environmental issue we face, which means it is crucial we all grasp what it is. Simply stated, without a grasp of neoliberalism, comprehension of global events and the ability to make informed political choices becomes elusive. Moreover, as wages remain stagnant, the working and middle classes increasingly turn to credit to sustain themselves and their families, resulting in record-high debt levels. Consequently, individuals in these socioeconomic groups are particularly susceptible to economic fluctuations and unemployment (DailyKos 2011).

Thorsen and Lie (2006: 03) define neoliberalism as follow:

The concept of neoliberalism proposes a specific interpretation of the evolution of liberal ideology. It suggests that liberalism was once a prominent political ideology but lost some of its relevance over time, only to re-emerge in a new form more recently. However, it appears that liberalism has been the dominant force in normative political discourse and practical politics in the West for the past six decades, to the extent that it has become a shared legacy among political theorists, professional politicians, and nearly all significant political movements in its native regions. This is evidenced by the fact that few people oppose values like freedom or democracy anymore, which are fundamental to liberalism as defined in dictionaries. Therefore,

neoliberalism cannot simply be seen as a resurgence of a lost tradition of liberal political thought.

The importance of government investment in the economy or service delivery is minimised, as the emphasis shifts towards fostering neoliberal individuals equipped with the requisite skills and mindsets to stimulate growth and alleviate poverty (Gough and Langevang 2016; Pimlott-Wilson 2017). However, efforts aimed at fostering youth entrepreneurship frequently overlook the systemic barriers affecting young individuals at both national and global scales, thereby restricting their potential for success. Consequently, they are left to contend with risks stemming from economic volatility and precarious labour markets (Snellinger 2018).

According to Volery and Schaper (2007), neoliberalism has influenced the way EED is conceptualised and delivered. EED is viewed as a means to develop individuals' entrepreneurial skills and abilities, with an emphasis on market-driven innovation and competition. This approach to EED is consistent with the neoliberal emphasis on the free market and individual responsibility. However, there are critiques of the neoliberal approach to EED. For example, Jones (2010) argues that the neoliberal approach to EED overlooks the role of social and cultural factors in entrepreneurship. The author further argues that the emphasis on individual responsibility and competition ignores the fact that entrepreneurship is embedded in social and cultural contexts.

Some scholars have, moreover, argued that the neoliberal emphasis on EED can exacerbate inequalities and reproduce existing power structures. For instance, Kumar (2018) argues the neoliberal approach to EED can reinforce existing social, economic, and gender-based inequalities, by promoting an individualistic and competitive approach to entrepreneurship that may not be accessible to everyone.

Organizational sociologists, as stated by Holmqvist, Maravelias, and Skålén (2013: 193) and Maravelias (2022: 1036), have scrutinised neoliberalism's role in shaping individuals into "employable people," prioritising their entrepreneurial skills and self-management abilities, as crucial attributes for success in contemporary labour markets. According to Garsten and Jacobsson (2013: 825), neoliberal ideology, which emphasises "individuals' rational agency and decision-making capacities, idealizes specific human qualities and traits that revolve around the notion of

activity.” However, the contemporary cultivation of the employable self, facilitated through various organizational contexts, such as schools and corporations, not only involves shaping identity and conformity to certain norms and ideals - a conventional viewpoint - but also contributes to societal stratification, thereby influencing individuals' broader social and economic positions and status.

Neoliberal policies have been implemented globally, resulting in a wide range of negative socioeconomic effects, including rising poverty, increasing unemployment, and worsening income inequality (Rotarou and Sakellariou 2017:495; Collins, McCartney, and Garnharm 2015:124). Hartmann (2016: 2145) argues the majority national governments and international development organizations have adopted, or been pressured to adopt, neoliberalism, which is typically defined as minimal government intervention, laissez-faire market policies, and prioritisation of individualism over collectivism. She believes neoliberal policies have contributed to the privatisation and individualisation of healthcare, leading to an increase in health inequities.

In order to emphasise the importance of ongoing reflection, while navigating the landscape of EED within neoliberal societies, Berglund, Hytti, and Verduijn (2021: 702) state that “amidst the ongoing Covid-19 pandemic, we can derive valuable insights akin to 'standing still,' prompting a re-evaluation of the type of entrepreneurial society we cultivate alongside our students in EE”.

Lackéus (2017) points out when EED is centred on individual pursuit of personal happiness, it tends to reinforce neoliberal tendencies in education, while when EED is focused on making a meaningful impact on others, it can counteract some of these neoliberal influences. Introducing a "students-as-givers" approach to EED could potentially appeal to teachers sceptical of EED due to its perceived association with capitalism, thereby making EED more relevant to a broader student audience. Another aspect worth considering is re-evaluating the role of action in EED. Much of contemporary EED appears to prioritise action, likely influenced by the emphasis on experiential learning within the field (Pittz 2014). Even though there is advocacy for a deeper understanding of how knowledge is acquired through experience (Hägg and Kurczewska 2021), the prevalent practice in EED remains centred around gaining experience through action.

This has led to EED gaining significant attention in neoliberal societies, due to its potential to promote economic growth and individual self-reliance. However, there are critiques of the neoliberal approach to EED that suggest it may overlook the social and cultural factors that influence entrepreneurship and may exacerbate inequalities. As such, it is important to critically evaluate the role of EED in neoliberal societies.

2.3 RELEVANT THEORIES IN EED INSTITUTIONALISATION IN SA

The following section will focus on theories that underpin this study, as tabled below.

Table 2.1: Theories underpinning the study

	Description
Social Cognitive Theory (SCT) (Bandura 1970s)	SCT, originally conceived as the Social Learning Theory (SLT) in the 1960s by Albert Bandura, has evolved into a comprehensive psychological theory known as Social Cognitive Theory (SCT). This theory elucidates how individuals engage in various cognitive processes within social environments, encompassing the acquisition and assimilation of information and knowledge. With a primary emphasis on learning processes and the intricate interplay among multiple factors, SCT as developed by Bandura since the mid-1970s (Bandura 1977, 1986), has found widespread application in research across diverse fields. Central to SCT is the notion that learning occurs within a social framework, characterised by dynamic and reciprocal interactions among the

	<p>individual, the surrounding environment, and behaviour.</p> <p>Bandura (1992) posits in the SCT that entrepreneurial education enhances an individual's self-efficacy by affording them opportunities to engage in entrepreneurial tasks, such as recognising opportunities, assessing business feasibility, and executing business plans.</p>
<p>Entrepreneurial Learning Theory (ELT) [Kirzner (1997); Reuber and Fischer (1993); Young and Sexton (1997); Deakins and Freel (1998); Minitti and Bygrave (2001); Hartshorn (2002); Mitchell <i>et al.</i> (2005); Shepherd and Krueger (2002); Cope (2005); Politis (2005); Corbett (2005); Schumpeter (1934)].</p>	<p>Politis (2005) delineates three primary elements within the entrepreneurial learning process: entrepreneurs' career experience, the process of transformation, and entrepreneurial knowledge, assessing their effectiveness in identifying and capitalising on entrepreneurial opportunities, as well as managing the challenges associated with new ventures.</p>
<p>Human Capital Theory (Becker 1962)</p>	<p>Kessler and Lulfesmann (2006: 903) elaborate on human capital theory's differentiation between general-purpose and company-specific skill development. Becker (1964) argues employers are inclined to, under competitive labour market conditions, invest solely in training tailored to their specific needs, rather than in more generalised skill development.</p>

<p>Theory of Planned Behavior (TPB) (Ajzen and Fishbein 1973)</p>	<p>The TPB originated as the Theory of Reasoned Action in 1980, aiming to forecast an individual's intention to undertake a behaviour at a particular time and location (Ajzen and Fishbein, 1973). Initially devised to elucidate behaviours within an individual's control, the theory underscores behavioural intent as its central element. Such intentions are shaped by one's attitude toward the expected consequences of the behaviour and their subjective assessment of the associated risks and benefits.</p>
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2.3.1 Social Cognitive Theory (SCT)

SCT, originating from Psychology, has found application in various interdisciplinary fields, including Information Science (Middleton, Hall, and Raeside 2019). According to SCT, human motivation and behaviour are largely influenced by anticipatory processes (Luszczynska and Schwarzer 2015), particularly through perceived self-efficacy, which refers to individuals' beliefs in their ability to perform actions necessary to achieve desired outcomes. SCT takes an agentic perspective on human development and adaptation (Bandura 2002). Bembenuddy, White, and DiBenedetto (2016: 215) report that Bandura's (2012) SCT explains individual learning, knowledge acquisition, and self-regulated competence within social contexts, where parents, peers, and teachers serve as significant social models. They further note SCT research has attracted attention from educators, parents, and policymakers, due to its explanatory power in understanding human development, its practicality, and its relevance to learning.

SCT also views individuals as agents who actively shape the circumstances of their lives (Bandura 2018). Moreover, it suggests that EED enhances cognition, allowing individuals to continually adapt their thoughts and actions, thereby making their entrepreneurial endeavours more purposeful, coherent, and meaningful. SCT

proposes that individuals play an active role in their own development, rather than being passive observers (Bandura 1986, 1999). According to this model, there exists a dynamic and ongoing interaction between an individual's behaviours, the environment, and intrapersonal factors (such as cognitive, affective, and biological events) throughout their development (Bandura 1986, 1999).

This theory emphasises the importance of observation and cognition in comprehending and foreseeing learning and behaviour (Glanz, Rimer, and Viswanath 2015). According to SCT, the acquisition of knowledge and skills is proposed to occur through "enactive mastery experience" which refers to direct hands-on experience with skills or tasks, and "mastery modelling," which involves learning through observation of role models (Gong, Huang, and Farh 2009: 767). Building on SCT, this study explored the institutionalisation of EED in both primary and secondary schools, by examining the views of principals and educators.

Bandura (1986) indicated that an individual's career choice is more accurately anticipated by their intention. Therefore, the decision to pursue EED as a career path, as argued by Bacq *et al.* (2017) and Krueger Jr, Reilly, and Carsrud (2000), may be better predicted by one's intention to recognise entrepreneurial opportunities. They stress, in order to comprehend why students opt for entrepreneurship upon completing their university studies, it is crucial to grasp the social cognitive factors that influence the institutionalisation of EED in South African educational institutions.

In this study the SCT can, therefore, be employed to comprehend how learners observe and engage with established entrepreneurs, thereby reinforcing entrepreneurial behaviour. Additionally, the act of observing and imitating past entrepreneurs will impact the cognitive aspects of learners, aiding them (students or alumni) in determining whether the observed behaviours should be emulated or not. Utilising SCT in the field of entrepreneurial behaviour can be advantageous, but it is essential for educators to incorporate this theory into the curriculum (through workshops, extracurricular activities) and encourage discussions among learners.

2.3.2 Entrepreneurial Learning Theory (ELT)

It is difficult to pinpoint an exact date or a single individual who invented ELT, as its development and conceptualisation have evolved over several decades, through

the contributions of various researchers and scholars (Schumpeter 1934; Kirzner 1997; Minitti and Bygrave 2001; Gibb 2005; Hartshorn 2002; Mitchell *et al* 2005; Politis 2005). These authors and researchers made significant contributions to ELT and it remains relevant today.

Rae (2006) indicates, on the one hand, entrepreneurial learning has become a significant area of investigation concerning both the scholarly examination of entrepreneurship and the practical cultivation of new entrepreneurs, yet it remains a topic that is not thoroughly understood. On the other hand, Rae (2005) defines entrepreneurial learning as the process of identifying and seizing opportunities, and engaging in social interaction to initiate, organise, and manage businesses. Nevertheless, Dermol (2017) defines it as any type of education and training, whether formal or informal, that fosters entrepreneurial enthusiasm and learning, with or without commercial objectives.

The theory demonstrates the various elements that contribute to the acquisition of entrepreneurial knowledge and skills, including entrepreneurs' past experiences, their existing knowledge, the process of transformation, and the factors that affect this transformation (Figure 2.2). These aspects are further discussed below.

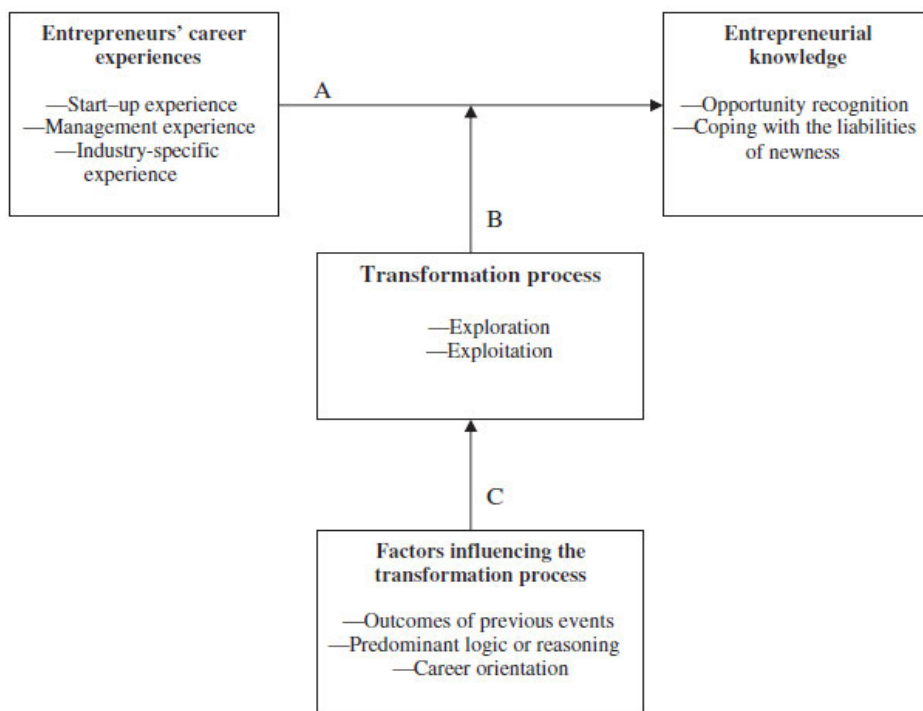


Figure 2.2: Entrepreneurial learning theory (ELT)

Source: Politis (2005: 402)

2.3.3 Entrepreneurs' career experiences

Entrepreneurs' previous experience has been extensively examined to elucidate why some entrepreneurs achieve greater success than others (Westhead and Wright 1998). A study conducted by Bignotti and Le Roux (2020: 01) reports prior experiences in attempting to initiate a business or working in one, alongside exposure to EED, positively impact the entrepreneurial intentions of young individuals. Furthermore, the authors highlight that peer influence and contextual factors such as family and community support, typically seen as encouraging factors in other regions, seem to lessen youth entrepreneurial intentions due to apprehensions regarding failure and competition.

According to Sarasvathy (2001) and Shi and Weber (2021:1406), having previous experience in starting a business offers valuable, implicit knowledge that assists in making decisions regarding entrepreneurial opportunities in uncertain and time-sensitive situations. The authors further assert prior experience shapes an information funnel, through which the entrepreneurs' attention is filtered (Shi and Weber 2021: 1406). In addition, Shane (2008) points out people with greater experience in start-ups tend to perceive a specific opportunity as more attractive compared to others and are, as a result, more inclined to seize and capitalise on it. Gavetti *et al.* (2012) hold the same view that prior experience is a critical factor in influencing entrepreneurs' early aspirations. Heil and Robertson (1991) mention that prior experience influences an entrepreneur's ability to comprehend, extrapolate, interpret and apply new information to day-to-day work.

Baeta and Andreassi (2021) furthermore, stress an entrepreneur's previous knowledge and experience, categorised into three domains, influence the aspects of identifying opportunities, including the breadth of the opportunity and the intensity of the process. These authors further argue entrepreneurs with a more clearly defined mental framework, derived from extensive professional experience, typically direct recognised opportunities toward their industry, resulting in fewer potential businesses.

2.3.4 Entrepreneurial knowledge

Kirzner (1997) defines entrepreneurial knowledge as an abstract form of understanding; it entails knowledge regarding where to access resources and how

to utilise them effectively. Entrepreneurial knowledge is an amalgamation of entrepreneur" past experiences, which guide the identification of opportunities and the acquisition of resources (Shi and Weber 2021). In addition, Tang, Kacmar, and Busenitz (2012) argue that comprehending the development of new entrepreneurial opportunities has become increasingly crucial, allowing for the expansion and significance of entrepreneurship today. Shane and Venkataraman (2000) and Ardichvili, Cardozo, and Ray (2003) posit that entrepreneurs' education and industry experience serve as significant sources of knowledge.

Gaining insight into the process of identifying opportunities is considered a fundamental question within the field of entrepreneurship (Gaglio and Katz 2001: 95). Alsos and Kaikkonen (2002) stress that opportunity recognition (OR) is pivotal to entrepreneurial endeavours, suggesting entrepreneurship hinges on this aspect. Scholars such as Shepherd, Douglas, and Shanley (2000) highlight that seasoned entrepreneurs have amassed valuable knowledge pertaining to essential contacts, dependable suppliers, viable markets, and product availability, as well as competitive resources and responses. This wealth of knowledge enhances their capacity to identify and capitalise on entrepreneurial opportunities.

Another critical element is OR skill, which Wasdani and Manimala (2015: 01) and Stevenson, Roberts, and Grousbeck (1985) consider the most important skill needed for an entrepreneur. Stevenson and Jarillo (2007: 155) concur OR is the core element of entrepreneurship, regardless of resource availability. In South African schools, the successful implementation of entrepreneurial education programmes (EEPs) continues to be a challenge, due to educators' perception that insufficient resources and government funding impede progress.

2.3.5 Transformation process of entrepreneurial learning

Entrepreneurial learning is described as a hands-on journey, where the first-hand experiences of entrepreneurs are transformed into knowledge, which can then inform the selection of future experiences. Kolb (1984) concurs the acquisition of new experiences and the development of knowledge, can be better understood as a process in which experiences are converted into knowledge, gained through first-hand involvement. According to Politis and Gabrielsson (2009: 364), the entrepreneur learns from a particular experience via personal reflection and direct

action. They add the nature of the experience significantly influences the learning process and its outcomes.

2.3.6 Human Capital Theory

Entrepreneurship scholars have widely embraced Human Capital Theory, fuelling extensive research in this domain (Chandler and Hanks 1998; Davidsson and Honig 2003; Rauch, Frese, and Utsch 2005). Furthermore, it has influenced numerous studies incorporating human capital as a predictor of entrepreneurial success. This study also leverages the insights of human capital theory, which originated in 1776 and gained theoretical and empirical prominence in the 1960s, laying the groundwork for the field (Sweetland 1996: 341). This particular theory remains relevant, particularly in EED studies.

Brijlal (2011) and Martin *et al.* (2013) assert numerous studies in entrepreneurship research have incorporated human capital theory into their predictive models. Friedrich and Visser (2006) pointed out the shortage of job opportunities for numerous South African students, prompting the University of the Western Cape (UWC) to introduce entrepreneurship as a subject at the second- and third-year levels. They also note that EED at universities has generally not resulted in a significant rise in start-up enterprises over the years, prompting many researchers to investigate this phenomenon. However, this scenario does not hold true for primary and secondary schools, particularly in the KZN province. A review of empirical studies suggests EED has the potential to improve entrepreneurial skills, competencies, and attitudes (Steyaert and Katz 2004). When one considers similar programmes are available in other prominent tertiary institutions, it raises the question how these institutions perceive the concept of human capital within the context of EED (Basardien, Friedrich, and Twum-Darko 2016).

Goode (1959) defines human capital as comprising knowledge, skills, attitudes, and aptitudes, as well as other acquired traits that contribute to production. Similarly, Schultz (1961: 140) and Thomas, Smith, and Diez (2013: 03) assert that the concept of "human capital" emerged in the early 1960s, emphasising the "knowledge, skills, and abilities" possessed by individuals employed in an organization. Furthermore, Unger *et al.* (2011) highlight that human capital, encompassing education, experience, knowledge, and skills, influences success, with their research indicating

a positive correlation between human capital and success. Blundell (1997) explains that human capital comprises two primary components with strong complementarity: early ability (whether acquired or innate) and skills obtained through formal education or on-the-job training.

Kessler and Lülfesmann (2006: 903) argue human capital theory differentiates between training in general-purpose skills and those specific to a particular firm. According to Becker (1964), in competitive labour markets, employers tend to invest in specific rather than general training. Becker (2009) avers that education and training represent the most significant investments in human capital. In contrast, Holden and Biddle (2017: 537) propose framing education as an investment in individuals and viewing its outcomes as a form of capital. Moreover, when it becomes integrated into an individual, this can be appropriately identified as human capital. Therefore, EED, when incorporated into primary education, has the potential to significantly enhance learners' understanding of business concepts and skills. This would allow for the cultivation of their business acumen from an early stage.

Herrmann *et al.* (2008) posit, in order for entrepreneurial education to be fully implemented, guiding principles, such as the need for an enabling institutional environment; the engagement of key stakeholders within and outside the institution; and the development of entrepreneurial practices: pedagogic approaches in teaching, learning and support practices should be properly examined. However, the engagement and involvement of key role players, as stated above, do not occur in South African basic education level - this study seeks to enforce the involvement of these stakeholders (business partners, community, government, and more).

2.3.7 Theory of Planned Behaviour (TPB)

The TPB was also found relevant to this study, in order to examine principal and educator intentions towards EED in basic education. Although this theory emerged in the early 1990s, it remains relevant, as it offers a useful framework to analyse attitudes, intentions and behaviours of principals and educators on EED in the South African context. The TPB originated as the Theory of Reasoned Action in 1980, aiming to forecast an individual's intention to participate in a behaviour at a particular time and location (Ajzen and Fishbein 1973). These authors further established TPB

intends to explain all behaviours over which people have the ability to exert self-control.

Siu and Lo (2013: 147) assert personal factors, such as previous start-up experience, are relevant concerning the model. According to this theory, entrepreneurial attitudes have an impact on people's entrepreneurial intentions, which leads to entrepreneurial behaviour (Ajzen 1988; Bandura 1997; Krueger 2000). The TPB assumes the best prediction of behaviour is provided by asking people whether they are intending to behave in a certain way (Ajzen 1988). He adds the majority studies on the effects of EED assume becoming an entrepreneur is a deliberate choice. The TPB is broken down into a person's attitude, their perceived behavioural control, and the subjective norms of society, which all influence a person's intention and, ultimately, the final behaviour (U.S. Department of Health and Human Services 2005).

Government and policymakers today are realising the importance of entrepreneurs more than ever before (Mohammed *et al.* 2020). They are searching for alternative methods of dealing with the rising unemployment rate (Acs, Desai, and Hessels 2008). The solution lies in the hands of universities, instructed to encourage the changing mindset of students, their attitudes, intention, and behaviour towards starting their own business (Raposo and Paço 2011). However, the institutions of higher learning cannot address this issue alone, primary and secondary schools should join the fight, by incorporating entrepreneurial education as a module in the syllabus.

2.3.8 Relevance of theories applied in this study

The institutionalisation of EED in primary and secondary schools is strongly supported by the theories discussed above, which collectively underscore its relevance and effectiveness. For instance, the Social Cognitive Theory (SCT) (Bandura 1977, 1986) highlights the dynamic interplay between individuals, their environment, and behaviour, emphasising how entrepreneurial education can enhance self-efficacy through practical engagement. This theory is particularly pertinent to primary and secondary learners, as it demonstrates how hands-on experiences, such as identifying opportunities and developing business plans, can build confidence and entrepreneurial skills in young students. Furthermore, by

fostering learning within a social framework, SCT provides a foundation for designing interactive and practical entrepreneurship curricula that inspire students to view entrepreneurship as both achievable and rewarding.

Similarly, the Theory of Planned Behavior (TPB) (Ajzen and Fishbein 1973) offers a comprehensive framework for understanding how attitudes, subjective norms, and perceived behavioral control influence entrepreneurial intentions. This theory is especially relevant in secondary schools, where students are beginning to shape their career aspirations. By integrating TPB into EED, schools can positively influence students' attitudes towards entrepreneurship, enabling them to evaluate its risks and benefits while cultivating a proactive mindset. These insights are further complemented by the Human Capital Theory (Becker 1964), which emphasizes the critical role of skill development. EED, underpinned by this theory, ensures that students acquire both general and specialized skills essential for economic participation, thereby fostering a workforce equipped to tackle diverse entrepreneurial challenges. Collectively, these theories highlight the immense value of institutionalising EED in cultivating a generation of innovative and resilient entrepreneurs.

2.4 STATE OF GOVERNMENT AGENCIES AND FRAMEWORKS FORMULATED TO DRIVE EED IN SA

SA has exerted considerable effort in crafting an EED framework aimed at fostering entrepreneurship and small business growth within the country. However, Jesselyn Co and Mitchell (2006: 348) argue that EED in SA is still in its early stages of development, despite its recognised significance in enhancing institutional stature. There is a growing dedication from institutions to expand their entrepreneurship-related academic, research, and outreach initiatives (Király and Géring 2021). As such, the South African government has established several frameworks to facilitate the advancement of entrepreneurship in the country. These frameworks are further discussed below.

Van der Spuy and Antonites (2022) state the Small Enterprise Development Agency (SEDA) was originally established to provide non-financial assistance to SMMEs in SA. SEDA is a government agency that provides support and assistance to small businesses in SA (Van der Spuy and Antonites 2022). The agency offers a range of

services, including business development support, access to finance, and access to markets. Rankhumise and Masilo (2017: 166) assert SEDA formulated its precise goals, including (i) improving the competitiveness and capacity of small enterprises through cohesive services, programmes, and projects, (ii) ensuring fair access for small enterprises to business support services through partnerships, and (iii) fortifying the organization to effectively fulfil its established mission.

The National Qualifications Framework (NQF) is defined as a thorough system designed for the "categorization, registration, dissemination, and alignment of nationally endorsed qualifications," as outlined in Section 4 of the NQF Act (Department of Higher Education and Training (DHET) 2021: 10). This framework provides a structured framework for the development of EED and training programmes (DHET 2021), further ensuring EED and training programmes are aligned with the needs of the economy and meet the required standards.

In addition, Ghafar (2020: 218) argues that for any nation, "accelerating entrepreneurial activities has always been the hallmark of achieving socio-economic development and goals for growth." He stresses that, to emphasise its national significance, the coordination, development, and promotion of entrepreneurship are under the jurisdiction of the South African Department of Small Business Development (DSBD), established in 2014, to strengthen the SMME sector as part of its strategy for enhancing growth and reducing poverty through job creation (DSBD 2020). However, SA has encountered difficulties in creating effective programmes that inspire, train, and prepare individuals to become entrepreneurs, as noted by Price and Ronnie (2021). These authors also highlight that the South African DHET collaborated with educational institutions to nationally develop EED through the Entrepreneurship Development in Higher Education (EDHE) Programme from 2018 to 2020.

The EDHE has three main objectives: (i) to encourage students to establish enterprises, (ii) assist educators in imparting entrepreneurial knowledge, and (iii) foster the development of entrepreneurial institutions within universities, enabling them to generate valuable enterprises (DHET 2018). These frameworks have played a significant role in promoting entrepreneurship in SA and have contributed to the growth and development of small businesses in the country. However, these

frameworks do not discuss the formalisation of EED into primary and secondary schools' curriculum, which is an important issue. Furthermore, these agencies were established to drive EED at the national level, and their relationship with South African schools is limited. This is the gap that needs to be addressed.

2.5 EED CONCEPTION

EED is defined as the organised and formal transmission of entrepreneurial abilities, encompassing the knowledge, skills, and cognitive awareness individuals employ when initiating and advancing their growth-oriented ventures, enhancing business performance, and achieving personal fulfilment (Alberti *et al.* 2004; Seikkula-Leino 2008; Cho and Lee 2018). Seikkula-Leino (2008: 168) further highlights that EED entails cultivating behaviours, skills, and characteristics utilised individually or collectively to assist individuals and enterprises in adapting to, and embracing change and innovation”.

Shigeru Fijii is credited with pioneering EED, initiating teaching in this field at Kobe University in Japan in 1938 (Alberti *et al.* 2004: 05). Katz (2003: 283) conducted a study revealing the establishment of an entire infrastructure dedicated to entrepreneurship within the United States (U.S.) HEIs, starting with the offering of an entrepreneurship course to Harvard MBA students in 1947. This infrastructure includes courses, programmes, teaching positions, and endowed chairs, as well as journals, and centres. Similar developments are also observed outside the USA (Vesper and Gartner 1999).

Concurrently with the expansion of academic structures, a substantial body of research literature has emerged at the intersection of entrepreneurship and education (Greene, Katz, and Johannisson 2004: 238). The notable advancement and evolution in curricula and programmes dedicated to entrepreneurship and the establishment of new ventures have been remarkable (Kuratko 2005: 577). However, it is noted none of these studies have investigated the introduction of EED in primary and secondary schools.

Bridge, Hegarty, and Porter (2010: 722) propose a concise definition of entrepreneurship within an educational framework, describing it as the ability of an individual with essential skills and traits to offer a unique, innovative, and creative input in professional settings, whether as an employee or self-employed.

Nonetheless, EED is characterised as a structured curriculum designed to instruct and enlighten individuals keen on engaging in socioeconomic advancement, through initiatives aimed at fostering awareness of entrepreneurship, establishing businesses, or nurturing small enterprises (UNESCO 2008; Nelson 1977: 880).

Gamede and Uleanya (2019: 01) argue that EED holds significant importance in any economy, particularly in addressing challenges related to unemployment and fostering economic growth. Of particular concern is youth unemployment, which merits special attention, when considering the potential of young individuals to contribute to the country's economic development. However, despite this potential, a considerable percentage of youth remain unemployed (Gamede and Uleanya 2019: 01).

Liñán, Rodríguez-Cohard, and Rueda-Cantuche (2011: 01) argue there is significant consensus on the importance of fostering entrepreneurship to drive economic development and create employment opportunities. They stress EED is widely recognised as a crucial tool for nurturing entrepreneurial attitudes among both potential and budding entrepreneurs. However, the specific factors influencing an individual's decision to embark on an entrepreneurial venture, remain unclear. In the same view, Lindh and Thorgren (2016: 313) assert EED holds a prominent position on political agendas due to its perceived contributions to both cultural transformation and economic progress. These scholars suggest local contexts may impact the outcomes of EED initiatives and recommend educators enhance their collaboration with local businesses, to provide students with valuable learning experiences in real-world business settings.

EE is marked by hands-on learning activities closely tied to business and community projects (Boon, Van der Klink, and Janssen 2013). This implies that EED emphasises a strong connection to industry, thanks to its experiential learning methods. Raposo and Paço (2011: 454) suggest EED encourages individuals, young people in particular, to cultivate a sense of responsibility and entrepreneurship. This involves either becoming entrepreneurs themselves or adopting an entrepreneurial mindset that contributes to economic growth and the development of sustainable communities.

In the same vein, the Consortium for EED (2008) contends EED extends beyond mere business management training. It accentuates fostering creative thinking, instilling a strong sense of self-worth and empowerment, and more. Through EED, students not only acquire skills for business creation but also develop broader competencies. These encompass: (i) the capacity to identify opportunities in various aspects of life; (ii) the capability to pursue these opportunities by generating novel ideas and viable options; (iii) the skillset required to establish and manage a new enterprise; and (iv) the ability to think critically and creatively (Consortium for EED 2008).

EED fosters personal qualities, attitudes, formal knowledge, and skills, enabling students to be competent in entrepreneurship and pursue careers in the field (Ndedi 2013: 128; Von Graevenitz, Harhoff and Weber 2010: 90). As such, EED serves as a platform for fostering entrepreneurial knowledge, skills, and mindsets among learners (McKenzie and Woodruff 2014). This process begins in early education and continues through all educational stages, even extending to adult education (Amadi and Eze 2019: 22). However, Matlay (2008: 382) argues effective EED not only boosts the quantity and capabilities of new entrepreneurs entering the market but also enhances the chances of new ventures surviving and thriving in the market.

Baliyan and Baliyan (2013: 199-200) state entrepreneurship will not occur without either the creativity and willingness to act, or the necessary knowledge and skills, which means EED is critical for societal and economic progress. They add EED can provide these individuals with the long-term skills and attitudes required for employability and a secure future. Moreover, entrepreneurship is accepted as one of the prerequisites for a country's development, and governments must devote special attention to EED, in order to increase students' entrepreneurial capacities (Baliyan and Baliyan 2013: 199-200).

Norouzi *et al.* (2015) and Kuratko (2005) note that rapid population growth and rising unemployment rates, coupled with the transition from an industrial to an information-based society, have posed numerous challenges and problems to the economic development of many countries. In addition, shifts in the economic locus of discourse, from traditional factors of production to a knowledge-based economy, have further exacerbated these issues. However, entrepreneurship practice

generates jobs, raises individual earnings, promotes the progressive economic emancipation of communities, and boosts national economic development (Mkala and Wanjau 2018: 01; Amorós, Cristi and Naudé 2021; Donthu and Gustafsson 2020; Galindo-Martín, Castaño-Martínez and Méndez-Picazo 2021; Guo and Ma 2022). The benefits of entrepreneurial practice have prompted some countries to include entrepreneurship development programmes in their economic development policies, with the goal of increasing workforce potential to engage in entrepreneurship (Guo and Ma 2022).

A study conducted by Ememe *et al.* (2013: 242) reveals that entrepreneurship can foster self-reliance among students when school leaders demonstrate commitment, actively promote entrepreneurship, and create an enabling environment for EED. Similarly, Raposo and Paco (2011) stipulate the primary objectives of EED, which include cultivating entrepreneurial spirit among students (raising awareness and motivation), facilitating the establishment of new ventures, equipping students with the skills necessary for business initiation and growth, imparting relevant knowledge for effective business management, and enhancing capacities in strategic decision-making and adaptation to evolving business environments.

2.5.1 Entrepreneurial Education in South African schools

Horn (2006) states EED was formally integrated into the South African curriculum in 2005 as an optional subject for Grades 10, 11, and 12, following a proposal by the Department of Education (DoE) to include entrepreneurship in the compulsory Economic Management Science (EMS) subject. The content includes entrepreneurial ventures, business principles, sustainable enterprises, and economic growth (The National Curriculum Statement: Business Studies).

On the one hand, Business Studies aim to equip learners with the attitudes, skills, knowledge, and values needed to become productive and responsible citizens (Isaacs *et al.*, 2007: 614). Through case studies, learners are exposed to entrepreneurial enterprises and cover topics such as the definition of an entrepreneur, the characteristics of a successful entrepreneur, business success factors, and reasons why businesses fail.

The EMS curriculum for Grades 3 to 9, on the other hand, encompasses entrepreneurship, consumer skills, productivity, and fundamental economic

concepts (Shay and Wood 2004: 34). These entrepreneurship subjects are mandatory for all grades, with the acquisition of entrepreneurial knowledge and skills by learners a primary learning outcome. However, the issue with this subject is it is not inclusive, as it is only offered in Business Studies. Additionally, this subject appears to focus more on theory, rather than practical aspects, which is an important issue.

Nicolaidis (2011) states the year 2008 saw the first Grade 12 learners matriculating with a formal EED qualification. These developments are noteworthy, as the revised national high school curriculum now encompasses entrepreneurship and self-employment topics, viewed positively and as a step forward, in fostering attitudes toward entrepreneurship development and cultivating an entrepreneurial culture in SA, as argued by Mahadea, Ramroop, and Zewotir (2011). However, Ncube (2022) investigated the effectiveness of EED in selected high schools and found it did not address the institutionalisation of entrepreneurial education within these schools.

Mutanda, Lekhanya, and Moyo (2021) point out a deficiency in explicit policies aimed at promoting entrepreneurial literacy, from both educational institutions and the government. These deficiencies include the lack of a standardised curriculum, inadequate resources and support, limited collaboration with industry, and insufficient focus on lifelong learning, as well as an underdeveloped entrepreneurial ecosystem. Therefore, by addressing these explicit deficiencies with policies, both educational institutions and the government can significantly enhance entrepreneurial literacy, thereby fostering economic growth and development.

Brown (2012) argues the assessment of entrepreneurship still primarily relies on tests and written examinations, which lack practical application and hands-on practice. Moreover, Nchu, Tengeh, and Hassan (2015) observe that despite the introduction of EED in SA a few years ago, there are widespread issues with its implementation and integration into the education system. Additionally, FNB (2016) reported the low quality of entrepreneurship aptitude preparations in schools is a significant challenge within the current South African education framework. Similarly, Chimucheka (2014) notes, despite the many EED programmes designed to foster entrepreneurial skills in South African learners, tangible outcomes have yet to materialise. Nchu *et al.* (2015) also warn a considerable lack of practical experience

remains, although attempts have been made to introduce EED in schools, which is problematic. Consequently, none of these studies addressed how institutionalising EED policies could alleviate the issue of entrepreneurship initiation in South African schools.

2.5.2 Institutional Support and the Process of Institutionalisation in EED Practices

Kolho, Oikkonen, and Pihkala (2022: 50) argue that the implementation of EED practices hinges on the support provided to teachers by institutions and society. Their findings add to the EED literature, by proposing a novel classification of teachers and providing empirical evidence of their capacity to embrace EED as a new approach. Additionally, the study underscores the importance of not only focusing on the initial stages of EED adoption but also considering the later phases of teacher professionalisation.

Zida *et al.* (2017) explain that the term 'institutionalisation' encompasses various interpretations and definitions, yet they share a common essence. Barth (2013) argues it represents an ongoing progression, wherein a set of activities integrates into a formal system, becoming an intrinsic and enduring component. This is echoed by Miles *et al.* (1987), who treated institutionalisation as a continuous process that stabilises organizational structures, ensuring their full assimilation into customary practices over time. They add institutionalisation has been perceived as a series of developments leading to the establishment of new practices as standard norms.

Formal EED is one component of human capital that may assist in the accumulation of knowledge useful to entrepreneurs, as well as boosting the entrepreneurial spirit of students (Martin *et al.* 2013: 211; Amofah and Saladrigues 2022: 01). In addition, policymakers have the opportunity to encourage students by offering financial incentives, such as allowing individual and business "angel investments," during the early stages of their entrepreneurial endeavours, as suggested by the EC (2020).

Mars (2007: 46) indicated institutionalised EED centres have complex, fluid, and frequently, abstract organisational structures; thus, exploring such structures is difficult. Gibb (2005) highlighted that the evolving policy emphasis on entrepreneurship and enterprise education (EED and EE) aims to equip young individuals for a world characterised by increased uncertainty and complexity in

various aspects of life, including work, social interactions, and consumer environments. This entails empowering them to recognise and seize opportunities through individual initiatives.

According to a study by Haghghi, Bijani, and Parhizkar (2019), educational institutions worldwide, including those in the Netherlands, UK, and Australia, have transitioned from traditional roles focused solely on research and teaching, to embrace a broader mission of fostering innovation and entrepreneurship. This shift, often referred to as the "third mission" of universities, underscores initiatives aimed at promoting entrepreneurship. For instance, in the Netherlands, universities have integrated entrepreneurship into their policies for more than a decade. Various programmes and initiatives have been developed to equip students with entrepreneurial knowledge, skills, and resources through courses, consultations, and funding opportunities, with the goal of empowering them to establish their own businesses (Haghghi *et al.* 2019).

In an investigation of EED matters, Ni and Ye (2018) explored entrepreneurial intention of secondary vocational school students in China. Their study reveals, with policies at all levels of government encouraging schools to embed an enterprising spirit and entrepreneurial skills into the national educational system, together with high desirability from students, it is seen to be imperative to explore the relationships between EED, entrepreneurial knowledge, competence, and intention (Ni and Ye 2018: 410). In light of this perspective, it is critical to institutionalise EED, in order for the societal difficulties our youth face to be addressed, particularly in SA.

The rise of EED in secondary schooling is a significant phenomenon observed in Norway, the Nordic countries, and Europe at large (Johansen and Schanke 2013: 366). For instance, in Norway, as outlined by these authors, both the Ministry of Education and Research and the Norwegian Directorate for Education and Training have invested considerable resources and effort into introducing and integrating EED into secondary education. Entrepreneurship is structured either as an independent subject, incorporated as a topic within other subjects, or integrated into subjects through project-based learning. It is reported that approximately 90 percent of secondary schools offer some form of EED.

2.5.3 Entrepreneurial education spirit in South African schools

School education, while significant, represents only one aspect of learning. Education encompasses various elements, including family and community involvement, as well as non-formal and informal learning experiences (Eden, Chisom, and Adeniyi 2024: 372). These authors further stress that despite the vast community of educators available, their potential contribution to fostering an entrepreneurial mindset in the younger generation remains underutilised. Educators serve as a valuable human resource whose involvement can greatly benefit local communities (Grecu and Denes 2017: 03). Engaging in activities such as developing business plans and establishing companies enables students to gain a deeper understanding of finance, economics, accounting, marketing, and other business disciplines. This integrated approach enriches their educational journey and enhances their overall learning experience (Abdullah 2020: 164). EED encourages students and alumni to venture into entrepreneurship and equips them with essential decision-making skills that enhance their competitiveness in the job market (Boldureanu *et al.* 2020). Moreover, fostering an entrepreneurial mindset facilitates the transfer of technology from universities to the market. This is achieved through initiatives such as developing technology-based business plans and involving students in technology licensing activities.

EED fosters connections between academia and the business sector (Grecu and Denes 2017: 03). Entrepreneurial spirit is often defined as the motivation to identify opportunities, create employment, and establish new ventures, while entrepreneurial skills encompass a combination of attitude, belief, and competence, culminating in the establishment of innovative, high-growth entrepreneurial ventures (Ang and Hong 2000; Verzat and Bachelet 2006; Kaijun and Ichwatus Sholihah 2015). Some scholars argue the cultivation of entrepreneurial mindsets and capabilities is best achieved through experiential learning, where individuals engage in practical entrepreneurship activities and projects (Egerová *et al.* 2016: 14).

Developing an entrepreneurial spirit is a team effort that requires everyone's participation and, according to the European Training Foundation (ETF) (2018: 01), "we must work together to foster innovation and creativity". A critical point highlighted, is that all future entrepreneurs are in school, today, and the nature of their value-oriented education, as well as their motivation to actively participate in

business and society in the future, is formed by what they learn, today (Lindner 2019: 5-12). Furthermore, without visionaries' goals and those who actively put ideas into practice, we would be living in a different world today.

Entrepreneurial thinking is required everywhere; entrepreneurship is a mental mindset in which people actively contribute to society by first identifying what needs to be done, so they may later devise a solution. An entrepreneurial mindset must be taught, and it must be taught repeatedly, from generation to generation (Lindner 2019: 5-12). This echoes the statement by the EC's thematic working group (TWG) (2014) that, to develop an entrepreneurial mindset requires entrepreneurial learning and an environment that supports and fosters entrepreneurship. Therefore, the researcher argues learning and teaching must be planned and designed in the spirit of a sustainable entrepreneurial spirit. This will assist in fulfilling the objective of giving young people a good start in life. In addition, the principles of EED have been proven to help encourage students to take their lives into their own hands, as far as possible (Lindner 2019: 05).

The European Union (EU) has stressed the cultivation of an "enterprise spirit" among young individuals as a crucial prerequisite for achieving success in employment, growth, competitiveness, and innovation (EU 2002: 10). Notwithstanding the country's high levels of unemployment and a growing number of discouraged job seekers, fostering entrepreneurial activity has become imperative as a potential solution to youth unemployment (StatsSA 2007: ii; Deng 2023). Sharma and Madan (2014) predict the government will only grapple with these challenges more intensely as youth unemployment rates surge. Consequently, there is a pressing need for collective efforts from all stakeholders to nurture entrepreneurial spirit. Amid economic difficulties, youths lacking experience, who typically face greater challenges in securing employment compared to more experienced adults, represent the largest demographic in this market (Sharma and Madan 2014; Shepherd and Douglas 1997).

Various factors, both internal and external, can influence entrepreneurial spirit (Liñán and Fayolle 2015), where internal factors comprise those that originate from within a person, such as personal motivation or a strong desire to study and attempt to become an entrepreneur. People with an entrepreneurial spirit and mindset, as

argued by Suryana and Si (2006), must possess the following characteristics: self-confidence, initiative, accomplishment motivations, and leadership qualities, in addition to a willingness to take risks. Furthermore, the entrepreneurial spirit has six personality characteristics, including a strong desire to succeed; the courage to take risks; innovation; and autonomy, as well as internal locus of control, and self-efficacy (Wei *et al.* 2020). All these characteristics play a critical role in improving an entrepreneurship mindset.

A study conducted by Yohana (2020: 804-805) in Indonesia highlights the anticipated role of EED in equipping students with knowledge and motivation, fostering independence in their future endeavours. According to the study, promoting entrepreneurial spirit among students is a key aspect, with regulations mandating that school principals possess entrepreneurial skills to effectively oversee and cultivate entrepreneurship within educational institutions (Yohana 2020). According to Pauceanu *et al.* (2019: 02), schools are not the only that focus on instilling an entrepreneurial spirit in students, with an increasing number of government programmes launched to assist entrepreneurial endeavours. Entrepreneurs are viewed as a hidden engine that fosters innovation and creativity, produces jobs, and improves society's well-being, in wealthy and poor countries alike. As a result, entrepreneurship is an issue not just at the micro level, but also at the macro and global levels.

2.6 EED CURRICULUM IN SOUTH AFRICAN SCHOOLS

North (2002) highlights the South African DoE Curriculum 2005 programme, which delineates 12 critical outcomes. He adds these outcomes are designed to equip learners with the skills, knowledge, and values necessary for personal success, as well as for contributing to the prosperity of their families and the nation as a whole. Furthermore, the South African Qualifications Authority (SAQA) advocates for an outcome aimed at empowering individuals to recognise and pursue entrepreneurial opportunities (The NQF 2000: 23). This approach aims to ensure that children have the opportunity to develop into active citizens capable of contributing to the establishment of a democratic society (Policy Document of the DoE 1997: 20). Most recently, Porfirio *et al.* (2023) discuss that most educational institutions, including schools, universities, and training programmes, fall under government oversight. Integrating entrepreneurship into the formal education system at all levels requires

a significant commitment from the government in terms of policy formulation and allocation of resources.

The authors further argue that entrepreneurial intentions are significantly influenced by the cultural context of countries and the entrepreneurial environments that shape perceptions of what constitutes an entrepreneur from an early age, including the impact of role models. However, Davies (1991) raises a fundamental question in this regard: whether young students possess the capacity to grasp entrepreneurial concepts, and if so, to what extent they are comprehended. He further suggests it is crucial to acknowledge that stakeholders in the South African education system have collaborated over the years to cultivate the entrepreneurial mindset among young students. Consequently, the Umsombomvu Youth Fund (UYF 2002) recommended the integration of EED into the school curriculum, as a means to stimulate, develop, and reinforce a robust entrepreneurial culture.

The current school curriculum lacks several key elements of EED, as noted by Op't Hoog and Skoumpopoulou (2019: 307). These scholars observed a lack of coherence between different subject areas within schools, an absence of a global perspective, limited connections with Small and Medium-sized Enterprises (SMEs) and social impact organizations, as well as primarily in-class experiential learning activities. Uleanya and Gamede (2018: 36) indicate the curriculum of any educational institution should be tailored to address the specific needs of its community, including entrepreneurial and job creation requirements. Similarly, Marniati and Witcjaksono (2020: 317) highlight the challenge schools face in producing graduates whose skills align with the demands of the entrepreneurial sector. They also found students enrolled in entrepreneurship classes demonstrate superior learning outcomes and higher levels of motivation for entrepreneurship, compared to their peers in regular classes.

According to Rogan (2003: 118), South African schools exhibit significant diversity across various factors, such as the professional backgrounds and educational qualifications of teachers, particularly evident in rural, township, and urban settings. In addition, Gouws (2002: 146) and Jeevanantham (2002: 49) argue the challenges posed by cultural diversity among learners and the transition of curriculum content from Eurocentric to Afrocentric perspectives. These differences pose challenges for

curriculum developers and schools tasked with curriculum implementation. The issue of the South African curriculum being Eurocentric, as opposed to being inclusive (Afrocentric), continues to trouble African education systems at both tertiary and basic levels.

Entrepreneurship has also played some role in the curricula for decades (Berglund and Holmgren 2013: 09). Government authorities have frequently cited EED as a possible solution to this issue (Du Toit and Kempen 2018: 01), yet advancement appears to be gradual. One potential avenue for mitigating youth unemployment is through the integration of EED into the national school curriculum. Du Toit and Gaotlhobogwe (2018: 37) argue that incorporating EED into lower secondary school curricula, particularly in countries such as SA and Botswana, could help alleviate youth unemployment in these nations.

Dungey and Ansell (2020: 01) state that Lesotho implemented a transformative curriculum in 2009, designed to cultivate entrepreneurial skills and mindsets among young individuals, empowering them to forge their own paths in an ever-changing environment. Tshehla *et al.* (2021: 01) suggest that to enhance the efficacy of EED among high school students, there should be a focus on experiential learning. They further note that the inclusion of entrepreneurship as a subject can impact students' decisions regarding pursuing entrepreneurship as a career.

Lackéus (2015: 06) asserts the idea of incorporating entrepreneurship into education has sparked much interest in recent decades, however, putting entrepreneurship theory into practice has been presented with major challenges, particularly in African countries. He adds lack of time and resources, instructors' distrust of commercialism, inhibiting educational structures, and evaluation issues, along with a lack of definitional clarity, are a few of the difficulties practitioners have faced when attempting to integrate entrepreneurship into education. Indeed, this is a challenge within the South African context. According to Ememe *et al.* (2013: 247), students should be encouraged to exhibit more interest in EED, and this depends on how entrepreneurially sensitised they are. They add students should be taught to explore, manage, and influence their surroundings to take advantage of every opportunity to become future entrepreneurs, job creators, and wealth builders. In

addition, the government should provide appropriate funding, so that students' entrepreneurial energy and aspirations are not stifled.

Gibb (2008) suggests to be fully integrated into the educational system, EED should adopt a child-centred approach in primary education, a subject-centred approach in secondary education, a vocational-centred approach in further education, and a discipline-centred approach at the university level. He further established various teacher-inspiring exercises and evaluation approaches, such as having students explain what the use of any particular piece of knowledge may be, to whom and why. Blenker *et al.* (2011) state entrepreneurship can provide a variety of value, not only economic benefit. Furthermore, they argue a value-creating entrepreneurial attitude and a general methodology can be applied to all aspects of life, a concept they refer to as entrepreneurship as an everyday practice. Equally, Rasmussen and Nybye (2013) propose EED should focus on practical group work to create value, motivating learners to test ideas, apply knowledge, and generate new solutions. However, Lackéus (2013) warns the higher the potential student motivation and involvement, regrettably, also the higher the instructional difficulty. Literature indicates in-service training should be provided to teachers at the basic education level, with regard to EED (Deveci 2018: 106).

The suggestion to integrate entrepreneurship into curricula underscores the importance of engaging local businesses to fully understand the specific needs and conditions of the local market (Education 2013: 04). This recommendation is rooted in the concept that education becomes entrepreneurial when it incorporates partnerships with active entrepreneurs and provides students with practical entrepreneurial experiences, both inside and outside the classroom (Fayolle 2018). Fayolle further suggests government leaders implementing EE policies should collaborate with local businesses to foster an entrepreneurial mindset among students and create environments conducive to their entrepreneurial learning. Bester (2017: 188) maintains EE and EED are distinct concepts.

Jones and Iredale (2010: 11) point out while EED primarily centres on initiating, expanding, and overseeing a business, EE primarily concentrates on acquiring and cultivating entrepreneurial skills, behaviours, and qualities applicable across various life contexts. They highlight traditional teaching approaches aimed at acquiring

theoretical knowledge of business idea generation, business planning, and the new venture creation process are, consequently, frequently associated with EED, which is primarily delivered through subjects such as business or economic studies at university level. In contrast, more creative, innovative pedagogical approaches, including experiential action learning methods, are used in EE (Jones and Iredale 2010: 11). The use of EE pedagogy can be exercised across subject areas and throughout different phases of education. This implies EE is much broader than EED, since the needs of a wider range of stakeholders have to be accommodated (Bester 2017).

The findings from the content analysis of entrepreneurship module syllabi in undergraduate programmes at traditional universities in SA are presented in Table 2.2. The analysis has examined the content in relation to the competency elements outlined in the 5C's framework (Ramchander 2019).

Table 2.2: Competencies taught in entrepreneurship modules at traditional South African Universities

Competencies in entrepreneurship modules				
5C's element: competency	All	Many	Few	None
Opportunity recognition and assessment	X	-	-	-
Risk mitigation	-	X	-	-
Vision	-	-	X	-
Perseverance	-	-	-	X
Creativity	-	X	-	-
Resource leveraging	-	-	X	-
Value creation	X	-	-	-
Resilience	-	-	-	X
Self-efficacy	-	-	-	X
Network creation	-	-	X	-
Focus	-	X	-	-

Source: Ramchander (2019)

As depicted in table 2.2, every university incorporates the elements of OR, assessment, and value creation in their syllabi. Additionally, many also cover creativity, risk management, and focus, although only a few include vision, resource utilisation, and network establishment. However, none specifically address

perseverance, resilience, and self-efficacy. While there appears to be emphasis on many relevant competencies, the predominant teaching approach used is the "about" approach, with occasional instances of the "through" approach, involving student engagement in projects, and in one instance, live projects. Although the majority institutions use this strategy, there is no official policy requiring them to add EED as a curriculum. This is a challenge that requires urgent attention in order to address socio-economic challenges in SA, to be specific.

Attitudes and beliefs regarding entrepreneurship, therefore, develop early. As learners enter secondary and higher education, it could already be "too late," particularly when they decide not to further their studies or when they have formed unfavourable opinions regarding entrepreneurship. In order to shift student perspectives, entrepreneurial learning should be included in the curriculum, as opposed to being just offered as a standalone subject.

2.6.1 EED curriculum policy

Since SA's inaugural national democratic elections in 1994, the Government of National Unity has introduced several curriculum-related reforms aimed at democratising education and eradicating inequalities in the post-apartheid education system (Jansen 1998: 321). Among these reforms, the most extensive is known as outcomes-based education (OBE), which served as the foundation for the new Curriculum 2005. While the anticipated positive impacts of the new curriculum have been widely praised, there has been minimal critique of these proposals, in view of the socio-educational context of South African schools (Jansen 1998: 321).

Cross, Mungadi, and Rouhani (2002: 171) argue in their paper that the post-apartheid curriculum reform has been marked by significant tensions, leading to a notable paradigm shift aimed at reclaiming knowledge and cognition in the classroom, as reflected in the emerging discourse on curriculum revisionism. From a policy standpoint, it suggests the South African experience illustrates how the pursuit of ambitious philosophies and initiatives such as OBE and Curriculum 2005, necessitates a considerable amount of technical and political expertise. This is required at both macro and micro levels, spanning systemic and institutional domains, and involving broad strategic considerations, as well as detailed operational planning (Cross *et al.* 2002: 171).

Education plays a pivotal role in addressing the injustices wrought by apartheid colonialism, which left behind an unequal and disjointed education system (Gumede and Biyase 2016: 69). These scholars argue that various aspects such as school accessibility, governance, curriculum design, teacher allocation, and financial allocations have been subjected to education policy reforms. They further reveal that although significant strides have been made in terms of legislative measures, policy formulation, curriculum restructuring, and the adoption of innovative education delivery methods, numerous challenges persist.

A significant challenge remains the quality of education, even after 22 years of democracy (Gumede and Biyase 2016: 69). It seems policymakers prioritised pedagogical reform policies without adequately equipping teachers, akin to the metaphorical scenario of putting the cart before the horse (Chimbi and Jita 2020: 102). To enhance adherence to reform policies, it is essential to provide teachers with training on innovative teaching methods before expecting them to change their teaching practices. Capacity building for teachers in innovative instructional strategies and fostering learning communities could help bridge the gap between policy requirements and classroom implementation (Chimbi and Jita 2020: 102).

A paper by Soni (2014: 29) tracks the evolution of entrepreneurship policy in SA since the advent of democracy. The paper underscores the significance of fostering entrepreneurship and small businesses in SA, underlining the need to accelerate the development and implementation of policies that promote innovation and entrepreneurship, considering the global competitiveness landscape and developments in other regions (Soni 2014: 29). However, the author suggests that while this goal is commendable, there should be a greater emphasis on fostering the growth of existing businesses and promoting innovation to foster genuine entrepreneurship within the country.

Although entrepreneurship policy interventions have been implemented, there has been a gradual pace in evaluating their effects on economic development and welfare. Ahmad and Hoffman (2008: 3) acknowledge that numerous countries now recognise entrepreneurship policy as a distinct field and have consequently implemented measures to improve the measurement of entrepreneurship on a national scale. Globally, efforts led by organizations such as the World Bank,

Eurostat, and private entities such as the Global Entrepreneurship Monitor (GEM) have also commenced to establish data that can be compared internationally (Ahmad and Hoffmann 2008).

Nearly all policy analysts acknowledge EED as one of the most crucial policy tools for fostering entrepreneurship (Soni 2014: 36). Gibbs (2006) notes the significance of integrating an EED model into curricula, starting from primary through secondary and extending to higher education. This imperative is evident in SA, as educational institutions at all levels face pressure to cultivate and deliver entrepreneurial skills (Pretorius 2008). In line with European Commission (EC) policies, member states are expected to promote entrepreneurial skills beginning from primary education, with a continued emphasis on business creation opportunities as a career path from secondary to higher education (Hoppe 2016: 13).

In Norway, nearly 90 percent lower secondary schools and more than 90 percent upper secondary schools offer some form of EED (Johansen and Schanke 2013: 357). In the interim, a study conducted in Sweden by Berglund and Holmgren (2013: 09) examined policy documents and narratives from EED implementation projects during the timeframe EED began to be promoted in Sweden. The study identified three ideological perspectives (economic/humanistic, biological/social, and individual/collective) implicated in generating tensions and conflicts at the intersection of policy and practice. These ideological perspectives, according to the study, offer insight into the deliberate policy-driven shift of the EED concept into educational practice (Berglund and Holmgren 2013).

Lindh and Thorgren (2016: 331) state policy recommendations have stressed the importance of involving local businesses in the practical implementation of EED. According to their study, such collaborations should be strategically developed to facilitate the creation of new cultures and traditions. These strategies should include clear visions and goals regarding the transfer of knowledge, skills, culture, and traditions. Moreover, in order to effect change, development, or transformation in local business practices and entrepreneurial traditions, EED may need to broaden its focus to include collaborations beyond the region or even internationally.

On the other hand, three decades ago, Nelson (1977: 880) reported governments were initiating alternative development strategies with the aim of alleviating

unemployment and promoting more equitable distribution of economic opportunities and benefits across various regions and social groups within a nation. He further states that in Southeast Asia, government initiatives supporting private entrepreneurship and the expansion of small businesses are expected to significantly contribute to future development. To achieve these goals, governmental policies might encourage educational initiatives focused on small business ownership and management, thereby harnessing the considerable human potential for entrepreneurship present in each country.

Zohrabi (2008: 49) argues any curriculum comprises multiple elements, including objectives, attitudes, time allocation, students, teachers, needs analysis, classroom activities, materials, study skills, language proficiency, vocabulary, grammar, and assessment. Before establishing a programme or course of study, it is essential to identify and elaborate on these components thoroughly. Indeed, these elements serve to elucidate different facets of the curriculum, thereby improving its effectiveness. For example, developing an innovative entrepreneurial curriculum that addresses the economic needs of SA, requires a comprehensive approach that considers the unique challenges and opportunities facing the country.

In this regard, Richards (2001) argues objectives are the goals of a programme that attempt to effect some changes in learners. However, Phadke (2019) contends a student's hands-on skills are significantly important to become a successful professional. He further states the curriculum should provide practical, experiential learning opportunities that enable students to develop the skills and knowledge needed to start and grow successful businesses. As such, this could include business incubation programmes, internships, and partnerships with local businesses and organizations.

Establishing a culture of entrepreneurship in SA hinges on education, requiring collaboration among various stakeholders, including the government, educators, parents, and students themselves (Gouws 2002: 41). HEIs are pivotal in driving economic growth, thereby influencing students' employability (Georgeta 2010: 63). The concept of the entrepreneurial university has gained prominence, calling attention to its role as a hub for imparting innovative skills, technological expertise, and problem-solving capabilities. Consequently, the significance of HEIs,

particularly Entrepreneurial Universities, in fostering knowledge creation and shaping entrepreneurial aspirations, has never been more pronounced. This underscores the global push towards promoting entrepreneurship within university settings (Rorwana and Tengeh 2015).

Partnerships between HEIs and industry stakeholders have occasionally resulted in the advancement of research findings for commercial purposes and the creation of companies, particularly in Europe and the United States (Pattnaik and Pandey 2014: 44). As a result, there is often pressure from stakeholders for HEIs to embrace greater entrepreneurship and innovation, as they are seen as vital contributors to economic growth and competitiveness (Hannon 2005).

One of the primary challenges in SA is designing an educational curriculum that tackles the escalating unemployment rate (Radipere 2012). As such, policymakers advocate for greater emphasis on entrepreneurship to drive economic growth and innovation. Oosterbeek, van Praag, and Jsselstein (2008) concur with South African policymakers, suggesting that enhanced entrepreneurship levels can be achieved through education, particularly through ETR. Therefore, such educational initiatives are being promoted and integrated into the curricula of numerous South African universities.

According to Motaung (2018: 160), as reported in a City Press article, the landscape of university education is evolving significantly, with a growing emphasis on holistic experiences rather than purely academic pursuits. Students are increasingly engaging in extracurricular activities and supplementary courses to gain insights into business success. Collaborative interdisciplinary work is becoming commonplace, exposing the average student to entrepreneurial endeavours and fostering innovative thinking. Motaung (2018) further argues entrepreneurship is the critical element missing from this equation.

While academic achievement holds significance, the trajectory of economies is increasingly shaped by innovation in science, technology, and engineering. Merely excelling academically does not guarantee future success. Innovation is regarded as an internal catalyst and is closely linked to an entrepreneurial mindset. Consequently, the creation of new products or ventures into new markets stems from entrepreneurship (Miller 1983; Covin and Slevin 1989). These authors add that

EED serves as a crucial avenue for entrepreneurs to acquire resources, enhance their innovative capabilities and personal attributes, and establish diverse learning channels, integrating various knowledge and value systems.

2.6.2 Institutionalisation of EED curriculum

Considering the prevailing economic difficulties encountered by numerous countries worldwide, fostering increased entrepreneurial activity has emerged as a significant objective for many national administrations (Cooney 2012: 01). As such, SA, similar to other countries in Europe and the Global North, has entrepreneurially significant institutional implications, as it involves the development and implementation of policies and practices that support entrepreneurship growth and development.

Dr van Staden, in her opening remarks at the Executive Leadership Workshop held in 2021, stated four key areas were, therefore, identified as necessary in SA, to successful implementation of EED: policy, private sector partnership and both curriculum and teacher development.

These are some of the institutional implications of entrepreneurial education in SA (Government policies, education institutions, industry partnerships, and access to funding, as well as the entrepreneurial ecosystem). These implications are further discussed below.

First, Nel-Sanders and Thomas (2022) investigated the influence of government policies on fostering innovation-driven entrepreneurial ecosystems. Their research outcomes offer valuable insights for directing managerial and policy strategies regarding the government's role in shaping the implementation of innovation driven EED policies. O'Connor (2013) argues government policies worldwide are increasingly geared towards promoting entrepreneurship. Allowing that entrepreneurship is seen as a catalyst for sustainable economic and social progress (Hannon 2005), many government policies prioritise its development. As such, students, who represent a significant pool of potential entrepreneurs, often abandon entrepreneurial pursuits due to limited access to venture capital, financing, and policy backing. This includes developing policies and programmes that provide funding and other resources to support the development of entrepreneurship, as well as creating an enabling regulatory environment for entrepreneurship.

Second, educational institutions in SA have an important role to play in providing EED (Nicolaidis 2011). He further stresses the primary function of educational institutions should thus now be to seek to instil a greater entrepreneurial character among students. This includes developing and delivering entrepreneurship courses and programmes, as well as providing incubation and support services for entrepreneurs.

Third, collaboration with industry partners is crucial for the success of entrepreneurial education in SA (industry partnerships). These sentiments were echoed at the two-day Academy-Industry Training: Swiss and African Science and Business Innovators Programme (AIT-SASBI) Spring Conference in Gauteng in 2023, university-industry collaboration was once again emphasised as a key determinant of success in entrepreneurship. In this conference, Dr Oluwatobi, started his presentation, asserting the world is built on collaboration, not isolation, and innovation is the most important catalyst for micro and macro-economic growth. He added industry needs talent to thrive and solutions to their business and market problems need to be validated through research.

Fourth, access to funding continues to be a major challenge in SA. These views were supported by an article published by City Press that, globally, entrepreneurs struggle to gain funding and attract investment into their businesses (City Press 2018). Therefore, schools and other institutions can play a role in addressing this challenge, by offering curriculum that will be responsive to these challenges. Lastly, the development of a strong entrepreneurial ecosystem is essential for the success of EED in SA.

According to Harima (2020), an entrepreneurial ecosystem refers to the interaction of actors or stakeholders, roles, and environmental aspects that determine how entrepreneurial factors play out within a particular geographic area. An entrepreneurial ecosystem consists of a plurality of factors that interact in complex ways, such as leadership; national, regional and business cultures; capital market size; and accessibility; as well as receptive and active consumers (Donaldson 2021).

Creating networks and partnerships between entrepreneurs, investors, and support organizations, as well as fostering a culture of innovation and entrepreneurship is,

therefore, critical. In essence, the institutional implications of entrepreneurial education in SA are significant and require collaboration and cooperation between government, education institutions, industry partners, and other stakeholders. By working together, these institutions can create an environment that supports entrepreneurship growth and development, and helps to build a stronger and more resilient economy in SA.

2.6.3 Stakeholder participation in EED curriculum development

The SGB plays an important role in implementing policies and making decisions that improve the quality of education provided in schools. These policies include but are not limited to, EED policy, curriculum development policy, language policy, and financial policy, and so on. A SGB is a government of the school, established in terms of the South African Schools Act (SASA), Act 84 of 1996 (SASA1996). The School Governing Body (SGB) is responsible for establishing policies and regulations that govern the school and ensuring their enforcement. Its authority stems from various stakeholders within the school community, including learners, parents, teaching staff, and non-teaching staff (Motimele, Ramadiro and Vally 2005: 03).

The SASA of 1996 stipulates the formation of SGBs, comprising parents, guardians, educators, learners, community leaders, and school principals. These bodies are entrusted with crucial responsibilities, including overseeing matters such as discipline, staff recruitment and promotion, as well as implementing the school's language policy and managing its budget (Kekana and Makura 2020: 439-440).

A study conducted by Mamabolo (2020: 01) found that entrepreneurial initiatives implemented by school principals encompassed both internal resource mobilisation via projects led by learners and management, as well as external partnerships with the private sector and alumni. These initiatives had a positive impact on the schools' finances and enhanced the entrepreneurial skills of students. In light of this, the DoE, in collaboration with school leaders and their SGBs, must explore alternative funding sources to support educational activities and provide teaching and learning materials (Mestry 2016). Some scholars propose the introduction of entrepreneurial-minded leaders to spearhead entrepreneurial activities within schools as an

unconventional method to raise necessary funds (Blake and Mestry 2014; Mestry 2016).

According to Mamabolo's study (2020: 01), there is a recommendation to develop and implement policies aimed at enhancing EED and related activities within the secondary/high school education system. This suggestion aligns with trends observed in other countries such as the USA, the United Kingdom (UK), and Israel, where school policies are being decentralised to foster entrepreneurial leadership (Yemini, Addi-Raccah, and Katarivas 2015). Additionally, it is proposed that the introduction of entrepreneurship subjects should include a practical component, enabling students to experientially learn the entrepreneurial process, from idea generation to opportunity exploitation. For instance, in Norway, school principals utilise student enterprises as a hands-on approach to EED, facilitating the acquisition of skills necessary for business start-up and management (Johansen and Schanke 2013).

According to Kothari and Handscombe (2007), the role EED is allocated in a school's organisational culture and structure, will determine how well it is implemented. From this vantage point, the principal's managerial initiatives to enhance the school gain significance. Yet, as stated by Frank (2007), rather than being meticulously thought out and executed, entrepreneurship activities in schools tend to be made up of random occurrences. The principal's goal might, therefore, not be to create detailed plans but rather, to foster an entrepreneurial culture within the school. Principals gain from having a deeper awareness of the needs for development both inside and outside of the school, when managing the growth of entrepreneurship in their institutions (Robinson 2011). To enable this, principals gain from involvement in regional and/or local school curriculum development, from the EED view (Neck and Greene 2011).

2.6.4 Educator participation on EED curriculum development

Educators play a crucial role in shaping and implementing EED curricula. Xu, Ni, and Ye (2016: 625) argue that childhood and adolescence are considered optimal stages for instilling positive attitudes toward entrepreneurship, yet most studies focus on college students rather than those in secondary school. To foster entrepreneurial learning, educators can establish connections to real-world

practices, which have shown to be effective in engaging learners and developing entrepreneurial skills (Macht and Ball 2016). There is also support for experiential learning activities conducted in group or network settings (Rasmussen and Sørheim 2006), as well as learner-driven approaches. Despite the expansion of EED, there is an acknowledged need for robust theoretical and methodological foundations to advance educators toward a more constructivist perspective of EED (Pittaway and Cope 2007).

By integrating authentic learning methods more extensively into the curriculum, which expose students to or facilitate the development of elements of "new knowledge," and then utilising these methods broadly across the curriculum, educators in business can promote knowledge synthesis and support skills development, thereby addressing the gap between school expectations and business needs (Laughton 2011: 07). Despite the importance of entrepreneurship, it has not attained the same level of recognition as other subjects, thus it appears to be lacking in curricula (Frank 2007). This lack of recognition may diminish teachers' enthusiasm for engaging with businesses, as adopting new teaching methods could lead to feelings of professional vulnerability (Sommarström, Oikkonen, and Pihkala 2020; Kelchtermans 2005). Furthermore, teachers' readiness for and proficiency in extracurricular education are influenced by their prior relevant training and mentoring by fellow teachers (Rebar 2012). Therefore, involving educators in the early stages of curriculum development is essential, as they play a vital role in curriculum delivery.

2.7 CONCLUSION

This chapter has provided different views with regard to the institutionalisation of EED, both from higher and basic education levels. The conception of EED was discussed, with the application of different EED theories and models highlighted. African and global perspectives, in relation to the implementation and institutionalisation of EED, were also presented, along with a review of factors influencing the institutionalisation of EED from different sectors and teachers' and principals' experiences and attitudes. The next chapter will discuss the factors contributing to the institutionalisation of EED in schools.

CHAPTER THREE

INSTITUTIONALISATION OF ENTREPRENEURSHIP EDUCATION: INFLUENCING FACTORS

3.1 INTRODUCTION

This chapter will focus on the factors contributing to the institutionalisation of EED in schools. Bester (2017: 188) argues educational institutions in SA are evaluated based on their responsiveness to the societal and economic needs, their efforts to enhance graduates' employability, their initiatives to foster innovation and the emergence of new businesses, and their contributions to local and national economic development. The challenges facing SA in the realm of entrepreneurial education include the overall absence of entrepreneurial elements in the education system, inadequate teaching methods, the lack of outcome-focused or skill-development-based educational programmes, and the prevailing perception that entrepreneurship is not a viable career path, as the education system predominantly promotes a culture of employment in established corporations, leading to a majority of students planning to work for others after completing their studies (Foxcroft *et al.* 2002: 15; Botha 2006: 05; Ladzani and Van Vuuren 2002: 155; Antonites 2005: 31).

Amadi and Eze (2019: 22) argue the effectiveness of EED implementation is impeded by several factors, including a shortage of qualified teachers, inadequate facilities, insufficient teaching techniques, poor funding, and a lack of government support. These authors further indicate the government should take measures to address these challenges by providing adequate facilities through its ministries of education, agencies, and other stakeholders. This may involve the construction of entrepreneurship centres equipped with well-furnished classrooms and instructional materials, among other resources, to facilitate the effective teaching and learning of EED in educational institutions (Amadi and Eze 2019: 22).

Kirkley (2017: 18), however, posits establishing an entrepreneurial community or school cannot be accomplished solely through the introduction of EED. Instead, the key to successful cultural adaptation to entrepreneurship involves fostering participation, inclusion, sharing, and support across all stakeholder groups within the community. These factors were identified as crucial considerations by the EED

project team during implementation. EED follows a specific process, which has been adopted by many successful organizations worldwide, by directing stakeholders and educators' attention to issues related to education, skills gaps, community needs, economic challenges, relevant learning, student engagement, and community sustainability (Kirkley 2017: 18).

Omosho *et al.* (2021) point out the following players must be continuously involved in the framework's operation, for EED to be successfully institutionalised (undergraduates; seasoned entrepreneurs as role models; funders; and government agencies; as well as researchers; and entrepreneurial networks. The skills acquisition approach is crucial in helping young people in two ways. As a result, it increases employability among students and offers encouragement to those who are entrepreneurial, in order to overcome their fear of failure and unforeseen challenges when starting a new business (Omosho *et al.* 2021). The most crucial idea in the framework is the inclusion of the 'Entrepreneurial Role Model'. As a result, the suggested skills acquisition strategy is essential in helping young people in two ways: it increases student employability, while also providing entrepreneurial students the support they need to overcome their fears and challenges.

Entrepreneurship-specific objectives encompass entrepreneurial attitudes and competencies, such as entrepreneurial leadership, mindset, and skills, alongside activities such as opportunity creation and identification, and the ability to navigate uncertainty (Tiberius, Weyland, and Mahto 2023). These scholars stress the curriculum also addresses business, management, and legal aspects, while integrating topics that include entrepreneurial failure, management, and innovative thinking. Instructional approaches largely mirror traditional higher education methods, though entrepreneurial techniques, for instance, business plans and prototyping, are also incorporated. Evaluation methods remain consistent with those commonly used in business and management education (Tiberius *et al.* 2023).

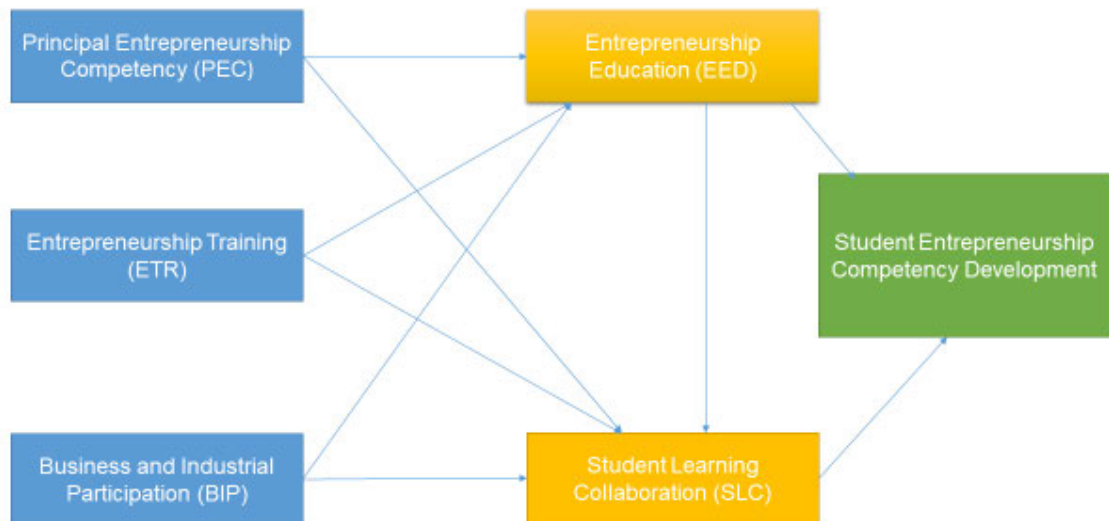


Figure 3.1: Factors influencing entrepreneurship competency development in vocational high school students

Source: Yohana (2020: 809)

Yohana's (2020:809) theory, as illustrated in Figure 3.1, is particularly relevant in analysing the views of principals, teachers, and School Governing Body (SGB) members regarding EED implementation. The theory suggests EED practices are influenced by external factors such as the entrepreneurial skills of principals, entrepreneurial teacher readiness (ETR), and the involvement of business and industry stakeholders (BIP). Furthermore, EED implementation positively affects student collaborative learning (SCL) and the development of student entrepreneurship competencies (SECD). Yohana highlights that the competencies of school principals (PEC), ETR, and BIP engagement play significant roles in shaping EED practices. For EED policies and guidelines to be effectively implemented, these factors must be considered. Additionally, these factors serve as strategic levers to enhance the entrepreneurial spirit among young people in SA, as discussed further in the following sections.

3.2 LACK OF ENTREPRENEURSHIP EDUCATION AND TRAINING (EET) IN SCHOOLS

An entire generation of school children are missing out on EED across the globe (GEM 2022). According to this report, the long-term consequences of poorly performing entrepreneurial education in schools are as yet unknown, but those could include; little awareness and understanding, as well as inability of personal

and financial investment required by new business and transition, in particular among young people. This could be the case in the South African education system.

Christensen, Arendt, and Hjorth (2023) posit while research on EED has extensively examined its content, target audience, and teaching methods, a significant gap remains in understanding the spatial aspects of learning - namely, where entrepreneurship is taught, how this impacts pedagogical approaches, and the implications for learning outcomes. Pittaway *et al.* (2020) and Pittaway (2021) argue although EED pedagogy traditionally occurs within conventional higher education classroom settings, recent developments in EED pedagogy underscore the necessity of expanding EED beyond these confines. These trends in EED pedagogy do not, however, exist in both public primary and secondary schools, which is the focus of this study. This premise is supported by Wong and Chan (2022: 1213), who argue EED learning outcomes remain unclear, causing challenges to curriculum design and structure, particularly in South African schools.

There is a notable absence of agreement regarding the definition of entrepreneurship, the components of EED, and the methods for its delivery and evaluation (Fayolle and Klandt 2006; Simon 2017; Manimala and Thomas 2017). Mars and Rios-Aguilar (2010) aver that EED seems to be constrained in its breadth and relevance to higher education. These authors further establish that existing literature falls short in providing a comprehensive understanding of the context, extent, and practical applications of EED. This suggests the situation could be worse at basic level education, due to the lack of institutionalised policies.

The World Bank report compiled by Valerio, Parton and Robb (2014), indicates EET programmes can be classified as two categories, namely education and training programmes. It further stipulates that academic EED programmes tend to focus on building knowledge and skills, rather than EED being made a formal subject in primary and secondary schools.

Daniel and Irene (2017: 153) regard EET as formal academic education and training programmes, stating these are meant to develop entrepreneurs and entrepreneurial activities. However, Hernández-Sánchez, Sánchez-García and Mayens (2019: 25) maintain there is a need to evaluate EEPs to see their impact on a country's development, by prioritising the educational policy for both basic and higher

education sectors. Nevertheless, the argument should revolve around implementing EED policy first in primary and secondary schools, as the institutions of higher learning might have their own EED strategies.

3.3 ENTREPRENEURIAL INTENTIONS AND BARRIERS TO EED

Personal attitude and perceived behavioural control emerge as the primary factors shaping entrepreneurial intentions, with education playing a pivotal role in cultivating attitudes and intentions toward entrepreneurship (Liñán *et al.* 2011: 01). EED may interact with other variables to foster a conducive environment for entrepreneurship, or it may impact factors such as age, gender, education, and vicarious experiences, which in turn influence confidence and entrepreneurial intentions (Entrialgo and Iglesias 2016: 1209; Davidsson 1995: 24-25). Pauceanu *et al.* (2019), Veciana, Aponte and Urbano (2005) and Menaghan and Parcel (1995) share the same view as illustrated (figure 3.2), in relation to the factors that influence student intention to start a business, which according to this model, have a strong relationship. They add entrepreneurial features and cultural support, gender, age, and parents' self-employment status, all significantly impact student intention to start a business. These views mirror exactly what occurs in SA, where the intention to venture into business is influenced by the above-mentioned factors.

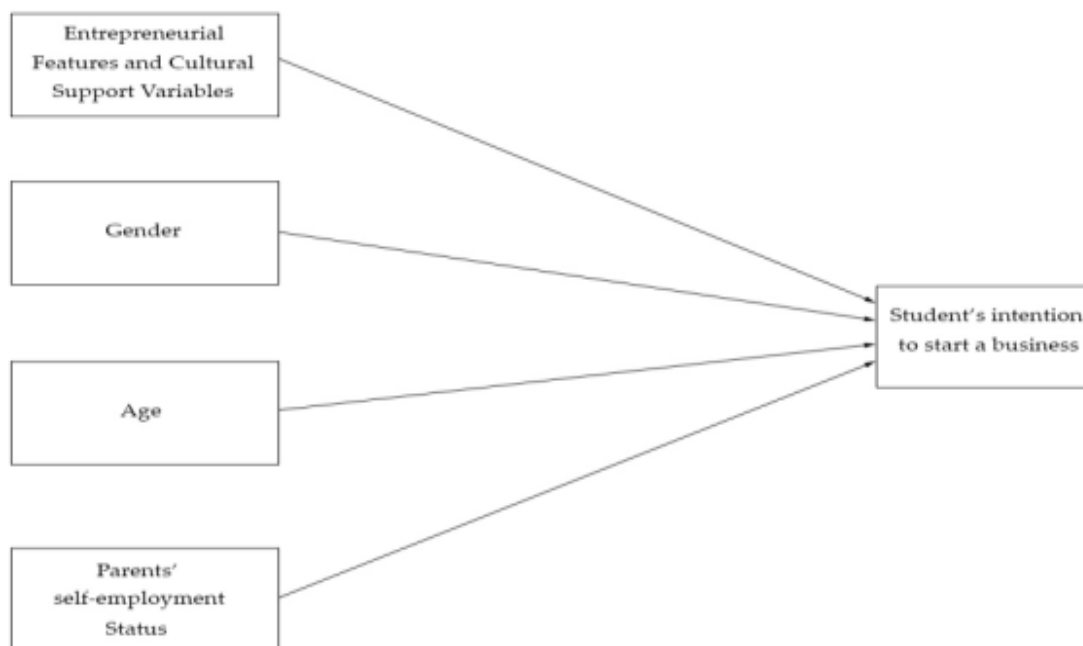


Figure 3.2: Conceptual model for Intention to start business

Source: Pauceanu *et al.* (2019), Veciana *et al.* (2005), Menaghan and Parcel (1995) Shankar (2012) identified major barriers to teaching entrepreneurship, including a lack of institutionalisation; a dearth of trained teachers; inadequate indigenous knowledge; and the emphasis on short-term success; in addition to pedagogical constraints; and the subject is not seen as crucial. Kusuma and Warmika (2016) state motivation, the need for achievement, and the drive to put it into action, are all factors that influence entrepreneurial education. Education to develop students' entrepreneurial competencies is influenced by a variety of factors, which according to Kusuma and Warmika (2016), include external factors such as principals' entrepreneurial competencies, EET, business and industrial actors, and SCL. Each factor is discussed in more detail below:

3.3.1 Principals' entrepreneurial competencies

According to Rusmita, Fitria, and Mulyadi (2023:337), school principals play a vital role in steering schools towards the adoption of new entrepreneurial initiatives. To foster an efficient, innovative, self-reliant, and progressive school environment, principals should possess 10 essential competencies essential for successful leadership endeavours. Principals need to possess certain competencies such as vision, leading by example, taking responsibility, and nurturing educators, while also providing the best services, fostering a sense of togetherness among staff members, prioritising learners, and leveraging their authority to improve schools (Demirbilek 2022; Demirbilek and Çetin 2021: 55).

Syapriyuda and Santosa (2020) stress these competency elements represent valuable acquisitions in talent and skills for school leaders, enabling them to effectively navigate the entrepreneurship process within educational institutions. Additionally, Minna, Elena, and Timo (2018: 16) point out while there has been increasing interest in studying the connection between principals and EED, their specific role and impact on EED remain areas that require further investigation. Wiyatno (2013) and Samino (2013) argue the principals' entrepreneurial ability had a favourable impact on the development of economic activities in schools. Ariyani and Zuhaery (2021) concur school principals should stimulate teachers, the community and student relations, as well as promote economic activities.

Mas, Masaong, and Sukung (2021: 109) endorse the idea that secondary school principals play a crucial role in enhancing the infrastructure, faculty, and students' capabilities in entrepreneurship. Nevertheless, the authors argue for these objectives to be attained and for profitability to be generated, the entrepreneurial inclination of the principal is indispensable. School principals are the pioneers of EED; however, this remains a challenge in South African schools, due to the lack of infrastructure and other resources.

3.3.2 Entrepreneurship education and training (EET)

Anggraeni and Nurcaya (2016) and Adnyana and Purnami (2016) argue training in entrepreneurship (ETR) aims to provide students with facilities, train and instil confidence in them, so they can be devoted to their business, in order to succeed. On the one hand, these authors add ETR has a good effect on entrepreneurial ambitions after completing education and can assist in addressing unemployment issues in SA. On the other hand, Ndedi (2013: 126) observed a lack of interdisciplinary approaches in ETR and Development, which would make EED accessible to all students and foster the formation of teams for business idea development and exploitation. Khuong and An (2016) stress the significance of training programmes in entrepreneurship for learners, noting their influential role in raising awareness.

Kadir and Merican (2017: 33) suggest that government strongly advocates for youth engagement in entrepreneurship as a strategic measure to alleviate the country's unemployment rate. Ikonen and Nikunen (2019: 824) highlight that fostering the entrepreneurial mindset among young individuals is instrumental not only in enhancing their employability and future prospects but also in fostering economic growth, which is a central objective of national policies.

3.3.3 Business and industrial actors

Participation, as described by Bianchini and Verhagen (2016), refers to an individual's psychological and emotional commitment to supporting and assuming responsibility for achieving specific objectives. Entrepreneurial endeavours, as clarified by Shane and Cable (2002), rely on personal networks, which can furnish essential knowledge, personnel, or funding, specifically in uncertain circumstances. Fornahl and Brenner (2003) explain that engaging with entrepreneurs in

partnerships can offer inspiration and "mental models," such as sets of entrepreneurial behaviours, traits, and outcomes that can be observed and emulated by other partners. Richardson and Hynes (2008: 189) argue EED should not be approached in isolation or with a one-size-fits-all mindset. They advocate for policymakers to recognise the need for educational adaptation, in response to evolving industry requirements. However, fostering collaboration between academia and industry stakeholders can present challenges due to significant differences in norms and operational methods between educational institutions and businesses (Mosey, Lockett and Westhead 2006).

Participation can also take the form of many sorts of collaboration between schools, businesses, and industries (Azizah, Murniati and Khairuddin 2015; Delina 2018). These authors emphasise the purpose of creating partnerships with business partners and industry, is to provide supplies and pique student interest in business when they finish secondary school and do not pursue further education. This is not the case in SA, because the curriculum in schools does not include an EED module.

3.3.4 Student learning collaboration

Roucek and Warren (2017) describe collaboration in the execution of an activity or effort for a common purpose as collaborative learning. Entrepreneurship theory and practice are taught through SCL (Yohana 2020), in order to encourage creative knowledge and behaviour, critical thinking, and student group collaboration to manage a type of business. After completing education, it is envisaged collaboration will promote a joint enterprise attitude. Collaborative fostering is stated by Apriono (2013) to entail cultivating togetherness, which facilitates skills development and the resolution of shared difficulties. Yohana (2020) argues SCL encourages students to be more engaged, interactive, and collaborative, which is beneficial for developing empathy for differences, responsibilities, accomplishing common goals, and discovering solutions, as well as interdependence.

Nisa, Disman and Dahlan (2018) highlight collaborative learning can inspire students to think analytically and become adept at addressing real-world problems, such as high unemployment, poverty, crime, and other socio-economic challenges. Tas, Saydaliev, and Kadyrov (2022: 595) and Nwokolo, Dywili, and Chimucheka

(2017) suggest a policy on ETR curriculum should be developed that incorporates the various activities and elements of a collaborative environment.

3.4 LACK OF ADEQUATE CAPACITY AND SKILLS OF EED FOR EDUCATORS

Educators play a pivotal role in shaping students' academic achievements, underscoring the importance of examining the intricacies of teacher education and training, as highlighted by America and Skelly (2021: 08). They advocate for an analysis of the theoretical foundations of business studies education and an assessment of the evolving landscape of school curriculum policy, development, and design. McShane and Eden (2015) state both public and private schools globally are undergoing frequent and swift changes in their curricula. These alterations necessitate educators who are equipped with the requisite skills and knowledge to effectively implement new curricula (Wiles and Bondi 2014). Therefore, identifying factors that facilitate or impede teachers' successful implementation of a new curriculum can offer valuable insights into how to support them through curriculum changes.

The challenge in teacher training lies in equipping educators to effectively teach entrepreneurship as a subject in the classroom, without necessitating that they themselves become entrepreneurs (Gouws 2002: 43). Miço and Cungu (2023: 22) argue particular attention should be given to the mechanisms for acquiring entrepreneurial education (EED) competence and its implementation in pre-university education schools. They add that the importance of teachers acquiring entrepreneurial competence at every stage of their professional development, starting from initial teacher education. The potential for integrating entrepreneurship learning in schools largely depends on teachers' recognition of the significance of practical experience, in addition to theoretical knowledge, and their willingness to engage in training initiatives (Ratten and Jones 2021; San-Martín *et al.* 2022). Educators are essential in raising EED awareness in the classroom, but a lack of government and policy assistance in SA remains.

Greco and Denes (2017) assert, in its broadest sense, education is crucial for personal growth, as it enables individuals to learn and comprehend essential topics necessary for their development. They further argue that proficiency and knowledge

are prerequisites for effectively carrying out tasks, and the absence of entrepreneurship skills and knowledge can pose challenges and potentially result in failure. Regarding educators specifically, Chimucheka (2014) notes many lack the specific skills and knowledge required to understand how businesses function. This makes it essential educators are well equipped with EED skills and knowledge, so it will be easier to transfer to learners.

The EC (2021) concurs it is essential for teachers to undergo training in either experiential pedagogy, business content, or both, to empower students to think independently and learn from their mistakes. According to the EC, teachers have an active role in imparting entrepreneurial skills and mentoring students in acquiring entrepreneurial attitudes. Furthermore, Edomareniye (2010) argues the importance of providing specialised training to schoolteachers and ensuring access to teaching materials and resources. These training programmes should focus on exposing teachers to instructional designs within organizational contexts and requirements.

The success of cultivating an entrepreneurial culture in SA hinges on education, involving various stakeholders such as the government, educators, and learners themselves (Isaacs 2007: 613). He further states that aside from the influence of home education, schools play a pivotal role in shaping holistic youth development; one of the significant obstacles to economic progress in SA is the scarcity of entrepreneurs.

Supporting the cultivation of students' entrepreneurial skills necessitates the active involvement of educators (Toding *et al.* 2023), who should possess specific knowledge, skills, and a mindset conducive to fostering a supportive learning environment for students. While previous studies in EED have explored the relationship between teaching strategies and the encouragement of entrepreneurial attitudes and behaviours, there has been a lack of focus on enhancing the mindset components of teachers (Neck and Corbett 2018). The expansion of EED has prompted teachers to rethink their approaches to teaching (Canziani *et al.* 2015: 97).

Teachers often grapple with fundamental questions concerning the implementation of EED, such as what it means to be entrepreneurial in the educational context and how EED concepts can be translated into effective teaching practices (Joensuu-

Salo *et al.* 2021: 53). Similarly, Oksanen, Oikkonen, and Pihkala (2023: 276) argue that teachers in various stages of professional development require different forms of support, and the integration of EED practices is contingent upon the institutional and social support available to teachers. These authors stress that the focus on EED adoption should extend beyond the introductory stage, with attention also provided to the later stages of teachers' professional growth, a consideration likely applicable in the South African context.

Ikävalko, Ruskovaara, and Seikkula-Leino (2009) suggest, while teachers are familiar with EED, there is a notable lack of consensus in defining basic concepts within the field. Schuhmacher and Thieu (2022: 279) argue that although previous research underscores the significant role of teachers in EED, there are insufficient studies elucidating the essential characteristics that entrepreneurship teachers must possess to serve as effective role models for students. Altan (2015: 36) asserts entrepreneurial teaching, when executed by entrepreneurial educators, holds the potential to drive economic growth, job creation, innovation, and cultivate individuals capable of addressing enduring global challenges across various sectors.

Joensuu-Salo *et al.* (2021: 536) and Hipolito (2021: 01) explain that teachers who exhibit less innovativeness and are less inclined to take risks tend to employ fewer entrepreneurial teaching methods compared to their more innovative and risk-taking counterparts. These authors believe a teacher's level of innovativeness and willingness to take risks play pivotal roles in nurturing students' entrepreneurial competencies. Gabrielsson and Politis (2012: 54) mentioned children are entrepreneurial by nature; therefore, EED should be imparted to learners as early as possible. Sarri, Mouratoglou and Laspita (2020) stress teachers need to be properly trained to ensure learners receive adequate and practical knowledge and skills.

3.5 LACK OF EED INSTITUTIONALISATION POLICY

Dube (2019: 17) points out South African educational policies and limited access to capital present significant obstacles for both aspiring and established entrepreneurs. According to Jones *et al.* (2018), institutional factors play a crucial role in determining the effectiveness of EED in Africa. They argue the presence or absence of these institutional factors significantly influences the ability of EED to

foster entrepreneurial skills in learners. Arshed, Carter, and Mason (2014: 639) highlight criticism directed at entrepreneurship policy for its perceived ineffectiveness. Additionally, the sluggish economic growth experienced in many African nations has exacerbated challenges in job creation, particularly for university graduates upon completing their degrees (Basardien *et al.* 2016: 68).

Scholars such as Biswas and Verma (2021: 367) and Emami *et al.* (2022) explored the influence of individual motivations, which encompass factors such as “the desire for achievement, personal attitudes, perceived behavioral control, entrepreneurial spirit, and entrepreneurial orientation”. However, they add the ongoing “endeavor to comprehend entrepreneurship” across various levels of analysis; due to the diverse impacts of institutional heterogeneity on entrepreneurship, a dearth of empirical evidence remains from countries with differing levels of economic development.

Entrepreneurship plays a pivotal role in driving the ongoing development of the country and fostering innovation in new products and services (Jenvey 2015; Sousa 2018). However, the National Development Plan (NDP): Vision for 2030 highlights that South African schools have not adequately emphasised EED, leading to entrepreneurship being less explored as a career path. The NDP 2030 vision also points out that negative perceptions of entrepreneurship are often entrenched during schooling, with many students viewing it as an inferior career choice compared to seeking traditional employment (National Planning Commission (NPC) 2012). This shows the South African government has much work to do to correct this false narrative, particularly in schools.

Developing units focused on EED has the potential to boost entrepreneurial endeavours and, consequently, foster regional economic growth (Sodiq *et al.* 2019; Qian 2018). However, despite significant advancements in defining EED units and assessing their effects in the literature (Audretsch *et al.* 2024), the significance of formal institutional quality in determining EED outcomes is often relegated to a secondary consideration, posing a notable challenge.

Youssef, Boubaker, and Omri (2018) contend that while sustainability orientation may not serve as a substitute for the absence of formal institutional development, it could steer entrepreneurship decision-making towards more sustainable ventures (Fuentelsaz *et al.* 2015), with the aim of fostering better environments and

communities. Maponga, Mhazo, and Morse (2023: 01) assert that academic research and training programmes have played a role in policy entrepreneurship, influencing capacity-building within health systems. However, Maponga *et al.* (2023) further argue that the documented frameworks for capacity-building seldom provide insights into how such programmes can be designed and implemented effectively and in a sustainable manner.

Onyekwelu (2023: 01) states the establishment of entrepreneurship institutions serves not only sustainability, it also addresses the pressing need for access to micro-financing for entrepreneurs. This need arises due to the increasing economic degradation, rising poverty rates, and heightened rural-urban migration observed globally. The authors suggest entrepreneurship institutions should be equipped with the capacity to offer micro-financing for enterprises as a policy measure, ensuring their sustainability, productivity, and viability. However, these discussions overlook the crucial aspect of implementing EED policies at the basic education level. This viewpoint is echoed by Isaacs (2007: 613), who notes experts in entrepreneurship advocate for the implementation of EED at school levels, accentuating its potential to significantly enhance the contribution of SMEs to the country's growth.

North (2002: 24) indicates that harnessing the entrepreneurial potential of all South Africans is essential to accomplish the goal of a better life for everyone in the country and unlocking its full economic growth potential. Basardien *et al.* (2016: 68) note educational institutions in SA have not adequately prioritised EED, leading to entrepreneurship being an underexplored career path. Moreover, negative perceptions of entrepreneurship stem from the belief that it is not a viable career option compared to seeking employment, with these perceptions frequently formed at the school level.

Ramchander (2019: 01) mentions the deficiency in the South African education system in producing an adequate number of entrepreneurs. He stresses the need to examine the structure of EED, noting the insufficient focus on fostering entrepreneurial skills such as perseverance, resilience, and self-efficacy. In contrast, Radipere (2012: 11015) identifies a significant challenge in SA as the lack of an education curriculum that effectively addresses the escalating unemployment rate. Policymakers advocate for increased entrepreneurship to drive higher levels of

economic growth and innovation. Furthermore, South African policymakers believe that elevated entrepreneurship levels can be achieved through education, particularly in Entrepreneurship Training and Education (ETE) (Radipere 2012). However, a problem remains with government not implementing EED related policies, particularly in South African primary and secondary schools.

3.6 IMPORTANCE OF EED TO LEARNERS AND SOCIETY

Hardie *et al.* (2020: 401) argue that education needs to equip students "with the tools and ability to navigate and find success for unknown futures" to meet the demands of society. These authors believe that EED can provide the necessary curriculum and skills to help young individuals cultivate "resilience, independence, innovation, and the ability to recognize opportunities to live productive and rewarding lives".

Vasilache and Rînciog (2017: 304) contend EED has become increasingly significant over time, resulting in the development and execution of various programmes aimed at enhancing this aspect for society. They add the EC has devised a plan to facilitate the transfer of entrepreneurial knowledge across various educational stages. Specifically, in primary education, the EC advocates for learners to gain an understanding of the societal benefits of entrepreneurship, nurture their creativity and initiative by fostering natural curiosity, and cultivate a sense of initiative and responsibility.

Ruskovaara *et al.* (2015: 62) argue educational institutions have several practices at their disposal to promote EED: these include projects, case studies, interactive games where students take on specific roles such as selling products, competitions where students are prompted to develop innovations and are rewarded for their efforts, and visits to SMEs. However, SA lacks formal EEPs in schools, as it mainly occurs in global north countries.

Greco and Denes (2017: 01) argue that in the current economic climate, possessing knowledge in an academic field alone is insufficient for recent graduates. They highlight the growing demand for students to possess a range of skills and abilities to enhance their employability, including information retrieval and management, communication and presentation, problem-solving, and social development and interaction. Conversely, Chimucheka (2014: 408) suggests the benefits of EED may

vary among different individuals or organizations, as there are diverse audiences seeking to gain from it.

Several scholars, such as Foxcroft *et al.* (2002), Botha (2006: 47), and Henry and Lewis (2018), have underscored the advantages of EED: these benefits encompass its pivotal role in fostering awareness about the nature and significance of entrepreneurship for national economic growth, cultivating an entrepreneurial culture within societies, and providing practical skills and knowledge essential for SMME initiation and management, thus facilitating venture growth. Furthermore, EED nurtures attitudes, perceptions, and mindsets conducive to risk-taking, resilience in the face of failure, and competitiveness, while bolstering the intrinsic motivation and self-assurance of aspiring and established entrepreneurs. Additionally, EED dispels the notion that entrepreneurs are solely born and not made, affirming that business success can be augmented through thorough understanding of anticipated challenges and proactive exploration of solutions, both of which are fostered by EED. Mankgele, Ratsoma, and Ramasobana (2023: 01) and Pittaway and Cope (2007) argue EED positively influences the entrepreneurial intentions of high school students.

Table 3.1: Effects of EED on different levels of Society

	Students	Companies	Society	Sources
Economic growth	Entrepreneurship plays a crucial role in fostering economic growth.	Entrepreneurial individuals are crucial for sustained long-term growth.	Innovation plays a crucial role in advancing economic development	Jockenhöfer (2013)
Employment	Entrepreneurs play a vital role in today's interconnected global environment.	Businesses require employees to facilitate their expansion and development.	The expansion of the economy generates additional job prospects.	Bentz (2016)

Globalisation	An entrepreneurial mindset is necessary to adapt to rapid changes in the environment.	The global strategy of companies leads to the formation of new market frameworks.	At every level, open markets rely on individuals with entrepreneurial abilities to operate effectively.	John, Makhija and Ferris (2017)
Skills / Motivation	Independence and innovation lead to enthusiasm and happiness.	Employee motivation is crucial for the success of a company.	Business expansion leads to economic growth.	Brunsell and Fleming (2014)
Social challenges	Students have the potential to contribute to society while also generating profits.	Companies are transitioning their focus from prioritising profits to emphasising purpose.	Societal issues are given more attention compared to economic concerns.	Ahmed (2017)

Source: Op't Hoog and Skoumpopoulou (2019: 313)

Table 3.1 summarises the EED impact on different levels of society. This table not only shows how the entrepreneurship concept has evolved over the years in countries such as the UK and the Netherlands, but also indicates the effects EED has on different levels of society. This review stresses the numerous difficulties in EED, such as definitional confusion, a wide variety of entrepreneurial programmes, and a lack of guidance for institutions to carry out successful initiatives. SA may, therefore, learn from nations in the global north with regard to how they deploy EED programmes to address socio-economic challenges.

3.7 COMMERCIALISATION OF EED CURRICULUM IN SA

Hogan, Charles, and Kortt (2021) observed a global shift towards the commercialisation of education, characterised by private providers creating, marketing, and selling educational services and products with profit motives. Contrary to this trend, Chukwu and Ezepue (2018) uphold the traditional view of

education as a social service, advocating for government provision of education for the collective benefit of society. They contend arguments favouring the commercialisation of education repeatedly cite deficiencies in quality or funding within public education systems.

Abraham (2018) warns of concern that commercialisation focuses on profit, rather than on the common good of education. Audretsch and Belitski (2021) assert the entrepreneurial university concept encourages universities to develop new business models that allow them to respond to internal and external challenges, to connect to the local/regional entrepreneurial ecosystems and, more specifically, to assist university students and staff in bringing their innovations to market. However, the gap identified all these studies were conducted within higher education, not at basic education level, where everything should commence.

Entrepreneurial skills entail the transformation of newly created knowledge and various skill sets into innovative businesses or products with commercial potential (Olutuase *et al.* 2023: 267). Therefore, to sustain economic growth rates and promote inclusive development in emerging economies, it is imperative to cultivate entrepreneurial capital among the active population. Zen *et al.* (2023: 11441) indicate integrating EED into study programmes not only cultivates forward-thinking in students but also translates theory into practical application. For instance, students gain insights into how classroom learning can inspire entrepreneurial endeavours, as further argued by Zen *et al.* (2023).

According to Wilfred-Bonse and Sam-Ngwu (2014: 01) establishing connections between schools and industries is a pedagogical method to improve students' acquisition of entrepreneurial skills within the classroom. They further state that students gain practical, hands-on experience through these links, either by working part-time in industry or business settings or by engaging with industrial partners who impart skills necessary for self-employment and independence.

Chibuzor and Friday (2013: 377) are of the view commercialisation of the EED curriculum involves developing market-oriented programmes designed to meet the needs of students, employers, and the broader economy. Chimucheka (2014: 405), on the one hand, asserts programmes that aim to develop entrepreneurship are numerous in SA, yet, tangible results are not evident. On the other hand, Solomon

(1989) argues the traditional educational system does not encourage the qualities and skills needed to generate entrepreneurs. The author adds, instead of teaching students how to be successful entrepreneurs, the traditional education system teaches them how to be effective employees. This is a serious concern, considering the shrinking South African economy, with many socio-economic challenges. Significant adjustments in the learning process are required to mitigate these challenges.

Entrepreneurship should not be confused with the development of new businesses, but rather with innovation and change (Kirby 2004). In today's economic situation, merely possessing academic knowledge is insufficient for recent graduates (Greco and Denes 2017: 01). Graduates now require a diverse skill set to enhance their employability, including information retrieval and management, communication and presentation skills, planning and problem-solving abilities, and social development and interaction proficiency.

Entrepreneurial education and training equip individuals with the capacity to identify commercial opportunities, bolster self-esteem, and acquire the knowledge and skills necessary to capitalise on them (Greco and Denes 2017). Furthermore, commercialising the EED curriculum offers education institutions a sustainable revenue stream. By offering high-quality EED programmes, institutions can attract more students, generate more income, and contribute to the growth and development of the entrepreneurship ecosystem in SA.

Henry and Treanor (2012: 484) point out EED curriculum commercialisation in SA has the potential to contribute to the growth and development of the economy, and provide students with the skills and knowledge needed to become successful entrepreneurs. This practice is not only applied in SA, with Henry and Treanor (2012) and Lackeus (2015) discussing European policy that also promotes EED inclusion within higher education curricula across disciplines, as a means of supporting new venture creation and commercialisation to boost productivity and economic performance. It is worth noting the practices authors mentioned above are not applied at basic level education, which is the focus of this study.

Funding youth entrepreneurship could serve as a means to advance entrepreneurial education, particularly in SA. However, Turcan and Fraser (2018: 01) posit a lack of

access to information regarding private external funding opportunities frequently hampers youth entrepreneurs in their quest for start-up capital, a constraint stemming from the demand side. Alawamleh, Francis, and Alawamleh (2023) note several key obstacles preventing young entrepreneurs from accessing funding opportunities for their business ventures. These challenges include a lack of collateral and credibility, deficiencies in business skills, stringent credit scoring methodologies and regulations, complex documentation procedures, and lengthy waiting periods.

Greenwood (2007) highlights SA's growing acknowledgment of the significance of fostering entrepreneurship and nurturing small business development, particularly since the advent of democracy in 1994. He further notes that government institutions in SA, across various tiers, have faced increasing pressure to instil entrepreneurial skills in the country's youth. Therefore, incorporating entrepreneurship as a formal module might be used as a strategy to support all these institutions; this could, in turn, help address socio-economic issues in SA.

3.8 CHALLENGES FOR IMPLEMENTING EED IN AFRICAN COUNTRIES

Iwu (2022: 02) points out the perception of EED has become a central focus of research in Africa over the past decade. This heightened attention may be attributed to the ongoing economic challenges, as argued by GEM (2013). Despite the perceived importance of EED in addressing the significant hurdles faced by entrepreneurs, the concept itself presents several challenges (Iwu *et al.* 2021; Deale 2016; Ferreira *et al.* 2018; and Fejes *et al.* 2019). These challenges include uncertainties regarding how EED is perceived, whether the curriculum adequately addresses entrepreneurial needs, the qualifications of instructors, and the absence of a clear-cut definition.

Ojeifo (2013: 61) outlines various obstacles impeding the advancement of EED in African nations. These challenges encompass insufficient government backing, inadequate resources and infrastructure for teaching and learning entrepreneurship, scarcity of qualified entrepreneurship instructors, ineffective integration of entrepreneurship programmes into school curricula, negative societal perceptions towards technical and vocational education, government indifference towards fostering entrepreneurship, absence of robust entrepreneurship policies, limited

access to capital, and an underdeveloped knowledge-based economy, among other factors.

Ngcobo and Khumalo (2022: 98) concur with the sentiment above that many challenges are found with entrepreneurship adoption, which include financial challenges, lack of EED in public schools, and lack of support. They add the Small Enterprise Finance Agency (SEFA), National Youth Development Agency (NYDA), Department of Trade and Industry (DTI), and SEDA, as well as the National Empowerment Fund (NEF), should run more awareness campaigns on media platforms used by students and the youth to promote entrepreneurship. However, the employment rates amongst the youth remain high, despite the entrepreneurship programmes introduced by the government.

Makgamatha (2019: 618) argues these challenges, on the one hand, pose a serious threat in African countries and require special attention. On the other hand, Agbonlahor (2016) states, while research on the importance of EED abound, the literature on the challenges faced in effectively developing such education is scant, generally in Africa, and even less in specific countries, for example, Sierra Leone.

Fatoki (2012:121) stipulates the lack of access to finance is a challenge that faces many enterprises, because other enterprises have the potential to expand, however, due to lack of finances, they become limited. Although SA has agencies, such as NYDA, SEDA and the SEFA, as stated above, Abor and Quartey (2010:215) show these South African financial institutions have been criticised for the long process and complicated documents. Among the several factors impacting entrepreneurship, the ability to access the necessary external financing sources need to be considered crucial (Burchi *et al.* 2021: 5070). These authors highlight the financial literacy of the entrepreneur plays a crucial role in the relationship between the lender and the borrower.

According to IT News Africa (2015), SA has long been regarded as one of the more robust economies on the African continent. However, this perception is rapidly changing as other African nations such as Nigeria and Egypt are experiencing a resurgence in commercial activity and economic growth. Herrington and Kew (2013: 18) argue the improved economic performance in these countries can be attributed to government interventions aimed at enhancing both macroeconomic conditions

and microeconomic factors, which have fostered a more conducive environment for small businesses to thrive. In comparison, SA is falling behind in terms of entrepreneurial intention and activity when measured against sub-Saharan African averages. Therefore, there is a pressing need for advancements in this area (Herrington, Kew, and Kew 2014: 5). This suggests the government of SA should play a significant role in creating policies that encourage an entrepreneurial mindset, particularly among young people.

Contributing to the above argument, Valerio *et al.* (2014) argue governments worldwide have demonstrated an increasing interest in initiatives aimed at fostering entrepreneurial success, investing significantly in entrepreneurial education and training. However, Njongeri (2015) reports access to secondary education and alternative educational pathways remains limited in African nations, including SA. Additionally, youth regularly encounter discrimination solely based on their age (Kaburi *et al.* 2013). Moreover, societal perceptions of youth as irresponsible troublemakers persist (Mahinda 2004), highlighting the need for a shift in these attitudes. Despite these challenges, most economies prioritise entrepreneurial education and training to encourage citizens to adopt positive attitudes towards self-employment, identify viable business opportunities, and demonstrate a desire to engage in entrepreneurship.

According to an article published in "The Conversation" by Gaotlhobogwe and Du Toit (2018):

“The African continent has a large youth population but lacks sufficient jobs for them. Youth unemployment is a widespread issue across the continent. To address this problem, countries like Nigeria and Kenya have started equipping children with entrepreneurial skills while they are still in school. This approach provides children with foundational knowledge and skills, such as emotional intelligence and risk-taking, and fosters an appreciation for self-employment opportunities. As a result, when these children face unemployment, they are better equipped to avoid self-pity and pursue entrepreneurial ventures”.

Obwori *et al.* (2012) highlight societal expectations of young people, particularly in African nations, are frequently ambiguous. The Kenya Voluntary Development

Association (KVDA) (2015) notes a divergence in expectations between what parents and older generations anticipate from youth, and the expectations that youth have for themselves, influenced by peers and the media. Furthermore, societal expectations may overshadow personal aspirations and create significant pressure for young individuals (KVDA 2015). This shows society has a crucial role to play in encouraging young people's entrepreneurial spirit.

3.9 LACK OF ESTABLISHED EED CURRICULUM

The curriculum ought to propose establishing a reciprocal relationship with actual entrepreneurs, such as implementing a pilot programme where students can engage in hands-on business operations with a chosen entrepreneur (Mahmood *et al.* 2021: 173). Moreover, it should incorporate visits to selected entrepreneurial enterprises, participation in forums, networking opportunities with industry professionals, and exposure to entrepreneurship through university publications, competitions, exhibitions, and trade fairs. Following the post-1994 era, the South African economy has been structured in a way that places significant emphasis on small businesses, for both youth employment and overall economic growth, as stated by Malebana (2017: 75).

Presently, the business studies curriculum does integrate some elements of EED from grade 10 to 12, as endorsed by the Network for Teaching Entrepreneurship (2013). The current grade 12 business studies syllabus, outlined in the Curriculum Assessment Policy Statement (CAPS) documents, encompasses topics such as legislation, the human resource function, professionalism and ethics, business strategies, quality of performance, investment, securities, team performance assessment, conflict management, human rights, inclusivity and environmental issues, as well as forms of ownership and presentation.

North (2002: 26) additionally reveals SA implemented diverse programmes and policies aimed at fostering an environment conducive to entrepreneurial growth. For example, the Curriculum 2005 initiative by the Department of Basic Education integrated entrepreneurship into Economic and Management Sciences (North 2002: 26). Moreover, entrepreneurship has been integrated into the life skills programmes of the foundation phase, covering grades 1 to 3. Despite the fact these strategies

exist and should, in theory, provide learners a strong foundation for entrepreneurial awareness, the outcomes have, to date, not been adequate.

3.9.1 Student perceptions on EED curriculum inclusion in South African schools

Fatoki and Oni (2014) conducted a study examining the perceptions of university students who have engaged in entrepreneurship regarding the effectiveness of EED. The findings of the study suggest EED is effective in certain aspects but ineffective in others. Specifically, EED is seen as encouraging students to pursue entrepreneurship as a career path and equipping them with the necessary entrepreneurial skills. However, it falls short in facilitating opportunities for students to connect with individuals possessing promising business ideas and in preparing students on how to access financial resources, as argued by Fatoki and Oni (2014).

Mudau and Kruger (2014: 91) conducted a study to evaluate the effectiveness of the curriculum in fostering entrepreneurship opportunities for both undergraduate and postgraduate students at the University of South Africa (UNISA), specifically within the Department of Agriculture and Animal Health. Their findings revealed a lack of enthusiasm among female students for pursuing entrepreneurship. Additionally, the study indicated significant interest in entrepreneurship among students from the Limpopo and KZN provinces. Although the curriculum provides training in innovation and organizational skills, it was observed this programme does not adequately prepare students to embrace entrepreneurship (Mudau and Kruger 2014: 91). Furthermore, the authors noted many students are not inclined to start their own businesses after completing their studies; instead, they prefer to work full-time, while running their own businesses on a part-time basis.

In a study conducted in KZN by Cele and Williamson (2022), participants reported the programme had instilled an entrepreneurial mindset in them and equipped them with numerous skills beneficial for their future pursuits. However, participants also faced various challenges, including difficulty balancing academic responsibilities with managing their businesses, as well as encountering inconsistencies in the mentorship programme. According to Netshilinganedza, Mudau, and Francis (2022: 270), while there was a slight impact on students' attitudes toward entrepreneurship

as a career, the level of entrepreneurial awareness among the students had some influence.

Steenekamp *et al.* (2011: 46) state catalytic factors, such as exposure to entrepreneurship at school and having self-employed parents, have not had any effect on learners in the sample, thus re-emphasising the urgent need for ETR programmes of value. These arguments, however, reveal a significant gap, as there is no study conducted to investigate EED implementation at basic level education. The focus is only on higher education.

3.10 LACK OF EED SPIRIT

Wei *et al.* (2019: 1304) stress, on the one hand, factors such as self-efficacy, entrepreneurial education, economic conditions, and the cultural interpretation of failure contribute to the absence of an entrepreneurial spirit among young people. On the other hand, Boso *et al.* (2019: 370) postulate that individual factors play a significant role in entrepreneurial learning from failure, including personal characteristics of the entrepreneur. They further argue entrepreneurial learning from failure can be influenced by experiences of entrepreneurial failure and can positively impact the performance of new businesses.

Education (2013: 04) suggests strengthening entrepreneurial education in schools, vocational institutions, and universities will have a positive effect on the entrepreneurial vitality of economies and society as a whole. This report further establishes that fostering the establishment of social enterprises and new businesses, entrepreneurial education will enhance the employability of young individuals and cultivate an "intrapreneurial" mindset, encouraging innovative thinking within existing organizations, spanning the social, public, and private sectors.

Scholars such as Smith *et al.* (2019: 01) define an entrepreneur as a person who establishes and manages a business for profit and growth, in basic terms. Nevertheless, it takes more than merely starting a business to be an entrepreneur. To instil an entrepreneurial mindset in children through good entrepreneurial education takes much time. EED is acknowledged as one of the important elements that can impact student career decisions in the twenty-first century (Wei *et al.* 2019: 1557; Fayolle 2018). Student comprehension of entrepreneurship and awareness

of different career options can, therefore, be influenced by introducing the notion of entrepreneurship and entrepreneurial practices in higher education (Jena 2020: 02).

Hardie *et al.* (2020: 401) maintain that education plays a crucial role in preparing students for uncertain futures by providing them with the necessary tools and skills to navigate and succeed. According to these authors EED has the potential to deliver a curriculum that fosters resilience, independence, innovation, and the ability to identify opportunities, thus enabling young people to lead productive and fulfilling lives in the post-COVID-19 world. In addition, they note that government initiatives are increasingly promoting entrepreneurship as a response to the rapidly changing economic landscape caused by disruptions such as the COVID-19 pandemic.

As long ago as 2005, Wong *et al.* (2005: 335) stressed the significant contribution of entrepreneurship to economic growth and development. As such, policymakers and stakeholders have prioritised initiatives to promote entrepreneurship. This extends beyond supporting existing entrepreneurs and business owners; it also involves fostering an entrepreneurial mindset among young people, recognising that the youth represent the future generation of entrepreneurs (Ho *et al.* 2018: 13).

ETR, which aims to equip participants with relevant knowledge and skills (Baum *et al.* 2007: 18.), is regarded as a practical means to promote entrepreneurship among young people. Moreover, there is a need to instil entrepreneurship assertiveness in young people (Adelaiye *et al.* 2018). The state of mind required of pupils who want to succeed in life, is that of entrepreneurial consciousness (Ememe *et al.* 2013: 242). The lack of innovativeness and entrepreneurial intent in SA is reported as the fifth-lowest, compared with other developing countries (Savolainen *et al.* 2012). This opinion is supported by the GEM Report of 2016/2017, showing SA to have low entrepreneurial activity (GEM 2017); which suggests SA is under enormous obligation to enhance young people's entrepreneurial spirit.

A report compiled by Chimucheka in 2014 reveals SAs very high unemployment rate, low economic growth and dismissal of much entrepreneurship activity (Chimucheka 2014: 403). The then Deputy President of SA, Mr Cyril Ramaphosa, in the 2017 Global Entrepreneurship Congress indicated much to be done in the current situation. In his address, Ramaphosa called for entrepreneurship to be part of the school curriculum, to encourage young people from an early age to be the

problem solvers, further alluding the inclusion would ensure more job creators, rather than job seekers (Chimucheka 2014). This view is supported by Ejiogu *et al.* (2022), who believe entrepreneurship can be used to follow a viable career that would assist developing countries such as SA, to decrease the unemployment rate, particularly for young people.

Lindh and Thorgren (2016) assert that education and training in entrepreneurship (EET) are seen as catalysts for economic advancement and as means to cultivate the capabilities and entrepreneurial aptitudes of individuals. Similarly, Galvão *et al.* (2018: 18) share this perspective, contending that education and training in entrepreneurship (EET) are acknowledged as strategic instruments, fostering greater employment opportunities and driving regional growth and economic progress. A report compiled in Kenya by Mkala and Wanjau (2018: 01) indicates EED is a recognised technique to instil an entrepreneurial culture that provides a context for entrepreneurship activity. The report highlights the start of Kenyan technical training, implementing an EED programme in the 1990s. However, the difficulty graduates of technical training institutes face in overcoming unemployment through entrepreneurship, has prompted concern regarding the execution of an EED programme, with a lack of training resources suspected as the culprit.

Young people engaged in these programmes often prioritise establishing their own businesses, viewing the acquisition of necessary knowledge and skills as a pathway toward this objective, rather than an end goal in itself (Mkala and Wanjau 2018). Therefore, it can be argued that embedding the transfer of entrepreneurial knowledge and skills within the objectives of basic education is essential if young learners, upon completing their schooling, are to actively engage in economic endeavours (Steenekamp *et al.* 2011: 47).

3.10.1 Relationship between institutionalising EED and entrepreneurial spirit

EED plays a significant role in shaping students' entrepreneurial spirit and intentions (Wardana *et al.* 2021). It is a structured and formal process of competency development that imparts essential skills, concepts, and awareness related to entrepreneurship (Sholihah, Wibowo, and Dianta 2023). This form of education has become a cornerstone of the entrepreneurial field, as it actively motivates and inspires students to pursue entrepreneurial careers. Moreover, improving

entrepreneurial intentions and encouraging students to establish businesses through EED is vital, because it not only equips them with foundational knowledge but also stimulates their entrepreneurial mindset (Gibb, Haskins, and Robertson 2013; Lv et al. 2021).

EED is, furthermore, widely acknowledged as a key mechanism for fostering an entrepreneurial spirit among individuals (Chang, Chang, and Fadhil 2024). Over the past two decades, it has gained significant traction in educational institutions worldwide, aiming to cultivate students' entrepreneurial mindsets and enhance their business acumen (Kuratko and Morris 2018). Empirical evidence supports its effectiveness, with Bergmann, Hundt, and Sternberg (2016) demonstrating EED positively influences new business creation at the regional level, as shown in their study using the 2011 Global University Entrepreneurial Spirit Students' Survey data and multi-level analysis techniques. Similarly, Eesley and Lee (2021) argue while EED programmes may not directly increase new business creation, they play a critical role in helping individuals better understand their potential as entrepreneurs. However, contrasting findings by Masha *et al.* (2022) show many young people with innovative business ideas often lack the skills and competencies necessary to transform these ideas into profitable enterprises, underscoring the need for more comprehensive and practical entrepreneurial training programmes.

The above insights emphasise the critical role of EED in fostering entrepreneurial spirit, intentions, and mindset among learners. While empirical evidence demonstrates its positive impact on business creation and personal entrepreneurial development, gaps in practical skills acquisition persist, limiting some individuals' ability to transform ideas into successful ventures. This highlights the need for more comprehensive and skill-focused EED programs.

3.11 LACK OF INDUSTRY SUPPORT AND ENCOURAGEMENT FOR EED

According to Galvão *et al.* (2018), different stakeholders such as schools, government, and business, need to work collectively towards achieving the same goal of strengthening entrepreneurial intentions to enhance the entrepreneurial spirit and business creation. However, the lack of support from industries and encouragement, are a major issue preventing the growth of entrepreneurship, particularly in schools. Dragomir and Pânzaru (2015: 56) are of the view that

effective development of entrepreneurial education can be achieved through collaboration between the education system and the business sector, fostering an entrepreneurial culture. They add that school education plays a vital role in cultivating entrepreneurship skills and understanding business concepts, as well as in promoting entrepreneurial initiative and fostering an entrepreneurial mindset.

Makgamatha (2019: 616), in addition, believes EED significantly contributes to enhancing entrepreneurs' capacity for innovation and creativity, enabling them to identify and address business challenges effectively. The successful implementation of such educational initiatives is crucial for nurturing entrepreneurship and sustaining its growth (Richardson and Hynes 2008: 189). These authors further established the importance of tailoring entrepreneurial education to specific industry sectors, as the needs of various sectors evolve over time, highlighting the need for educators to adapt educational approaches accordingly.

Lindh and Thorgren (2016: 313) mention local context may influence EED results and have recommended educators strengthen their relationships with local businesses and help students learn from actual business settings. Richardson and Hynes (2008: 189) indicate this is becoming increasingly important and “we must be prepared to modify our courses to cope with changing economic landscapes”. This is not the case in SA, where a problem remains with industry participation in initiatives such as entrepreneurship.

Encouraging individuals to embark on entrepreneurship is crucial, as it not only benefits them personally but also contributes to the overall economic growth of a nation (Hameed and Irfan 2019: 137). Entrepreneurs serve as catalysts for economic development, akin to seeds that grow into robust trees, nurturing the economy. To bolster a country's economic resilience, particular attention should be directed towards empowering the younger generation. Identifying their skills and providing them with the necessary support and encouragement can instil the confidence needed for effective entrepreneurship (Hameed and Irfan 2019: 137). Therefore, it is crucial for existing enterprises in the community to support young people in starting their own businesses, particularly those interested in entering the business world. This would be successful if they can collaboratively work with schools.

3.12 CONCLUSION

This chapter has provided different factors that influence the institutionalisation of EED in schools, with lack of EET in schools also discussed. A review of factors influencing EED implementation in schools was presented, followed by a review on the lack of adequate capacity and EED skills for educators. Issues relating to the lack of EED institutionalisation policy and benefits of EED to learners and society were also highlighted. This was followed by a discussion on the commercialisation of EED curriculum in SA and challenges for implementing EED in African countries. Furthermore, issues pertaining to the lack of established EED curriculum and lack of EED spirit were discussed. Lastly, lack of support from industries and encouragement were also highlighted. The next chapter presents the methodological considerations of this study.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter discussed the literature related to various factors contributing to the institutionalisation of entrepreneurial education in the South African context. This chapter explores the research design and methodological approaches utilised to conduct this study. Research entails the methodical exploration of inquiries and the consistent application of methodologies to uncover responses to compelling and significant queries (Burke 2023). First, an appropriate research design for addressing the research questions and research methods is discussed. This is followed by a discussion on the population, sampling, and data collection instruments that were employed in this study. Second, questionnaire distribution and the piloting of the questionnaire are delineated. This is followed by a discussion on data analysis, reliability, and validity. Last, this chapter concludes by highlighting the ethical considerations for this study.

4.2 RESEARCH DESIGN

The primary purpose of research design is to transform a research issue into analysable data, enabling the provision of pertinent responses to research queries while minimising expenses (Adebisi and Abayomi 2016; Asenahabi 2019). Once the problem is identified and relevant literature is reviewed, researchers focus on developing a comprehensive research plan, often referred to as the 'research plan' or 'research design' (Thakur 2021). Asenahabi (2019) and Amin (2005) define research design as the overarching strategy selected by a researcher to harmoniously integrate various study components, ensuring effective resolution of the research problem; it serves as the blueprint for data collection, measurement, and analysis.

Kassu Jilcha (2019) defines research design as a structure of methods and techniques selected by a researcher to integrate different research components in a logically coherent manner, ensuring effective management of the research problem. He further adds that research design offers guidance on "how" to conduct research using specific methodologies. Creswell (2021) similarly explains that

research design outlines specific procedures for conducting research, providing a clear direction before data collection and analysis begin to achieve valid ROs.

Therefore, this study adopted both quantitative and qualitative approaches to achieve the objectives and answer the research questions, with the population consisting of educators from primary and secondary schools selected in the province of KZN. The primary approach adopted in this study was quantitative, which was used to collect data from the educators, while the qualitative approach was subsequently employed to address any gaps that might have been overlooked by the quantitative method. The school principals of the selected schools were also included in the study through one-on-one interviews. These two approaches were utilised because they provide a comprehensive understanding of the research topic.

4.2.1 Explanatory sequential design

Mixed methods research can be organised into two types of sequential designs (Creswell and Clark 2017; Edmonds and Kennedy 2016): exploratory sequential design and explanatory sequential design. According to Wipulanusat *et al.* (2020), the sequential explanatory design typically prioritises the quantitative phase. Researchers first gather and analyse quantitative data, then employ qualitative methods to further explain and interpret the quantitative results. Employing the explanatory sequential design in the current study allowed for a comprehensive merging of divergent perspectives on a single phenomenon (McKim 2017). This design intricately captured the differing views of educators and principals (SGB Members) on the institutionalisation of EED in schools by integrating quantitative and qualitative data strands. The rationale behind this approach was that the quantitative data and subsequent statistical analysis provided a general understanding of how the institutionalisation of EED can be used as a strategic approach to enhance the entrepreneurial spirit among students.

4.3 RESEARCH PHILOSOPHY

Research philosophy refers to a system of beliefs and assumptions regarding the development of knowledge, forming the foundation of research processes, including the choice of strategy, problem formulation, and data collection and analysis (Saunders, Lewis, and Thornhill 2009; Žukauskas, Vveinhardt, and Andriukaitienė

2018). Key philosophies include positivism, interpretivism, realism, and pragmatism, each offering unique perspectives and methodologies.

Positivism emphasises objectivity and scientific rigour, focusing on observable phenomena and quantifiable data to uncover patterns and establish generalisable laws (Su 2018). In contrast, interpretivism, also known as constructivism, prioritises understanding subjective experiences and social contexts through qualitative approaches such as interviews and case studies (Pervin and Mokhtar 2022). Realism bridges these philosophies by acknowledging an objective reality, influenced by subjective interpretations, employing both qualitative and quantitative methods to explore underlying mechanisms driving observable events (Fletcher 2017). Finally, pragmatism centres on practical applications and combines qualitative and quantitative methods to address research questions effectively, making it particularly useful in applied research (Kelly and Cordeiro 2020).

For this study, pragmatism was selected as the guiding philosophy due to its adaptability and focus on practical outcomes. Unlike other philosophies that adhere strictly to either objective or subjective views, pragmatism prioritises what works best in addressing the research problem. This approach enabled the researcher to integrate qualitative insights with quantitative data, providing a comprehensive understanding of the complex issue at hand. Pragmatism's flexibility was particularly valuable in producing actionable solutions and practical recommendations, aligning with the applied nature of the study. By emphasising utility and adaptability, this philosophy ensured the research remained relevant and beneficial to stakeholders and practitioners.

4.4 RESEARCH METHODS

Research can be categorised into three fundamental types: quantitative, qualitative, and mixed-methods research (Creswell 2021), with each playing a significant role in the research domain. Newhart and Patten (2023) indicate that research methods serve as the fundamental framework for scientific inquiry, serving as the "how" for constructing systematic knowledge. Creswell and Creswell (2017) suggest researchers should consider three primary methods, namely quantitative, qualitative, and mixed methods, when conducting business research. In general, research methods form the cornerstone for knowledge generation across various

disciplines, including business management, and are shaped by the research questions and the researcher's chosen paradigm or philosophy (Pinsonneault and Kraemer 1993).

Research methods encompass the tools, techniques, practices, and processes utilised to address questions of interest and contribute to a significant discourse or a collection of established ideas concerning that interest (Burke 2023). Walliman (2021) stresses that research methods serve as the instruments and methodologies for conducting research. Importantly, the chosen method should effectively address the research question at hand (Ryan, Cadogan, and Hughes 2020; Bougie and Sekaran 2019). According to Creswell *et al.* (2006), mixed methods offer a more comprehensive understanding of research issues compared to either approach individually. Mixing methods involves combining two primary research genres, which can compensate for the limitations of a single method, thereby enhancing the validity and reliability of research findings (Hafsa 2019).

In this study, both quantitative and qualitative methods were adopted. This strategy aimed to achieve a comprehensive understanding of the investigated research problem. Furthermore, this approach was chosen for its capacity to integrate the advantages and disadvantages of both quantitative and qualitative methods. These two approaches are further discussed in the following sections.

4.4.1 Quantitative method

Quantitative research, often grounded in positivism, is prevalent in fields such as epidemiology, operating on the premise that there is a singular objective reality that can be measured (Wasti *et al.* 2022). Apuke (2017) argues that quantitative research involves the measurement and analysis of variables to derive outcomes. This approach entails gathering and analysing numerical data to address scientific inquiries (Rana, Gutierrez, and Oldroyd 2021). Moreover, it encompasses summarising data, identifying patterns, making predictions, examining causal relationships, and generalising findings to broader populations. Additionally, quantitative research facilitates the quantification of effect sizes, assessment of association strength, prioritisation ranking, and evaluation of evidence strength. Researchers in quantitative studies typically define the scope of investigation, pose specific and focused queries, collect quantifiable data from participants, and

statistically analyse these data, as well as conduct the inquiry impartially and objectively (Mohajan 2020).

Quantitative data typically originates from structured sources such as tests, questionnaires, or psychological tools (Creswell 2021). Westerman (2011) asserts that engaging in quantitative research necessitates involvement in activities that hold significance and practical value, thus involving an interpretive process. He further suggests when participants respond to questionnaires or psychological assessments, they attempt to comprehend the questions, instructions, and numerical data based on their overall understanding of language, cultural norms, and personal perspectives.

To collect quantifiable data from participants, this study gathered quantitative data by distributing questionnaires to educators in selected schools across the KZN province. The researcher chose the quantitative method because its data analysis is less time-consuming and enables reaching a larger portion of the population. Additionally, this method was selected for its ability to provide precise and numerical data that can be readily interpreted. This approach is also suitable because it enables economic data collection, maintains a clear theoretical focus for the research, and offers easily comparable data (Hussey and Hussey 1997). Furthermore, this approach is appropriate, as it ensures the researcher's position remains neutral throughout the research process.

4.4.2 Qualitative method

Creswell (2021) explains qualitative data is obtained from open-ended sources, typically without predetermined responses. Queirós, Faria, and Almeida (2017) argue that qualitative methodology aims to comprehend a complex reality and the significance of actions within a specific context. Maxwell (2012) stresses qualitative research deals with the realm of meanings, motivations, aspirations, and beliefs, as well as values, and attitudes, which encompasses a deeper domain of relationships, processes, and phenomena that cannot be reduced to variable operationalisation. Scholars such as Creswell and Poth (2016) assert qualitative methods are intended to acquire in-depth information that leads to a deeper understanding of social phenomena. Denzin and Lincoln (2011) discuss that qualitative research methodology requires the close examination of a phenomenon in its natural settings

to produce rich descriptions and narratives about the phenomenon. To obtain an in-depth information that led to a deeper understanding of social phenomena, one-on-one interviews were conducted with the selected school principals.

Trainor and Graue (2014) and Ugwu and Eze Val (2023) suggest that qualitative research enables researchers to (a) describe individuals' experiences and perspectives, (b) delve into the meaning and processes underlying various occurrences, and (c) comprehend how and why phenomena occur within specific contexts. Maxwell (2012) further argues that qualitative research design, characterised by an interactive approach, offers a flexible structure, allowing for extensive construction and reconstruction of the design. Flick (2013) posits employing qualitative research methods can yield thorough and appropriate analyses of an issue, granting participants sufficient freedom to determine what they consider consistent.

Qualitative research excels in narrative storytelling, frequently from the viewpoint of those intimately engaged with the subject (Tenny, Brannan, and Brannan 2017). To enhance comprehension of the integration of EED into schools, interviews with school principals were conducted to gather qualitative data. Furthermore, the qualitative method was employed to supplement information that may have been overlooked by the Likert scale questionnaire. The selection of school principals as study participants was based on their critical role in policy development and their strategic positions within the educational system.

4.5 POPULATION

Satishprakash (2020) and Michalos (2014) define population as the complete set or collective of all units to which the research findings are intended to be applied. A clearly defined population aids the researcher in selecting an appropriate sample size that accurately represents the entire population (Michalos 2014). Sekaran and Bougie (2016) stress the importance of clearly defining the study population to ensure the sample size is representative and potentially generalisable. Moreover, Porzsolt *et al.* (2019) point out the challenge researchers face in identifying the characteristics of the groups under study and describing the criteria that determine inclusion or exclusion from those groups, all within a relevant context.

Therefore, the population for this study consisted of educators and principals across the province of KZN. These educators and principals came from the 10 KZN district municipalities and one metropolitan municipality; all districts were well-represented.

4.5.1 Study area

Primary research is usually carried out in a particular "field site" or setting, which necessitates meticulous planning and the identification of representative areas, particularly for large-scale, national, or longitudinal studies (Wasti *et al.*, 2023: 116). The authors add that site selection is a crucial step in research because it affects the quality and generalisability of the findings.

KZN, known as "the garden province," was formed in 1994 by merging the Zulu Bantustan of KwaZulu ("Place of the Zulu" in Zulu) and Natal Province. Located in the southeast of SA, KZN shares borders with Swaziland, Mozambique, and Lesotho. As stated above, the province consists of 10 districts and one metropolitan municipality. Each district municipality oversees approximately five or six local municipalities. This study focused on the KZN context, targeting all 10 district municipalities, including the one metropolitan municipality.

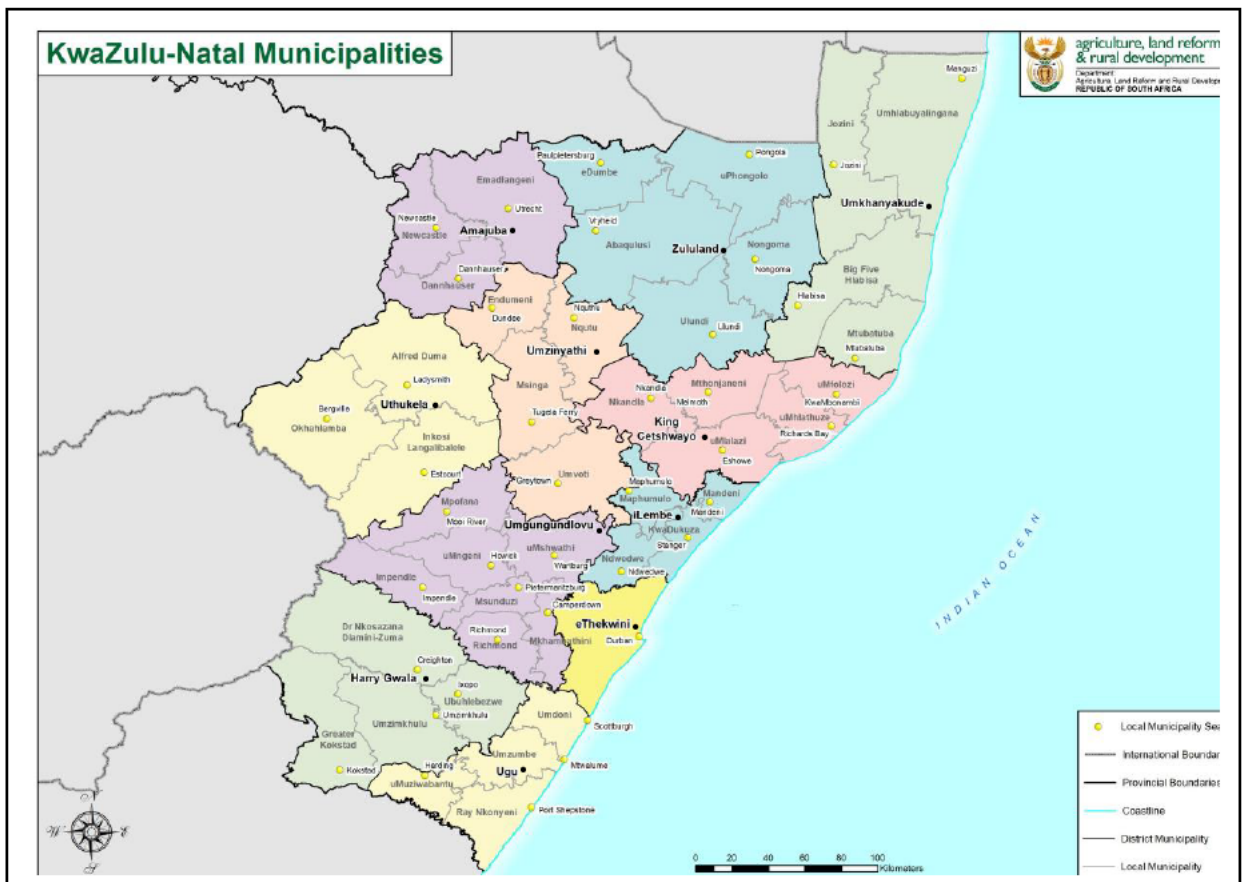


Figure 4.1: Map of the district municipalities in KZN

Source: National Department of Agriculture (NDA) (2023)

Figure 4.1 above presents the map showing the 10 district municipalities and one metropolitan municipality in KZN. The districts highlighted are where this study is conducted. The researcher considered it appropriate to include schools across all 11 districts to gain a comprehensive understanding and relevant insights into the institutionalisation of EED. This approach aims to foster the entrepreneurial spirit among both primary and secondary school learners in KZN. As mentioned in Chapter 1, the study focused on both independent and public schools across the province. The study was designed to gather insights from educators and principals of the selected schools, regarding EED institutionalisation in KZN schools.

4.6 SAMPLING

Sampling involves the selection of participants for a research study based on specific criteria from a larger population (Turner 2020). Chen *et al.* (2023) and Taherdoost (2016) define a probability sample as one obtained through a probability

sampling design, where every unit in the target population has a chance of being selected. On the other hand, a non-probability sample, as described by Fuller (2011), does not ensure every unit in the target population has a chance of being selected.

Sampling plays a critical role in ensuring the accuracy of a study (Bhardwaj 2019). Determining how to select a sample that aligns with the ROs is a key challenge in research planning (Oribhabor and Anyanwu 2019). Furthermore, sampling is regarded as an indispensable tool in educational research.

Zickar and Keith (2023) explain that probability-based sampling involves enumerating a population and selecting individuals through a stochastic process, ensuring each individual has an equal chance of selection. They further assert the primary advantage of this method is the ability to mathematically determine confidence intervals related to population estimates. Understanding sampling methods is crucial for designing high-quality research (Berndt 2020). Iliyasu and Etikan (2021) categorise sampling into two main forms: probability and non-probability sampling. Probability sampling requires a complete population list, whereas non-probability sampling does not. Non-probability sampling is often preferred due to its convenience and cost-effectiveness (Wiśniowski *et al.* 2020).

To select the targeted educators and principals in the identified schools, a non-probability quota sampling method was employed to gather the data required to address the research questions. The KZN Education department (2022) states there are 6 152 primary and high schools and 90 058 teachers in the KZN province. There are 10 district municipalities in the KZN province (Amajuba, ILembe, Harry Gwala, Ugu, uMkhanyakude, uMgungundlovu, uMzinyathi, UThukela, King Cetshwayo, and Zululand) and one metropolitan municipality (eThekweni).

Researchers utilise non-probability sampling methods to gather information about a population (Maree and Pietersen 2016). Sedgwick (2012) notes quota sampling is frequently utilised in surveys and opinion polls, where the predetermined total number of individuals to be surveyed is established in advance. For example, it is critical for the sample to be representative of schools in relation to their demographic distribution. The sample was, therefore, divided into subgroups or strata.

The motivation in using a quota sampling method, is it strives to obtain the best representation in the final sample of respondents; saves time when collecting study data because the sample represents the population; and saves additional time when collecting study data as the sample reflects the population. Furthermore, it saves research costs when quotas accurately represent the population; the number of different types of people who participate in the survey are tracked; and researchers use the sampling approach to classify the characteristics of a specific set of individuals (Iliyasu and Etikan 2021: 25). In the current study, quantitative information regarding schools in KZN (Masterlist of Schools for 2022, as detailed in chapter one, Table 1.1) shows 276 independent and 5 876 public schools in the province (KZN Education Dept. 2022).

The sample size is further discussed in the following section.

4.6.1 Sample size

Sample size refers to the portion of a population necessary to ensure sufficient data for drawing conclusions within a study (Sekaran and Bougie 2016; Curtis and Keeler 2023). Adequate determination of sample size is critical for deriving realistic conclusions from research outcomes (Memon *et al.* 2020). Rahman (2023) stresses the importance of researchers gathering data from a sufficiently large sample size and selecting an appropriate sampling method. Thus, manual calculation of sample size is unnecessary, as various free software tools are available for this purpose (Althubaiti 2023).

The sample size for this study was drawn from the 10 district municipalities and one metropolitan municipality (eThekweni) selected for the study, where the participating municipalities across the province (one primary and one high school per district) provided 22 schools. There were 396 educators, including principals, included in the sample size for this study, determined using the Yamane (1973) formula.

Sample size calculation:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{90\ 058}{1 + 90\ 058 (0.05)^2}$$

n = 396 Educators

(11 primary schools X 16 educators per school) = 176 primary school participants.
With regard to secondary schools, (11 secondary schools X 20 educators per school) = 220 secondary school participants.

The total sample size for quantitative data was 176+220=396.

The above sample size was in line with Bougie and Sekaran (2019: 248) who state when a population size is 90 058, a sample size of 396 should be adequate to support the research findings. Only nine principals participated in this study of the 22 principals identified for participation. All participants for the targeted schools in the province of KZN participated in this study upon obtaining their permission to participate.

4.7 DATA COLLECTION INSTRUMENTS

Data collection tools are a crucial element of the research process, serving as the foundation for analysis in addressing a specific research problem (Moyo 2017). He adds that various studies employ instruments such as questionnaires, interviews, and observations to gather data. Oben (2021) also defines research instruments as systematically designed tools used to collect, measure, and analyse data relevant to ROs. He further stresses the importance of selecting the appropriate instrument based on the nature of the study, whether quantitative, qualitative, or mixed methods.

According to Mensah (2020: 01) the selection of research instruments should not be arbitrary, as it significantly impacts the credibility and persuasiveness of study findings. Researchers should consider their own competencies when deciding which instruments to use. In this study, quantitative data were gathered from the target population through a 5-point Likert scale questionnaire, while qualitative insights were derived from structured interviews conducted with SGB members from selected schools in KZN. The discussion of these two research instruments follows in the next section.

4.7.1 Questionnaire

Roopa and Rani (2012) and Boparai, Singh, and Kathuria (2018) define a questionnaire as a series of inquiries posed to individuals to gather statistically

significant information on a specific subject. Similarly, Sreejesh, Mohapatra, and Anusree (2014), Ranganathan and Caduff (2023), along with Jenn (2006), concur that a questionnaire comprises a set of queries directed at respondents, accompanied by clear instructions regarding the sequence and content of the questions. They highlight four primary functions of a questionnaire: facilitating data collection from respondents, structuring interviews, offering a standardised format for recording responses, and aiding in data processing.

As explained by Patel and Joseph (2016), a questionnaire must invariably serve a specific purpose aligned with the ROs. Taherdoost (2022) reveals the significance of a questionnaire as a crucial tool in research, enabling researchers to gather pertinent data on the research topic while ensuring the design minimises errors. Employing a questionnaire expedited data collection and enhanced accuracy, facilitating subsequent data processing, as noted by Krosnick (2018). In addition, a questionnaire provides quality data that will aid in testing hypotheses and information for policy suggestions and implementation (Aliero and Miswar 2023).

For the purpose of this study, a questionnaire was employed to gather responses from the participants and to obtain statistically useful information with regard to the topic under investigation. The questionnaire was selected for its user-friendliness and reliability. Furthermore, the questionnaire serves as the primary instrument in this research to explore an aspect of the behaviour of a specific group of people - in this case, educators (Hunston and Oakey 2009).

4.6.1.1 Questionnaire design

Questionnaire design involves crafting the structure and content of the survey instrument intended for gathering data on a specific phenomenon (Holyk 2008). It is imperative, as argued by Yaddanapudi and Yaddanapudi (2019: 335), that the questionnaire undergoes thorough design and evaluation before implementation, ensuring alignment with the research question throughout the development process. Additionally, the design should be tailored to suit the survey medium being utilised, whether it be phone, email, web, postal, one-on-one interview, or another format.

The questionnaire developed stemmed from gaps identified in the literature review, where various variables were identified. The reviewed literature served as the source for all variables incorporated into the questionnaire statements, covering the

ROs of this study. Therefore, this study utilised a questionnaire to examine the institutionalisation of EED as a strategic approach to enhance entrepreneurial spirit in the selected schools in KZN. The questionnaire made use of a Likert-type rating scale, comprising categories of strongly agree, agree, neutral, disagree, and strongly disagree, each assigned numerical ratings from 1 to 5 (Appendix one). Accompanying the questionnaire was a letter of information along with a consent form for completion by the respondents. This letter included details regarding the research study title, the researcher's and supervisor's information, the study purpose, instructions for completing the questionnaire, and an overview of any potential risks or benefits for the participants. Respondents were assured of their ability to withdraw from the study at any time, and the letter emphasised the maintenance of anonymity and confidentiality. Contact information for responsible individuals was provided in case participants had any questions or concerns.

The questionnaire administered to educators consisted of nine pages and was divided into two sections (section A and B), which also included the letter of information and consent form. Section A, focused on biographical information, contained five questions (1-5) pertaining to district municipality, age, teaching experience, and level of responsibility or seniority, as well as highest educational qualification, primarily for statistical analysis. Section B comprised 41 closed-ended questions, without space for open-ended responses. However, an area for additional comments was provided at the end of the questionnaire, allowing respondents to provide any supplementary information not covered by the Likert scale questions. Below is an example of the questionnaire used in the study:

Please complete the following section by placing a cross (X) in the appropriate box to select your response.

1 = Strongly agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly disagree

SECTION A: BIOGRAPHICAL INFORMATION

1. Please indicate the district municipality that you belong to	
Amajuba	1
ILembe	2
Harry Gwala	3
Ugu	4

uMkhanyakude	5
uMgungundlovu	6
uMzinyathi	7
UThukela	8
King Cetshwayo	9
Zululand	10
eThekwini	11

2. Please indicate your age	
18 – 30 years of age	1
31 – 39 years of age	2
40 – 45 years of age	3
46 years of age and above	4

3. Please indicate your teaching experience	
1 – 5 Years	1
6 – 10 Years	2
11 – 15 Years	3
16 years and above	4

4. Please indicate your responsibility or seniority	
Educator	1
Head of Department (HoD)	2
Principal	3

5. Please indicate your highest qualification	
Teachers' senior certificate (PGCE)	1
National Diploma	2
Degree/BTech	3
Honours	4
Masters	5
PhD	6
Other: (Please specify)	7

SECTION B: Please indicate your response to the following statements regarding institutionalising EED as a strategic approach to enhance entrepreneurial spirit.

6. The following statements intend to explore how institutionalising entrepreneurship education can enhance entrepreneurial spirit	Strongly agree	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
6a. Entrepreneurship education encourages the founding of new businesses by learners.					
6b. Entrepreneurship education equips learners with critical decision-making skills.					
6c. Entrepreneurship education enhances the success of graduates in the job market.					
6d. Developing an entrepreneurial spirit is a team effort that requires everyone's participation.					
6e. Learners' motivation to actively participate in business and society in the future, is formed by what they learn in class.					
6f. Developing an entrepreneurial mindset requires entrepreneurial learning.					
6g. Developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship.					
6h. It is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit.					
6i. Learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities.					

6j. People with an entrepreneurial spirit and mindset are those who are able to take risks.					
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4.7.2 Semi-structured interviews

According to Magaldi and Berler (2020) the semi-structured interview, commonly employed in social sciences and qualitative research, serves as an exploratory tool or for gathering clinical data. They further argue, while it typically adheres to a predetermined guide or protocol, focusing on a central topic to provide structure, it also allows for flexibility and discovery, permitting the exploration of various topics as the conversation progresses. Galletta (2013) concurs, highlighting the method's effectiveness in fostering dialogue between the interviewer and participant, facilitating the improvisation of follow-up questions based on participant responses. Kallio *et al.* (2016) stress the importance of rigorous data collection procedures in influencing study outcomes.

Semi-structured interviews typically involve using an interview guide with questions designed to meet the ROs (Adeoye-Olatunde and Olenik 2021). According to Moser and Korstjens (2017), these interviews involve gathering narrative data from individuals or groups, providing detailed insights into the phenomena under investigation. Similarly, scholars such as Rowley (2012) and DiCicco-Bloom and Crabtree (2006) concur that interviews are commonly employed in qualitative research to collect factual information or gain understanding of viewpoints, attitudes, experiences, processes, behaviours, or predictions. They further establish that interviews can be conducted with either a single person (individual interviews) or a group of people (focus groups).

For this study, an interview schedule was prepared and the interviews with the school principals, as members of the SGB, were conducted (Appendix two). A telephone call was made to all principals of the targeted school to ascertain whether they would be available for the interviews. Once permission was granted by the principals, the researcher attached the interview schedule, gatekeeper's letter; obtained from the Department of Basic Education in KZN (Appendix four), together with the letter from DUT Institutional Research Ethics Committee (IREC) (Appendix three), which gave permission for the research to be conducted. This provided

participants with sufficient time to prepare for the interviews. Dates and times of the interviews were then discussed between the researcher and the interviewees (principals). The interviews were conducted over a period of four months, starting from June 2023 to 30 September 2023.

Interviews were conducted on a one-on-one basis in the principals' offices. The researcher requested permission from the participants to record the interviews, as this would enable them to focus more on the interview process and ensure its smooth flow. All participants consented to the interviews being recorded. These interviews were insightful, as the principals were able to provide fruitful recommendations and to voice their opinions openly with regard to the research topic. These interviews helped to fill gaps that may have been left out in the Likert scale questionnaire used for the main study. The researcher managed to secure nine interviews with principals. The remaining principals were, however, unavailable for interviews due to their busy schedules. Therefore, the researcher had to capture these interviews due to time constraints.

Below are examples of interview questions used in the study:

4.7.3 Interview Questions

The following questions sought to establish the perception/ attitudes of principals and SGB members on institutionalising EED in school, as a strategic approach to encourage increased entrepreneurial spirit in KZN schools.

1. Do you think entrepreneurship education should be made a compulsory subject in both primary and secondary schools?

Comment: _____

2. Do you believe educators can be instrumental in the successful development and delivery of entrepreneurship education courses?

Comment: _____

3. Do you think the South African curriculum should embrace neoliberalism or a free market economy?

Comment: _____

4. Do you think the South African government is doing enough to implement entrepreneurship education in both primary and secondary schools?

Comment: _____

4.8 PILOTING THE QUESTIONNAIRE

Van Teijlingen and Hundley (2001) define pilot studies as scaled-down versions of full-scale research endeavours, also known as 'feasibility' studies, or as specific tests of research instruments such as questionnaires or interview schedules. They add that pilot studies are essential components of well-designed research projects. In (2017: 601) explains a pilot study aims to determine whether a proposed research endeavour is feasible, whether the researcher should proceed with it, and if so, how. Pilot studies are typically conducted on a smaller scale than the main study and serve to enhance its quality and efficiency (Gudmundsdottir and Brock-Utne 2010). Thoroughly examining the methods and findings of a pilot study allows for the detection of any shortcomings that need to be rectified (Malmqvist 2019: 01). The

authors further argue a well-planned and executed pilot study has the capacity to enhance the overall quality of the research, as insights gained from such studies can guide subsequent phases of the research process. The outcomes of pilot studies can aid in identifying existing and potential issues that researchers can resolve prior to commencing the planned main study (Fraser *et al.* 2018: 263).

A pilot study sample should, according to Connelly (2008), comprise 10 percent of the projected sample size for a larger study, which concurs with Treece and Treece (1982). It is complex to determine an appropriate sample size for pilot studies, with Hertzog (2008) attributing this to various factors. It is, nevertheless, recommended by Isaac and Michael (1995) that 10 to 30 participants are sufficient for a pilot study sample size, which is also suggested in survey research (Hill 1998), while 12 participants are recommended in the medical field (Julious 2005; van Belle 2002). Therefore, should your project sample size be expected to be 300, a minimum of 10 participants and up to 30 may be appropriate.

Based on the suggestions from various authors, 50 educators and principals (47 quantitative and three qualitative) from primary and secondary schools across KZN were selected to participate in the pilot study. This number was deemed appropriate as it meets the 10 percent guideline suggested by Connelly (2008) and Treece and Treece (1982). It also aligns with the recommendations of Isaac and Michael (1995) and Hill (2008), who suggested 10 to 30 participants for a pilot study survey should be considered appropriate. These educators and principals were randomly chosen based on predetermined quota characteristics and were not included in the main study, following the recommendation of Grove *et al.* (2015: 45), who suggested these respondents be excluded from the main study. Appointments made in advance with the school principals to obtain permission, and the feedback received from the pilot results were very positive, with no corrections or omissions necessary. Furthermore, the research instrument was sent to a language editor for proofreading. This step ensured no ambiguities or errors in the research instrument. The questionnaire was also sent to research experts in the field of entrepreneurship to review and address any grammatical and content errors.

4.9 QUESTIONNAIRE DISTRIBUTION

According to Koponen, Maki-Opas and Tolonen (2011) self-administration provides more privacy for the respondent and is particularly suitable for sensitive questions (for example, drug use, sexual behaviour, income). These authors add a self-administered questionnaire can be either in paper form or an electronic version. Tetali *et al.* (2015) argue a self-administered questionnaire can offer more reliable and valid information compared to an online questionnaire; and further provides a robust tool for collecting data that enhance the credibility of the results (Leon *et al.* 2022). In addition, Belisario *et al.* (2015) indicate that self-administered survey questionnaires serve as a crucial tool for data collection in clinical practice, public health research, and epidemiology. They are particularly advantageous for achieving broad geographic coverage of the target population, addressing sensitive topics, and requiring fewer resources compared to other data collection methods (Belisario *et al.* 2015). In the past, researchers only had two survey methods available: face-to-face interviews and postal or mail questionnaires (De Leeuw 2008).

For this study, 396 questionnaires were personally administered to the targeted educators in KZN, with 341 returned, resulting in an 86 percent response rate. The researcher chose this method due to its convenience, as argued by several authors above. Furthermore, it allowed him to encourage respondents to complete the questionnaire. The timeframe for distributing and collecting the questionnaire was initially set at two months. However, due to the busy school calendar, the process was extended to four months, which was still acceptable. The researcher requested respondents to leave the completed questionnaires with their respective school administrators or secretaries. Telephone follow-ups were made to establish whether the questionnaires had been completed. The distribution and collection of questionnaires went very smoothly, with a high level of cooperation among the principals and educators.

4.10 DATA ANALYSIS

Data analysis is a stage that entails several steps and begins with the use of statistical techniques to the data that has been obtained (Bryman 2016: 11). As Ibrahim (2015) explains, the process of performing certain calculations and evaluation in order to extract relevant information from data is called data analysis.

For this study, the quantitative data were captured and analysed using the latest SPSS version (v. 29), with the assistance of a qualified statistician, while qualitative data were captured by the researcher using thematic analysis.

According to De Vos (2013), the essence of both qualitative and quantitative data analysis lies in the process of condensing, describing, and scrutinising large volumes of data. In quantitative research, the data typically consist of numerical values, and various statistical methods are utilised to uncover trends and establish correlations. Similarly, qualitative research requires a similar process of summarisation, description, and analysis, with a primary focus on identifying relationships and exploring themes or patterns, discrepancies, and connections (Flick 2013). The analysed data were visually represented using graphs, pie charts, and tables.

Thematic Content Analysis (TCA) was utilised to analyse the qualitative data for this study. Thematic analysis, as stated by Kiger and Varpio (2020: 01), is a powerful, yet adaptable method for analysing qualitative data that may be used in a number of paradigmatic or epistemological orientations. When attempting to understand experiences, thoughts, or behaviours throughout a data set, thematic analysis is accepted as an appropriate way of analysis. It was on the above basis the researcher opted to use TCA for qualitative data analysis.

4.10.1 Descriptive analysis

Loeb *et al.* (2017) argue that descriptive analysis serves to characterise the world or a phenomenon by addressing questions related to who, what, where, when, and to what extent. They emphasise the critical role of description in the scientific process overall and particularly in educational research, whether it involves identifying and explaining trends and variations in populations, developing new measures for key phenomena, or describing samples in studies aimed at establishing causal effects. Vetter (2017) explains descriptive statistics are specific methods used to compute, depict, and summarise research data logically, meaningfully, and efficiently. He adds that these statistics can be presented numerically in the manuscript text and/or tables, or graphically in figures. Therefore, descriptive analysis was employed to analyse and present data for this study.

4.10.2 Frequency analysis

Frequency analysis involves the process of applying a probability distribution to a set of observed data to determine the likelihood of future events of interest (Khaliq *et al.* 2006). According to Oosterbaan (1994), this method is employed to forecast the frequency of occurrences of specific values within a variable phenomenon and to evaluate the accuracy of such predictions. Oosterbaan also notes the popularity of frequency analysis stems from its simplicity in quantitatively assessing behavioural aspects. Hence, frequencies were employed in this study to determine the frequency of responses provided by respondents to specific questions, as well as to verify the coding of data. In addition, the empirical data collected from the frequencies allowed the exploration of the institutionalisation of EED as a strategic approach to enhance entrepreneurial spirit in KZN schools.

4.10.3 Inferential statistics and Chi-square test

Inferential statistics are statistical tools utilised to determine connections between variables and to draw conclusions, a concept regarded as a gauge of consistency by multiple authors (Trevelyan 2015; von der Gracht 2012; Holey 2007). Rana and Singhal (2015) explain that the chi-square test is a nonparametric statistical method employed to assess whether there is an association between two or more groups, populations, or criteria (essentially testing for independence between variables), and to determine the goodness of fit by comparing the observed distribution of data with the expected distribution. Clark and Foster (2014) point out that the Chi-square test (X^2 test) is utilised to ascertain whether a noteworthy difference exists between expected frequencies and observed frequencies across one or more categories. In this study, objectives were employed to assess the relationship between variables. As such, the Chi-square test was applied to all variables, specifically focusing on testing relationships pertinent to this investigation.

4.10.4 Correlations

Correlation is a real number that provides an idea of the degree of association between two variables (Kumar and Gautam 2020; Schober, Boer and Schwarte 2018). Bujang and Baharum (2016) discuss the significance of planning for an adequate sample size before undertaking any correlation analysis. They add this is crucial to ensure the results obtained from the analysis can achieve a minimum desired correlation coefficient value, possess sufficient statistical power, and meet

the desired significance level or p-value. For this study, correlations were used to determine the relationship between EED and entrepreneurial spirit for learners in KZN schools.

4.10.5 Cronbach's alpha test

Taber (2018:1) defines Cronbach's Alpha as a statistic frequently cited by authors to illustrate the suitability of tests and scales developed or adopted for research endeavours. He further states that a high alpha value provides only minimal evidence regarding the reliability of a research instrument. Nevertheless, Tavakol and Dennick (2011:54) emphasise the necessity for researchers to compute this measure to enhance the validity and precision of their data interpretation. For example, in this study, Cronbach's Coefficient Alpha was employed to examine the internal consistency of the questionnaire, assessing its capacity to consistently measure the variables of interest.

4.11 RELIABILITY AND VALIDITY

Validity and reliability are pivotal aspects in establishing the quality of research outcomes within organizational studies (Hayashi, Abib and Hoppen 2019). While validity is more readily demonstrated in quantitative investigations, it also holds significance in qualitative research, where it is gauged by the appropriateness of instruments, methods, and data (Leung 2015). For qualitative research, validity hinges on several factors including the alignment of the research question with the desired outcome, the suitability of the methodology for addressing the research question, the appropriateness of the design for the methodology, and the congruence of sampling and data analysis methods with the research context (Leung 2015). Reliability, on the other hand, pertains to the consistency and replicability of procedures and results, which is particularly crucial in qualitative research where consistency is paramount (Sürücü and Maslakçi 2020).

Content validity was, therefore, carried out to ensure the validity of the data collecting instrument, and the researcher sought assistance and opinions from recognised statisticians to provide their thoughts on the validity of the tools. In addition, the study instruments were sent to a professional Language Editor for language and ambiguity issues to be scrutinised. The questionnaire validity was also guaranteed by piloting it with the target group. The pilot study guaranteed potential

issues were addressed early on, avoiding constraints in the main study and allowing the researcher to assess the research method's applicability and usefulness. Internal consistency was examined using the Cronbach coefficient alpha, after the data had been recorded, to improve the research instrument's reliability.

4.12 ETHICAL CONSIDERATIONS

Human participants were involved in this study. Ethical considerations in research entail obtaining informed consent from prospective research participants, allowing them the opportunity to voluntarily decide whether to participate or decline involvement in the study (Ubi *et al.* 2020; Barrow, Brannan and Khandhar 2023). In addition, it also involves ensuring beneficiaries will not harm participants, and respecting participant confidentiality and privacy. In order to address the above-mentioned points, ethics clearance approval was requested from the Institutional Research Ethics Committee (IREC) at DUT. Approval was obtained on 08 May 2023, and the research was assigned ethics clearance number IREC230/22 for conducting this research. Furthermore, a gatekeeper's letter was requested from the KZN Basic Education Head Office. This letter was produced to the targeted primary and secondary schools, as proof that the necessary ethics-related processes were followed.

Participants received comprehensive information on the study, including its purpose, procedures, potential risks or discomforts, benefits, compensation, and confidentiality protocols. They were assured of anonymity and confidentiality, with their identities safeguarded throughout the research process. Codes were used to identify participants, and their data were exclusively utilised for this study's purposes. Confidential hard copies are securely stored in a locked filing cabinet for five years, while electronic data have been encrypted, password-protected, and stored in the cloud for the same duration. After five years, all electronic records will be permanently deleted from the cloud, and hard copies shredded using an office shredder. Access to confidential data was restricted to the researcher.

4.13 ANONYMITY AND CONFIDENTIALITY

Confidentiality and anonymity, as stated by Eungoo and Hwang (2023), are ethical principles in research that ensure participants give informed consent and are assured of the privacy of their personal information. According to Vainio (2013),

anonymity involves collecting data without obtaining any personally identifying details. Dougherty (2021) warns against misusing confidentiality and anonymity in qualitative research, as it could lead to fraudulent practices and breach of trust. In this study, participants were provided with a letter of information, which was attached to the questionnaire. This letter contained all necessary information, including confirmation that their personal details would not be disclosed to safeguard their privacy. In addition, participants were required to complete a consent form, serving as evidence of their agreement to participate in the study.

On a positive note, Dube, Mhlongo and Ngulube (2014) argue anonymity promotes scientific and methodological integrity of the study. The authors further allude that confidentiality encourages participants to feel free to express radical or extreme views. Therefore, to maintain anonymity and confidentiality for this study, the names of the participants were kept confidential. As such, all participants were anonymous. This process, as advised by Dube *et al.* (2014), provided participants with the freedom to share their perspectives regarding the topic without any fear their participation in the study might cause trouble in the future.

4.14 CONCLUSION

This chapter discussed the research methodology that underpins this study. The research design, which included both quantitative and qualitative methods, was discussed, followed by a deliberation of the population, sampling, and data collection instruments employed in this study. The various data collection methods were outlined, which included questionnaires and interviews. Questionnaire distribution and the piloting of the questionnaire were also delineated, after which data analysis, reliability, and validity were discussed. Lastly, this chapter concluded by highlighting the ethical considerations for this study.

The following chapter will provide data analysis and presentation for this study.

CHAPTER FIVE: DATA PRESENTATION, INTERPRETATION AND DISCUSSION

5.1 INTRODUCTION

This chapter is a presentation and analysis of the data gathered through quantitative and qualitative research methods employed in this study. The questionnaire served as the main instrument for data collection and was distributed to educators throughout the KZN province. Data gathered from the responses were analysed using SPSS version 29.0. Descriptive statistics will be presented through graphs, cross tabulations, and other figures to represent the quantitative data collected. Inferential techniques involved correlations and chi-square test values, with interpretation based on p-values. The conventional method of reporting results involves indicating statistical significance, typically denoted by " $p < 0.05$," where a p-value below this threshold is considered significant.

5.2 RESPONSE RATE

A total of 396 questionnaires were disseminated, with 341 returned, yielding an 86 percent response rate. Baruch and Holtom (2008) suggest response rates between 50 and 80 percent are considered acceptable in business management research. Therefore, the 86 percent response rate achieved in this study falls within a valid range.

5.3 THE RESEARCH INSTRUMENT

The research instrument comprised 46 items, with measurements categorised as nominal or ordinal. The questionnaire was structured into 12 sections, each addressing different themes.

5.4 RELIABILITY STATISTICS

The key elements of precision in research are reliability and validity. Reliability is assessed by obtaining multiple measurements from the same subjects. A reliability coefficient of 0.70 or greater is generally deemed "acceptable" for a newly developed construct.

The table below reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

Table 5.1: Cronbach's alpha score

	Section	Number of Items	Cronbach's Alpha
B6	Institutionalising of entrepreneurship education can enhance entrepreneurial spirit	10	0.828
B7	Factors affecting institutionalisation of entrepreneurship education in South Africa	7	0.853
B8	Perception/ attitudes of teachers, principals and SGB members on institutionalising EED in schools	6	0.871
B9	Significance of embedding entrepreneurship education into the curriculum of both primary and secondary schools	8	0.826
B10	Factors influencing learner participation in curriculum development	6	0.786
B11	South African entrepreneurial education institutional policy reform	3	0.775
	All items included	40	0.910

5.5 FACTOR ANALYSIS

Factor analysis allows researchers to streamline a collection of intricate variables or items through statistical techniques, revealing the underlying dimensions that elucidate the connections among multiple variables or items (Tavakol and Wetzel 2020: 245; Sarmento and Costa 2019: 01). Factor analysis is crucial for several reasons.

First, data reduction, which allows researchers to reduce a large number of variables into a smaller number of factors. This simplification makes it easier to interpret and analyse complex datasets.

Second, factor analysis helps in identifying the underlying structure in a set of variables. This can be particularly useful in fields such as survey research, where multiple questions might measure different aspects of the same underlying concept.

Third, creating new variables by confirming a set of questions measures the same underlying factor; factor analysis enables the creation of new, composite variables. For instance, in a survey on political opinions, separate questions regarding environmental policy at various levels can be combined to form a single measure of attitude towards environmental policy.

Fourth, this technique is versatile and can be applied to diverse fields. For example, in sports, it can be used to determine whether success in a multi-event sport such as a decathlon, is due to a wide range of skills or a few core abilities.

Lastly, interpretation and conceptualisation - while factors are hypothetical constructs, factor analysis allows researchers to interpret, name, and discuss these

factors as if they were real, tangible entities. This helps in forming concrete concepts and theories from abstract data. In essence, factor analysis is important because it simplifies data, reveals hidden structures, aids in the creation of meaningful variables, and is applicable across various research scenarios. It is a powerful tool for understanding and interpreting complex datasets (Tavakol and Wetzel 2020: 245; Sarmiento and Costa 2019: 01).

The matrix table/s is preceded by a condensed table displaying the outcomes of both KMO and Bartlett's Test. The KMO and Bartlett's Test table below presents two assessments that evaluate the appropriateness of the data for structural detection. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy quantifies the extent to which the variance in the variables could be attributed to underlying factors. Higher values (approaching 1.0) typically suggest that conducting a factor analysis with the data may be beneficial. Conversely, when the value is below 0.50, the results of the factor analysis are likely to be of limited utility. Bartlett's test of sphericity assesses the hypothesis that the correlation matrix is an identity matrix, indicating that the variables are unrelated and thus unsuitable for structural detection. Significance levels below 0.05 indicate a factor analysis may be appropriate with the data.

Factor analysis is done only for the Likert scale items. Certain components are divided into finer components. This is explained below in the rotated component matrix.

Table 5.2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.836
Bartlett's Test of Sphericity	Approx. Chi-Square	6751.654
	df	780
	Sig.	0.000

All conditions were satisfied for factor analysis.

KMO Measure of Sampling Adequacy:

- **Value:** 0.836.
- **Interpretation:** The KMO measure ranges from 0 to 1, with higher values indicating a higher suitability of the data for factor analysis. A value of 0.836

suggests the data are very suitable for factor analysis. Generally, a KMO value greater than 0.8 is considered good, indicating the data set has adequate common variances and correlations that factor analysis can uncover.

Bartlett's Test of Sphericity:

- **Approx. Chi-Square:** 6751.654.
- **Degrees of Freedom (df):** 780.
- **Significance (Sig.):** 0.000.
- **Interpretation:** Bartlett's Test of Sphericity tests the hypothesis that the correlation matrix is an identity matrix, which would indicate variables are unrelated and therefore, unsuitable for factor analysis. A significance level of 0.000 ($p < 0.05$) strongly rejects this null hypothesis. The high chi-square value of 6751.654 further supports the rejection of the null hypothesis. Therefore, this result indicates significant relationships among the variables, making the data set appropriate for factor analysis.

In summary, both the KMO measure and Bartlett's Test suggest the data as suitable for factor analysis. The KMO measure indicates good sampling adequacy, and Bartlett's Test confirms the variables are sufficiently related for factor analysis. This combination of results provides a strong basis for proceeding with factor analysis on the dataset. The rotated component matrix^a is detailed below (Table 5.3)

Table 5.3: Rotated Component Matrix

	Rotated Component Matrix ^a							
	Component							
	1	2	3	4	5	6	7	
Entrepreneurship education encourages the founding of new businesses by learners	0.058	-0.060	0.712	0.121	-0.051	0.181	-0.002	B6.1
Entrepreneurship education equips learners with critical decision-making skills	0.189	0.013	0.702	0.088	-0.017	0.156	0.174	B6.2
Entrepreneurship education enhances the success of graduates in the job market	0.046	0.106	0.734	0.078	0.089	0.093	0.165	B6.3
Developing an entrepreneurial spirit is a team effort that requires everyone's participation	-0.090	0.055	0.713	0.036	0.084	0.087	-0.028	B6.4
Learners' motivation to actively participate in business and society in the future, is formed by what they learn in class	0.003	0.123	0.599	0.004	0.070	0.240	0.044	B6.5
Developing an entrepreneurial mindset requires entrepreneurial learning	0.078	0.174	0.439	0.019	0.085	0.501	0.010	B6.6
Developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship	0.088	0.046	0.312	0.001	0.061	0.579	-0.009	B6.7
It is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit	0.116	0.133	0.311	0.056	0.177	0.572	0.043	B6.8
Learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities	0.098	0.075	0.213	0.023	0.088	0.576	0.100	B6.9
People with an entrepreneurial spirit and mindset are those who are able to take risks	0.184	0.015	0.121	0.009	0.017	0.739	-0.007	B6.10
Entrepreneurship education policy in South Africa does not consider market or industry needs	-0.008	0.571	0.126	-0.011	0.270	0.066	0.096	B7.1
Entrepreneurial spirit is affected by the absence of Entrepreneurship Education policy in South African schools	0.089	0.468	-0.026	0.084	0.138	0.468	0.128	B7.2
Entrepreneurial spirit of learners is affected by school principals' entrepreneurial competencies	0.072	0.803	0.038	0.190	0.011	0.105	0.211	B7.3
Entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies	0.097	0.826	0.057	0.134	-0.026	0.080	0.192	B7.4
Involvement of the business sector significantly impacts the promotion of entrepreneurship education in schools	0.101	0.463	-0.018	0.304	0.077	0.369	0.111	B7.5
Entrepreneurial spirit is affected by the family background of a learner	0.088	0.731	0.066	0.047	0.089	0.035	-0.043	B7.6
Educators' experience on entrepreneurship education affects learners' entrepreneurial spirit	0.124	0.812	0.064	0.089	-0.003	0.019	-0.051	B7.7
Entrepreneurship education must be a compulsory module in all schools	0.594	0.268	-0.072	-0.036	0.142	0.197	0.165	B8.1
Implementation of entrepreneurship education in schools can reduce the unemployment rate	0.809	0.038	0.062	0.092	0.095	0.062	-0.031	B8.2

Implementation of entrepreneurship education in schools can reduce the crime rate	0.740	0.139	0.208	0.186	0.125	- 0.028	0.066	B8.3
Implementation of entrepreneurship education in schools can address poverty issues	0.804	0.127	0.066	0.141	0.094	0.124	- 0.025	B8.4
Entrepreneurship education can be used as a strategy to manage inequality issues	0.679	0.306	0.102	0.099	0.133	0.003	0.188	B8.5
Entrepreneurship education can improve economic growth	0.733	- 0.044	0.002	0.171	0.169	0.190	0.069	B8.6
I would welcome a South African curriculum review to include entrepreneurship education in all schools in all programme levels	0.499	- 0.037	0.081	0.195	0.317	0.393	- 0.037	B9.1
The inclusion of entrepreneurship education in the curriculum in all schools can bring a positive attitude for entrepreneurial creation among the youth	0.461	- 0.150	0.091	0.143	0.446	0.173	0.097	B9.2
Curriculum institutional policy development is critically important in South Africa	0.459	- 0.108	0.000	0.206	0.562	0.205	0.068	B9.3
I believe that a curriculum entrepreneurial review should focus in addressing South African economic needs	0.336	- 0.038	0.001	0.135	0.548	0.163	0.036	B9.4
A curriculum review institutional policy should address societal challenges in South Africa	0.274	0.027	0.073	0.154	0.685	0.117	0.014	B9.5
The current curriculum fails to address socio- economic challenges	0.046	0.305	0.064	0.109	0.709	- 0.059	0.135	B9.6
The current curriculum fails to produce entrepreneurially driven students	0.061	0.303	0.151	0.060	0.743	0.087	0.103	B9.7
Students who do entrepreneurship education are highly motivated	0.307	0.063	0.072	0.175	0.367	0.145	0.254	B9.8
A lack of student voice in curriculum development that embeds entrepreneurship education is a serious challenge in South Africa	0.291	0.247	- 0.117	0.566	0.047	0.130	0.172	B10.1
Student involvement in curriculum development can improve student learning	0.088	0.103	- 0.040	0.708	0.021	0.103	0.147	B10.2
Students are critical partners in the curriculum development process	0.150	0.283	0.233	0.511	0.176	- 0.057	- 0.205	B10.3
South African curriculum development forums should include stakeholders such as student body representation/learners and parents	0.060	0.055	0.126	0.785	0.182	- 0.101	0.015	B10.4
Students can make prior suggestions for curriculum developments in their programmes	0.106	0.160	0.132	0.707	0.179	0.057	0.029	B10.5
The new curriculum can be shared with students before it is fully implemented	0.178	- 0.039	0.106	0.606	0.076	0.050	0.111	B10.6
South African institutional policy reform should be in line with European educational standards	0.052	0.136	0.084	0.104	0.035	0.002	0.868	B11.1
South African institutional reform should be driven by economic needs, similar to European countries	0.079	0.078	0.115	0.079	0.107	0.003	0.866	B11.2
Despite many positive changes in schools in the Global North, teachers continue to face reform implementation challenges	0.133	0.147	0.102	0.105	0.190	0.147	0.536	B11.3

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 7 iterations.

Upon examining the split of B6 and B9 items across multiple components within the Rotated Component Matrix, it is clear they pertain to multifaceted aspects of EED. These aspects can be categorised into distinctive subthemes:

For the B6 items, which reflect upon the development of an entrepreneurial mindset and its prerequisites, there are two prominent subthemes:

Section B6 - Entrepreneurial Encouragement: This subtheme pertains to the first component, where the focus is on direct encouragement and enhancement of entrepreneurial activities through education. It encompasses the belief that EED should actively stimulate learners to found new businesses and succeed in the job market.

Section B6 - Collaborative Curriculum Development: Associated with the fifth component, this subtheme suggests the importance of a collaborative approach in curriculum development. It underscores the need for a learning environment that supports and fosters entrepreneurship, not just through content delivery but also through active learner participation in the educational process.

For the B9 items, which deal with the impacts and implications of EED on society and policy, we also observe two subthemes:

Section B9 - Curricular Responsiveness to Socio-economic issues: Items loading onto Component 4 here reflect a critical stance on the current curriculum, emphasising the need for it to better address socio-economic challenges. It suggests a desire for the curriculum to produce entrepreneurially driven students, who can contribute to economic growth and manage inequality issues.

Section B 9 - Strategic Policy and Curriculum Review: The loadings on Component 5 indicate the importance of policy development in shaping the curriculum. This subtheme implies curriculum reviews should be strategic, focusing on addressing South African economic needs and societal challenges, and ensuring the curriculum is aligned with these objectives.

These subthemes collectively highlight the nuanced perspectives held by respondents regarding the EED role. They suggest while there is an appreciation for the direct benefits of such education, there is also recognition of the broader

socio-economic context in which this education occurs and the collaborative processes that could enhance its effectiveness.

B7, B8, B10 and B11 loaded perfectly along a single dimension. The unidimensional loading of items within sections B7, B8, B10, and B11 from the Rotated Component Matrix has meaningful implications, when considering the full titles of these sections:

For Section B7 - Factors affecting institutionalisation of EED in SA: The perfect loading suggests respondents see the factors affecting the institutionalisation of EED as interrelated and part of a unified construct. It implies efforts to institutionalise EED should adopt a comprehensive approach that considers these factors holistically.

Section B8 - Perception/attitudes of teachers, principals, and SGB members on institutionalising EED in schools: The single-dimension loading here indicates a consensus among educators and school governance bodies regarding the perceptions and attitudes toward EED. This consensus could be leveraged to foster a supportive environment for embedding EED within school curriculums.

Section B10 - Factors influencing learner participation in curriculum development: Items in this section loading on a single factor indicate a strong agreement on what influences learner participation. This could guide education policy to focus on these identified factors, in order to enhance student engagement in curriculum development, thereby potentially improving educational outcomes.

Section B11 - South African entrepreneurial education institutional policy reform: The singular dimension loading for this section implies a unified perspective on how South African entrepreneurial education policy should be reformed. It suggests policy reforms are seen as needing to address specific, agreed-upon aspects, to align with international standards and drive economic development.

These loadings, when viewed in the context of their section titles, provide a clearer picture of the attitudes and beliefs of the respondents. They highlight areas where there is a shared understanding, which can serve as a foundation for targeted interventions and reforms in SA's entrepreneurial education landscape.

5.6 BIOGRAPHICAL DATA

This section comprised five statements based on district municipalities, age, teaching experience, and responsibilities or seniority, as well as highest qualification. The data are presented (Figures 5.1-5.5) in the form of frequencies and percentages.

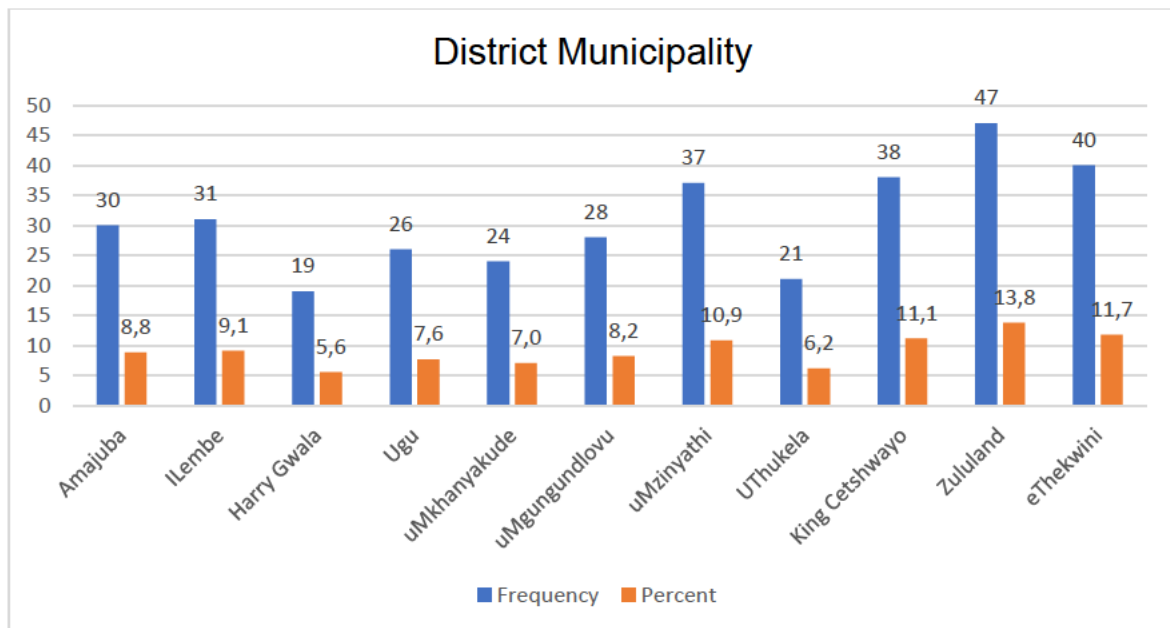


Figure 5.1: District Municipality

The results in figure 5.1 reveal that the largest proportion of the respondents were from the Zululand district (13.8 percent), followed quite closely by eThekweni (11.7 percent), King Cetshwayo (11.1 percent) and uMzinyathi (10.9 percent) districts. The remaining districts received between 5.6 and 9.1 percent, which is a fair representation. Overall, however, all district municipalities were fully represented, except, other districts could not return the distributed questionnaires. The researcher had to work with what he had due to time constraints.

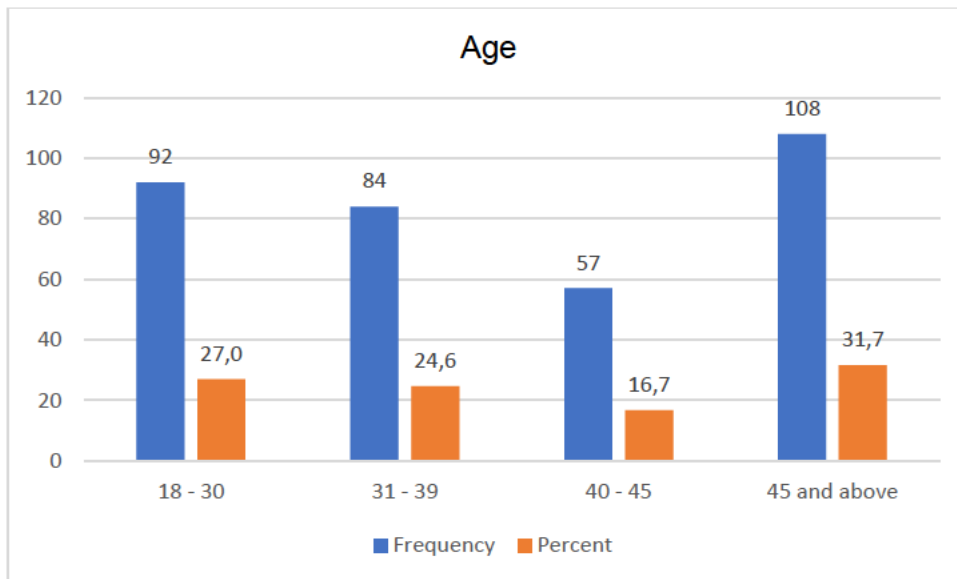


Figure 5.2: Age

Figure 5.2 shows the majority respondents (108 or 31.7 percent), were 45 years and above, followed by 92 (27 percent) respondents who were 18-30 years old. A further 84 (24.6 percent) respondents were between the ages of 31-39 years, while only 57 (16.7 percent) were between the ages of 40-45. It is, therefore, noted that a great majority respondents had a mix of educators aged 45 years and above and young educators (18-30 years), which is a good reflection.

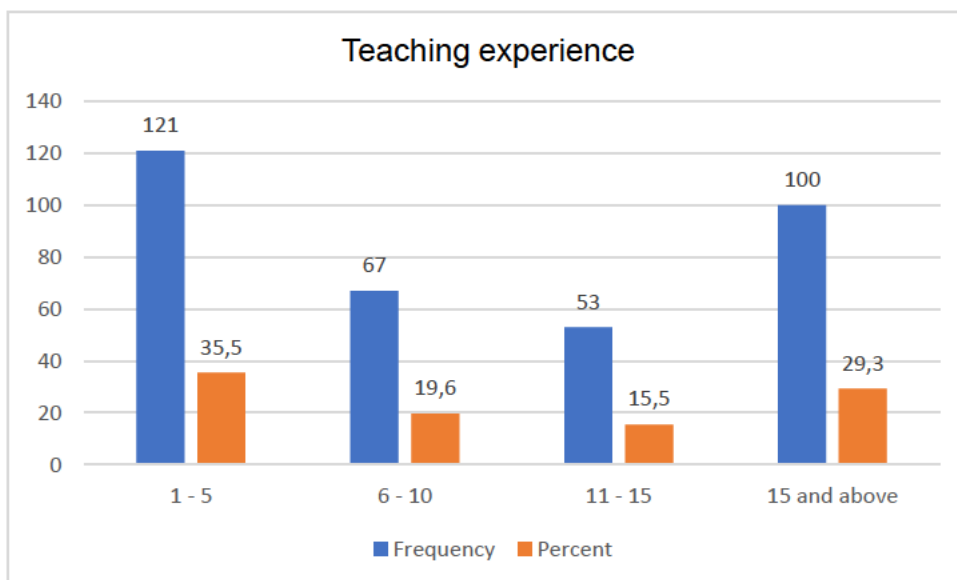


Figure 5.3: Teaching experience

Figure 5.3 shows the largest number of respondents (121 or 35.5 percent) had 1-5 years of teaching experience. The second-highest response rate was 100 (29.3 percent) for 15 and above years of teaching. Furthermore, 67 (19.6 percent)

respondents had 6-10 years of teaching experience, while 53 (15.5 percent) had 11-15 years of teaching experience. These findings demonstrate a great combination of teaching experience, which is a critical aspect in the teaching sphere. Hußner *et al.* (2023) additionally advocate for the significance of contemplating teaching experience within teacher education, asserting that such reflection empowers teachers to assess their professional conduct in the classroom and cultivate novel instructional approaches.

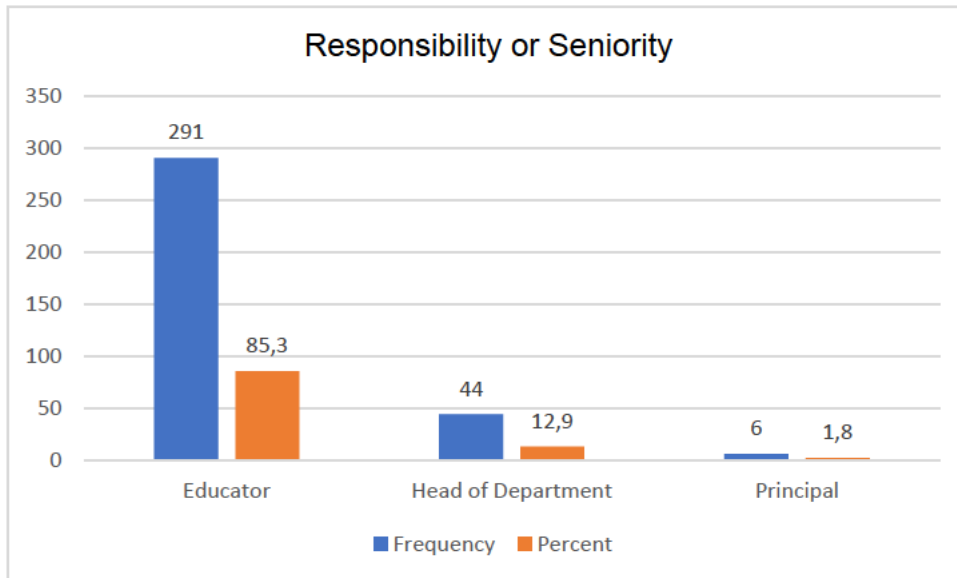


Figure 5.4: Responsibility or Seniority

Figure 5.4 indicates the majority (291 or 85.3 percent) respondents who participated in this study were educators, with 44 (12.9 percent) who were Heads of Departments and six (1.8 percent) were principals. These findings were equivalent to what could be expected, indicating an appropriate distribution of questionnaires to the full population of educators.

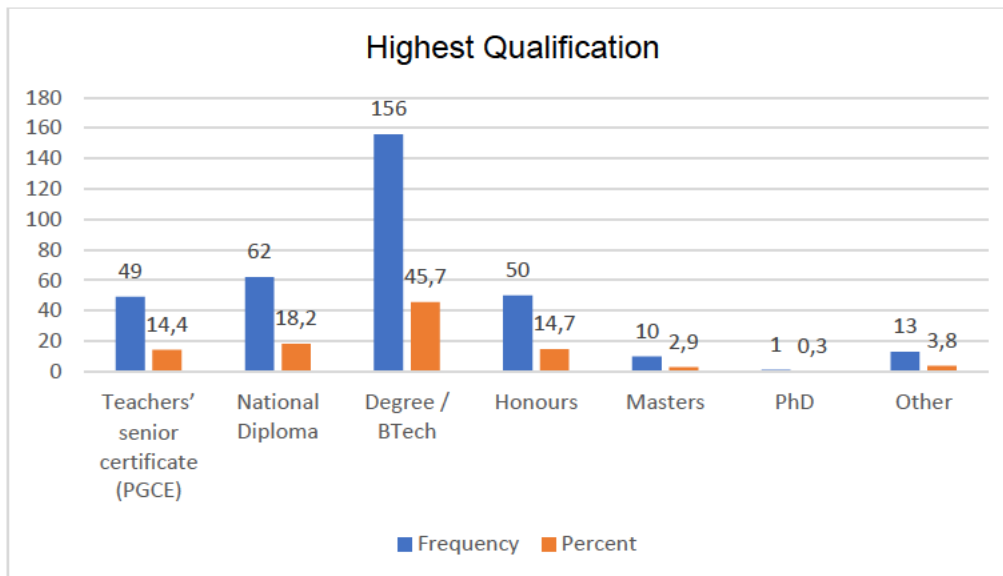


Figure 5.5: Highest qualification

The findings in figure 5.5 show the majority (156 or 45 percent) respondents had a degree or BTech qualifications, with 62 (18.2 percent) having national diplomas and 50 (14.7 percent) respondents had honours, followed closely by 49 (14.4 percent) respondents who had a teachers' senior certificate. The remaining qualifications, such as masters, PhD and other received less than five percent. This distribution suggests that the respondents were predominantly qualified at the undergraduate level, with a significant portion holding national diplomas or honours degrees, while advanced qualifications were less common among the group. Therefore, these results reflect the minimum qualification expected at basic level education.

5.7 HOW INSTITUTIONALISING ENTREPRENEURSHIP EDUCATION (EED) CAN ENHANCE ENTREPRENEURIAL SPIRIT

This section discusses the findings emanating from the above objective, consisting of the following statements from the questionnaire:

- EED encourages the founding of new businesses by learners;
- EED equips learners with critical decision-making skills;
- EED enhances the success of graduates in the job market;
- Developing an entrepreneurial spirit is a team effort that requires everyone's participation;
- Learners' motivation to actively participate in business and society in the future, is formed by what they learn in class;
- Developing an entrepreneurial mindset requires entrepreneurial learning;

- Developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship;
- It is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit;
- Learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities; and
- People with an entrepreneurial spirit and mindset are those who are able to take risks.

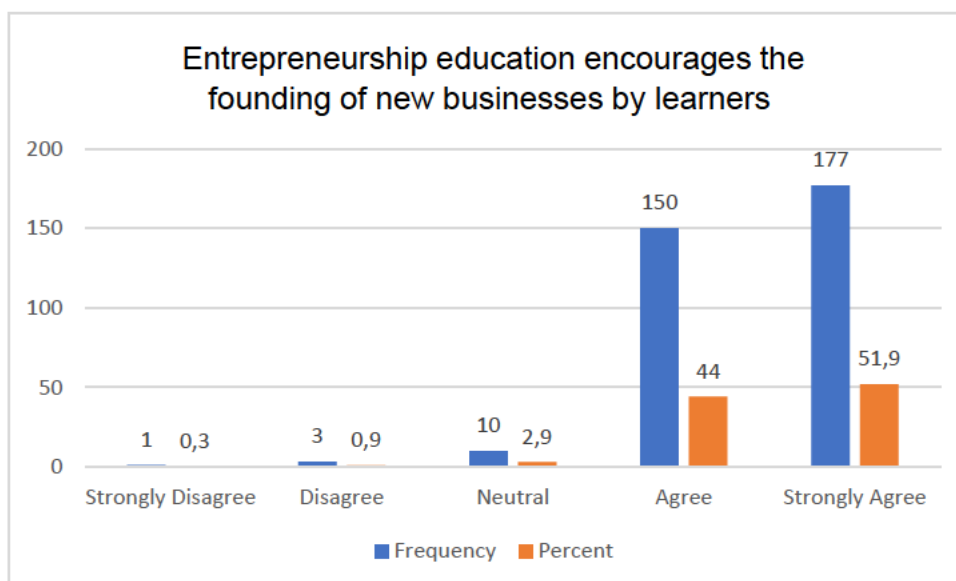


Figure 5.6: EED encourages the founding of new businesses by learners

As indicated by the results in figure 5.6, the great majority (95.9 percent) respondents either agreed (150 or 44 percent) or strongly agreed (177 or 51.9 percent) that EED encourages the founding of new businesses by learners. These findings are supported by Tshela *et al.* (2021), who argue entrepreneurial activity enables young people to identify opportunities and start new business ventures, thereby helping to address youth unemployment. In addition, Mani (2018) finds young people feel motivated to start their own business because of intrinsic factors such as being their own boss and chasing their dreams.

These results are further supported by a Chi-square test, conducted to determine whether EED encourages the founding of new businesses by learners. The results reveal ($X^2=449.894$; $df=4$; $Sign.=0.001$) for this variable, indicating the introduction of EED in schools can encourage learners to form businesses. Therefore, this

means learners should be encouraged to venture into business at a young age, preferably immediately after matriculation. Very few (one or 0.3 percent and three or 0.9 percent) respondents disagreed with this statement. However, 10 (2.9 percent) respondents remained neutral with this statement.

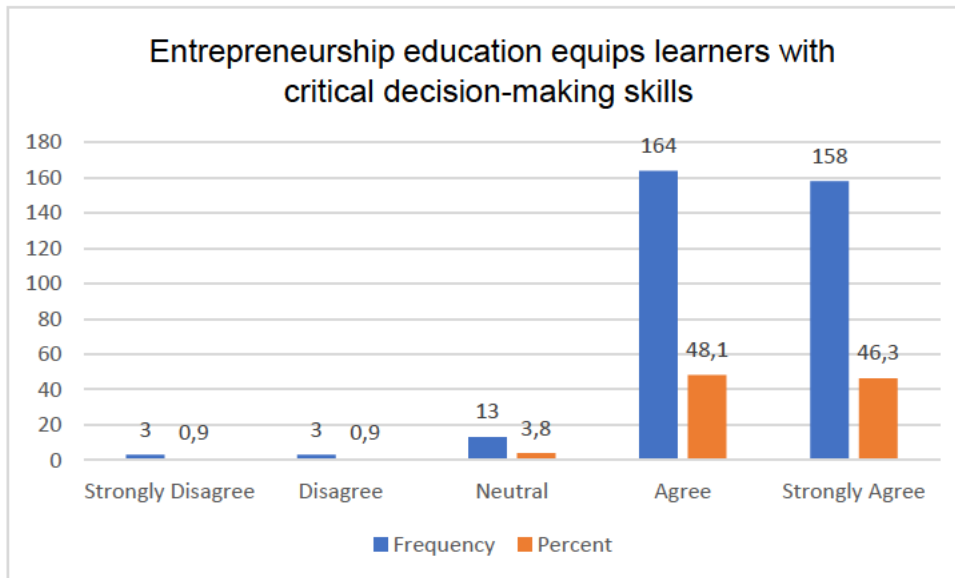


Figure 5.7: EED equips learners with critical decision-making skills

EED is acknowledged as one of the important elements that can impact student career decision-making in the twenty-first century (Wei *et al.* 2019: 1557; Fayolle 2018). Student comprehension of entrepreneurship and awareness of different career options can be influenced by introducing the notion of entrepreneurship and entrepreneurial practices in education (Jena 2020: 02).

The findings in figure 5.7 reveal the majority (94.4 percent) respondents either agreed (164 or 48.1 percent) or strongly agreed (158 or 46.3 percent) that EED equips learners with critical decision-making skills. These results are further supported by a Chi-square test conducted to determine whether EED equips learners with critical decision-making skills. The results reveal ($X^2=422.152$; $df=4$; $Sign. =0.001$) for this variable, indicating EED indeed has a significant impact to equip learners with critical decision-making skills. These findings mean learners who undergo EED are able to enhance their decision-making skills. Only three (0.9 percent) respondents disagreed with this statement. However, 13 (3.8 percent) respondents remained neutral with this statement.

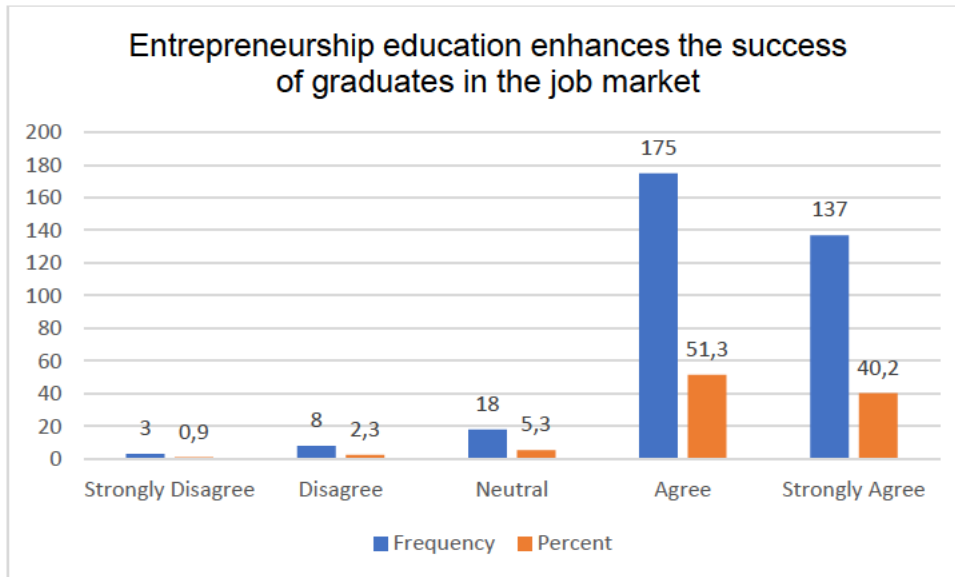


Figure 5.8: EED enhances the success of graduates in the job market

The majority respondents (175 or 51.3 percent and 137 or 40.2 percent) respectively, strongly agreed and agreed EED enhances the success of graduates in the job market. These results are supported by a Chi-square test conducted to determine whether EED enhances the success of graduates in the job market. The results show ($X^2= 389.073$; $df=4$; $Sign. =0.001$) for this variable, indicating EED has a significant impact in improving the success of graduates in the job market.

These findings are in line with the results of a study conducted by Bans-Akutey *et al.* (2023), which establishes a direct relationship between EED and graduate employability. Rae (2008) adds EED can be a promising way of preparing students for such a volatile and dynamic labour market. These results indicate students or learners exposed to EED can thrive in the job market by creating their own opportunities. However, 18 (5.3 percent) respondents were neutral, while three (0.9 percent) and eight (2.3 percent) respectively, strongly disagreed and disagreed with this statement.

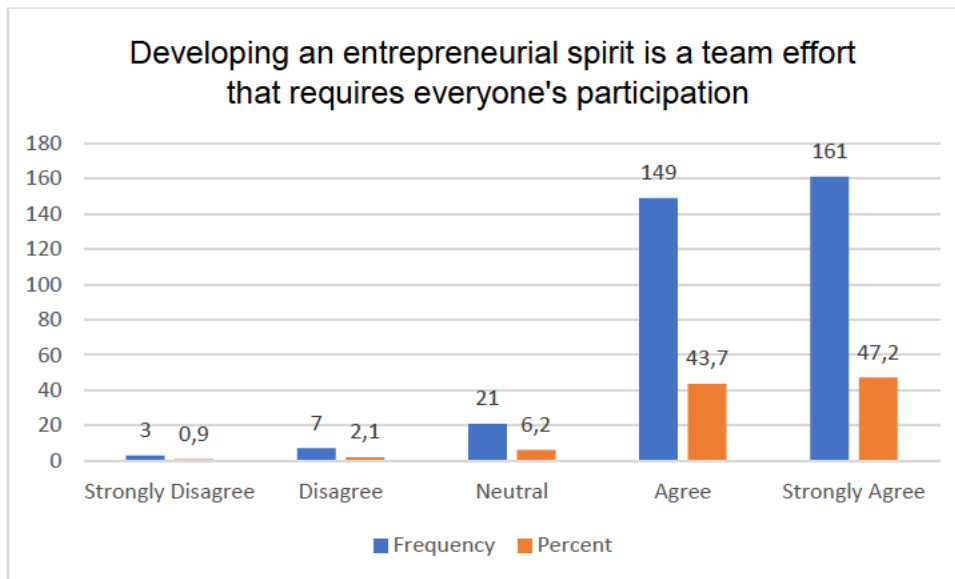


Figure 5.9: Developing an entrepreneurial spirit is a team effort that requires everyone's participation

As reflected in figure 5.9, a vast majority respondents (161 or 47.2 percent and 149 or 43.7 percent) either strongly agreed or agreed developing an entrepreneurial spirit is a team effort that requires everyone's participation. A Chi-square test was conducted to determine whether developing an entrepreneurial spirit is a team effort that requires everyone's participation. The results show ($X^2= 371.918$; $df=4$; $Sign.=0.001$) for this variable, revealing a significant impact between developing an entrepreneurial spirit and it is a team effort that requires everyone's participation.

This finding is echoed by the ETF (2018: 01), emphasising developing an entrepreneurial spirit is a collective effort that necessitates everyone's participation, and we must collaborate to foster innovation and creativity. However, a smaller group of respondents (21 or 6.2 percent) were neutral to the statement, while three (0.9 percent) and seven (2.1 percent) either respectively strongly disagreed or disagreed with the statement. Therefore, the results reveal the majority respondents believe the development of an entrepreneurial spirit in learners requires the active participation of various stakeholders, including learners, educators, government, and society.

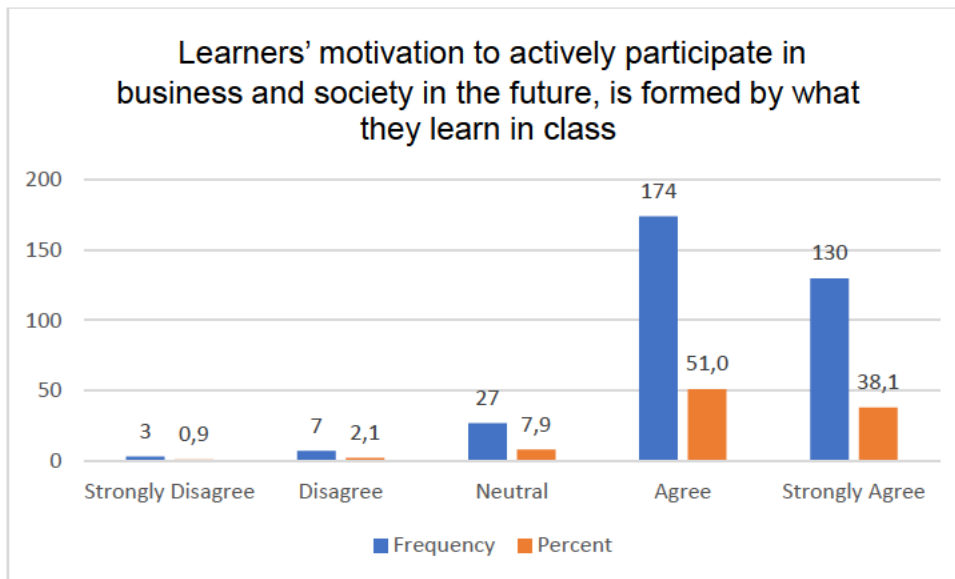


Figure 5.10: Learners' motivation to actively participate in business and society in the future, is formed by what they learn in class

The findings in figure 5.10 show the majority respondents (174 or 51 percent and 130 or 38.1 percent) strongly agreed and agreed, respectively, with the statement that learners' motivation to actively participate in business and society in the future, is formed by what they learn in class. These results are supported by a Chi-square test conducted to determine whether learners' motivation, to actively participate in business and society in the future, is formed by what they learn in class. The results show ($X^2= 362.270$; $df=4$; $Sign. =0.001$) for this variable, indicating this statement is true.

This finding is supported by the EC (2021) report, which stipulates students can become highly motivated and engaged by creating value for others, based on the knowledge they acquire in class. The report adds this can fuel deep learning and illustrates the practical relevance of entrepreneurship knowledge, subsequently improving their societies. These findings mean what learners acquire in the classroom can motivate them to actively participate in both business and society in the future. However, 27 (7.9 percent) respondents remained neutral with the statement, while three (0.9 percent) and seven (2.1 percent), respectively, strongly disagreed and disagreed.

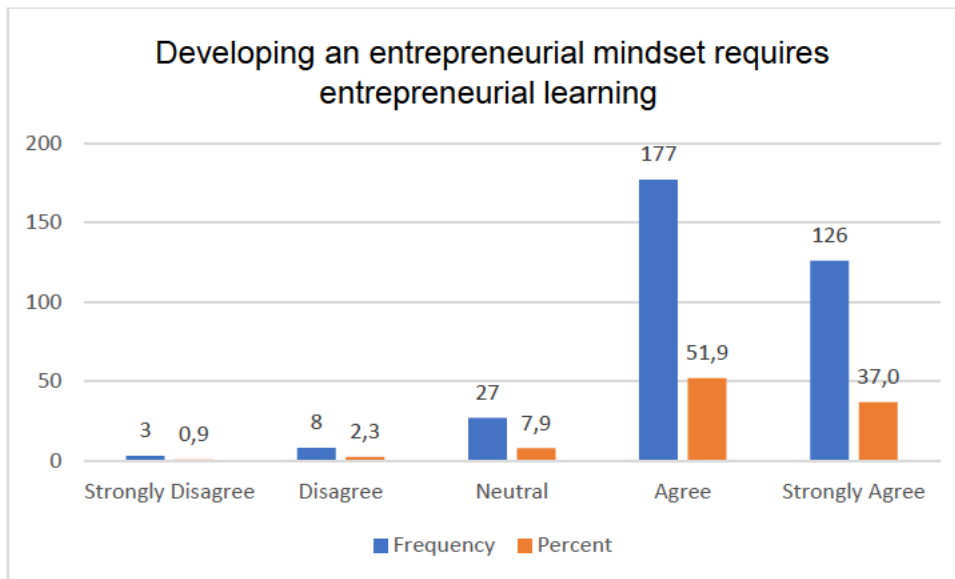


Figure 5.11: Developing an entrepreneurial mindset requires entrepreneurial learning

Most respondents (177 or 51.9 percent and 126 or 37 percent) strongly agreed and agreed entrepreneurial learning is required for developing an entrepreneurial mindset. These results are supported by a Chi-square test, conducted to determine whether developing an entrepreneurial mindset requires entrepreneurial learning. The results show ($X^2= 362.915$; $df=4$; $Sign. =0.001$) for this variable, indicating this statement is valid.

These findings are further supported by Lindner (2019: 5-12), who argues an entrepreneurial mindset must be taught repeatedly, from generation to generation. The EC TWG (2014) also emphasises developing an entrepreneurial mindset requires entrepreneurial learning and an environment that supports and fosters entrepreneurship. While 27 (7.9 percent) respondents were neutral to the statement, three (0.9 percent) and eight (2.3 percent) strongly disagreed and disagreed, respectively, with the statement. These findings indicate the majority respondents believe learners should be taught entrepreneurship as early as primary and secondary school, in order to develop an entrepreneurial mindset.

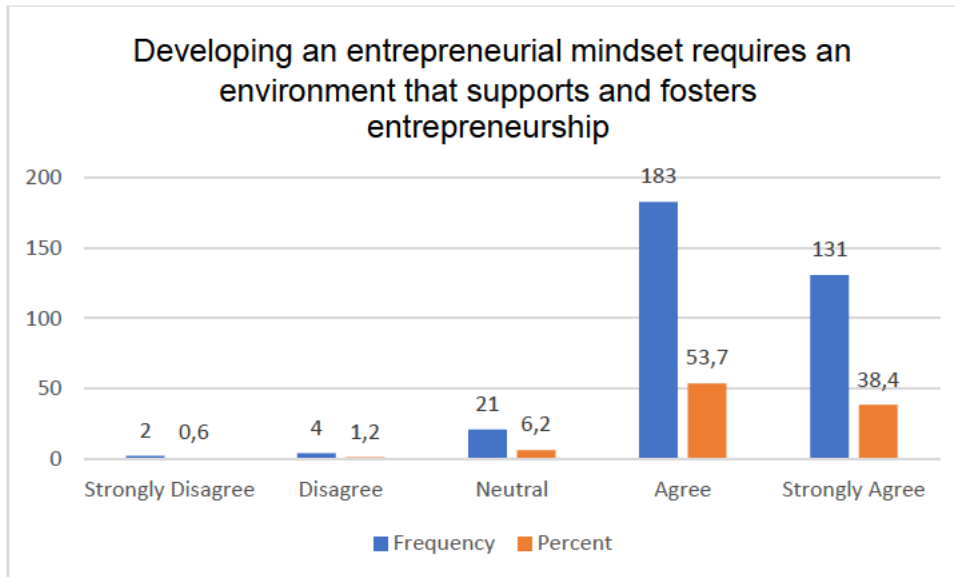


Figure 5.12: Developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship

According to Pittaway and Cope (2007), environmental supports play a crucial role in facilitating entrepreneurial activities. North (2002) adds that contextual factors within the environment can greatly influence individual economic attitudes and behaviours, including those related to entrepreneurship. The findings in figure 5.12 reveal the majority (183 or 53.7 percent and 131 or 38.4 percent) either strongly agreed or agreed developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship.

These results are supported by a Chi-square test, conducted to determine whether developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship. The results show ($X^2= 408.428$; $df=4$; $Sign. =0.001$) for this variable, indicating the validity of this statement, while 21 (6.2 percent) respondents were neutral to the statement, two (0.6 percent) and four (1.2 percent) either strongly disagreed or disagreed with the statement. These findings indicate to cultivate an entrepreneurial mindset, a conducive environment that supports and embraces entrepreneurship is, indeed, necessary.

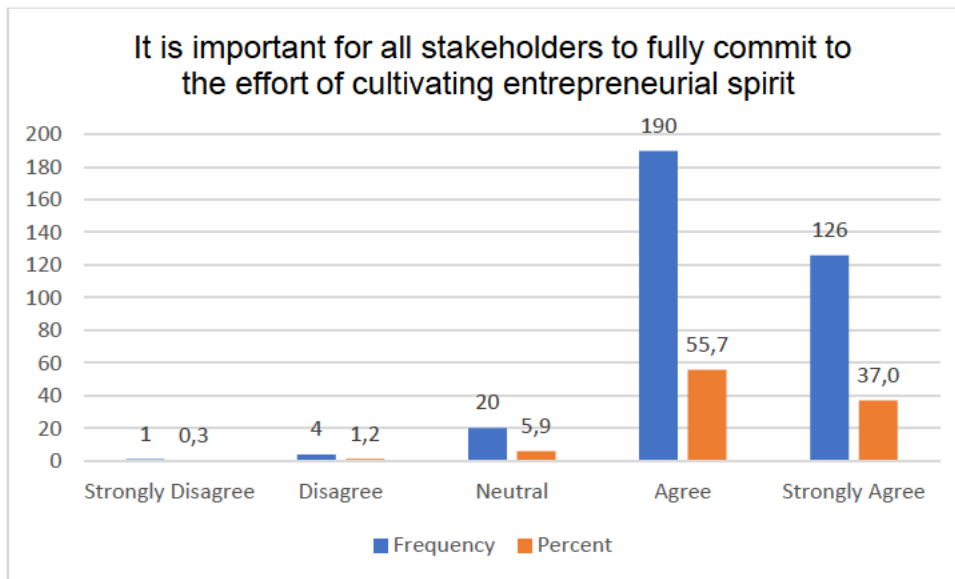


Figure 5.13: It is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit

Governments and other key stakeholders worldwide are increasingly recognising the positive impact the creation of new businesses and EED can have on employment levels, as well as the competitive advantages small businesses can bring to the marketplace (Scase 2000). In total, 190 (55.7 percent) and 126 (37 percent) respondents strongly agreed and agreed, respectively, it is important for all stakeholders to fully commit to the effort of cultivating an entrepreneurial spirit. These results are supported by a Chi-square test, conducted to determine whether it is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit. The results show ($X^2= 427.226$; $df=4$; $Sign. =0.001$) for this variable, indicating this statement is valid. While 20 (5.9 percent) respondents indicated they were neutral to the statement, only a small number of the respondents (one or 0.3 percent and four or 1.2 percent), respectively strongly disagreed and disagreed with the statement (Figure 5.13). Therefore, these results suggest everyone must contribute in order to cultivate the entrepreneurial spirit of learners.

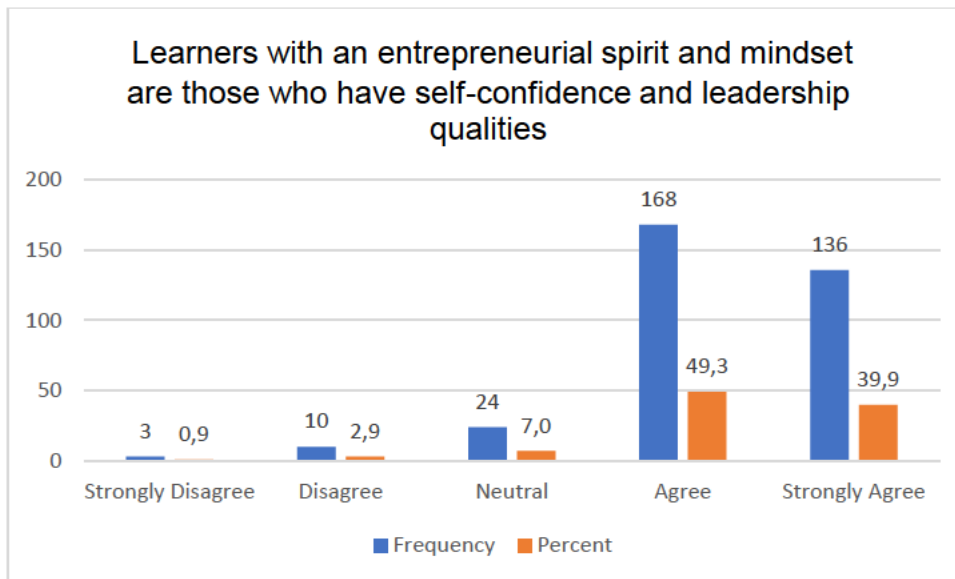


Figure 5.14: Learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities

Morakinyo and Akinsola (2019) state leadership and entrepreneurial education are highly important for high school students, as it allows them to align their educational pursuits with leadership and entrepreneurial skills, ultimately building their self-confidence. The findings in figure 5.14 illustrate that 168 (49.3 percent) and 136 (39.9 percent) respondents strongly agreed and agreed with the statement that learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities. These results are supported by a Chi-square test, conducted to determine whether learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities. The results indicate ($X^2= 354.088$; $df=4$; $Sign. =0.001$) for this variable, indicating this statement is valid. While 24 (7 percent) respondents remained neutral, three (0.9 percent) and 10 (2.9 percent) strongly disagreed and disagreed, respectively, with the statement. These results indicate learners with an entrepreneurial mindset indeed possess strong self-confidence and leadership qualities.

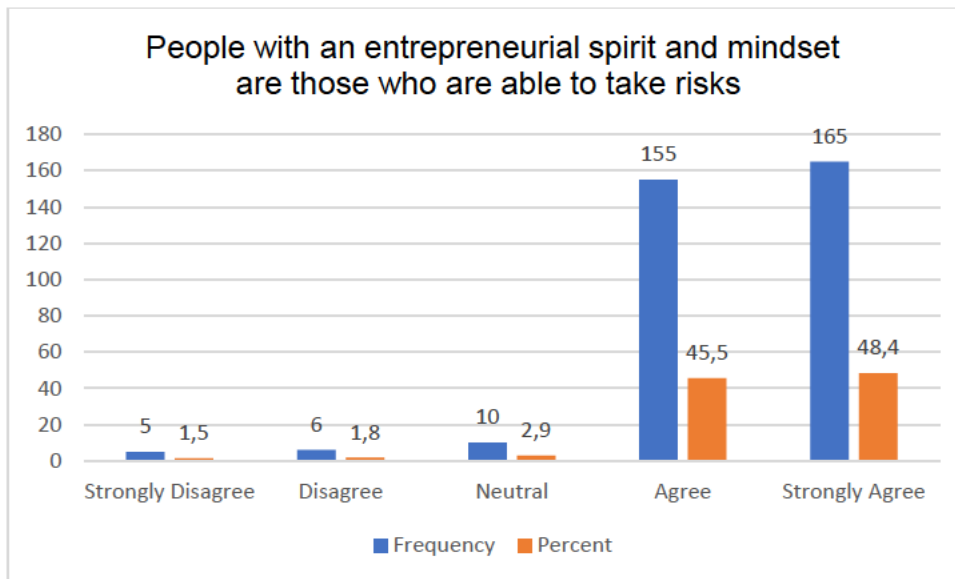


Figure 5.15: People with an entrepreneurial spirit and mindset are those able to take risks

According to Yi (2021), entrepreneurs are known for their ability to identify and exploit market gaps, and to take risks when necessary. The findings in figure 5.15 illustrate that 155 (45.5 percent) and 165 (48.4 percent) respondents strongly agreed and agreed with the statement that people with an entrepreneurial spirit and mindset are those who are able to take risks. These results are supported by a Chi-square test, conducted to determine whether people with an entrepreneurial spirit and mindset are those who can take risks. The results indicate ($X^2= 412.827$; $df=4$; $Sign. =0.001$) for this variable, showing this statement is valid. While 10 (2.9 percent) respondents remained neutral, five (1.5 percent) and six (1.8 percent) strongly disagreed and disagreed, respectively, with the statement. Therefore, these findings suggest successful business-people are those who can take risks.

5.8 INSTITUTIONALISATION OF EED IN SA

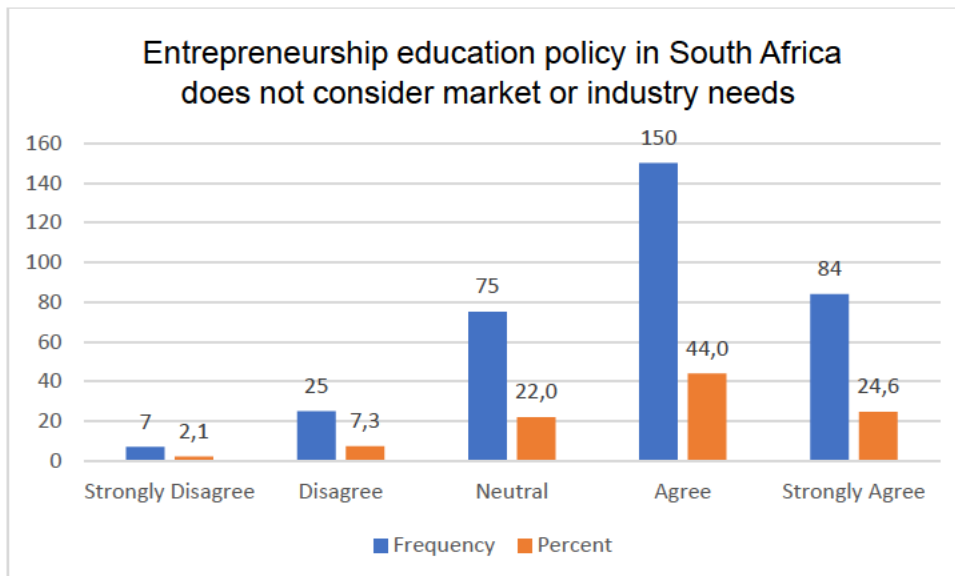


Figure 5.16: EED policy in SA does not consider market or industry needs

The research findings in figure 5.16 reveal that 150 (44 percent) and 84 (24.6 percent) respondents either strongly agreed or agreed with the statement that EED policy in SA does not consider market or industry needs. These results are supported by a Chi-square test, conducted to determine whether EED policy in SA does not consider market or industry needs. The results indicate ($X^2= 184.733$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid.

These results are further supported by Soni (2014), who argues we have been relatively slow in measuring the impact of these policies on our economic development and welfare, and we struggle to meet industry requirements, despite entrepreneurship policy interventions,. Interestingly, approximately 75 (22 percent) respondents remained neutral with the statement, while seven (2.1 percent) and 25 (7.3 percent) strongly disagreed or disagreed with the statement. These findings indicate the South African Entrepreneurship Policy, if it exists, fails to address market needs and cannot keep up with industry requirements, posing a significant problem.

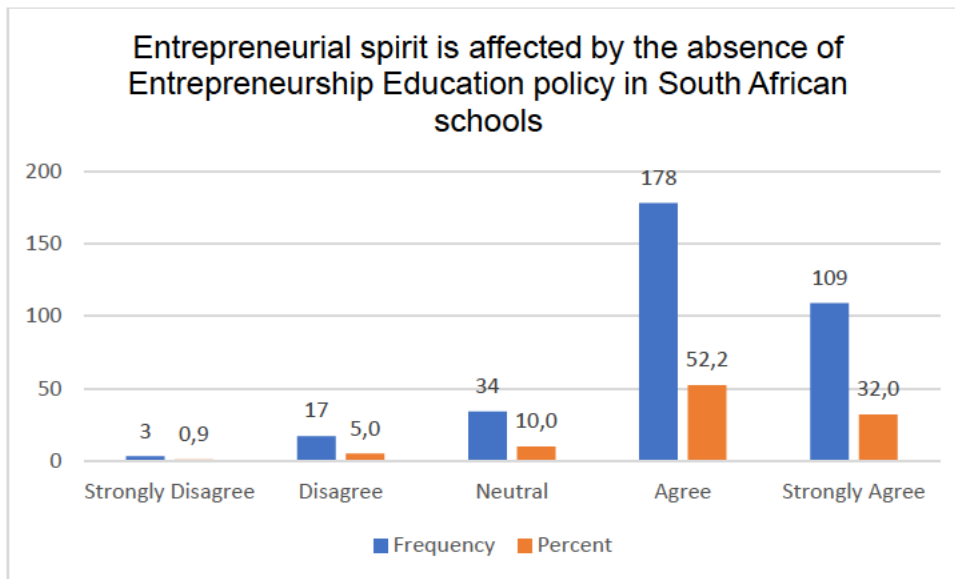


Figure 5.17: Entrepreneurial spirit is affected by the absence of EED policy in South African schools

The research results in figure 5.17 indicate that 178 (52.2 percent) and 109 (32 percent) respondents either strongly agreed and agreed with the statement that entrepreneurial spirit is affected by the absence of EED policy in South African schools. These results are supported by a Chi-square test, conducted to determine whether entrepreneurial spirit is affected by the absence of EED policy in South African schools. The results indicate ($X^2= 319.103$; $df=4$; $Sign. =0.001$) for this variable, revealing this statement is valid. While 34 (10 percent) respondents remained neutral regarding the statement, very few respondents (three or 0.9 percent and 17 or five percent) strongly disagreed and disagreed, respectively, with the statement.

The lack of entrepreneurial spirit and excellence in SA is stated by Maré and Crous (1995) to be blamed by many people on the school system and lack of proper policies. This means EED policy implementation could assist in boosting the entrepreneurial spirit of young people in SA.

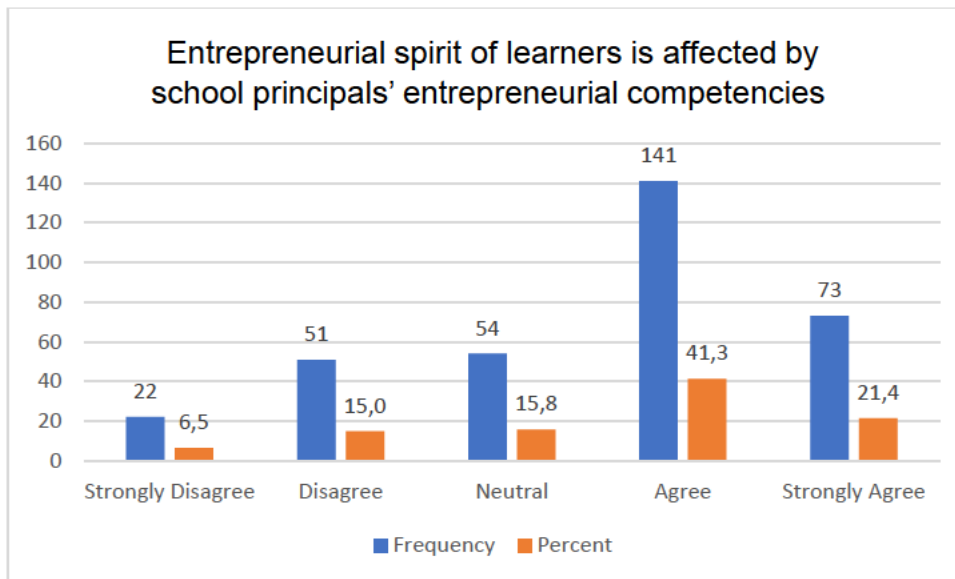


Figure 5.18: Entrepreneurial spirit of learners is affected by school principals' entrepreneurial competencies

The results in figure 5.18 show the majority (141 or 41.3 percent and 73 or 21.4 percent) respondents respectively strongly agreed and agreed with the statement that entrepreneurial spirit of learners is affected by school principals' entrepreneurial competencies. These results are supported by a Chi-square test, conducted to determine whether entrepreneurial spirit of learners is affected by school principals' entrepreneurial competencies. The results indicate ($X^2= 116.639$; $df=4$; $Sign. =0.001$) for this variable, showing this statement is valid. However, 54 (15.8 percent) respondents remained neutral to the statement, while 22 (6.5 percent) and 51 (15 percent) respondents respectively, strongly disagreed and disagreed with the statement.

Mulyasa (2005) asserts, in order to establish an effective, self-reliant, and progressive school environment, school principals need to possess 10 key competencies to effectively lead the institution. These competencies encompass having a clear vision, serving as a role model, fostering a culture of responsibility, nurturing the professional growth of teachers and staff, delivering excellent service, promoting unity and collaboration, prioritising tasks effectively, focusing on student needs, adopting an appropriate leadership style, and leveraging power and expertise to enhance the school's performance. Mulyasa (2005) concludes that these competency components are also essential skills for school leaders to effectively guide entrepreneurship initiatives within schools. This means school

principals who are entrepreneurially minded play a significant role in cultivating learners' entrepreneurial mindset.

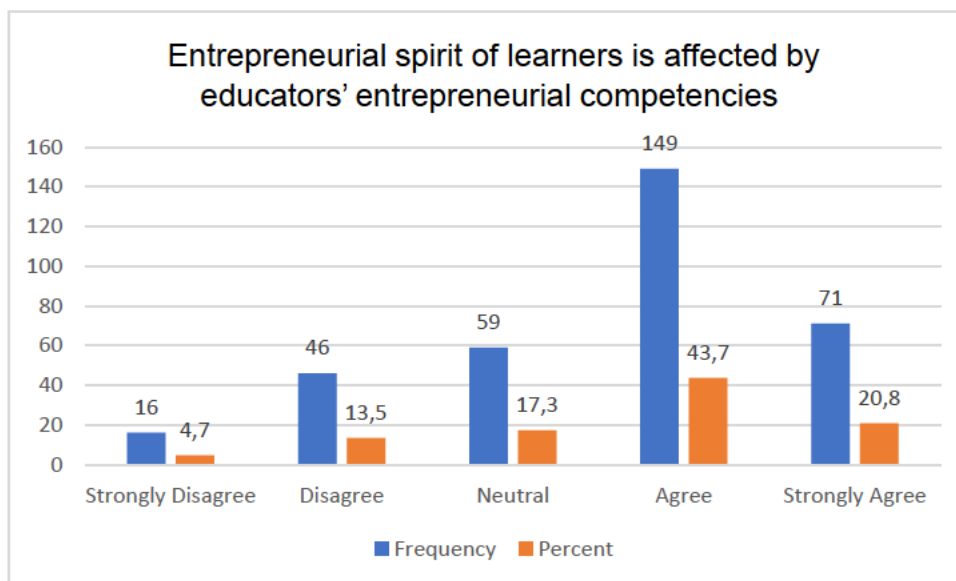


Figure 5.19: Entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies

Reeve (2006) believes educators ought to assume the role of facilitators of learning, fostering an environment that motivates learners to delve into their own interests, discern their aptitudes, and guide them towards career paths and undertakings aligned with their distinct interests and capabilities. Most respondents (Figure 5.19) (149 or 43.7 percent and 71 or 20.8 percent) strongly agreed and agreed, respectively, the entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies. A Chi-square test was conducted to determine whether entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies. The results indicate ($X^2= 144.264$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid. However, 59 (17.3 percent) were neutral and very few (16 or 4.7 percent and 46 or 13.5 percent) respondents strongly disagreed and disagreed with the statement. These results indicate, in order to instil an entrepreneurial spirit in learners, educators who are entrepreneurially minded are needed.

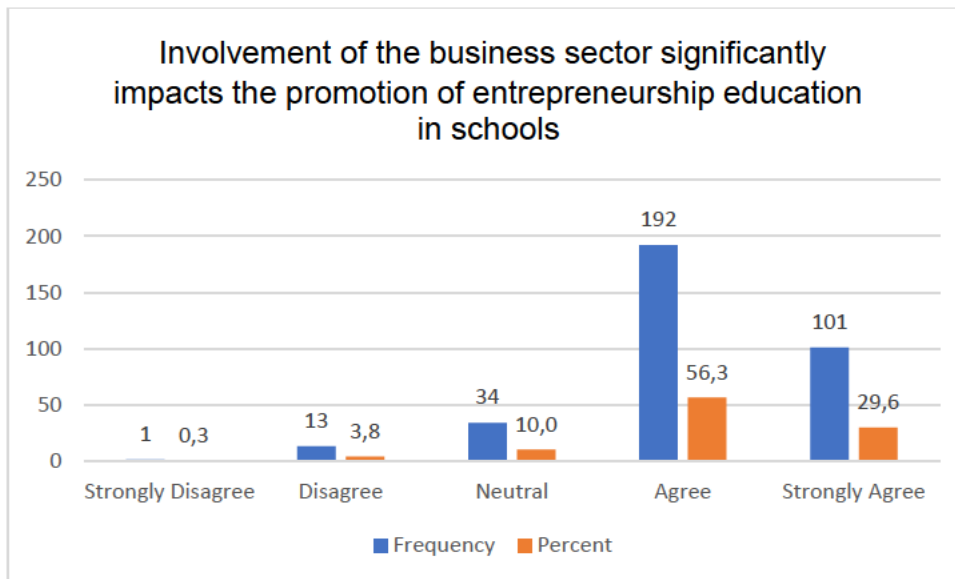


Figure 5.20: Involvement of the business sector significantly impacts the promotion of EED in schools

The statement that the involvement of the business sector significantly impacts the promotion of EED in schools revealed that 192 (56.3 percent) and 101 (29.6 percent) respondents strongly agreed and agreed, respectively, with the statement. A Chi-square test was conducted to determine whether the involvement of the business sector significantly impacts the promotion of EED in schools. The results indicate ($X^2= 368.545$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid.

These findings are further supported by Azizah *et al.* (2015) and Delina (2018), who found the purpose of creating partnerships with business partners and industry, is to provide supplies and pique student interest in business when they finish secondary school and do not pursue further education. Only 34 (10 percent) respondents remained neutral, while one (0.3 percent) and 13 (3.8 percent) strongly disagreed and disagreed, respectively, with the statement (Figure 5.20). These results suggest EED success in schools is also dependent on the support received from the business sector.

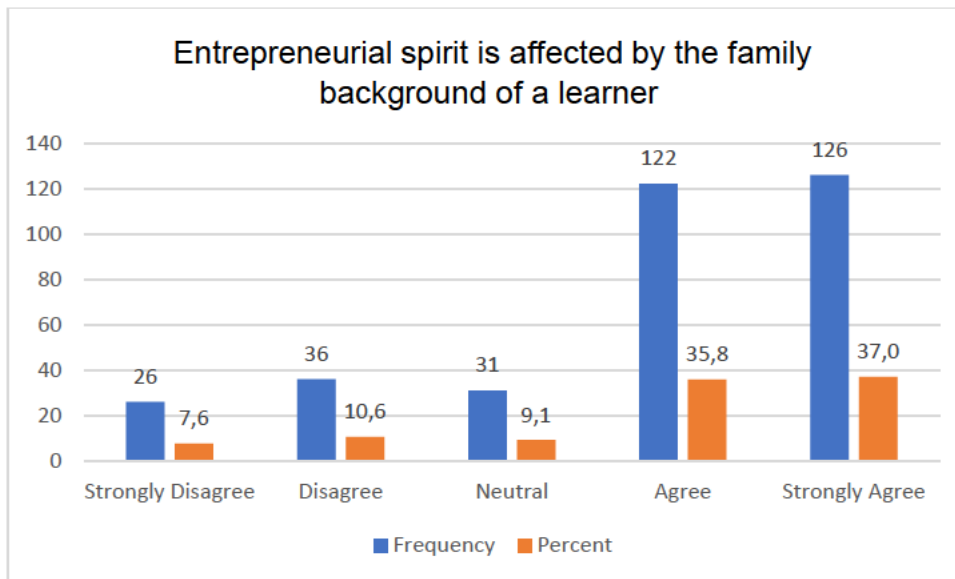


Figure 5.21: Entrepreneurial spirit is affected by the family background of a learner

The statement that entrepreneurial spirit is affected by the family background of a learner showed 122 (35.8 percent) and 126 (37 percent) respondents that strongly agreed and agreed, respectively. This finding is corroborated by Bignotti and Le Roux (2020: 01), who report that peer pressure and environmental factors, including familial and community backing, which typically stimulate entrepreneurial aspirations in other regions, seem to suppress the entrepreneurial intentions of youth. This suppression arises from concerns about potential failure and the competitive landscape.

These findings are further supported by a Chi-square test, which was conducted to determine whether the involvement of the business sector significantly impacts EED promotion in schools. The results indicate ($X^2= 153.032$; $df=4$; $Sign. =0.001$) for this variable, signifying the validity of this statement. However, 31 (9.1 percent) respondents remained neutral, while 26 (7.6 percent) and 36 (10.6 percent) strongly disagreed and disagreed, respectively, with the statement (Figure 5.21). These results suggest learner background plays a critical role in encouraging youth to venture into the business space.

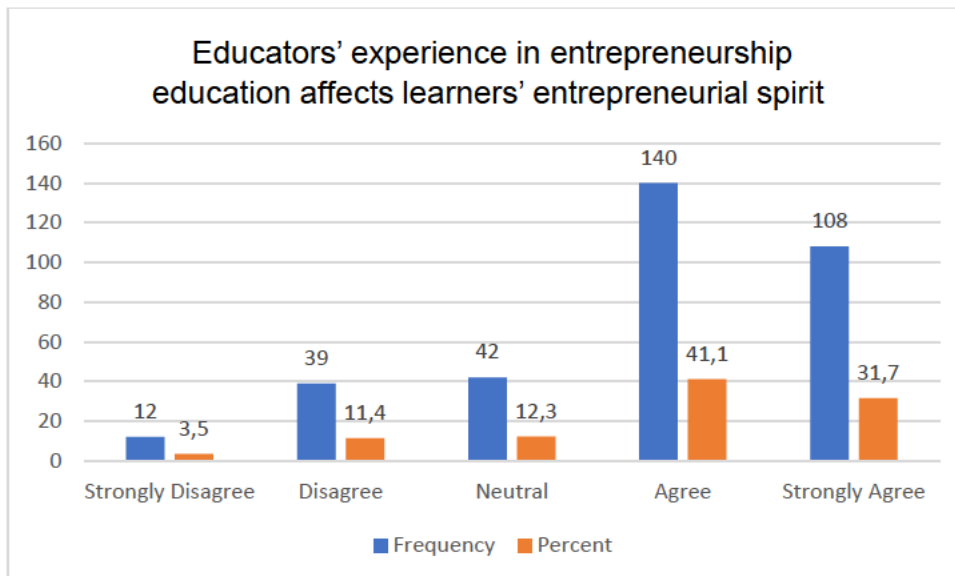


Figure 5.22: Educators' experience in EED affects learners' entrepreneurial spirit

The difficulty in teacher training resides in the idea that educators should be equipped to teach entrepreneurship as a subject in classrooms, even if they are not entrepreneurs themselves (Gouws 2002: 43). The feasibility of integrating EED in schools heavily depends on teachers' recognition of the significance of practical application, alongside theoretical knowledge, and their willingness to engage in training (Ratten and Jones 2021; San-Martin *et al.* 2022).

Regarding the statement that educators' experience on EED affects learners' entrepreneurial spirit, 140 (41.1 percent) and 108 (31.7 percent) respondents strongly agreed and agreed, respectively. A Chi-square test was conducted to determine that educators' experience in EED affects learners' entrepreneurial spirit. The results indicate ($X^2= 167.695$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid. Only 42 (12.3 percent) respondents remained neutral, while a small proportion of the respondents (12 or 3.5 percent and 39 or 11.4 percent) strongly disagreed and disagreed with the statement (Figure 5.22). These findings suggest well-trained educators are required to enhance the entrepreneurial spirit among learners.

5.9 PERCEPTION/ ATTITUDES OF TEACHERS, PRINCIPALS AND SGB MEMBERS ON INSTITUTIONALISING EED IN SCHOOLS

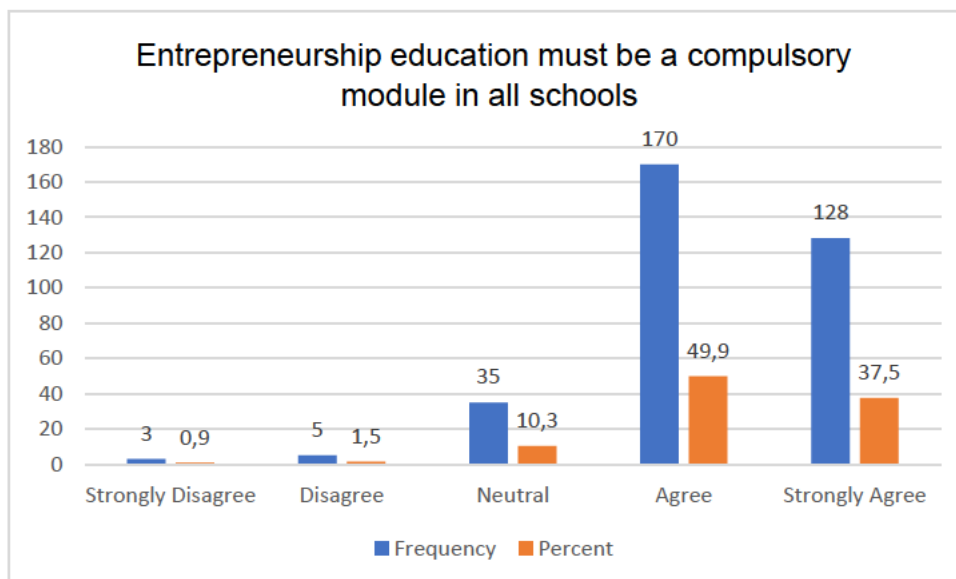


Figure 5.23: EED must be a compulsory module in all schools

According to Mahadea *et al.* (2011) the updated national high school curriculum now incorporates content related to entrepreneurship and self-employment, a development viewed positively as a move toward fostering attitudes conducive to entrepreneurship and cultivating an entrepreneurial culture in SA. Horn (2006) indicates that in 2005, SA formally introduced EED into the curriculum as an optional subject for Grades 10, 11, and 12. Most respondents (170 or 49.9 percent and 128 or 37.5 percent) strongly agreed and agreed with the statement that EED must be a compulsory module in all schools.

A Chi-square test was conducted to determine whether EED must be a compulsory module in all schools. The results indicate ($X^2= 341.449$; $df=4$; $Sign. =0.001$) for this variable, signifying this statement is valid. Only 35 (10.3 percent) respondents remained neutral to the statement, while a small number (three or 0.9 percent and five or 1.5 percent) of respondents strongly disagreed and disagreed, respectively (Figure 5.23). However, Nchu *et al.* (2015) warn, although attempts have been made to introduce EED in schools, a considerable lack of practical experience remains, which is problematic. These results suggest EED should be introduced in all schools.

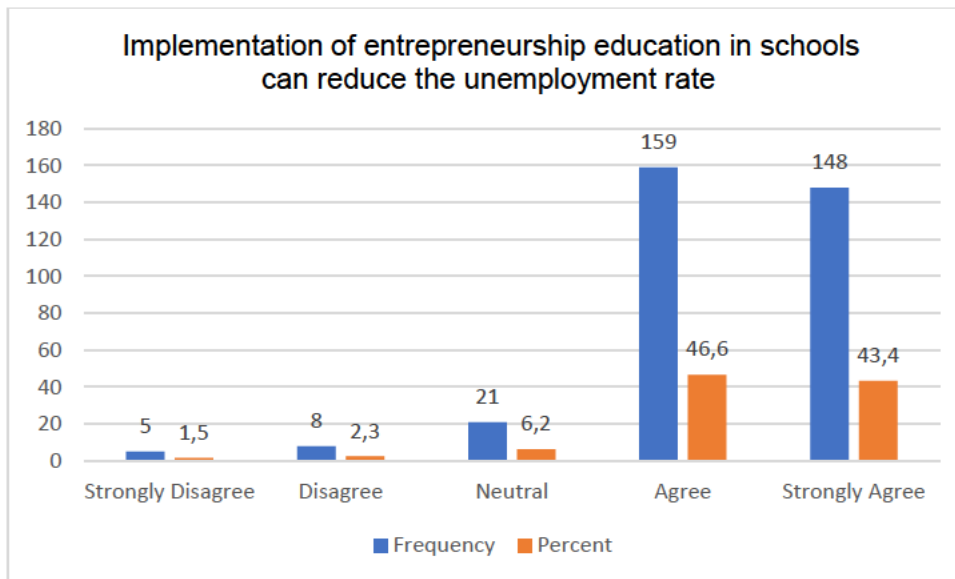


Figure 5.24: Implementation of EED in schools can reduce the unemployment rate

As shown in figure 5.24, a significant number of respondents (159 or 46.6 percent and 148 or 43.4 percent) strongly agreed or agreed, respectively, with the statement that EED implementation in schools can reduce the unemployment rate. A Chi-square test was conducted to determine whether the implementation of EED in schools can reduce the unemployment rate, which reflected ($X^2= 358.633$; $df=4$; $Sign. =0.001$) for this variable, indicating this statement is valid.

These results are supported by Kadir and Merican (2017: 33) that youth involvement in the entrepreneurial field is highly recommended by government, as an alternative effort to reduce the country's unemployment rate. Ikonen and Nikunen (2019: 824) also contend enhancing the entrepreneurial spirit of young people is a means by which their employability and future potential, in addition to economic growth, the core goal of national policies, are incubated. However, a smaller group of respondents (21 or 6.2 percent) were neutral to the statement, while only five (1.5 percent) and eight (2.3 percent) disagreed and strongly disagreed with the statement. These results indicate the implementation of EED in schools can indeed contribute to reducing the unemployment rate in SA, which is an important issue.

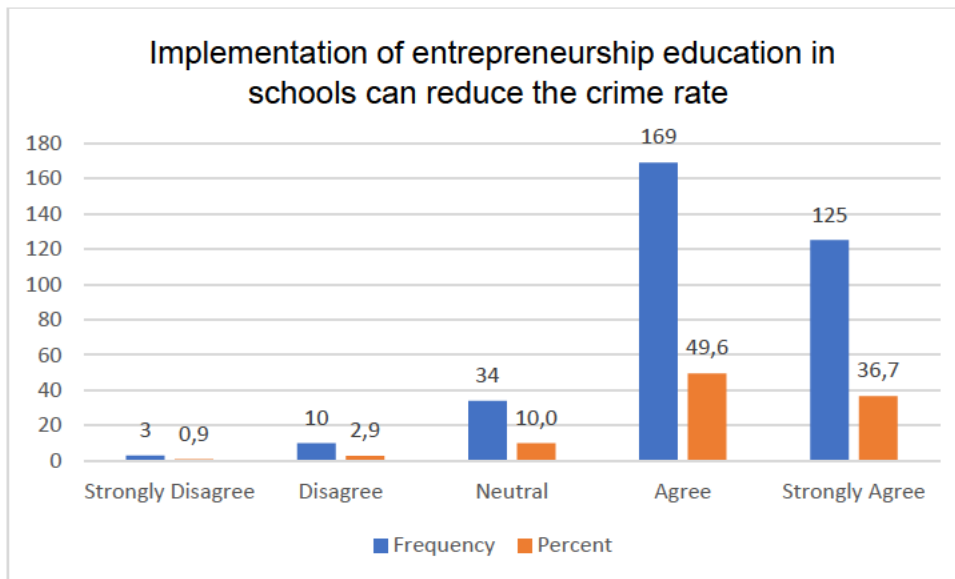


Figure 5.25: Implementation of EED in schools can reduce the crime rate

As indicated in figure 5.25, a significant number of respondents (169 or 49.6 percent and 125 or 36.7 percent) strongly agreed or agreed, respectively, with the statement that the implementation of EED in schools can reduce the crime rate. A Chi-square test was conducted to determine whether the implementation of EED in schools can reduce the crime rate. The results reflect ($X^2= 325.437$; $df=4$; $Sign. =0.001$) for this variable, indicating this statement is valid.

These findings are supported by Nisa *et al.* (2018), who state EED can inspire students to think analytically and become adept at addressing real-world problems, such as high unemployment, poverty, crime, and other socio-economic challenges. Nonetheless, a smaller group of respondents (34 or 10 percent) were neutral to the statement, while only three (0.9 percent) and 10 (2.9 percent) disagreed and strongly disagreed with the statement. These findings suggest EED can be employed as a strategy to combat socio-economic challenges, including crime and others.

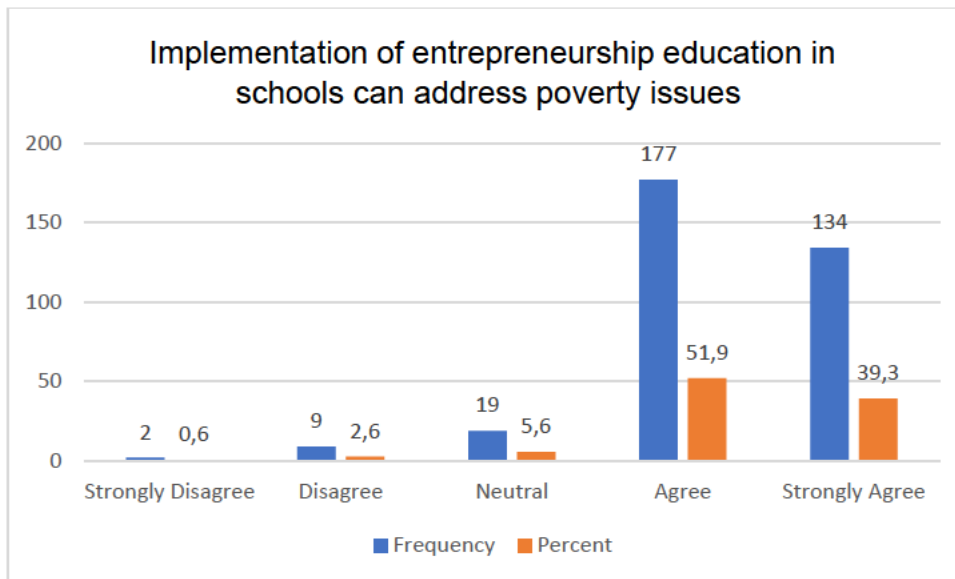


Figure 5.26: Implementation of EED in schools can address poverty issues

The emphasis is placed less on state investment in the economy or service provision, with the focus shifting towards the cultivation of neoliberal individuals possessing the requisite skills and attitudes. It is believed that by fostering such individuals, economic growth will be stimulated, ultimately leading to the alleviation of poverty (Gough and Langevang 2016; Jeffrey and Dyson 2013; Pimlott-Wilson 2017).

The majority (177 or 51.9 percent and 134 or 39.3 percent) respondents either agreed or strongly agreed implementation of EED in schools can address poverty issues. A Chi-square test was conducted to determine whether implementation of EED in schools can address poverty issues. The results indicate ($X^2= 388.194$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid. However, 19 (5.6 percent) respondents were neutral with the statement, while two (0.6 percent) and nine (2.6 percent) either disagreed or strongly disagreed to the statement (Figure 5.26). These findings indicate the introduction of EED in schools can help address poverty issues, as more youth will invest their time and resources in growing their businesses, rather than engaging in criminal activities.

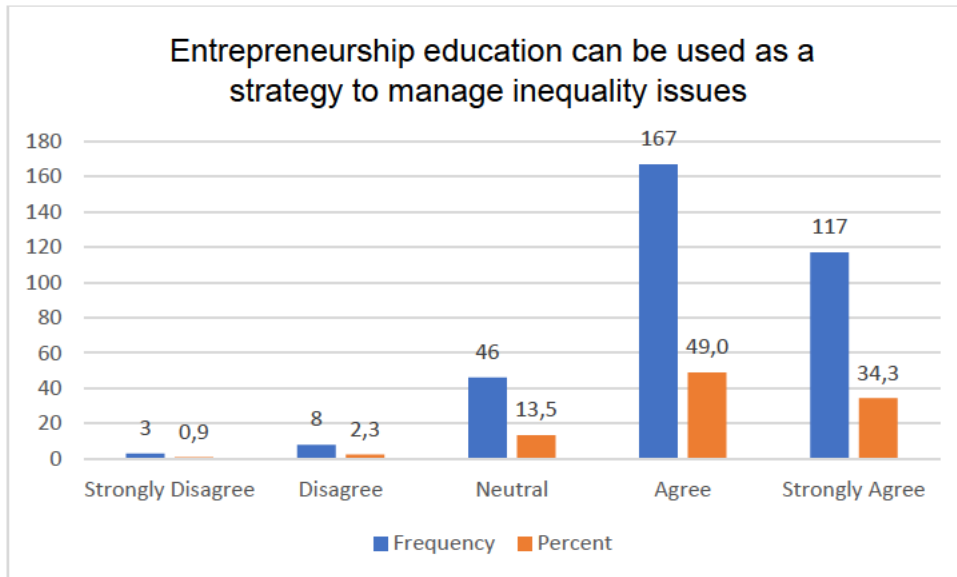


Figure 5.27: EED can be used as a strategy to manage inequality issues

Across the globe, the adoption of neoliberal policies has resulted in various adverse socioeconomic consequences, including an increase in poverty, unemployment rates, and income inequality (Rotarou and Sakellariou 2017: 495; Collins *et al.* 2015: 124). As depicted in figure 5.27, a great number (167 or 49 percent and 117 or 34.3 percent) of respondents either agreed or strongly agreed EED can be used as a strategy to manage inequality issues. A Chi-square test was conducted to determine whether EED can be used as a strategy to manage inequality issues. The results indicate ($X^2= 300.745$; $df=4$; $Sign. =0.001$) for this variable, showing this statement is valid. However, 46 (13.5 percent) respondents remained neutral, while three (0.9 percent) and eight (2.3 percent) either strongly disagreed or disagreed with the statement. These findings suggest addressing inequality challenges could be more achievable, when a significant number of young people engage in entrepreneurship activities.

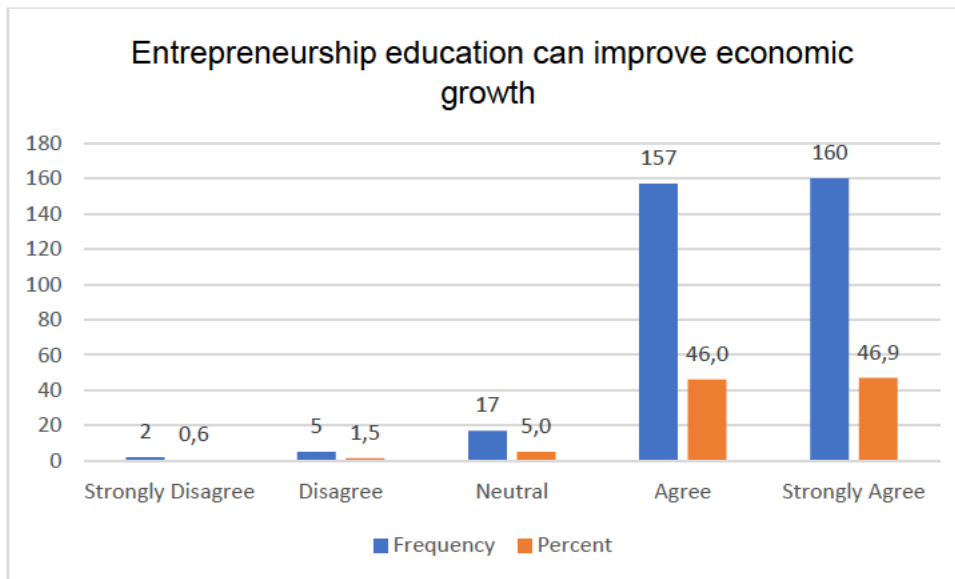


Figure 5.28: EED can improve economic growth

The research findings in figure 5.28 reveal the majority (157 or 46 percent and 160 or 46.9 percent) respondents either agreed or strongly agreed EED can improve economic growth. A Chi-square test was conducted to determine whether EED can improve economic growth. The results indicate ($X^2= 400.452$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid.

These findings are in line with a study by Kuratko (2005) that entrepreneurship development, which has received attention in the last two decades as a global engine of economic growth and development, is one of the main ways recommended to address socio-economic difficulties. North (2002: 24) adds, in order to realise the ideal of a better life for all South Africans, the entrepreneurial energies of all our people should be harnessed to ensure the country's full potential for economic growth is unleashed. However, 17 (5 percent) respondents were neutral, while a small number (two or 0.6 percent and five or 1.5 percent) respondents either strongly disagreed or disagreed with the statement. These findings indicate EED significantly impacts improving economic growth.

5.10 SIGNIFICANCE OF EMBEDDING EED INTO BOTH THE PRIMARY AND SECONDARY SCHOOL CURRICULUM

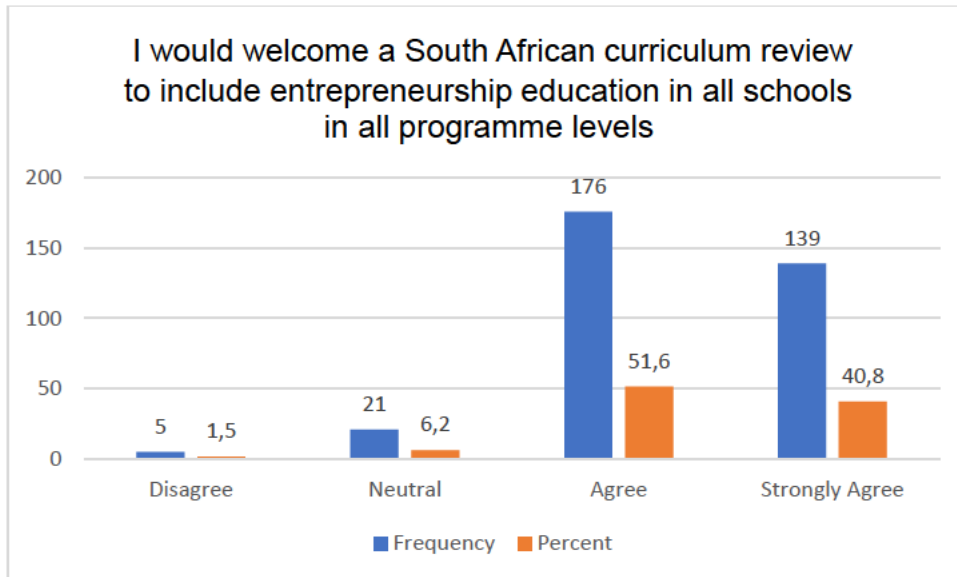


Figure 5.29: I would welcome a South African curriculum review to include EED in all schools in all programme levels

Entrepreneurship has also played some role in the curricula for decades (Berglund and Holmgren 2013: 09). Most recently, Porfírio *et al.* (2023) discuss that most schools, universities, and training programmes are overseen by the government; incorporating entrepreneurship into the formal education system at all levels necessitates a substantial commitment from the government, in terms of policy and resources.

The results in figure 5.29 show the majority (176 or 51.6 percent and 139 or 40.8 percent) respondents either agreed or strongly agreed they would welcome a South African curriculum review to include EED in all schools in all programme levels. A Chi-square test was conducted to determine whether the respondents would welcome a South African curriculum review to include EED in all schools in all programme levels. The results indicate ($X^2= 254.460$; $df=3$; $Sign. =0.001$) for this variable, revealing this statement is valid. A total of 21 (6.2 percent) respondents remained neutral, while a small number (five or 1.5 percent) disagreed with the statement.

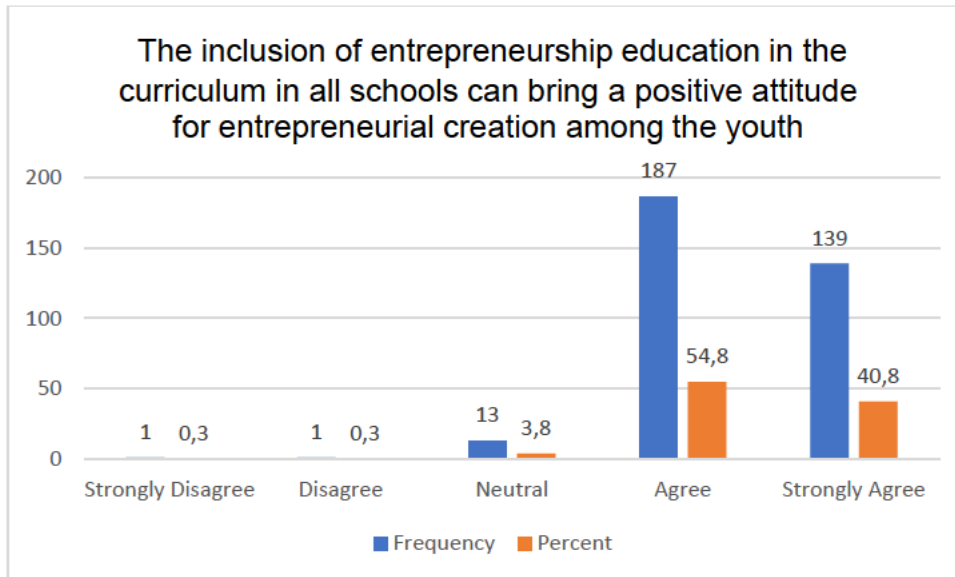


Figure 5.30: The inclusion of EED in the curriculum in all schools can bring a positive attitude for entrepreneurial creation among the youth

It is illustrated in figure 5.30 that the majority (187 or 54.8 percent and 139 or 40.8 percent) respondents either agreed or strongly agreed the inclusion of EED in the curriculum in all schools can bring a positive attitude for entrepreneurial creation among the youth. These findings are supported by Xu *et al.* (2016: 625), who state the ideal stage to learn about and foster positive attitudes toward entrepreneurship, is believed to be during childhood and adolescence. In addition, a Chi-square test was conducted to determine whether the inclusion of EED in the curriculum in all schools can bring a positive attitude for entrepreneurial creation among the youth. The results indicate ($X^2= 457.548$; $df=4$; $Sign. =0.001$) for this variable, reflecting this statement is valid. However, 13 (3.8 percent) respondents remained neutral, while a small number (one or 0.3 percent and one or 0.3 percent) of the respondents either strongly disagreed or disagreed with the statement.

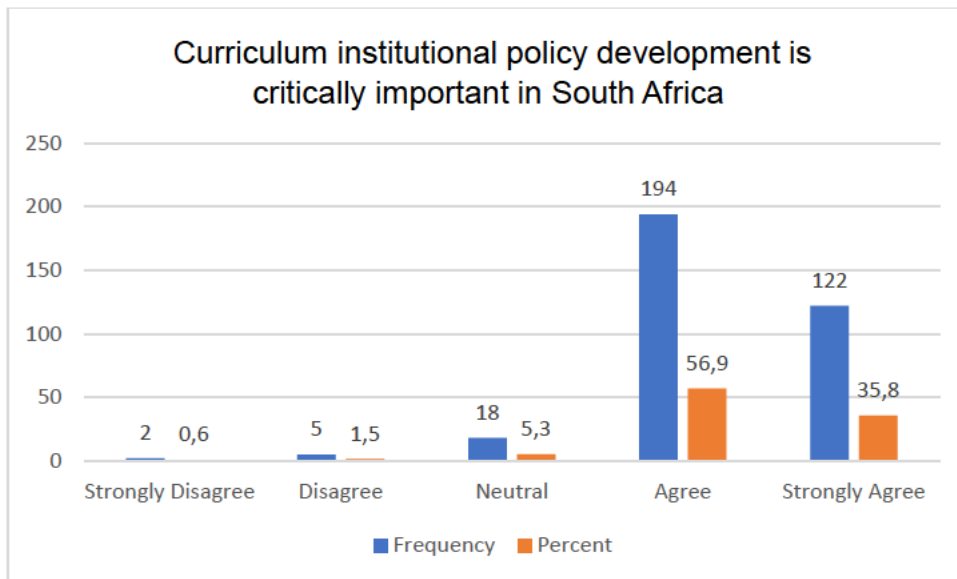


Figure 5.31: Curriculum institutional policy development is critically important in SA

Gumede and Biyase (2016: 69) argue, while relatively impressive progress is observed regarding legislative interventions, policy development, curriculum reform and the implementation of new ways of delivering education, many challenges remain. The majority (194 or 56.9 percent and 122 or 35.8 percent) respondents, as shown in figure 5.31, either agreed or strongly agreed curriculum institutional policy development is critically important in SA. A Chi-square test was conducted to determine whether the curriculum institutional policy development is critically important in SA. The results indicate ($X^2= 434.264$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid. However, 18 (5.3 percent) were neutral to the statement, while two (0.6 percent) and five (1.5 percent) either strongly disagreed or disagreed with the statement.

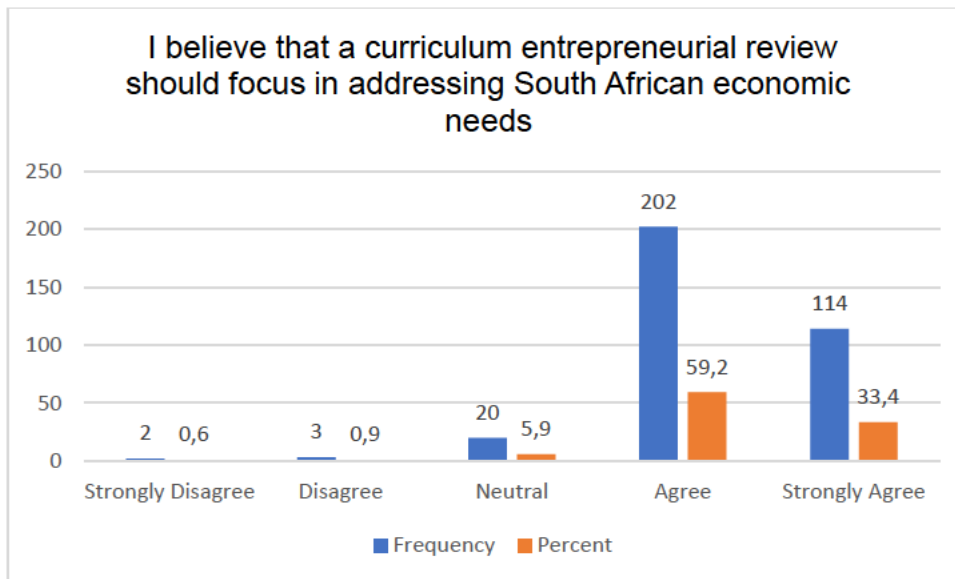


Figure 5.32: I believe that a curriculum entrepreneurial review should focus in addressing South African economic needs

Bester (2017: 188) argues the curricula in SA are judged by the ways they respond to social and economic needs of society, their programmes and actions to enhance graduate employability, the ways in which they are stimulating innovation and the birth of new enterprises, as well as their contributions to local and national economic growth.

The research findings in figure 5.32 reveal a significant number (202 or 59.2 percent and 114 or 33.4 percent) respondents agreed or strongly agreed a curriculum entrepreneurial review should focus on addressing South African economic needs. However, 20 (5.9 percent) remained neutral, while two (0.6 percent) and three (0.9 percent) either disagreed or strongly disagreed with the statement. Furthermore, a Chi-square test was conducted to determine whether a curriculum entrepreneurial review should focus in addressing South African economic needs. The results indicate ($X^2= 453.912$; $df=4$; $Sign. =0.001$) for this variable, reflecting this statement is valid.

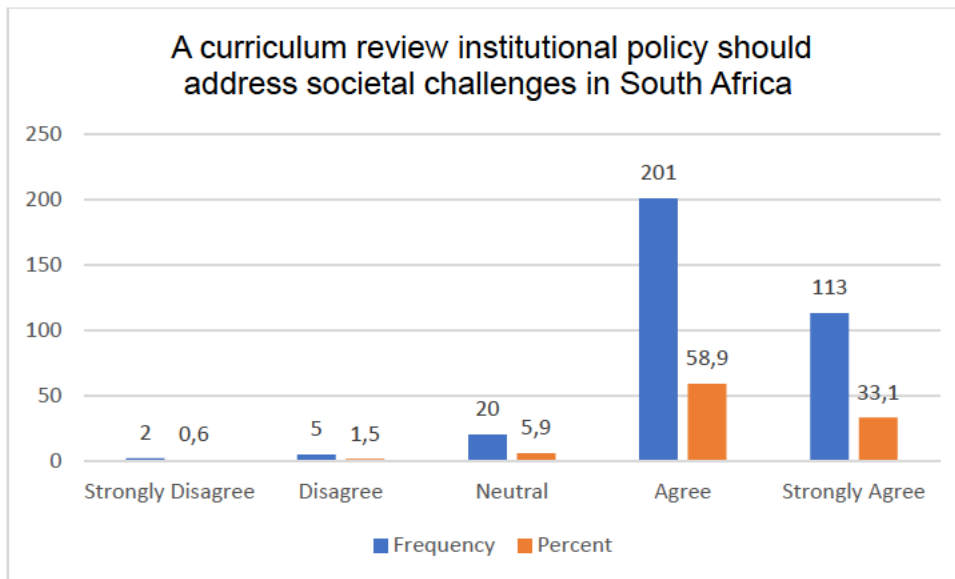


Figure 5.33: A curriculum review institutional policy should address societal challenges in SA

Baliyan and Baliyan (2013: 199-200) state entrepreneurship will not occur without either the creativity and willingness to act, or the necessary knowledge and skills, which means EED is critical for societal and economic progress. The research findings in figure 5.33 reveal that a significant number 201 (58.9 percent) and 113 (33.1 percent) of respondents either agreed or strongly agreed with the statement that a curriculum review institutional policy should address societal challenges in SA. However, 20 (5.9 percent) respondents remained neutral, while a small number (two or 0.6 percent and five or 1.5 percent) either strongly disagreed or disagreed with the statement. These findings are supported by a Chi-square test, conducted to determine whether a curriculum review institutional policy should address societal challenges in SA. The results indicate ($X^2= 444.909$; $df=4$; $Sign. =0.001$) for this variable, showing this statement is valid.

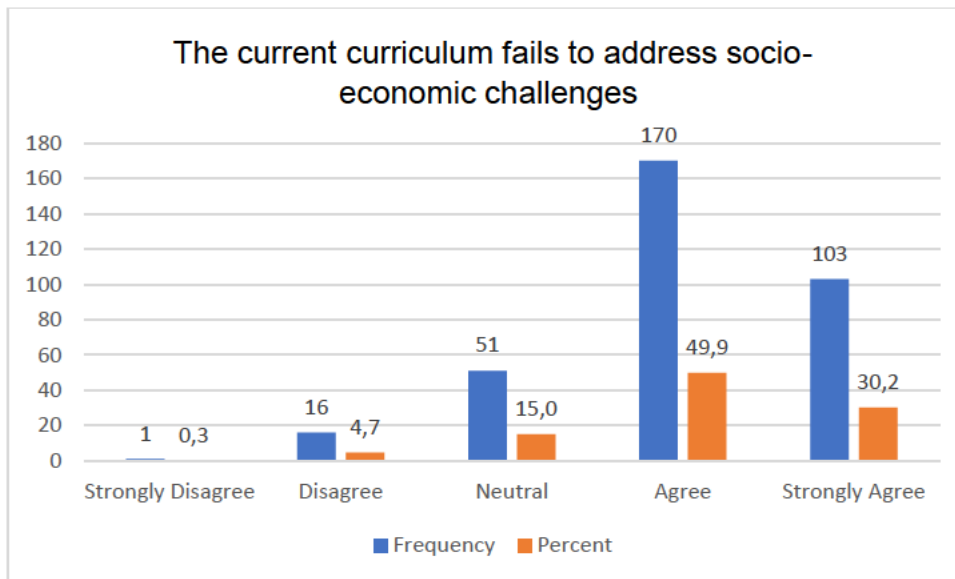


Figure 5.34: The current curriculum fails to address socio- economic challenges

As depicted in figure 5.34, a significant number (170 or 49.9 percent and 103 or 30.2 percent) respondents either agreed or strongly agreed with the statement that the current curriculum fails to address socio-economic challenges. These findings are supported by Ngobeni, Chibambo and Divala (2023), who argue the different curriculum reforms SA embarked on have not really helped break the existing socio-economic inequalities/challenges. A further 51 (15 percent) respondents were neutral, while one (0.3 percent) and 16 (4.7 percent) strongly disagreed or disagreed with the statement. A Chi-square test was conducted to determine whether the current curriculum fails to address socio-economic challenges. The results indicate ($X^2= 280.217$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid.

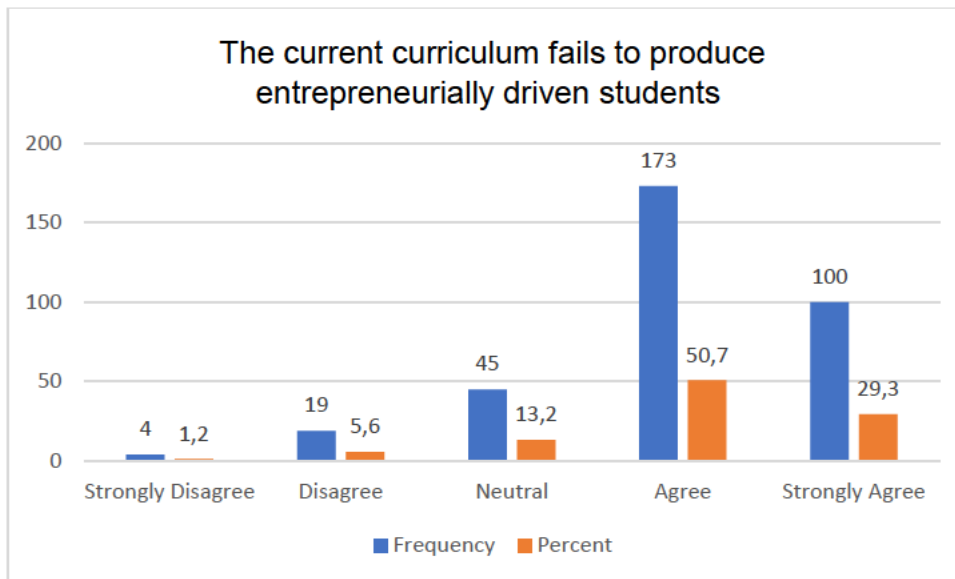


Figure 5.35: The current curriculum fails to produce entrepreneurially driven students

According to an article published by Motaung (2018 in the Department of Science and Innovation, it reports our current educational curriculum, from primary school to tertiary level, lacks a critical element: EED, and this absence ultimately contributes to the calibre of students produced. The results in figure 5.35 reveal the majority (173 or 50.7 percent and 100 or 29.3 percent) respondents either agreed or strongly agreed with the statement that the current curriculum fails to produce entrepreneurially driven students. A small number (45 or 13.2 percent) remained neutral, and only four (1.2 percent) and 19 (5.6 percent) either strongly disagreed or disagreed with the statement. A Chi-square test was conducted to determine whether the current curriculum fails to produce entrepreneurially driven students. The results indicate ($X^2= 279.689$; $df=4$; $Sign. =0.001$) for this variable, signifying this statement is valid.

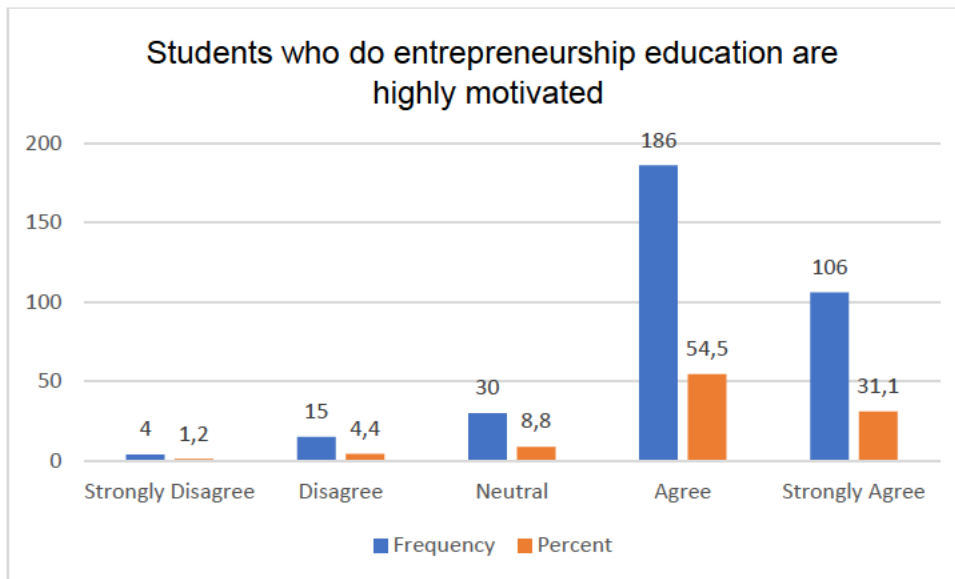


Figure 5.36: Students who do EED are highly motivated

As depicted in figure 5.36, the majority (186 or 54.5 percent and 106 or 31.1 percent) respondents either agreed or strongly agreed students who do EED are highly motivated. These findings are supported by Marniati and Witcjaksono (2020: 317), who aver that students from entrepreneurship classes achieve better learning outcomes than students from regular classes, and students from entrepreneurship classes have higher levels of entrepreneurship motivation, compared to students from regular classes. Furthermore, a Chi-square test was conducted to determine whether students who do EED are highly motivated. The results indicate ($X^2=347.754$; $df=4$; $Sign. =0.001$) for this variable, which reflects this statement is valid. However, 30 (8.8 percent) respondents remained neutral, while four (1.2 percent) and 15 (4.4 percent) either strongly disagreed or disagreed with the statement.

5.11 FACTORS INFLUENCING LEARNER PARTICIPATION IN CURRICULUM DEVELOPMENT

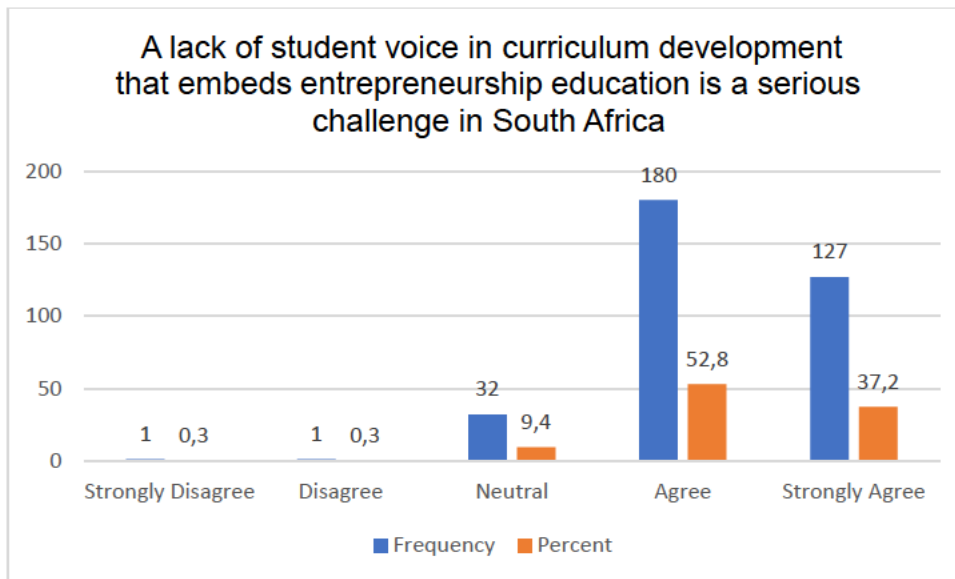


Figure 5.37: A lack of student voice in curriculum development that embeds EED is a serious challenge in SA

According to Hall (2017), student involvement in institutional processes occurs through various established routes and roles, including student representatives, unions, associations, and forums, as well as survey respondents, and co-researchers. However, Strydom and Loots (2020) state it is not always clear what the impact of student involvement in the broader scheme of things is, as there is not much evidence to show what the impact of student contributions are on a broader scale (namely, beyond how a specific course curriculum changed, and so on). Jagersma (2010) indicates the curriculum is constructed with the learner as its central focus, yet the voice of the learner is largely excluded from the curriculum design and implementation process.

The research findings in figure 5.37 show a significant number (180 or 52.8 percent and 127 or 37.2 percent) respondents either agreed or strongly agreed with the statement that a lack of student voice in curriculum development that embeds EED is a serious challenge in SA. A further 32 (9.4 percent) respondents were neutral to the statement, while a small number (one or 0.3 percent and one or 0.3 percent) either strongly disagreed or disagreed with the statement. These results were further supported by a Chi-square test, conducted to determine whether a lack of student voice in curriculum development that embeds EED is a serious challenge in SA. The results indicate ($X^2= 385.613$; $df=4$; $Sign. =0.001$) for this variable, reflecting this statement is valid.

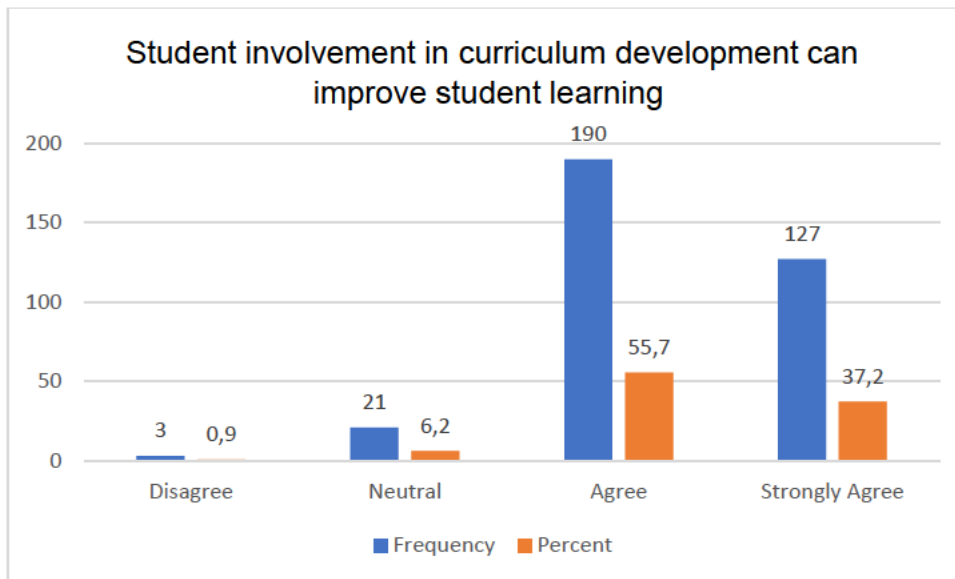


Figure 5.38: Student involvement in curriculum development can improve student learning

A study conducted by Jagersma (2010) reports student involvement in the curriculum planning process is a means of improving student learning. As depicted in figure 5.38, a great majority (190 or 55.7 percent and 127 or 37.2 percent) respondents agreed and strongly agreed student involvement in curriculum development can improve student learning. A further 21 (6.2 percent) respondents were neutral to the statement, while three (0.9 percent) disagreed. These results were further supported by a Chi-square test, conducted to determine whether student involvement in curriculum development can improve student learning. The results indicate ($X^2= 276.935$; $df=3$; $Sign. =0.001$) for this variable, which shows this statement is valid.

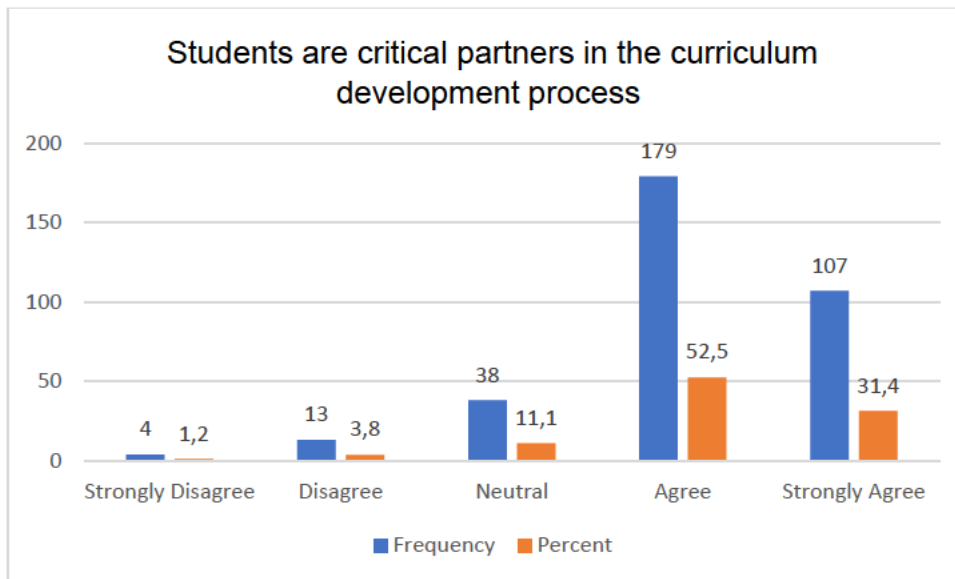


Figure 5.39: Students are critical partners in the curriculum development process

With students the recipients of education in a classroom setting, their participation in curriculum development should be considered (Lu, Nguyen and Ersin 2015). More than two decades ago, Rudduck and Flutter (2000) found the consequence of not involving learners is another reason to support the inclusion of student voice. These authors add, in order to be successful, learners must understand the process and structure, either naturally or formally, further warning that when learners do not feel connected to the curriculum or course objectives, they will become their own barriers to learning through disruptive practice.

The research findings in figure 5.39 indicate a significant number (179 or 52.5 percent and 107 or 31.4 percent) either agreed or strongly agreed students are critical partners in the curriculum development process. A small number (38 or 11.1 percent) were neutral, while only four (1.2 percent) and 13 (3.8 percent) respondents strongly disagreed or disagreed with the statement. These results were further supported by a Chi-square test, which was conducted to determine whether students are critical partners in the curriculum development process. The results indicate ($\chi^2 = 320.569$; $df=4$; $Sign. = 0.001$) for this variable, signifying this statement is valid.

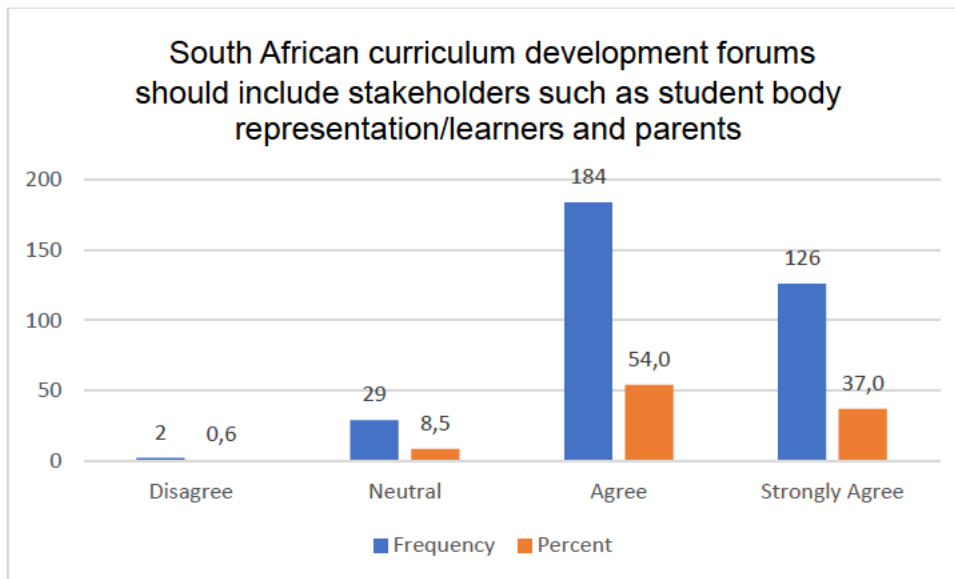


Figure 5.40: South African curriculum development forums should include stakeholders such as student body representation/learners and parents

Mestry (2016) argues the DoE, together with school leaders and their SGBs, will have to find ways to generate alternative funding streams to support EED implementation in schools, along with other schooling activities such as teaching and learning materials, which will contribute positively to the curriculum, in due course. The majority (184 or 54 percent and 126 or 37 percent) respondents either agreed or strongly agreed South African curriculum development forums should include stakeholders such as student body representation/learners and parents. These results were supported by a Chi-square test, which was conducted to determine whether South African curriculum development forums should include stakeholders such as student body representation/learners and parents. The results indicate ($X^2= 252.279$; $df=4$; $Sign. =0.001$) for this variable, showing this statement is valid. Furthermore, 29 (8.5 percent) respondents remained neutral, while two (0.6 percent) disagreed with the statement (Figure 5.40).

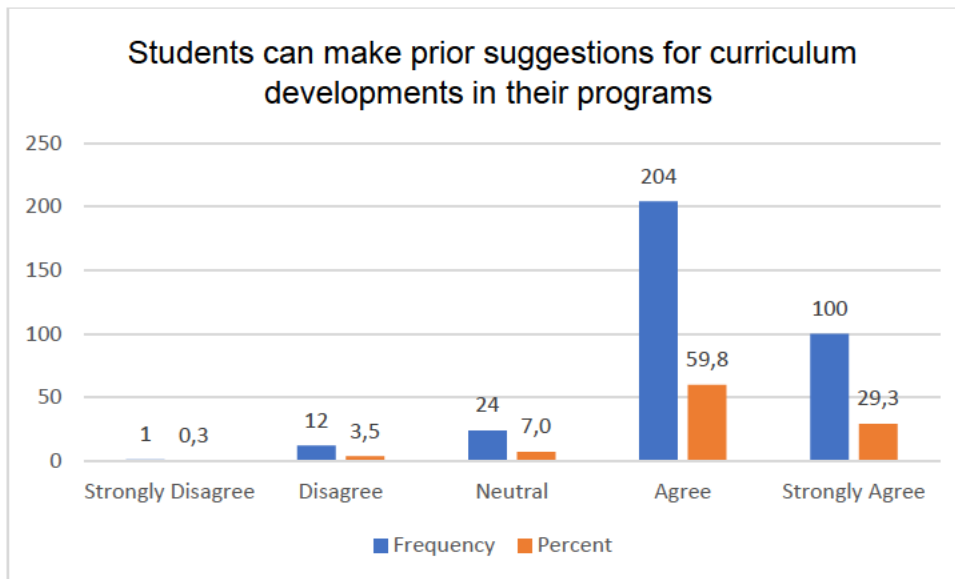


Figure 5.41: Students can make prior suggestions for curriculum developments in their programmes

Dialogue among students and their teachers should, according to Freire (2020), receive encouragement by schools to address various curriculum development- and evaluation-related issues. He asserts students will become active, sociable, autonomous, and creative, as well as critical thinkers, when dialogue is promoted.

As depicted in figure 5.41, a significant number (204 or 59.8 percent and 100 or 29.3 percent) respondents either agreed or strongly agreed with the statement that students can make prior suggestions for curriculum developments in their programmes. These results were supported by a Chi-square test, which was conducted to determine whether students can make prior suggestions for curriculum developments in their programmes. The results indicate ($X^2= 426.405$; $df=4$; $Sign.=0.001$) for this variable, reflecting this statement is valid. A small number (24 or seven percent) of respondents remained neutral, while one (0.3 percent) and 12 (3.5 percent) either strongly disagreed or disagreed with the statement.

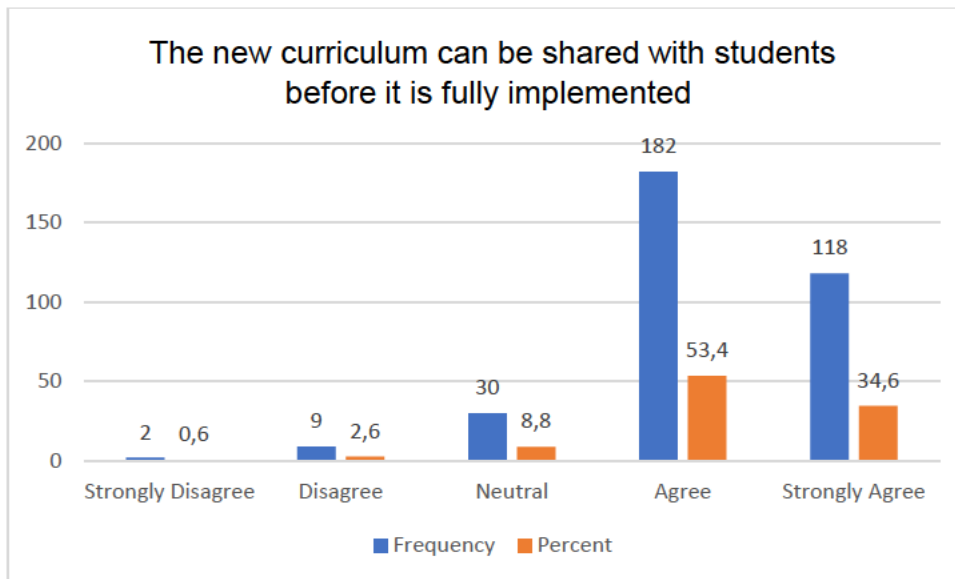


Figure 5.42: The new curriculum can be shared with students before it is fully implemented

Rutherford (2020) asserts a course curriculum may better achieve its objectives when the users, in this case students, are involved in the development process. He further argues engaging students in curriculum design formalises and expands the prototype-testing approach to teaching. This involves creating a course based on the principles of student-centred learning using design thinking methods.

The results in figure 5.42 show a great majority (182 or 53.4 percent and 118 or 34.6 percent) respondents either agreed or strongly agreed with the statement that the new curriculum can be shared with students before it is fully implemented. These results were supported by a Chi-square test, which was conducted to determine whether the new curriculum can be shared with students before it is fully implemented. The results indicate ($\chi^2= 363.296$; $df=4$; $Sign. =0.001$) for this variable, showing this statement is valid. Only 30 (8.8 percent) respondents remained neutral to the statement, while two (0.6 percent) and nine (2.6 percent) either strongly disagreed or disagreed.

5.12 SOUTH AFRICAN ENTREPRENEURIAL EDUCATION INSTITUTIONAL POLICY REFORM

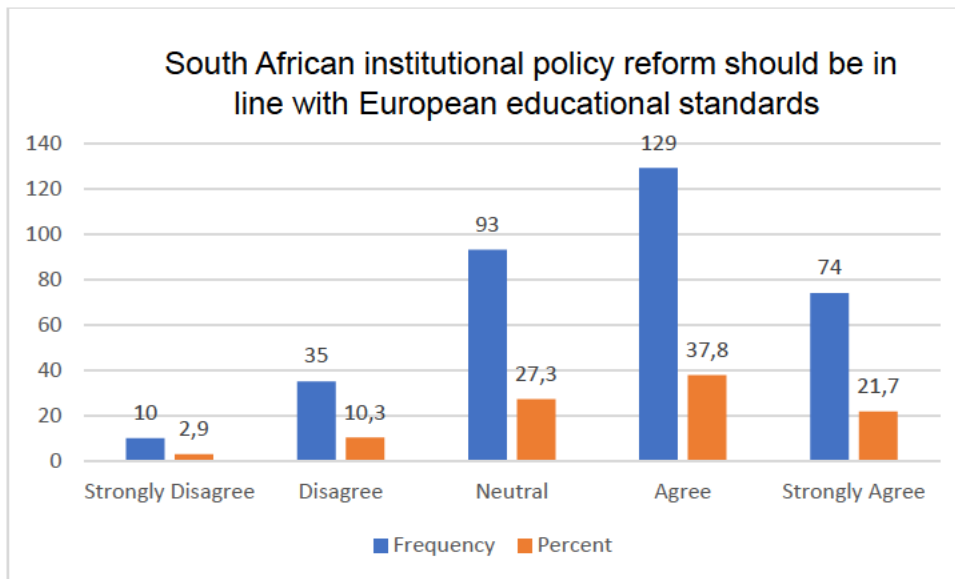


Figure 5.43: South African institutional policy reform should be in line with European educational standards

The research findings in figure 5.43 show the majority (129 or 37.8 percent and 74 or 21.7 percent) respondents respectively agreed and strongly agreed South African institutional policy reform should be in line with European educational standards. A Chi-square test was conducted to determine whether the South African institutional policy reform should be in line with European educational standards. The results indicate ($X^2= 129.543$; $df=4$; $Sign. =0.001$) for this variable, reflecting this statement is valid. Interestingly, 93 (27.3 percent) respondents remained neutral to the statement, while 10 (2.9 percent) and 35 (10.3 percent) either strongly disagreed or disagreed with the statement.

It is noteworthy 60 percent respondents agreed with the statement, while the remaining 40 percent either held a neutral stance or disagreed. This indicates a diversity of views among the respondents regarding the statement. These findings are corroborated by Chisholm (2015), who suggests there is little basis for comparison between European and South African curricular frameworks, due to their distinct historical backgrounds, transitional processes, levels of development, and educational legacies. Similarly, Waldow (2015) contends educational standards have gained prominence globally and are influenced by new international testing regimes. The selection of legitimacy patterns appears to be contingent upon temporal and local contexts.

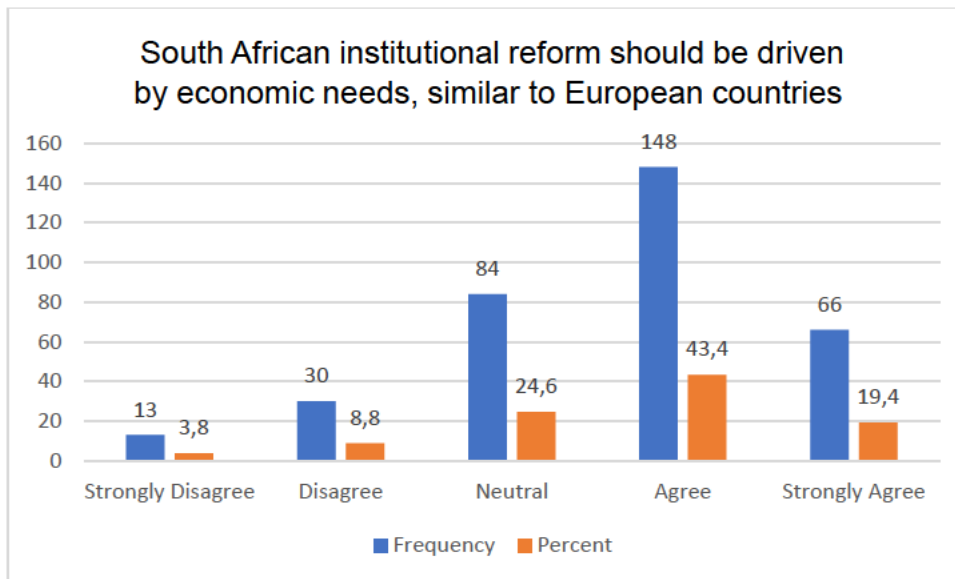


Figure 5.44: South African institutional reform should be driven by economic needs, similar to European countries

The immediate implementation of a set of reforms by the government, aimed at enhancing SA's short-term economic growth, while simultaneously fostering an environment conducive to long-term sustainable development (Bhorat *et al.* 2020). Additionally, they advocate for these reform measures to prioritise economic transformation, bolster labour-intensive growth, and facilitate the establishment of a globally competitive economy.

As depicted in figure 5.44, a significant number (148 or 43.4 percent and 66 or 19.4 percent) of respondents either agreed or strongly agreed with the statement that South African institutional reform should be driven by economic needs, similar to European countries. A Chi-square test was conducted to determine whether South African institutional reform should be driven by economic needs, similar to European countries. The results indicate ($X^2= 163.179$; $df=4$; $Sign. =0.001$) for this variable, signifying this statement is valid. Interestingly, 84 (24.6 percent) respondents were neutral, while 13 (3.8 percent) and 30 (24.6 percent) either strongly disagreed or disagreed with the statement.

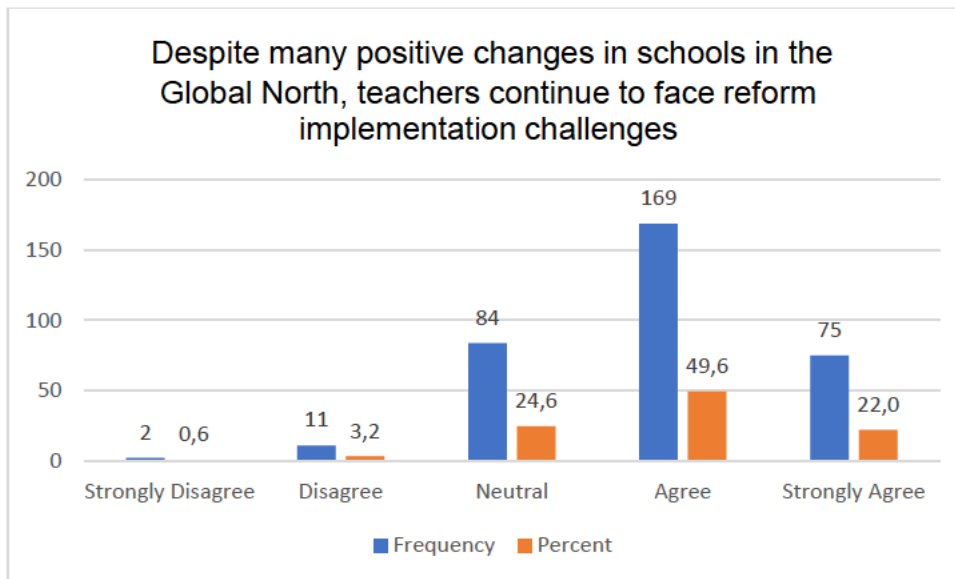


Figure 5.45: Despite many positive changes in schools in the Global North, teachers continue to face reform implementation challenges

Cooney (2012: 01) posits that considering the current economic challenges facing many countries across the globe, the notion of engendering greater entrepreneurial activity has become a prominent goal for many national governments. As such, SA, similar to other countries in Europe and the Global North, has entrepreneurially significant institutional implications since it involves the development and implementation of policies and practices that support entrepreneurship growth and development.

The research findings in figure 5.45 reveal that most (169 or 49.6 percent and 75 or 22 percent) respondents either agreed or strongly agreed with the statement that despite many positive changes in schools in the Global North, teachers continue to face reform implementation challenges. A Chi-square test was conducted to determine that teachers continue to face reform implementation challenges, despite many positive changes in schools in the Global North. The results indicate ($\chi^2=265.554$; $df=4$; $Sign. =0.001$) for this variable, which shows this statement is valid. However, 84 (24.6 percent) respondents were neutral, while only two (0.6 percent) and 11 (3.2 percent) either strongly disagreed or disagreed with the statement.

5.13 OPEN-ENDED SURVEY QUESTIONS

The respondents were further requested to mention any problems and challenges that could prevent the adoption of EED in both primary and secondary schools. This was achieved by providing an additional space in the questionnaire, allowing

respondents to provide any additional information, insights, or feedback not covered in the structured questions. This led to richer qualitative data and unexpected insights.

Additional space was, furthermore, provided to allow respondents to clarify their responses or expand on their answers to provide more context without limiting their input. Providing an open-ended space also encourages respondents to feel their input is valued and appreciated, which increases survey completion rates and data quality. The following responses were received and captured in the table below. These responses have been grouped by the researcher according to specific categories of response (for example, lack of trained educators/personnel, lack of government financial support, socio-economic challenges, as well as specific suggestions).

Qualitative responses	
<p>Lack of trained educators/personnel</p> <ul style="list-style-type: none"> • At the moment, the DoE KZN does not employ educators or fill vacant posts. • The department does not have enough educators to teach EED. • Adoption of EED in South African schools might require broad knowledge among the individuals who will be required to deliver it. Additionally, a smooth transition can foster a love for this educational system, potentially leading to greater progress and success. • Lack of educators with diverse skills, including problem-solving skills. • The DoE should hire more educators as the shortage of employed educators continues to rise. Since the subject will still be new, more teacher training programmes will need to be implemented 	<p>Lack of government financial support</p> <ul style="list-style-type: none"> • Cash flow issues, finding capital, crime, lack of time, and resources. • Curriculum change in schools could be costly. Human resources (teachers) are already overloaded with work, and the government is not employing more educators. • The economy of SA cannot afford new subjects due to the funds allocated to the DoE. • Economic implications. • Lack of facilities and resources, as well as finance. No experience in marketing. • It may require a lot of money and resources to train the educators. • Lack of resources from stakeholders such as the government.

<p>to ensure that teachers are fully equipped with the curriculum that needs to be taught.</p> <ul style="list-style-type: none"> • Educators not having experience or knowledge about entrepreneurship and lacking skills. • Educators are inexperienced in entrepreneurship and lack methodology. • Educators are not equipped with this type of education. • Educators are not well trained in entrepreneurship. • Educators do not have knowledge about entrepreneurship and therefore will not be able to teach learners. • Educators who have never participated in business before. • Staff ratio (educators). • Lack of educators. 	<ul style="list-style-type: none"> • Poor resource allocation to support EED in primary and secondary schools. • Lack of funding.
<p>Socio-economic challenges</p> <ul style="list-style-type: none"> • Crime rate, lack of economic growth. • Crime, unemployment rate, teenage pregnancy, and alcohol abuse within school premises can be dangerous obstacles to fostering an entrepreneurial spirit in students. • Due to the high rate of unemployment, many students will participate in this implementation without being driven, causing significant problems for the teachers who will be teaching this subject. <p>Entrepreneurship is essential for our economic growth. Entrepreneurs are the</p>	<p>Specific suggestions</p> <ul style="list-style-type: none"> • Barriers to learners: Learners may face barriers that limit their learning, and some of these barriers may not be visible or known to their educators, such as lack of motivation, self-confidence, or language barriers for those in rural areas. • Eliminating another subject to accommodate this one may put additional pressure on the curriculum and force schools to extend their hours.

ones who create jobs and provide employment. We need more individuals with this mindset.

- Challenges that can hinder the adoption of EED in schools include the common understanding of business and entrepreneurship competencies among stakeholders, such as current curriculum education specialists (CES), educators tasked with teaching EED, and society itself. Engaging all stakeholders involved will be crucial for successful EED implementation.
- Primary and secondary schools already have numerous subjects, so adding another one would increase their workload, potentially affecting their ability to focus effectively.
- Family background might have a huge influence.
- Equipment might be a barrier, but we will not focus on the negatives because ultimately, entrepreneurial studies must be taught in schools.
- Failure to link industry needs with entrepreneurial education curriculum.
- Factors such as fear of failure, lack of self-confidence, motivation, and information, as well as social and cultural factors, may also present challenges.
- Introducing EED in both primary and secondary schools could pose significant challenges. I believe primary school learners may be too young to grasp entrepreneurship

	<p>concepts fully. Introducing it to grade 7 students, who already study economic and management sciences, would provide them with additional knowledge relevant to their current studies.</p>
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The findings in the table above reveal the respondents had many diverse ideas regarding problems and challenges that could hinder EED adoption in South African schools (primary and secondary). The majority respondents indicated a lack of skilled and qualified educators who can teach EED could negatively affect the adoption of EED in schools. However, a few respondents were optimistic there are no challenges that could stop EED adoption in schools.

The findings also underscore the intricate relationship between societal factors and the promotion of EED. High crime rates and economic stagnation present significant challenges, fostering an environment where cultivating entrepreneurial spirit can be daunting due to increased insecurity and economic instability. Furthermore, issues such as crime, unemployment, teenage pregnancy, and alcohol abuse within school premises not only divert from educational goals, but also undermine efforts to instil entrepreneurial skills and attitudes in learners. Despite these obstacles, promoting entrepreneurship remains critical for economic development, as entrepreneurs are pivotal in job creation and fostering economic vitality.

The findings further highlighted that cash flow issues, finding capital, and concerns about crime reflect significant financial security barriers that could hinder the implementation of entrepreneurship programmes. Economic constraints, including insufficient funds allocated to the DoE and broader economic implications, underscore the difficulty of introducing new subjects such as entrepreneurship amid competing priorities. The lack of facilities, resources, and financial support, coupled with educators' limited experience in entrepreneurship, poses additional hurdles. Training educators adequately would require substantial financial and organizational resources, while the overall lack of funding and poor resource

allocation further complicates efforts to support EED effectively in primary and secondary schools.

The following section will expound upon the findings derived from interviews conducted with the school principals of the selected schools within the province of KZN.

5.14 SCHOOL PRINCIPAL INTERVIEWS

The researcher believed it would be ideal to conduct semi-structured interviews with the selected school principals, in order to establish their perception and attitudes regarding the institutionalisation of EED with the intention of enhancing entrepreneurial spirit among schools, particularly in the KZN province. The principals were selected to participate due to the role they play in schools with regard to decision-making. In addition, these interviews were conducted to address any gaps that may have been overlooked in the Likert scale questionnaire used for the main study. The researcher intended to interview all 22 principals of the selected schools, however, due to time constraints and availability of some principals, only nine were able to participate in the study.

The data are presented in accordance with the ROs. Participant responses will be quoted and correlated with the specific objectives. Table 5.4 below presents the qualitative data.

Table 5.4: Qualitative data presentation/findings

Statements	Participants				
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
1. Do you think entrepreneurship education should be made a compulsory subject in both primary and secondary schools?	<p>P1: Yes, because some people come from outside countries and place containers in every corner of SA because they possess entrepreneurship skills.</p>	<p>P2: Teachers cannot always predict exactly what students will need to know after they graduate. Nonetheless, teaching entrepreneurship skills can help students cope with, and sometimes even embrace, the changes occurring in technology.</p>	<p>P3: Yes, the economic management sciences, which is part of the current curriculum and is taught in grades 7, 8, and 9, is quite scanty on entrepreneurship. SA requires skilled entrepreneurs who will meaningfully contribute to the country's economy.</p>	<p>P4: Yes, the unemployment rate is excessively high in our country, and if this concept can be integrated into the curriculum from grades (R-12), young people can be able to become self-employed by exploring the business world.</p>	<p>P5: Due to the high unemployment rate in SA, many graduates will struggle to find employment. Therefore, it is crucial to offer entrepreneurship education as one of the compulsory subjects to equip learners at a very early age with the entrepreneurial skills necessary to start their own businesses in the future.</p>
	Participant 6	Participant 7	Participant 8	Participant 9	

	<p>P6: Yes, as a school, we consider it one of the major and critical subjects because it is important for learners to know and understand their country's economy.</p>	<p>P7: Yes, firstly, entrepreneurship education in primary and secondary schools can help learners develop the necessary skills and knowledge to become successful entrepreneurs. These skills include critical thinking, problem-solving, creativity, innovation, communication, and teamwork, which are essential for entrepreneurship. By learning these skills, learners can apply them in real-life situations and</p>	<p>P8: Yes, the entrepreneurial skills taught in class will help foster a passion for owning a business.</p>	<p>P9: Yes, entrepreneurship should be made a compulsory subject in basic education. SA is a developing country and requires more job creators than job seekers. If entrepreneurship is made a compulsory subject in basic education, it will enable learners to develop a range of creative business skills and competencies that are critical for identifying opportunities to address economic challenges.</p>	
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		<p><i>develop a mindset that will enable them to identify and seize opportunities.</i></p> <p><i>Secondly, entrepreneurship education can help learners develop a sense of responsibility and independence.</i></p> <p><i>Through entrepreneurship education, learners can learn to take accountability for their actions.</i></p>			
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
2. Do you believe educators can be instrumental in the successful	<i>P1: Yes, in life skills and/or mathematical literacy, they teach our learners about</i>	<i>P2: Yes, but they would have to be given a vast exposure in the form</i>	<i>P3: Yes, educators have the potential to motivate and encourage learners</i>	<i>P4: Through various teaching methods, this can be achieved successfully.</i>	<i>P5: Educators will play an important role in delivering entrepreneurship</i>

development and delivery of entrepreneurship education courses?	<i>the demand and supply chain.</i>	<i>of content workshop so as to deepen their content and knowledge of entrepreneurship.</i>	<i>to learn, and they are agents of change.</i>		<i>courses; however, they must be equipped with skills themselves.</i>
	Participant 6	Participant 7	Participant 8	Participant 9	
	<i>P6: It is important for all learners to understand the economy, and it is also important for educators to attend workshops and seminars pertaining to the country's economy.</i>	<i>P7: Yes, learners spend most of their time with educators in primary schools, and they often see teachers as their role models. They believe and trust in their education. Teachers can incorporate market days into their school year plans, providing learners with opportunities to buy and sell, thus developing</i>	<i>P8: Yes, it is true that teachers play a vital role in delivering quality education, and the same applies to the delivery of entrepreneurship education courses.</i>	<i>P9: Yes, the Department of Basic Education must establish a progressive implementation plan to ensure that students who are studying towards a teaching qualification in universities are equipped with the abilities to teach entrepreneurship. This can be achieved through</i>	

		<i>entrepreneurial skills.</i>		<i>collaboration with the Department of Higher Education and Training, working in conjunction with the Council of Higher Education and the Quality Council for Trades & Occupations. Alternatively, the Department of Basic Education must initiate a re-skilling program to retain current teachers in the system to teach entrepreneurship.</i>	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
3. Do you think the South African curriculum should	<i>P1: Certainly, they can manage school cafeterias efficiently,</i>	<i>P2: Firstly, entrepreneurship education in primary</i>	<i>P3: I would want to believe that a free-market economy is a</i>	<i>P4: A free market economy is recommended, but</i>	<i>P5: A free market economy is vital in ensuring free and</i>

<p>embrace neoliberalism or a free market economy?</p>	<p><i>saving money, and they can also learn how to open business accounts.</i></p>	<p><i>schools can help learners develop the necessary skills and knowledge to become successful entrepreneurs. These skills include critical thinking and problem-solving.</i></p>	<p><i>better option, as it allows sellers the freedom to adjust prices in order to match the demand for the products they are selling.</i></p>	<p><i>there must be strict rules to monitor the process.</i></p>	<p><i>fair price formation and competition.</i></p>
	<p>Participant 6</p>	<p>Participant 7</p>	<p>Participant 8</p>	<p>Participant 9</p>	
	<p><i>P6: Yes, SA must promote a free-market economy in primary schools. We do so by organising market days in our school.</i></p>	<p><i>P7: Yes, it is very important to cultivate learners who will start their own businesses and create job opportunities. Our learners lack a culture of entrepreneurship. The curriculum is only producing consumers, not</i></p>	<p><i>P8: Yes, a free-market economy will promote greater involvement in the economy.</i></p>	<p><i>P9: SA as a country faces numerous economic challenges. Many of these issues stem from adopting theories that do not address our specific South African context. As educators, we need to advocate for the</i></p>	

		<p><i>producers. The current curriculum only allows learners to depend on the government to provide them with all goods and services.</i></p>		<p><i>decolonisation of our education system. Promoting Neoliberalism would imply advocating for the privatisation of state-owned resources, a concept that is contentious in our country. Instead, let us develop a curriculum that addresses South African problems rather than relying on outdated theories that are irrelevant in today's world. We must create and develop a curriculum for the future. While many</i></p>	
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				of us may not be around to witness it, future generations will be proud that we changed the outdated and ineffective current education system.	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
4. Do you think the South African government is doing enough to implement entrepreneurship education in both primary and secondary schools?	P1: <i>Not yet, as it is not fully integrated into the South African curriculum. However, it is gradually being introduced, starting from primary school and progressing through to secondary school syllabi.</i>	P2: <i>Entrepreneurship education is an important aspect of education that should be introduced early in life to prepare learners for the future. SA has recognised this importance and has made efforts to include entrepreneurship</i>	P3: <i>Not at all, Economic Management Sciences as a subject has been phased out in grades 4, 5, and 6, and now only starts in grade 7. By doing so, the government has exacerbated the situation.</i>	P4: <i>No, the education system does not provide enough space to explore many opportunities.</i>	P5: <i>There is a lot of work for the government to do to implement entrepreneurship education, especially now that subjects such as Economic Management Sciences in grades 4, 5, and 6 have been phased out.</i>

		<i>education in primary schools.</i>			
	Participant 6	Participant 7	Participant 8	Participant 9	
	<i>P6: It is not doing enough because they must make entrepreneurship or commercial subjects compulsory.</i>	<i>P7: No, if you look at the Curriculum Assessment Policy Statement (CAPS) and the National Education Policy Act (NEPA), the subject called EMS is allocated only 2 hours per week as per the policy. This subject equips learners with entrepreneurial skills because it combines three subjects (financial literacy, economics, and entrepreneurship). However, learners</i>	<i>P8: Yes, there are supporting documents provided by the department as well as workshops conducted by district officials, which are sufficient to support entrepreneurship education.</i>	<i>P9: No, the South African government is not making sufficient efforts to encourage entrepreneurship in basic education. As teachers, our inputs may not always be taken seriously, but if they are considered, the government could learn one or two things to improve its approach.</i>	

		<i>do not get enough time to engage with this subject compared to other subjects. As a result, learners lose interest in this subject as they are expected to do a lot of work within a limited time.</i>			
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5.15 INTERPRETATION AND ANALYSIS OF QUALITATIVE RESULTS

5.15.1 Interpretation per question

This section will provide an interpretation of the results from the nine participants who took part in the interviews. The interview comprised four questions.

Q1: Do you think EED should be made a compulsory subject in both primary and secondary schools?

It is worth noting all nine participants agreed EED should be made a compulsory subject in both primary and secondary schools. However, these participants provided different views why this should be considered. For example, participant 1 (P1) indicated individuals from foreign countries establish container businesses across various locations in SA due to their proficiency in entrepreneurship. Participant 2 (P2) felt educating students in entrepreneurship skills can assist them in managing and occasionally embracing technological advancements. According to participant 3 (P3), SA requires skilled entrepreneurs who will meaningfully contribute to the country's economy. Subsequently, participants 4 and 5 (P4 and P5) emphasised the high unemployment rate in SA will pose challenges for many graduates in securing employment. Hence, it is imperative to include EED as a mandatory subject to provide learners with essential entrepreneurial skills from an early age, enabling them to establish their own businesses in the future. Participants 6, 7, 8, and 9 (P6-P9) indicated the introduction of EED in schools will boost the country's economy, as the majority young people would have ventured into business and enhanced their entrepreneurial skills.

These results are supported by Purnomowati and Nugroho (2017), who argue changing students' mindset from job seekers to job creators is not easy. According to these authors, there are at least two ways to change learners' mindsets: developing an entrepreneurship curriculum and implementing entrepreneurship projects in schools.

Q2: Do you believe educators can be instrumental in the successful development and delivery of EED courses?

Interestingly, all nine participants were of the opinion that educators can play a pivotal role in the effective development and implementation of EED courses. Participants 2 and 5 (P2 and P5) stated educators need to be capacitated and

equipped to effectively undertake or deliver EED courses in their respective schools. Attending workshops and training aimed at improving educators' entrepreneurial knowledge would be beneficial. Participant 3 (P3) believed educators possess the capability to inspire and motivate learners to acquire knowledge, and they serve as catalysts for change. There was also a view from participant 4 (P4) that the implementation of entrepreneurship courses would be achieved through various teaching methods employed by educators.

On the one hand, Bell (2021) suggests entrepreneurship educators can enhance the effectiveness of their teaching by thoroughly understanding the various educational philosophies and theories that form the basis of EED pedagogy and practice. On the other hand, Macht and Ball (2016) argue entrepreneurship educators can create linkages to real-life practices that appear to be useful to learners, in order to encourage learning and the development of new skills as an entrepreneur.

Q3: Do you think the South African curriculum should embrace neoliberalism or a free market economy?

All participants agreed the South African curriculum should embrace neoliberalism or a free market economy. However, all participants held different perspectives regarding the above statement. Participant 4 (P4) indicated a free-market economy should be recommended, but there must be strict rules to monitor the process. Participant 3 (P3) believed a free-market economy is a better option, as it allows sellers the freedom to adjust prices to match the demand for the products they are selling. Similarly, participant 5 (P5) also suggested a free-market economy is vital in ensuring free and fair price formation and competition. Participant 6 (P6) stated they promote a free-market by organising market days in their school.

Contrary to the above sentiments, participant 7 (P7) revealed the curriculum is only producing consumers, not producers. He added the current curriculum only allows learners to depend on the government to provide all goods and services. These findings mean, by promoting neoliberal ideas, individuals will, indeed, be better equipped to succeed in a globalised economy and it can lead to greater economic growth and development.

Q4: Do you think the South African government is doing enough to implement EED in both primary and secondary schools?

Eight of the participants unanimously felt the South African government is not doing enough to implement EED in both primary and secondary schools, which is an important issue. However, participants held varying views regarding the above statement. For example, participants 1 and 2 (P1 and P2) stated, while it is not completely integrated into the South African curriculum, EED is progressively being introduced, beginning from primary school and extending through to secondary school syllabi. Participant 4 (P4) highlighted the existing education system lacks sufficient room for exploring numerous opportunities. Participant 9 (P9) disclosed, although teachers' contributions may not always be seriously considered, when acknowledged, the government could gain insights to enhance its approach. However, of the nine participants who took part in the interviews, only participant 8 (P8) indicated supporting documents were provided by the department, as well as workshops conducted by district officials, which are sufficient to support EED.

Therefore, the sentiments expressed by the principals suggest that the government should prioritise the implementation of EED in schools. For instance, the principals stated that EED should be made a compulsory subject in both primary and secondary schools. Additionally, they believed educators could play a pivotal role in the successful development and delivery of EED courses. Furthermore, the principals felt that the South African curriculum should embrace neoliberalism or a free market economy. Interestingly, all interviewed participants unanimously agreed that the South African government is not doing enough to implement EED in both primary and secondary schools. As such, these findings call for the proper establishment of EED policy to drive the implementation of entrepreneurship in schools.

5.16 STRUCTURAL EQUATION MODEL

According to Stein, Morris and Nock (2012), SEM serves as a statistical method employed to examine intricate interrelations between manifest and latent variables. This model offers a systematic approach for the testing and verification of theoretical constructs, integrating both measurement and structural models. Within the framework of SEM, manifest variables are directly measurable, whereas latent variables embody unobservable constructs, deduced from manifest variables. This

methodology facilitates the estimation of relational magnitude and direction among variables, evaluation of the model's comprehensive congruence with the data, and the analysis of the importance of distinct pathways and coefficients.

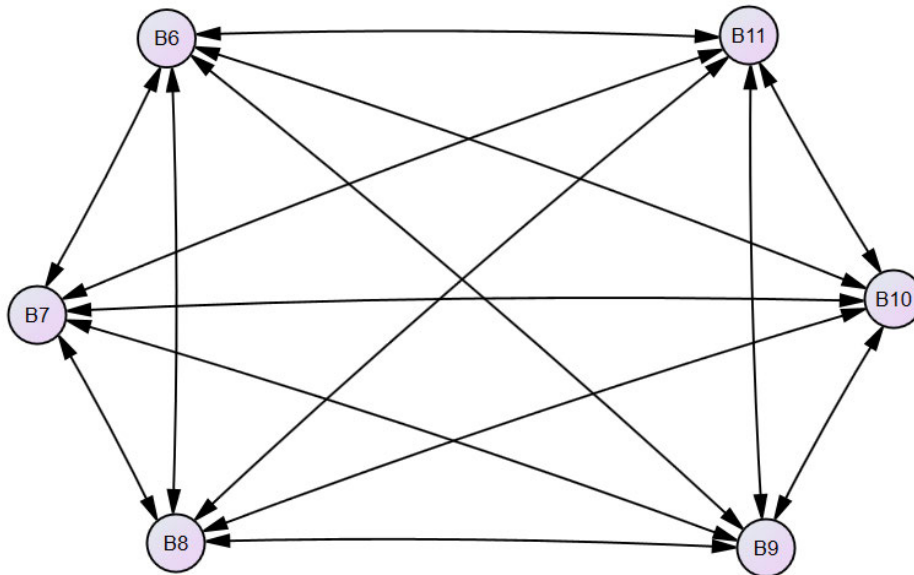


Figure 5.46: Structural Equation Model

The model is a multivariate statistical result obtained using structural relationships, applying a combination of factor analysis and multiple regression analysis techniques. It is used to analyse the structural relationship between measured variables and latent constructs.

The following dimensions were coded: institutionalising of EED can enhance entrepreneurial spirit; factors affecting institutionalisation of EED in SA; perception/ attitudes of teachers, principals and SGB members on institutionalising EED in schools; significance of embedding EED into the curriculum of both primary and secondary schools; factors influencing learner participation in curriculum development; and South African entrepreneurial education institutional policy reform.

Result (Default model):

minimum was achieved with Chi-square = 135.926;
 Degrees of freedom = 62; and Probability level = .000

This Chi-square tests the null hypothesis that the overidentified (reduced) model fits the data as well as does a just-identified (full, saturated) model. In a just-identified

model there is a direct path (not through an intervening variable) from each variable to each other variable. In such a model the Chi-square will always have a value of zero, since the fit will always be perfect. The probability should **not** be significant. In this model, the chi square p-value is < 0.050 ($p < 0.001$).

It is, however, worth noting that even though, technically, the Chi-Square should be non-significant in model testing, this is very difficult to achieve due to the usually large sample required. Hence, when it is in fact significant, that is not a problem, as long as the other indicators of fit are good.

5.16.1 Maximum Likelihood Estimates

Table 5.5: Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
B6.1	<--- B6	1.000				
B6.2	<--- B6	2.449	.711	3.442	***	par_1
B7.4	<--- B7	.838	.061	13.813	***	par_2
B7.3	<--- B7	1.000				
B8.6	<--- B8	1.000				
B8.4	<--- B8	1.163	.083	14.093	***	par_3
B8.3	<--- B8	1.194	.089	13.407	***	par_4
B8.2	<--- B8	1.253	.090	13.895	***	par_5
B9.3	<--- B9	1.370	.143	9.586	***	par_6
B9.2	<--- B9	1.000				
B10.4	<--- B10	.614	.093	6.576	***	par_7
B10.5	<--- B10	1.000				
B11.1	<--- B11	1.000				
B11.2	<--- B11	.987	.108	9.174	***	par_8

Table 5-5 shows the regression weights presented in the default model of the SEM analysis offer significant insights into the relationships between various variables. The estimates provided alongside standard errors (S.E.), critical ratios (C.R.), and p-values (P) indicate the strength and significance of these relationships. Notably, variables such as B6.2, B7.4, B8.4, B8.3, B8.2, B9.3, B10.4, and B11.2 show significant regression weights, as indicated by the p-values denoted with "****" ($p < 0.001$). This signifies these relationships are statistically significant and robust. The fixed values at 1.000 for certain pathways, such as B6.1 <-- B6, B7.3 <-- B7, B8.6

<-- B8, B9.2 <-- B9, B10.5 <-- B10, and B11.1 <-- B11, suggest these are constrained or reference paths within the model, typically set for model identification purposes.

The substantial critical ratio values, which far exceed the commonly used threshold of ± 1.96 for significance at the 0.05 level, further reinforce the strength of these relationships. These findings corroborate the results obtained from the Exploratory Factor Analysis (EFA), validating the factor structure and the underlying theoretical constructs. Overall, the strong loadings and significant p-values reflect well on the model's validity, indicating the measured variables are appropriate indicators of the latent constructs they are intended to represent, thus supporting the theoretical framework posited in the SEM analysis.

Table 5.6: Standardised Regression Weights: (Group number 1 - Default model)

	Estimate
B6.1 <--- B6	.516
B6.2 <--- B6	0.999
B7.4 <--- B7	.886
B7.3 <--- B7	.994
B8.6 <--- B8	.732
B8.4 <--- B8	.816
B8.3 <--- B8	.772
B8.2 <--- B8	.802
B9.3 <--- B9	.834
B9.2 <--- B9	.686
B10.4 <--- B10	.622
B10.5 <--- B10	.900
B11.1 <--- B11	.874
B11.2 <--- B11	.874

In the context of the SEM analysis, the standardised regression weights presented for Group number 1 (Table 5.6) in the default model are indicative of the relative strength and direction of the relationships between the observed variables. These standardised weights are obtained using maximum likelihood (ML) estimation methods. ML is an iterative procedure focusing on maximising the probability that the observed values of the criterion variable are accurately predicted by the model. The estimates for the standardised regression weights range from 0.516 to 0.999.

Notably, all coefficients exceed the recommended threshold of 0.600, which is often suggested as a benchmark for considering a loading to be substantial and meaningful. This indicates strong and significant relationships between the paired variables. For instance, the weight of 0.999 for B6.2 <-- B6 implies a particularly strong relationship, suggesting changes in B6 are highly predictive of changes in B6.2.

Similarly, weights close to or above 0.800 for B7.4, B8.4, B8.2, B9.3, B10.5, B11.1, and B11.2 suggest strong relationships. The weights for B6.1, B8.3, B8.6, B9.2, and B10.4, while lower, still indicate substantial relationships. The decision to omit poorly loading or redundant statements from the model aligns with best practices in SEM, ensuring model parsimony and clarity. This approach aids in creating a model that not only fits the data well but also provides a clear and interpretable representation of the underlying theoretical constructs. The results demonstrate the variables included in the model are effective indicators of their respective latent constructs, thereby reinforcing the theoretical foundations and the validity of the SEM analysis.

5.16.2 Model Fit Summary

The suggested acceptable value for relative chi-square, CMIN/DF should not be greater than five, which is used to reduce dependency on sample size. However, the cut-off point for TLI, CFI, NFI and IFI is between zero to one. A good model is indicated by RMSEA value of less than or equal to 0.05.

Table 5.7: Comparative Fit Index (CMIN)

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	57	135.926	62	.000	2.192
Saturated model	119	.000	0		
Independence model	28	2234.453	91	.000	24.554

The Comparative Fit Index (CMIN) is an essential statistic in SEM, used to evaluate the fit of the tested model relative to the baseline or independence model. It is calculated as a chi-square statistic and is critical for understanding how well the model corresponds to the observed data. In the provided data, the CMIN value for the default model is 135.926, with 62 degrees of freedom (DF), leading to a CMIN/DF ratio of 2.192. This ratio, also known as the relative chi-square, is a

measure of the model fit per degree of freedom. A lower CMIN/DF ratio generally indicates a better fit. The widely accepted threshold for a good fit is a CMIN/DF value of less than five. In this case, the CMIN/DF of 2.192 is well below this threshold, indicating a satisfactory fit of the default model to the data.

The saturated model, with a CMIN of 0 and 0 degrees of freedom, represents a perfectly fitting model, where the number of estimated parameters equals the number of observed variances and covariances. In contrast, the independence model, with a CMIN of 2234.453 and 91 degrees of freedom, represents a model where all variables are assumed to be uncorrelated. The significant difference in CMIN values between the default and independence models, along with a CMIN/DF ratio that meets the acceptable standard, suggests the default model provides a substantially better fit to the data than the independence model. This confirms the paths and relationships specified in the default model are appropriate and the model successfully captures the underlying structure of the data. Such a result supports the theoretical framework and the hypothesised relationships within the SEM analysis.

Table 5.8: Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.939	.911	.966	.949	.966
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

In the context of baseline comparisons within SEM, various goodness-of-fit indices are employed to assess how well the proposed model represents the data compared to the independence model. These indices are crucial as they offer different perspectives on the model fit:

Normed Fit Index (NFI): The NFI, with a value of 0.939 in the default model, is a measure that compares the chi-square value of the independence model with that of the default model. The value is calculated as the difference in chi-square values between the two models, divided by the chi-square of the independence model. An NFI value above 0.90 is typically considered indicative of a good fit. In this instance,

the NFI exceeds this threshold, suggesting the default model significantly improves the fit over the independence model.

Comparative Fit Index (CFI): The CFI, at 0.966 for the default model, is another index that compares the default model to the independence model but uses a noncentral chi-square distribution. The CFI is particularly useful as it is less sensitive to sample size, making it a robust measure of fit. As with the NFI, it ranges from 0 to 1, with values above 0.90 indicative of a good fit. The CFI for this data is well above this benchmark, further corroborating the adequacy of the model fit.

Other Indices (RFI, IFI, TLI): The Relative Fit Index (RFI), Incremental Fit Index (IFI), and Tucker-Lewis Index (TLI) are additional measures provided. The RFI (0.911), IFI (0.966), and TLI (0.949) for the default model all contribute to the overall assessment of model fit. Each of these indices provides a slightly different perspective on the fit, considering aspects such as the model's complexity or incremental improvement over the independence model.

In summary, the baseline comparison indices for the default model – NFI, RFI, IFI, TLI, and CFI – are all above the recommended thresholds (Table 5.8), indicating a strong fit of the model to the data. This consistency across multiple indices reinforces the conclusion that the default model is well-suited to the data, providing a robust representation of the underlying theoretical constructs being examined.

Table 5.9: Root Mean Square Error of Approximation (RMSEA)

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.059	.046	.073	.125
Independence model	.263	.254	.273	.000

The Root Mean Square Error of Approximation (RMSEA) estimates lack of fit compared to the saturated model. The p-of-close fit (PCLOSE) is a statistical measure used to assess the fit of a model. A RMSEA value of 0.05 or less indicates a "close fit" for the model, and between .05 and .10, an adequate fit. In line with this definition, if the p-value of PCLOSE is greater than 0.05, it suggests that the RMSEA value is less than 0.05, indicating a close fit for the model. Conversely, if the p-value is less than 0.05, it indicates that the model's fit is not as good as a close fit. RMSEA Value: The RMSEA for the default model is 0.059. This is within the acceptable range

for an adequate fit, which is typically defined as an RMSEA value between 0.05 and 0.10. Although it is slightly above the ideal threshold of 0.05 for a "close fit," it still indicates a reasonably good fit of the model to the data.

Confidence Interval: The 90 percent confidence interval for the RMSEA ranges from 0.046 to 0.073. This interval provides an estimate of the precision of the RMSEA value. The fact that the lower bound of the interval is below 0.05 is encouraging, as it suggests that the true RMSEA value might be closer to the threshold for a close fit. PCLOSE Value: The p-value for testing the close fit (PCLOSE) is 0.125. This value tests the null hypothesis that the RMSEA is no greater than 0.05. A PCLOSE value greater than 0.05 typically indicates that the model could be considered to have a close fit to the data. In this case, the PCLOSE value of 0.125 suggests that the model's fit can be interpreted as close.

Comparatively, the independence model shows a significantly higher RMSEA of 0.263, underscoring the markedly better fit of the default model.

In summary, the RMSEA and PCLOSE values for the default model, taken together, suggest an adequate to close fit of the model to the data. This implies that while the model may not perfectly fit the data, it represents a substantially accurate approximation of the underlying theoretical constructs and relationships. Such an assessment, particularly when considered alongside other fit indices, provides a comprehensive understanding of the model's suitability and effectiveness.

5.16.3 Regression Analysis

The level of significance relates to the strength of the relationships. The correlations were tested below.

Table 5.10: Covariances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
B6 <--> B7	.042	.022	1.906	.057	par_9
B6 <--> B8	.034	.014	2.462	.014	par_10
B6 <--> B9	.020	.010	2.069	.039	par_11
B6 <--> B10	.046	.018	2.513	.012	par_12
B11 <--> B6	.064	.026	2.517	.012	par_13
B11 <--> B7	.313	.065	4.796	***	par_14
B7 <--> B10	.246	.047	5.254	***	par_15

	Estimate	S.E.	C.R.	P	Label
B7 <--> B9	.037	.030	1.225	.221	par_16
B7 <--> B8	.110	.036	3.068	.002	par_17
B11 <--> B8	.077	.030	2.597	.009	par_18
B8 <--> B10	.107	.023	4.729	***	par_19
B8 <--> B9	.140	.020	6.858	***	par_20
B9 <--> B10	.095	.020	4.723	***	par_21
B11 <--> B9	.069	.026	2.690	.007	par_22
B11 <--> B10	.104	.038	2.757	.006	par_23

Table 5.11: Correlations: (Group number 1 – Default model)

	Estimate
B6 <=> B7	.112
B6 <=> B8	.207
B6 <=> B9	.151
B6 <=> B10	.220
B11 <=> B6	.222
B11 <=> B7	.303
B7 <=> B10	.330
B7 <=> B9	.077
B7 <=> B8	.185
B11 <=> B8	.168
B8 <=> B10	.325
B8 <=> B9	.664
B9 <=> B10	.360
B11 <=> B9	.188
B11 <=> B10	.181

The level of significance and the strength of the relationships between different constructs are critical aspects to consider. The covariances and correlations between various dimensions (labelled B6, B7, B8, etc.) in the default model provide valuable insights into these relationships.

5.16.4 Covariances Analysis

Covariance indicates the direction and strength of a linear relationship between two variables. Significant Covariances - several pairs of variables, such as B6 and B8, B6 and B10, B11 and B6, B11 and B7, B7 and B10, B11 and B8, B8 and B10, B8 and B9, B9 and B10, B11 and B9, B11 and B10, show significant covariances, as

indicated by p-values less than 0.05. Notably, some pairs, such as B11 and B7, B7 and B10, B8 and B10, B8 and B9, and B9 and B10 have very strong relationships, denoted by "****" ($p < 0.001$).

Non-Significant Covariances: Some pairs, such as B6 and B7, B6 and B9, and B7 and B9, show non-significant covariances at the 0.05 level, but they are still indicative of a potential relationship, albeit weaker.

Correlation Values: All the correlation estimates are positive, indicating a direct proportional relationship between the pairs of variables. The values range from 0.077 (B7 and B9) to 0.664 (B8 and B9), suggesting varying degrees of relationship strength.

5.16.5 Implications

Strong Relationships: The significant covariances and correlations indicate strong, directly proportional relationships between several latent variables. This suggests changes in one variable are associated with changes in another in a predictable manner.

Model Validity: These results contribute to the overall validity of the SEM model, showing the model's structure captures the relationships between variables effectively.

5.17 CONCLUSION

Chapter five has provided a detailed presentation of data gathered through quantitative and qualitative methods, which included a well-structured questionnaire and interviews. The analysis of data and empirical findings from both the quantitative and qualitative phases of the study highlights the need to institutionalise EED in schools, particularly in KZN. Implementing this approach strategically can foster an entrepreneurial spirit among students and help address SA's socio-economic challenges. The tested variables provided insights into key issues related to EED policies and the obstacles the government faces in their implementation.

The findings indicate the lack of trained educators, insufficient resources, and inadequate EED policies significantly hinder the institutionalisation of EED in schools. Moreover, the study results suggest EED should be incorporated into the curriculum at both primary and secondary levels across all disciplines, not only in

commerce, as it currently stands. Furthermore, the research emphasises that educators, principals, students, government, and the business community all play crucial roles in the successful implementation of EED.

The following chapter will cover a discussion of the conclusions and recommendations.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The main research study focus was to obtain an in-depth understanding with regard to the institutionalisation of EED, as strategic approach to enhance entrepreneurial spirit in selected schools in KZN. This was deemed necessary, as the detailed literature provided a substantive background or foundation of secondary data. Further, the primary data were collected from an empirical study, precisely analysed to test any significant relationship between the study variables. Therefore, this chapter discusses the conclusions and recommendations, summary of key findings as per the ROs, comparison of the literature review and empirical findings to the study. Implications and limitations of the study are also deliberated. The chapter concludes by discussing the proposed integrated conceptual framework, recommendations based on empirical findings, as well as recommendations for future research.

6.2 RESEARCH OBJECTIVES (ROS) REVISITED

The ROs, as indicated in Chapter 1, provide a framework of the intentions and pursuits of a study. They articulate the purpose of the research study and guide several research decisions and activities, such as research design and strategy, and data collection methods and analysis. Chapters 2, 3, 4, and 5 in this study were guided by the ROs listed below, from which the research questions were formulated. The principal aim of the study was to explore the institutionalisation of EED as a strategic approach to enhancing entrepreneurial spirit in selected schools in KZN. The ROs were established as follows:

RO 1: To explore how institutionalising of EED in the selected schools in KZN can enhance entrepreneurial spirit.

RO 2: To identify factors affecting institutionalisation of entrepreneurship as a strategic approach to increase entrepreneurial spirit in KZN primary and secondary schools.

RO 3: To establish the perception/ attitudes of teachers, principals and SGB members on institutionalising EED in school, as a strategic approach to encourage increased entrepreneurial spirit in KZN.

RO 4: To examine the significance of embedding/ including EED into the curriculum of both primary and secondary schools as a strategic approach to encourage an entrepreneurial spirit from a young age; and

RO 5: To recommend new improvements that could be incorporated into the EED policy framework for SA in order to enhance entrepreneurial spirit in KZN.

6.3 SUMMARY OF KEY FINDINGS

As indicated in the previous section (6.2), the main aim of the study was to explore the institutionalisation of EED as a strategic approach to enhancing entrepreneurial spirit in selected schools in KZN. Drawing from the findings, the following conclusions can be made:

- The study concluded 96 percent respondents believe EED encourages learners to start new businesses. This suggests a need to foster entrepreneurial spirit in learners from an early age. The study also concluded EED is able to equip learners with critical decision-making skills, which can assist them to grow their businesses. The results indicate the majority (92 percent) respondents believe EED can enhance the success of graduates in the job market. The study also concluded developing an entrepreneurial spirit is a team effort that requires everyone's participation. This means all stakeholders should join hands in order to cultivate the minds of the learners. According to the research findings, 89 percent respondents maintain learners' motivation to actively participate in business and society in the future, is formed by what they learn in class.
- The findings show 89 percent respondents believe developing an entrepreneurial mindset requires entrepreneurial learning, while 92 percent respondents are of the view developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship. As such, 93 percent respondents feel it is imperative for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit. The study also found the majority (89 percent) respondents agreed learners with an entrepreneurial spirit and mindset are those

who have self-confidence and leadership qualities. In addition, the research findings found people with an entrepreneurial spirit and mindset are those who are able to take risks.

- The results of the study show 67 percent respondents believe EED policy in SA does not consider market or industry needs. However, 22 percent respondents were neutral regarding this statement. The lack of an EED policy in South African schools impacts entrepreneurial spirit, as indicated by 84 percent respondents identifying this issue. The entrepreneurial spirit of learners, as indicated by 63 percent respondents, is influenced by the entrepreneurial competencies of school principals. The study also found the entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies, as indicated by 65 percent respondents.

On the one hand, 86 percent respondents believe the involvement of the business sector significantly impacts the promotion of EED in schools. On the other hand, the study found 73 percent respondents stated entrepreneurial spirit is affected by the family background of a learner. In the same vein, 73 percent respondents feel the impact of educators' experience on EED affects learners' entrepreneurial spirit.

- The study found 87 percent respondents strongly believe EED must be a compulsory module in all schools. This finding is supported by 90 percent respondents, who maintain the implementation of EED in schools can reduce the unemployment rate. The research findings also report 86 percent respondents feel the implementation of EED in schools can reduce the crime rate. Similarly, it is believed the implementation of EED in schools can address poverty issues, as confirmed by 91 percent respondents. As such, the research findings show EED can be used as a strategy to manage inequality issues, with 83 percent respondents suggesting this. Additionally, 93 percent are of the view EED can improve economic growth.
- The study found 92 percent respondents stipulate they would welcome a South African curriculum review to include EED in all schools at all programme levels.

With 96 percent suggesting the inclusion of EED in the curriculum in all schools can foster a positive attitude toward entrepreneurial creation among the youth. The curriculum institutional policy development is critically important in SA, as stated by 93 percent respondents. Interestingly, 93 percent believe a curriculum entrepreneurial review should focus on addressing South African economic needs. The research findings also indicate a curriculum review of institutional policy should address societal challenges in SA, as confirmed by 92 percent respondents. This is linked to the findings that the current curriculum fails to address socio-economic challenges (80 percent respondent agreement). Furthermore, 80 percent respondents feel the current curriculum fails to produce entrepreneurially driven students. The results further found students who undergo EED are highly motivated (86 percent).

- The majority (90 percent) respondents indicated the lack of a student voice in curriculum development that embeds EED is a serious challenge in SA. The research findings further reveal student involvement in curriculum development can improve student learning (93 percent participant agreement). Students are considered critical partners in the curriculum development process, as stated by 84 percent respondents. The study also found South African curriculum development forums should include stakeholders such as student body representation/learners and parents (91 percent). Further to this, 89 percent respondents believe students can make suggestions for curriculum developments in advance, while 88 percent respondents indicated the new curriculum can be shared with students before it is fully implemented.
- With regard to South African institutional policy reform, 60 percent respondents believe it should be in line with European educational standards, while 63 percent respondents feel South African institutional reform should be driven by economic needs, similar to European countries. Furthermore, the study found teachers continue to face challenges in implementing reforms (72 percent), despite many positive changes in schools in the Global North.
- It is worth noting all principals interviewed agreed that EED should be made a compulsory subject in both primary and secondary schools. Interestingly, they

unanimously believed that educators could play a pivotal role in its effective development and implementation. Moreover, all participants advocated for the South African curriculum to embrace neoliberalism or a free market economy. However, eight of the participants unanimously felt the South African government is not doing enough to implement EED in both primary and secondary schools, highlighting a critical issue.

6.4 KEY CONCLUSIONS BASED ON THE RESEARCH OBJECTIVES

This section discusses the conclusions reached according to the study's ROs. These conclusions are based on a tested scientific statistical analysis of the empirical findings. The discussions on RO conclusions cover variables embedded in the research instruments (questionnaires and interviews).

In pursuit of the main study objective, an extensive literature review was conducted to gather information, which was then used to design the questionnaires and interviews. These instruments were, subsequently, distributed to the target population to collect primary data. All the variables covered in the questionnaires and interviews were derived from the literature review. The analysed data uncovered numerous challenges related to the institutionalisation of entrepreneurship aimed at fostering entrepreneurial spirit in KZN schools. This underscored the need for the incorporation of an EED module into both primary and secondary school curricula. The research findings suggest SEM serves as a statistical method employed to examine intricate interrelations between manifest and latent variables. This model was discussed in the previous chapter.

Sub-objective 1: To explore how institutionalising of EED in the selected schools in KZN can enhance entrepreneurial spirit

This objective has been met. Regarding how institutionalising EED can enhance entrepreneurial spirit, it is concluded this can be achieved by integrating EED as a compulsory subject into the formal structures and systems of educational institutions (both primary and secondary schools), such as curriculum and policies, to ensure its sustainability. However, the lack of policies and trained educators and principals is a serious concern. The lack of government ability to drive EED initiatives was also attributed to financial constraints.

Sub-objective 2: To identify factors affecting institutionalisation of entrepreneurship as a strategic approach to increase entrepreneurial spirit in KZN primary and secondary schools

Several factors are considered to impact the institutionalisation of entrepreneurship. For example, empirical findings revealed that EED policy, principal and educator competency, family background of a learner, and educator experience, were considered the main factors contributing to the enhancement of entrepreneurial spirit for learners. It is, therefore, concluded that the government will need to pay more attention to these factors, should they be serious regarding implementing entrepreneurship in schools.

Sub-objective 3: To establish the perception/ attitudes of teachers, principals and SGB members on institutionalising EED in school, as a strategic approach to encourage increased entrepreneurial spirit in KZN

This objective has been met. Semi-structured interviews were conducted with the school principals of the selected schools across the province of KZN to ascertain their views regarding the institutionalisation of EED in schools. These interviews revealed the necessity for EED to be made a compulsory subject in schools, specifically in KZN. The study concluded that educators would be instrumental in developing and implementing EED programmes in schools. Furthermore, the study calls for the South African curriculum to embrace neoliberalism and a free market economy. Furthermore, the study concluded that the South African government is not doing enough to implement EED in schools.

Sub-objective 4: To examine the significance of embedding/ including EED into the curriculum of both primary and secondary schools as a strategic approach to encourage an entrepreneurial spirit

This objective has been achieved. The study concludes that a South African curriculum review should include EED at all schools and at all programme levels. In the same vein, the study also concludes that the inclusion of EED in the curriculum can foster a positive attitude towards entrepreneurial creation among the youth. The development of curriculum institutional policy is critically important in SA. Therefore, the study further concludes that a curriculum entrepreneurial review should focus on addressing South African economic needs, societal challenges, and socio-economic issues. However, this study finds that the current curriculum fails to produce

entrepreneurially driven students. Finally, the study concludes that students who engage in EED are highly motivated.

Sub-objective 5: Factors influencing learner participation in curriculum development

This objective has been achieved. With regard to learner participation in curriculum development, it is concluded that a lack of student voice in this process remains a serious challenge in SA. The empirical findings showed that students are critical partners in the curriculum development process and that their involvement can improve their own learning. The study concludes that South African curriculum development forums should include stakeholders such as student body representatives and parents. Furthermore, the respondents maintain that the new curriculum should be shared with students prior to its full implementation.

Sub-objective 6: To recommend new improvements that could be incorporated into the EED policy framework for SA in order to enhance entrepreneurial spirit in KZN

This objective has been achieved. Where incorporating new improvements into the EED policy framework is concerned, it is concluded policy reform remains a serious challenge for SA. Literature findings show that there is little basis for comparison between European and South African curricular frameworks, due to their distinct historical backgrounds, transitional processes, levels of development, and educational legacies. On the other hand, empirical findings reveal that South African institutional policy reform should align with European educational standards and be driven by economic needs, similar to those of European countries. The study concludes that to improve adherence to reform policies, it is crucial to train teachers in innovative teaching methods and build their capacity through instructional strategies and learning communities before expecting changes in their teaching practices. The study further concludes that involving local stakeholders in the practical implementation of EED collaborations should be strategically developed to facilitate the creation of new cultures and traditions. These strategies should include clear visions and goals regarding the transfer of knowledge, skills, culture, and traditions.

6.5 COMPARISON OF LITERATURE REVIEW AND EMPIRICAL FINDINGS PER STUDY OBJECTIVE

The discussion of empirical key study findings is presented in the following section, according to the ROs and based on the relevant study questions.

6.5.1 Institutionalisation of EED in schools

EED in SA is in its developmental stage, although it is perceived as important in elevating the profile of any institution and there is increasing commitment from the institutions in academic, research and outreach offerings in entrepreneurship (Jesselyn Co and Mitchell 2006:348). Oksanen *et al.* (2022) assert the adoption of EED practices depends on the institutional and social support offered to teachers. However, the majority respondents in this study indicated the lack of training for educators to teach entrepreneurship hinders the formalisation of EED in schools.

Scholars such as Nchu *et al.* (2015) warn, although attempts have been made to introduce EED in schools, a considerable lack of practical experience remains, which is problematic. According to the ETF (2018: 01), developing an entrepreneurial spirit is a team effort that requires everyone's participation, supported by 91 percent respondents, who also concur this requires a collective effort.

6.5.2 Factors influencing institutionalisation of entrepreneurship in SA

Soni (2014) states, notwithstanding entrepreneurship policy interventions, we have been relatively slow in measuring the impact of these policies on our economic development and welfare, and we struggle to meet industry requirements. This idea is supported by the study findings, with 69 percent respondents indicating EED policy in SA does not consider market or industry needs. According to Maré and Crous (1995), many people blame the school system and lack of proper policies for the lack of entrepreneurial spirit and excellence in SA. This perspective is echoed by 85 percent respondents stating entrepreneurial spirit is affected by the absence of EED policy in South African schools.

Mulyasa (2005) reported school principals should have 10 key competencies to achieve success in leadership processes to create an effective, generative, independent, and developed school. These competencies include having a vision, setting an example, responsibility, and developing teachers and staff, as well as

providing the best service, encouraging a sense of unity and togetherness, managing by prioritising applications, and focusing on students, along with setting leadership style, and utilising power and expertise to strengthen schools. However, the research findings indicate 66 percent respondents agreed the entrepreneurial spirit of learners is influenced by the entrepreneurial competencies of school principals.

According to Azizah *et al.* (2015) and Delina (2018), the purpose of creating partnerships with business partners and industry is to provide supplies and pique student interest in business when they finish secondary school and do not pursue further education. These views are supported by the research findings, with 85 percent respondents stating business sector involvement significantly impacts EED promotion in schools.

Bignotti and Le Roux (2020:01) stipulate peer influence and contextual factors, such as family and community support, which are catalytic in other parts of the world, appear to dampen youth entrepreneurial intentions, because of fear of failure and fear of competition. This finding is echoed by 73 percent respondents that agreed entrepreneurial spirit is affected by the family background of a learner. Another 73 percent also believed educators' experience in EED affects learners' entrepreneurial spirit. However, the challenge for the training of teachers lies in the notion they should be trained in such a way they can present entrepreneurship as a subject in the classroom, without having to be entrepreneurs themselves (Gouws 2002: 43).

6.5.3 Benefits of integrating EED into school systems

According to Mahadea *et al.* (2011), the revised national high school curriculum now includes topics that cover entrepreneurship and self-employment, it is seen as positive and a step in the right direction towards attitudes to entrepreneurship development and building a culture of entrepreneurship in the South African context. Andriadi and Idrus (2024:83) indicate EED enables aspiring entrepreneurs to identify market opportunities, develop business ideas, and effectively manage their companies. Additionally, they argue EED provides knowledge on marketing strategies and financial management, which can help entrepreneurs enhance their business profitability. As Horn (2006) states, the formal introduction of EED in SA into the curriculum in 2005, was as part of an optional subject, for Grades 10, 11 and

12. Nonetheless, as shown in the research findings, 87 percent respondents strongly believe EED should be made a compulsory subject in all schools, rather than being limited to selected grades, as suggested by the aforementioned authors.

Literature indicates youth involvement in the entrepreneurial field is highly recommended by government as an alternative effort to reduce the country's unemployment rate (Kadir and Merican 2017: 33). Enhancing the entrepreneurial spirit of young people is a means by which their employability and future potential, in addition to economic growth, the core goal of national policies, are incubated (Ikonen and Nikunen 2019: 824). These findings were supported by 90 percent respondents that believe the implementation of EED in schools can reduce the unemployment rate.

In addition, Nisa *et al.* (2018) point out EED can inspire students to think analytically and become adept at addressing real-world problems, such as high unemployment, poverty, crime, and other socio-economic challenges. This view is echoed by 86 percent respondents, who state the implementation of EED in schools can reduce the crime rate. Further to this, scholars such as Gough and Langevang (2016), Jeffrey and Dyson (2013), and Pimlott-Wilson (2017) argue the need for state investment in the economy or service provision is downplayed. They suggest by cultivating neoliberal subjects with the right skills and attitudes, growth will be stimulated, and poverty ended. This claim is also confirmed by the research findings, with 92 percent respondents stating the implementation of EED in schools can address poverty issues.

The study also found EED can be utilised as a strategy to deal with inequality issues (83 percent respondent agreement). This view is supported by the literature suggesting neoliberal policies implemented globally have had a wide range of negative socioeconomic effects, including rising poverty, increasing unemployment, and worsening income inequality (Rotarou and Sakellariou 2017: 495; Collins *et al.* 2015: 124). Lastly, the study found EED can improve economic growth (93 percent). North (2002: 24) supports this finding, stating in order to realise the ideal of a better life for all South Africans, the entrepreneurial energies of all our people should be harnessed to ensure the country's full potential for economic growth is unleashed.

6.5.4 Embedding EED into the curriculum

Entrepreneurship has also played some role in the curricula for decades (Berglund and Holmgren 2013: 09). Porfírio *et al.* (2023) point out most schools, universities, and training programmes are overseen by the government; incorporating entrepreneurship into the formal education system at all levels necessitates a substantial commitment from the government, in terms of policy and resources. However, although 92 percent respondents indicated they would welcome the idea of a South African curriculum review to include EED in all schools, there seems to be a challenge, as there is no policy that clearly guides this. The literature indicates childhood and adolescence as the ideal stage to learn about and foster positive attitudes toward entrepreneurship (Xu *et al.* 2016: 625). This finding was unanimously confirmed by 95 percent respondents.

Gumede and Biyase (2016: 69) argue, while relatively impressive progress is observed regarding legislative interventions, policy development, curriculum reform and the implementation of new ways of delivering education, many challenges remain. The research findings report 93 percent respondents believe the curriculum institutional policy development is critically important in SA. Bester (2017: 188) argues the curricula in SA are judged by the ways they respond to social and economic needs of society, whether their programmes and actions enhance graduate employability, how they are stimulating innovation and the birth of new enterprises, as well as their contributions to local and national economic growth. This claim is also confirmed by the research findings, with 93 percent respondents indicating a curriculum entrepreneurial review should focus on addressing South African economic needs.

6.5.5 Learner participation in the curriculum

Strydom and Loots (2020) state it is not always clear what the impact of student involvement in the broader scheme of things is, since there is not much evidence to show the impact of student contributions on a broader scale (for example, beyond how a specific course curriculum changed, and so on). Jagersma (2010) indicates the curriculum is constructed with the learner as its central focus, yet the voice of the learner is largely excluded from the curriculum design and implementation process. These sentiments are supported by 90 percent respondents, who stated a

lack of student voice in curriculum development that embeds EED is a serious challenge in SA.

With students the recipients of education in a classroom setting, their participation in curriculum development should be considered (Lu *et al.* 2015). Rudduck and Flutter (2000) found the consequence of not involving learners is another reason to support inclusion of the student voice. This view is also supported by the research findings, with 84 percent respondents indicating students are critical partners in the curriculum development process. In addition, Freire (2020) states schools should encourage dialogue among students and their teachers to address various issues related to curriculum development and evaluation. He asserts when dialogue is promoted, students will become active, sociable, autonomous, and creative, as well as critical thinkers. This is confirmed by 89 percent respondents that believe students can make prior suggestions for curriculum developments in their programmes.

6.6 IMPLICATIONS

The implications of the findings of this research study are presented under two headings: theoretical and managerial implications, discussed below. The study outcomes include implications for the government to institutionalise EED in order to enhance the entrepreneurial spirit in KZN schools.

6.6.1 Implications of the institutionalisation of EED theory

As stated above, the aim of this study is to contribute to the existing body of knowledge regarding the institutionalisation of EED theory and policies in KZN schools. Therefore, based on the reviewed literature and empirical study findings, it has been noted, to address socio-economic challenges such as youth unemployment, crime, gender-based violence, and more, the South African Department of Basic Education needs to develop EED policies that will foster the inclusion of entrepreneurship as a compulsory subject from primary to secondary schooling.

This study was underpinned by SCT (Bandura 1970s), ELT (Kirzner 1997; Reuber and Fischer 1993; Young and Sexton 1997; Deakins and Freel 1998; Minitti and Bygrave 2001; Hartshorn 2002; Mitchell *et al.* 2005; Shepherd and Krueger 2002; Cope 2005; Politis 2005; Corbett 2005; Schumpeter 1934), Human Capital Theory

(Becker 1962), and the TPB (Ajzen and Fishbein 1973). For instance, human capital theory will contribute to theoretical advancement by integrating EED within the school curriculum. This method underscores the significance of entrepreneurial skills as a vital component of an individual's productive capabilities. Furthermore, emphasising the early development of entrepreneurial skills could offer a novel perspective on the role of human capital formation in influencing economic growth and development.

With respect to the Theory of Planned Behaviour, schools can effectively embed EED by nurturing a new generation of entrepreneurial-minded students equipped to drive economic growth and innovation. Furthermore, integrating EED into the curriculum allows students to observe entrepreneurial role models, aligning with Bandura's SCT. Through observational learning, students can be inspired and taught the behaviours and skills essential for entrepreneurial success by witnessing successful entrepreneurs in action. The aforementioned theories and others were fundamental to the theoretical contribution of this research.

The proposed integrated conceptual framework (Figure 6.1) indicates it is critical to consider various factors (internal and external) as a strategic approach to improving entrepreneurial spirit through EED in schools. Through this proposed model, policymakers will understand the complex dynamics involved in embedding EED within educational systems. Furthermore, by grasping the underlying mechanisms and processes, policymakers can expect challenges and devise strategies to overcome them, while also using theories to prioritise interventions and allocate resources effectively, focusing on areas most likely to yield positive outcomes. Moreover, by drawing on this theoretical framework, policymakers can design more targeted and evidence-based policies and interventions to support EED. This may involve creating incentives, providing support structures, or removing barriers to implementation. Lastly, model of this nature can provide policymakers with a valuable theoretical foundation and practical guidance for designing and implementing effective policies to promote EED within educational systems.

6.6.2 Implications for institutionalising EED practice in schools

In relation to the practical side, the results of this study indicate there will be difficulties in institutionalising EED in schools, due to various challenges

experienced by government and schools, such as lack of trained entrepreneurship educators, resources, funds, and parent involvement, as well as business support, and EED policies. Therefore, the practical implications of this study will benefit policymakers and the government by suggesting new EED models and strategies aimed at enhancing the entrepreneurial spirit among learners in KZN schools. In addition, due to the lack of trained educators to teach entrepreneurship, EED cannot be formalised in schools, while the lack of support from the business sector has practical implications for EED implementation in schools.

Institutionalising EED will lead to a surge in start-ups and small businesses founded by young entrepreneurs, thereby contributing to economic diversification. This will foster greater innovation and creativity as students apply entrepreneurial thinking to real-world problems. In addition, new businesses will enhance employment opportunities and contribute to both local and national economic growth. Students will develop practical skills such as problem-solving, critical thinking, and financial literacy, along with leadership, management, and teamwork abilities. Furthermore, this approach will transform education by engaging students through hands-on, experiential learning and enriching the school curriculum with practical and relevant content.

6.7 RECOMMENDATIONS BASED ON THE STUDY RESULTS

The recommendations for this study are derived from the empirical findings, aimed at exploring the institutionalisation of EED as a strategic approach to enhancing entrepreneurial spirit, with specific reference to KZN schools.

6.7.1 Theoretical framework formulated based on literature review identified variables

Based on the reviewed literature, it is evident the institutionalisation of EED in schools is influenced by various factors and challenges. For instance, the conceptual framework illustrates internal and external factors, along with entrepreneurial spirit, which are identified as critical elements influencing the institutionalisation of EED in schools. These variables were incorporated into questionnaire development and rigorously tested. As a result, the proposed integrated model was developed and is presented below (Figure 6.1):

6.8 PROPOSED NEW MODEL FROM STUDY FINDINGS AS FUTURE DEVELOPMENT CONTRIBUTION

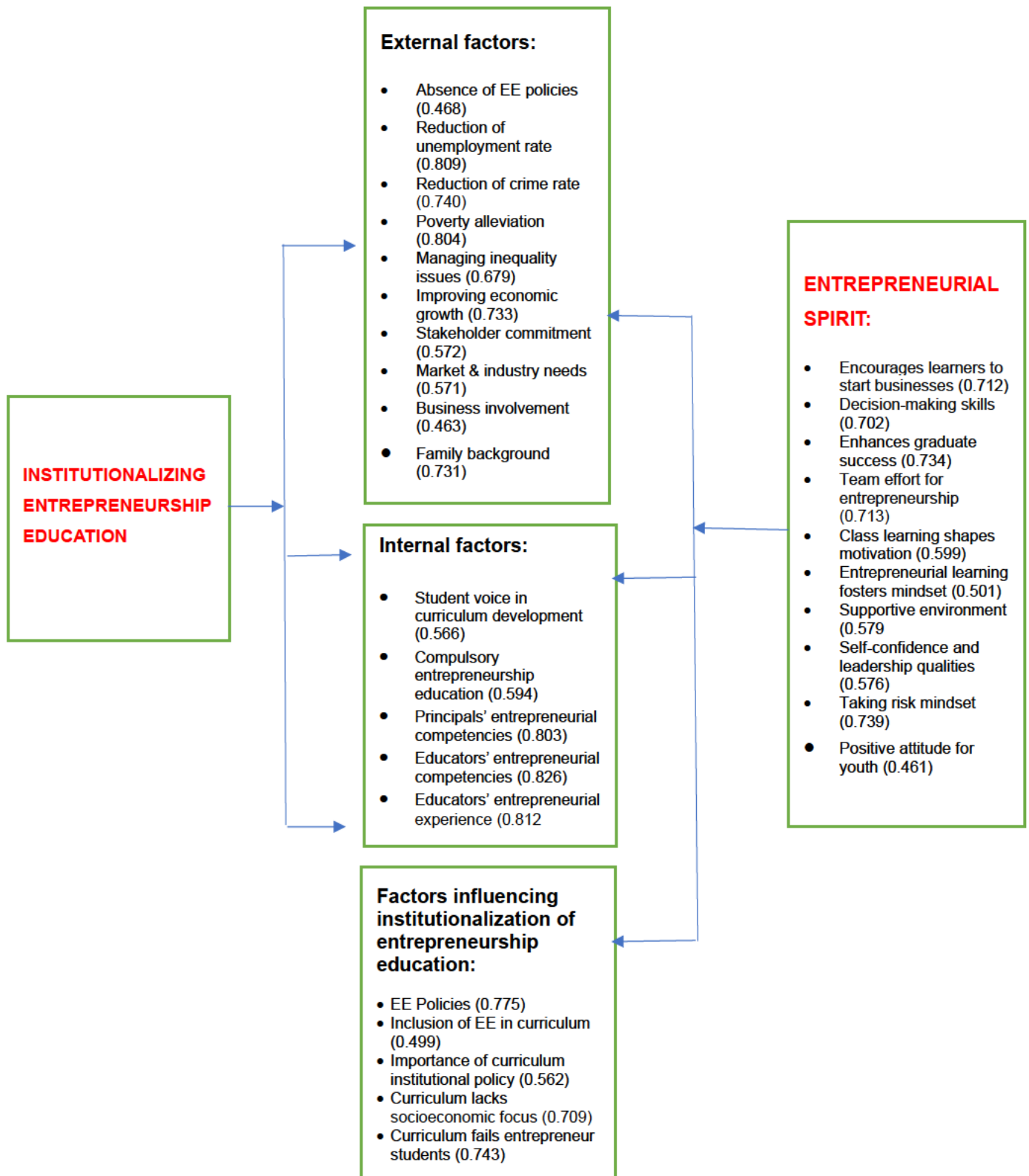


Figure 6.1: Proposed integrated conceptual framework

Internal factors: These factors were found to be imperative regarding the institutionalisation of EED in schools. First, inclusion of the student voice in curriculum development (0.566) ensures educational programmes are designed to meet the needs and interests of learners. Second, making EED compulsory (0.594) reinforces its significance and ensures all learners are exposed to entrepreneurial concepts and skills. Furthermore, the entrepreneurial competencies of principals (0.803) and educators (0.826) are essential in shaping the entire culture and implementation of EED within schools. Their knowledge, skills, and experiences can drastically impact the quality and effectiveness of entrepreneurial programmes. Lastly, educators' own entrepreneurial experiences (0.812) can serve as valuable resources in providing real-world insights and practical examples to learners, improving the relevance of EED in the classroom.

External factors have a significant influence on the institutionalisation of EED within schools. The absence of EED policies (0.468) can, at the outset, prevent the formal integration of entrepreneurial learning into educational systems, limiting its accessibility and prioritisation. However, addressing societal challenges such as unemployment reduction (0.809), crime rate reduction (0.740), poverty alleviation (0.804), and managing inequality issues (0.679) can highlight the importance of EED as a means to address these pressing issues. In addition, recognising the role of EED in enhancing economic growth (0.733) can obtain support from stakeholders and policymakers, improving its formalisation. Stakeholder commitment (0.572), including government, educational institutions, businesses, and communities, is crucially important in driving the adoption and sustainability of EED programmes. In addition, aligning EED with market and industry needs (0.571), as well as involving businesses (0.463) in curriculum development and implementation, ensures the relevance of entrepreneurial skills in the real world. Moreover, considering family background (0.731) can provide insights into the socio-economic context in which learners operate, informing tailored approaches to EED that resonate with learners' lived experiences and aspirations.

Entrepreneurial spirit was found to influence institutionalising EED in schools. Initially, it encourages learners to explore entrepreneurial endeavours and start businesses (0.712), fostering a proactive mindset among learners. The development of decision-making skills (0.702) through EED allows learners to navigate complex

business challenges and make informed choices essential for entrepreneurial success. Furthermore, EED enhances graduate success (0.734) by equipping learners with practical skills and knowledge applicable in different professional contexts. Fostering a team-oriented approach to entrepreneurship (0.713) emphasises collaboration and collective problem-solving, reflecting real-world business dynamics. Furthermore, classroom learning experiences play a critical role in shaping learners' motivation (0.599) and cultivating an entrepreneurial mindset (0.501), emphasising the importance of supportive environments (0.579). EED also contributes to the development of self-confidence and leadership qualities (0.576) essential for entrepreneurial endeavours. Lastly, embracing a risk-taking mindset (0.739) and maintaining a positive attitude towards entrepreneurship (0.461) instil resilience and adaptability, preparing learners to navigate uncertainties in the business industry.

Several factors play an importance role in influencing the institutionalisation of EED in schools. The presence of EED policies (0.775) primarily provides a formal framework for integrating entrepreneurial learning into school curricula, signalling its importance within the educational agenda. In addition, the inclusion of EED in the curriculum (0.499) ensures learners are exposed to entrepreneurial concepts and skills. Recognising the importance of curriculum institutional policy (0.562) also underscores the need for coherent and supportive policies that facilitate the implementation of EED initiatives. However, challenges such as socioeconomic focus in the curriculum (0.709) and its failure to adequately prepare learners for entrepreneurship (0.743) can hinder the institutionalisation of EED.

Overall, the conceptual framework outlined in the above model (Figure 6.1) will assist policymakers in addressing all the factors and challenges prior to the implementation of EED within educational institutions.

6.9 RECOMMENDATIONS

6.9.1 Enhancing the entrepreneurial spirit for learners

Based on the study findings, improving the entrepreneurial spirit among learners is considered an aspect that requires special attention:

- This study recommends that schools should encourage learners to engage with the business environment from an early age. This could be achieved by inviting

professionals from the business sector to share their expertise and experiences with learners, demonstrating how they manage their businesses. Additionally, inviting former learners who have succeeded in business to conduct workshops with current learners would be ideal.

- The government should consider developing an EED policy that compels educators to teach entrepreneurship from primary through secondary levels. This will encourage learners to actively participate in entrepreneurial activities within their communities, as they will have learned about it in class.
- The study recommends schools should consider creating competitions, entrepreneurship clubs, and workshops to further encourage learners and promote hands-on learning. This will, ultimately, boost their self-confidence and leadership qualities.
- The study also recommends that schools consider having market days to revive the entrepreneurial spirit in learners. The recommendation for schools to have market days is significant because it provides students with practical, hands-on experience in entrepreneurship. Market days allow learners to apply theoretical knowledge in real-world settings by planning, organising, and running small-scale businesses or stalls. This not only helps in developing their business skills but also boosts their confidence, creativity, and problem-solving abilities.
- The study suggests it is critical for all stakeholders, such as learners, educators, principals, and SGBs, as well as society, government, and the business sector, to be fully committed to such programmes.
- The schools should consider partnering with centres such as DUT's Inobiz and other entrepreneurial incubation centres from other KZN universities to promote the entrepreneurial spirit among learners. These centres can be strategically located regionally to meet the entrepreneurial needs of both learners and educators.

6.9.2 Institutionalisation of EED in South African schools

Based on the study findings, there appear to be factors contributing to the institutionalisation of EED in SA. The following recommendations are made:

- The study recommends the government should review the EED policy to align with market or industry needs. This can be achieved by involving industry

partners in the review process, as they possess first-hand experiences and insights into what should be included in the policy. Aspects such as innovation and technology integration, accessibility and inclusivity, and industry collaboration should be revisited in policy revisions. These revisions should aim to eliminate barriers to access for diverse groups of learners and ensure that EED is accessible across various regions and educational settings.

- The study recommends the Department of Basic Education should organise entrepreneurship workshops or training sessions, aimed at capacitating principals and entrepreneurship educators with entrepreneurial knowledge. These workshops and trainings should focus on product knowledge, conceptualisation of EED, marketing, and other critical aspects of entrepreneurship. Moreover, these workshops can serve as networking opportunities, fostering collaboration among educators and sharing best practices in EED. By capacitating principals and educators in this way, the DoE not only improves their professional development but also empowers them to inspire and guide learners towards entrepreneurial thinking and action.
- The study suggests there should be partnerships between schools, businesses, and community organisations to provide learners with real-world learning experiences, mentorship, and networking opportunities. These partnerships could be facilitated through formal agreements, joint initiatives, or programmes designed to integrate practical experiences, mentorship opportunities, networking events into the educational curriculum.
- The study further recommends schools to partner with institutions of higher learning, as these institutions possess superior resources and experience in fostering entrepreneurial initiatives. Additionally, they often maintain well-established centres dedicated to promoting entrepreneurship. Therefore, collaborative entrepreneurial ventures between schools and HEIs can effectively cultivate the entrepreneurial spirit among learners.
- It is further recommended that the integration of technology be prioritised when institutionalising EED as a strategy for fostering productive entrepreneurship, particularly in SA. Considering that technology is increasingly becoming an integral part of daily life, including entrepreneurial activities, incorporating it into EED will equip learners with the digital skills and tools necessary for modern

entrepreneurial engagement. This aligns with the perspective of Opute et al. (2023), who highlight the importance of steering productive entrepreneurship through technology-enhanced education.

6.9.3 Inclusion of EED in the curriculum

Based on the study findings, educators, principals, and SGB members had certain reservations regarding the institutionalisation of EED in schools. The following recommendations are presented:

- The study suggests policymakers should develop comprehensive policies that make EED a mandatory part of the curriculum in all schools. This can be achieved by enacting legislation that requires the inclusion of EED at all school levels, ensuring it is integrated into the provincial education standards and frameworks.
- The study recommends the integration of EED across various subjects and grade levels to ensure holistic learning experiences for learners. This subject should not be solely implemented within EMS as it currently stands but should also be integrated into other disciplines. EED should be inclusive, catering to all learners irrespective of their field of study.
- The government should also allocate resources, including funding and materials, to support the implementation of EED programmes in schools. For example, financial support is important for developing and maintain quality programmes, which includes funding for curriculum development, educational materials, and technology integration. Access to experienced educators and trainers with expertise in entrepreneurship is also essential to provide practical knowledge and mentorship. Furthermore, infrastructure such as incubators, innovation labs, and co-working spaces can foster a conducive environment for entrepreneurial activities.
- The study further suggests that the DoE should provide training and professional development opportunities for educators to effectively teach entrepreneurship aspects and foster an entrepreneurial mindset among learners. These continuous developments are necessary to keep the curriculum relevant and impactful, ensuring the programme evolves with changing economic demands and technological advancements.

6.9.4 EED institutional policy reform in SA

From a policy reform perspective, the following recommendations are presented:

- The government should task educational authorities with the development of intense EED curricula that align with the national educational standards and frameworks. This process should involve consultations and engagements with industry experts to ensure the curriculum is relevant to current market needs and future economic trends. Furthermore, continuous assessment and adaptation of the curriculum are critical to address emerging challenges and opportunities in the entrepreneurial landscape.
- There should be clear assessment criteria and evaluation mechanisms to measure the effectiveness of EED programmes. Educational authorities from the Department of Basic Education should develop standardised evaluation tools that include both quantitative measures (such as student performance metrics and business start-ups) and qualitative feedback (such as surveys and interviews). Regular reviews and updates to these tools, informed by inputs from educators, learners, industry partners, and other important stakeholders will ensure they remain relevant and effective.
- The study further calls for the establishment of mechanisms to monitor the implementation of EED policies and holding stakeholders accountable for their roles and responsibilities. This could be achieved if the government could set up a dedicated oversight committee that representatives from schools, industry, and policy-making bodies. This committee should be tasked with regularly reviewing progress reports, conducting site visits, and using performance to ensure adherence to policies and to address any gaps or issues promptly.
- It is proposed regular evaluations and reporting should be conducted to ensure compliance and identify areas for improvement. This can be achieved by establishing a system of periodic evaluations and mandatory reporting, which would monitor adherence to EED policies and highlight areas requiring improvement.

6.9.5 Learner participation in curriculum development

Based on the study findings, lack of learner involvement in curriculum development remains a challenge. The following recommendations are presented:

- It is recommended learners should be consulted during the various stages of curriculum development to obtain their input, insights, and feedback. This could be achieved through surveys, focus groups, interviews, or student representatives on curriculum development committees. This will ensure that students play a critical role and that their voices are heard during curriculum development stages.
- The study suggests a needs assessment should be conducted in order to identify interests, aspirations and entrepreneurial competencies of learners. This could be done by engaging learners in practical exercises and discussions to understand their motivations, challenges and areas of interests related to entrepreneurship.
- The study further recommends that co-creation works, where learners can collaborate with educators, parents, curriculum developers, and industry experts to brainstorm ideas and design learning activities. These experts will collaboratively generate ideas and design innovative learning activities. Furthermore, this approach encourages learners to creatively shape their own learning experiences.
- The study also suggests that the new curriculum should be shared with learners before it is fully implemented. This could be achieved by conducting pilot studies with a diverse group of learners to gather their insights on the usability, effectiveness, and relevance of the curriculum. This feedback from learners can help fine-tune and refine curriculum materials prior to full implementation.

6.9.6 South African EED institutional policy in comparison with global standards

- The study recommends that the South African government should benchmark with other countries such as Denmark, the UK, Sweden, Finland, and China, among others, regarding best practices for EED. This will help ensure our country's practices align with global standards.

- Policymakers or the government must ensure the EED policy is informed by the economic needs of the country, as practiced by countries in the Global North. Countries in the Global North offer valuable models for integrating EED into their educational frameworks to meet economic demands. For example, nations such as Denmark, the UK, Sweden, Finland, and China have customised their EED policies to bolster sectors, including technology, innovation, and sustainable development. Their focus is on fostering practical skills, nurturing entrepreneurial mindsets, and fostering partnerships with industries to enhance economic competitiveness and growth. Emulating these countries involves analysing their effective approaches, adapting pertinent strategies, and integrating them into local educational contexts.
- The study also suggests there should be continuous improvement by constantly reviewing and updating South African institutional policies on entrepreneurship regarding global trends and changing economic needs. This can be achieved by establishing a structured process for regular reviews and updates of South African institutional policies on entrepreneurship, ensuring alignment with current global trends and evolving economic requirements.
- Lastly, the study recommends collaborations and knowledge sharing with international partners, institutions, and networks that have vast knowledge in EED. This could be achieved by participating in global forums and conferences to exchange ideas and experiences for promoting EED.

6.10 RECOMMENDATIONS FOR FUTURE RESEARCH

Emanating from the objectives the study sought to address, as well as empirical findings, the following are recommendations for further studies.

- The study recommends further research should be conducted to determine the effectiveness of EED programmes by assessing the long-term impact on learners' entrepreneurial skills across the country.
- Further research should explore different stakeholder perspectives, including parents, learners, policymakers, and business leaders, to ascertain their experiences with EED and their suggestions for improvement.

- Comparative studies should be conducted to compare various approaches to EED implementation across various schools in SA to identify best practices and areas for improvement.
- Comprehensive impact assessments should be conducted to measure the socioeconomic outcomes of EED programmes, such as job creation, business development, and economic growth in societies.
- Further studies should investigate the effectiveness of teacher training programmes in preparing educators to deliver high quality EED, including their pedagogical skills, content knowledge, and confidence in teaching entrepreneurship aspects.
- Studies exploring innovative approaches to curriculum development for EED, making allowance for the integration of technology and interdisciplinary collaborations, should be considered.
- Further research needs to evaluate implementation of EED policies at national, provincial, and school levels, assessing their alignment with best practices and effectiveness.
- Further research needs to explore the industry partnership role in enhancing EED, including collaborations with local businesses, incubators, and other local organisations.
- Finally, further studies should consider comparative studies with international contexts to benchmark SA's entrepreneurship efforts against global best practices and identify opportunities for learning and collaboration.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE



LETTER OF INFORMATION

Title of the Research Study: Institutionalising entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in the selected schools in KwaZulu-Natal (KZN)

Principal Investigator/s/researcher: Mr Bongani Penuel Qwabe, Master of Management Sciences in Administration & Information Management

Co-Investigator/s/supervisor/s: Dr LM Lekhanya, D. Tech (DUT): Marketing; PhD (UWC): Management; Curr: CFA - USA)

Brief Introduction and Purpose of the Study: This study intends to examine the institutionalisation of entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in the selected schools in KwaZulu-Natal (KZN). The purpose of this study is to identify the factors affecting this institutionalisation by: establishing perceptions/ attitudes of teachers, principals and School Governing Body (SGB) members regarding institutionalising of EED in school, as a strategic approach to encourage increased entrepreneurial spirit in KZN; examine the significance of embedding/ including EED into the curriculum of both primary and secondary schools, strategically encouraging an entrepreneurial spirit from a young age; and recommend new improvements for incorporation into the country's EED policy framework to enhance entrepreneurial spirit in the province. Therefore, it is envisaged the results and findings of the study will assist policy developers to infuse entrepreneurship and training development into the curriculum of primary and secondary schools (basic education).

Greeting: Good day, I hope you are doing well.

Introduce yourself to the participant: I am a postgraduate student at DUT doing research for my PhD in Business Administration

Invitation to the potential participant: I would like to invite you to participate in the research titled: Institutionalising entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in the selected schools in KwaZulu-Natal (KZN). Your participation in this study will be highly appreciated.

Outline of the Procedures: This study aims to examine the institutionalisation of entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in the selected schools in KwaZulu-Natal (KZN). Furthermore, this study intends to identify factors affecting institutionalisation of entrepreneurship as a strategic approach to increase entrepreneurial spirit in KZN primary and secondary schools; establish the perception/ attitudes of teachers, principals and SGB members on institutionalising EED in school, as a strategic approach to encourage increased entrepreneurial spirit in KZN; examine the significance of embedding/ including EED into the curriculum of both primary and secondary schools as a strategic approach to encourage an entrepreneurial spirit from a young age; and recommend new improvements that could be incorporated into the EED policy framework for SA in order to enhance entrepreneurial spirit in KZN. The population of this study consists of teachers, principals and School Governing Body members (SGB). Data will be collected by means of questionnaires (teachers) and structured interviews (School Governing Body - SGB). Questionnaire will be completed by teachers of the selected primary and secondary schools across the province of Kwa-Zulu Natal. The researcher will personally disseminate the questionnaires to the selected schools. The questionnaire will take roughly 20-30 minutes to complete and you are requested to fully complete the questionnaire as this will allow the researcher to analyse and interpret the responses accurately and incomplete responses may have to be discarded.

Risks or Discomforts to the Participant: Kindly be assured that you will **NOT** be subjected to any risks or discomforts for participating in this study.

Explain to the participant the reasons he/she may withdraw from the Study: Participation is voluntary, you may withdraw from the study at any time should you wish to do so.

Benefits: This study will potentially benefit you, government and the entire community of South Africa, particularly the youth. As a result, this research is crucial for policymakers' decision-making as well as curriculum guidelines. Furthermore, this research will not only examine policymakers' perspectives, but will also give youth with alternate solutions to their poverty, unemployment, and drug problems. There will be **NO** financial benefits to you.

Remuneration: No remuneration will be received by you for participating in this study.

Costs of the Study: You will not be expected to cover any costs for participating in this study.

Confidentiality: The gathered data and your responses will be kept confidential, and your will remain anonymous in the research report nor will your name or of the institution be revealed in any subsequent publications.

Results: The thesis will be available in the DUT library repository.

Research-related Injury: There are no risks or discomforts associated with participation in this research.

Storage of all electronic and hard copies including tape recordings: The raw data will be stored in a locked cabinet on paper for 5 years. After this time, they will be shredded or deleted.

Persons to contact in the Event of Any Problems or Queries: Dr. LM Lekhanya (Supervisor) at (079) 757 1631 or Mr Bongani P Qwabe (The Researcher) at (082) 512 6532 or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support researchdirector@dut.ac.za.



CONSENT

Full Title of the Study: Institutionalising entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in the selected schools in KwaZulu-Natal (KZN)

Names of Researcher/s: Mr Bongani Penuel Qwabe

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, **Mr Bongani P Qwabe** (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: **IREC 230/22**.
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date /	Time Right	Signature
Thumbprint			
I, <u>Bongani P Qwabe</u> (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.			
Bongani Penuel Qwabe	15-05-2023	Signature	
Full Name of Researcher	Date	Signature	
Full Name of Witness (If applicable)	Date	Signature	

Full Name of Legal Guardian (If applicable) Date

Signature

Please complete the following section by placing a cross (X) in the appropriate box to select your response.

1 = Strongly agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly disagree

SECTION A: BIOGRAPHICAL INFORMATION

7. Please indicate the district municipality that you belong to	
Amajuba	1
ILembe	2
Harry Gwala	3
Ugu	4
uMkhanyakude	5
uMgungundlovu	6
uMzinyathi	7
UThukela	8
King Cetshwayo	9
Zululand	10
eThekwini	11

8. Please indicate your age	
18 – 30 years of age	1
31 – 39 years of age	2
40 – 45 years of age	3
46 years of age and above	4

9. Please indicate your teaching experience	
1 – 5 Years	1
6 – 10 Years	2
11 – 15 Years	3
16 years and above	4

10. Please indicate your responsibility or seniority	
---	--

Educator	1
Head of Department (HoD)	2
Principal	3

11. Please indicate your highest qualification	
Teachers' senior certificate (PGCE)	1
National Diploma	2
Degree/BTech	3
Honours	4
Masters	5
PhD	6
Other: (Please specify)	7

SECTION B: Please indicate your response to the following statements regarding institutionalising entrepreneurship education as a strategic approach to enhance entrepreneurial spirit.

12. The following statements intend to explore how institutionalising of entrepreneurship education can enhance entrepreneurial spirit	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	1	2	3	4	5
6a. Entrepreneurship education encourages the founding of new businesses by learners.					
6b. Entrepreneurship education equips learners with critical decision-making skills.					
6c. Entrepreneurship education enhances the success of graduates in the job market.					
6d. Developing an entrepreneurial spirit is a team effort that requires everyone's participation.					

6e. Learners' motivation to actively participate in business and society in the future, is formed by what they learn in class.					
6f. Developing an entrepreneurial mindset requires entrepreneurial learning.					
6g. Developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship.					
6h. It is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit.					
6i. Learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities.					
6j. People with an entrepreneurial spirit and mindset are those who are able to take risks.					
13. The following statements identify factors affecting institutionalisation of entrepreneurship education in South Africa	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	1	2	3	4	5
7a. Entrepreneurship education policy in South Africa does not consider market or industry needs.					
7b. Entrepreneurial spirit is affected by the absence of Entrepreneurship Education policy in South African schools.					
7c. Entrepreneurial spirit of learners is affected by school principals' entrepreneurial competencies.					

7d. Entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies.					
7e. Involvement of the business sector significantly impacts the promotion of entrepreneurship education in schools.					
7f. Entrepreneurial spirit is affected by the family background of a learner.					
7g. Educators' experience on entrepreneurship education affects learners' entrepreneurial spirit.					
14. The following statements establish the perception/ attitudes of teachers, principals and SGB members on institutionalising EED in schools	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	1	2	3	4	5
8a. Entrepreneurship education must be a compulsory module in all schools.					
8b. Implementation of entrepreneurship education in schools can reduce the unemployment rate.					
8c. Implementation of entrepreneurship education in schools can reduce the crime rate.					
8d. Implementation of entrepreneurship education in schools can address poverty issues.					
8e. Entrepreneurship education can be used as a strategy to manage inequality issues.					
8f. Entrepreneurship education can improve economic growth.					

15. The following statements examine the significance of embedding entrepreneurship education into the curriculum of both primary and secondary schools	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
9a. I would welcome a South African curriculum review to include entrepreneurship education in all schools in all programme levels.					
9b. The inclusion of entrepreneurship education in the curriculum in all schools can bring a positive attitude for entrepreneurial creation among the youth.					
9c. Curriculum institutional policy development is critically important in South Africa.					
9d. I believe that a curriculum entrepreneurial review should focus in addressing South African economic needs.					
9e. A curriculum review institutional policy should address societal challenges in South Africa.					
9f. The current curriculum fails to address socio-economic challenges.					
9g. The current curriculum fails to produce entrepreneurially driven students.					
9h. Students who do entrepreneurship education are highly motivated.					
16. Factors influencing learner participation in curriculum development	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5

10a. A lack of student voice in curriculum development that embeds entrepreneurship education is a serious challenge in South Africa.					
10b. Student involvement in curriculum development can improve student learning.					
10c. Students are critical partners in the curriculum development process.					
10d. South African curriculum development forums should include stakeholders such as student body representation/learners and parents.					
10e. Students can make prior suggestions for curriculum developments in their programs.					
10f. The new curriculum can be shared with students before it is fully implemented.					
17. South African entrepreneurial education institutional policy reform	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
11a. South African institutional policy reform should be in line with European educational standards.					
11b. South African institutional reform should be driven by economic needs, similar to European countries.					
11c. Despite many positive changes in schools in the Global North, teachers continue to face reform implementation challenges.					

18. Please mention any problems and challenges that could prevent the adoption of entrepreneurship education in both primary and secondary schools.

Your participation in this study is highly appreciated. Thank you!

APPENDIX 2: INTERVIEWS



LETTER OF INFORMATION

Title of the Research Study: Institutionalising entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in the selected schools in KwaZulu-Natal (KZN)

Principal Investigator/s/researcher: Mr Bongani Penuel Qwabe, Master of Management Sciences in Administration & Information Management

Co-Investigator/s/supervisor/s: Dr LM Lekhanya, D. Tech (DUT): Marketing; PhD (UWC): Management; Curr: CFA - USA)

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strategic approach to encourage increased entrepreneurial spirit in KZN; examine the significance of embedding/ including EED into the curriculum of both primary and secondary schools as a strategic approach to encourage an entrepreneurial spirit from a young age; and recommend new improvements that could be incorporated into the EED policy framework for SA in order to enhance entrepreneurial spirit in KZN. The population of this study consists of teachers, principals and School Governing Body members (SGB). Data will be collected by means of questionnaires (teachers) and structured interviews (School Governing Body - SGB). Questionnaire will be completed by teachers of the selected primary and secondary schools across the province of Kwa-Zulu Natal. The researcher will personally disseminate the questionnaires to the selected schools. The questionnaire will take roughly 20-30 minutes to complete and you are requested to fully complete the questionnaire as this will allow the researcher to analyse and interpret the responses accurately and incomplete responses may have to be discarded.

Risks or Discomforts to the Participant: Kindly be assured that you will **NOT** be subjected to any risks or discomforts for participating in this study.

Explain to the participant the reasons he/she may withdraw from the Study: Participation is voluntary, you may withdraw from the study at any time should you wish to do so.

Benefits: This study will potentially benefit you, government and the entire community of South Africa, particularly the youth. As a result, this research is crucial for policymakers' decision-making as well as curriculum guidelines. Furthermore, this research will not only examine policymakers' perspectives, but will also give youth with alternate solutions to their poverty, unemployment, and drug problems. There will be NO financial benefits to you.

Remuneration: No remuneration will be received by you for participating in this study.

Costs of the Study: You will not be expected to cover any costs for participating in this study.

Confidentiality: The gathered data and your responses will be kept confidential, and your will remain anonymous in the research report nor will your name or of the institution be revealed in any subsequent publications.

Results: The thesis will be available in the DUT library repository.

Research-related Injury: There are no risks or discomforts associated with participation in this research.

Storage of all electronic and hard copies including tape recordings: The raw data will be stored in a locked cabinet on paper for 5 years. After this time, they will be shredded or deleted.

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CONSENT

Full Title of the Study: Institutionalising entrepreneurship education as a strategic approach to enhance entrepreneurial spirit in the selected schools in KwaZulu-Natal (KZN)

Names of Researcher/s: Mr Bongani Penuel Qwabe

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, **Mr Bongani P Qwabe** (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: **IREC 230/22**.
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature
	/		
	Right Thumbprint		
I, <u>Bongani P Qwabe</u> (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.			
Bongani Penuel Qwabe	15-05-2023		
Full Name of Researcher	Date	Signature	
Full Name of Witness (If applicable)	Date	Signature	
Full Name of Legal Guardian (If applicable)	Date	Signature	

INTERVIEW QUESTIONS

The following questions seek to establish the perception/ attitudes of principals and SGB members on institutionalising entrepreneurship education in school, as a strategic approach to encourage increased entrepreneurial spirit in KZN schools

5. Do you think entrepreneurship education should be made a compulsory subject in both primary and secondary schools?

Comment: _____

6. Do you believe educators can be instrumental in the successful development and delivery of entrepreneurship education courses?

Comment: _____

7. Do you think the South African curriculum should embrace neoliberalism or a free market economy?

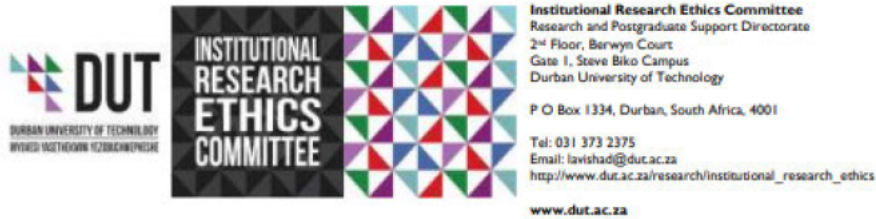
Comment: _____

8. Do you think the South African government is doing enough to implement entrepreneurship education in both primary and secondary schools?

Comment: _____

Your participation in this study is highly appreciated. Thank you!

APPENDIX 3: ETHICAL CLEARANCE LETTER



8 May 2023

Mr B P Qwabe
559 Felix Dlamini Road
Medina Heights
Durban
4001

Dear Mr Qwabe

Institutionalising entrepreneurship education as strategic approach to enhance entrepreneurial spirit in selected schools in KwaZulu-Natal

Ethics Clearance Number: IREC 230/22

The DUT-Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

It is compulsory for a student or researcher to apply for recertification on an annual basis. The failure to do so will result in withdrawal of ethics clearance. It is the responsibility of the researcher and the supervisor to apply for recertification.

Please note that you are required to submit a Notification of Completion of Study form together with an abstract to the DUT-IREC office on completion of your study.

Yours Sincerely

Professor J K Adam
Chairperson: DUT-IREC

APPENDIX 4: PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE INSTITUTIONS



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.: 2/4/8/43

Mr BP Qwabe
559 Felix Dlamini Road
Medina Heights
DURBAN
4001

Dear Mr Qwabe

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"INSTITUTIONALISING ENTREPRENEURSHIP EDUCATION AS STRATEGIC APPROACH TO ENHANCE ENTREPRENEURIAL SPIRIT IN SELECTED SCHOOLS IN KWAZULU-NATAL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 31 March 2023 to 31 January 2026.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Mr GN Ngcobo
Head of Department: Education
Date: 04 April 2023

GROWING KWAZULU-NATAL TOGETHER

APPENDIX 5: RELIABILITY (SCALE: ALL VARIABLES)

Reliability

		Notes	
Output Created		21-NOV-2023 17:48:21	
Comments			
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav	
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	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File Matrix Input		341
	Missing Value Handling	Definition of Missing Cases Used	User-defined missing values are treated as missing. Statistics are based on all cases with valid data for all variables in the procedure.
Syntax	RELIABILITY /VARIABLES=B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.		
Resources	Processor Time		00:00:00.00
	Elapsed Time		00:00:00.02

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

	Cronbach's Alpha	N of Items
B	0,828	10

Reliability

Notes

Output Created		21-NOV-2023 17:48:34				
Comments						
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav				
	Active Dataset	DataSet1				
	Filter	<none>				
	Weight	<none>				
	Split File	<none>				
	N of Rows in Working Data File	341				
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.				
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.				
Syntax	RELIABILITY /VARIABLES=B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.					
Resources	Processor Time	00:00:00.00				
	Elapsed Time	00:00:00.00				

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,853	7

Reliability

Notes

Output Created		21-NOV-2023 17:48:51				
Comments						
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav				
	Active Dataset	DataSet1				
	Filter	<none>				
	Weight	<none>				
	Split File	<none>				
	N of Rows in Working Data File	341				

Matrix Input		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,871	6

Reliability

Notes

Output Created		21-NOV-2023 17:49:08
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabel\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,826	8

E

Reliability

Notes

Output Created	21-NOV-2023 17:49:28				
Comments					
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav			
	Active Dataset	DataSet1			
	Filter	<none>			
	Weight	<none>			
	Split File	<none>			
	N of Rows in Working Data File Matrix Input	341			
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.			
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.			
Syntax	RELIABILITY /VARIABLES=B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.				
Resources	Processor Time	00:00:00.00			
	Elapsed Time	00:00:00.00			

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0

Reliability

Notes

21-NOV-2023 17:49:53

Output Created			
Comments			
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav	
	Active Dataset	DataSet1	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File		341
	Matrix Input		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.	
Syntax	RELIABILITY /VARIABLES=B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 B11.1 B11.2 B11.3 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.		
Resources	Processor Time		00:00:00.00
	Elapsed Time		00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

	Cronbach's Alpha	N of Items
H	0,910	40

		Notes
Output Created		
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,828	10

Reliability

		Notes
Output Created		21-NOV-2023 17:48:34
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>

	N of Rows in Working Data File	341
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,853	7

Reliability

		Notes
Output Created		21-NOV-2023 17:48:51
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00

Elapsed Time

00:00:00.00

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,871	6

Reliability**Notes**

Output Created	21-NOV-2023 17:49:08
Comments	
Input	Data
	Active Dataset
	Filter
	Weight
	Split File
	N of Rows in Working Data File
	Matrix Input
Missing Value Handling	Definition of Missing
	Cases Used
Syntax	RELIABILITY /VARIABLES=B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time
	Elapsed Time

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,826	8

Reliability

		Notes
Output Created		21-NOV-2023 17:49:28
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,786	6

Reliability

		Notes
Output Created		
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B11.1 B11.2 B11.3 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

		Case Processing Summary	
		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,775	3

Reliability

		Notes
Output Created		21-NOV-2023 17:49:53
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>

	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	Definition of Missing
		User-defined missing values are treated as missing.
		Cases Used
		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 B11.1 B11.2 B11.3 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,910	40

		Notes
Output Created		
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		
RELIABILITY /VARIABLES=B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.		
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,828	10

Reliability

		Notes
Output Created		21-NOV-2023 17:48:34
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>

	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	Definition of Missing
		User-defined missing values are treated as missing.
		Cases Used
		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,853	7

Reliability

Notes

Output Created	21-NOV-2023 17:48:51	
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	Definition of Missing
		User-defined missing values are treated as missing.
		Cases Used
		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00

Elapsed Time

00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,871	6

Reliability

Notes

Output Created		21-NOV-2023 17:49:08
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	Definition of Missing
	Cases Used	User-defined missing values are treated as missing. Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,826	8

Reliability

		Notes
Output Created		21-NOV-2023 17:49:28
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,786	6

Reliability

		Notes
Output Created		
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B11.1 B11.2 B11.3 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

		Case Processing Summary	
		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,775	3

Reliability

		Notes
Output Created		21-NOV-2023 17:49:53
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel QwabelBongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>

	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	Definition of Missing
		User-defined missing values are treated as missing.
		Cases Used
		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 B11.1 B11.2 B11.3 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,910	40

Reliability

		Notes
Output Created		
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabel\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,828	10

Reliability

		Notes
Output Created		21-NOV-2023 17:48:34
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabel\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>

	Split File	<none>	
	N of Rows in Working Data File	341	
	Matrix Input		
Missing Handling	Value	Definition of Missing	User-defined missing values are treated as missing.
		Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.	
Resources	Processor Time	00:00:00.00	
	Elapsed Time	00:00:00.00	

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,853	7

Reliability

Notes

Output Created	21-NOV-2023 17:48:51		
Comments			
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav	
	Active Dataset	DataSet1	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File	341	
	Matrix Input		
Missing Handling	Value	Definition of Missing	User-defined missing values are treated as missing.
		Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.	
Resources	Processor Time	00:00:00.00	

Elapsed Time

00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	341	100,0
	Excluded ^a	0	0,0
	Total	341	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0,871	6

Reliability

Notes

Output Created		21-NOV-2023 17:49:08
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
	Matrix Input	
Missing Handling	Value	Definition of Missing
	Cases Used	User-defined missing values are treated as missing. Statistics are based on all cases with valid data for all variables in the procedure.
Syntax	RELIABILITY /VARIABLES=B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

APPENDIX 6: CHI SQUARE TEST

	Chi-Square	df	Asymp. Sig.
District Municipality	24,194	10	0,007
Age (years)	15,985	3	0,001
Teaching experience (years)	33,651	3	< 0,001
Responsibility or Seniority	421,343	2	< 0,001
Highest Qualification	343,625	6	< 0,001
Entrepreneurship education encourages the founding of new businesses by learners	449,894	4	< 0,001
Entrepreneurship education equips learners with critical decision-making skills	422,152	4	< 0,001
Entrepreneurship education enhances the success of graduates in the job market	389,073	4	< 0,001
Developing an entrepreneurial spirit is a team effort that requires everyone's participation	371,918	4	< 0,001
Learners' motivation to actively participate in business and society in the future, is formed by what they learn in class	362,270	4	< 0,001
Developing an entrepreneurial mindset requires entrepreneurial learning	362,915	4	< 0,001
Developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship	408,428	4	< 0,001
It is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit	427,226	4	< 0,001
Learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities	354,088	4	< 0,001
People with an entrepreneurial spirit and mindset are those who are able to take risks	412,827	4	< 0,001
Entrepreneurship education policy in South Africa does not consider market or industry needs	184,733	4	< 0,001
Entrepreneurial spirit is affected by the absence of Entrepreneurship Education policy in South African schools	319,103	4	< 0,001
Entrepreneurial spirit of learners is affected by school principals' entrepreneurial competencies	116,639	4	< 0,001
Entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies	144,264	4	< 0,001
Involvement of the business sector significantly impacts the promotion of entrepreneurship education in schools	368,545	4	< 0,001
Entrepreneurial spirit is affected by the family background of a learner	153,032	4	< 0,001
Educators' experience on entrepreneurship education affects learners' entrepreneurial spirit	167,695	4	< 0,001
Entrepreneurship education must be a compulsory module in all schools	341,449	4	< 0,001
Implementation of entrepreneurship education in schools can reduce the unemployment rate	358,633	4	< 0,001
Implementation of entrepreneurship education in schools can reduce the crime rate	325,437	4	< 0,001
Implementation of entrepreneurship education in schools can address poverty issues	388,194	4	< 0,001
Entrepreneurship education can be used as a strategy to manage inequality issues	300,745	4	< 0,001
Entrepreneurship education can improve economic growth	400,452	4	< 0,001
I would welcome a South African curriculum review to include entrepreneurship education in all schools in all programme levels	254,460	3	< 0,001
The inclusion of entrepreneurship education in the curriculum in all schools can bring a positive attitude for entrepreneurial creation among the youth	457,548	4	< 0,001
Curriculum institutional policy development is critically important in South Africa	434,264	4	< 0,001
I believe that a curriculum entrepreneurial review should focus in addressing South African economic needs	453,912	4	< 0,001

A curriculum review institutional policy should address societal challenges in South Africa	444,909	4	< 0.001
The current curriculum fails to address socio- economic challenges	280,217	4	< 0.001
The current curriculum fails to produce entrepreneurially driven students	279,689	4	< 0.001
Students who do entrepreneurship education are highly motivated	347,754	4	< 0.001
A lack of student voice in curriculum development that embeds entrepreneurship education is a serious challenge in South Africa	385,613	4	< 0.001
Student involvement in curriculum development can improve student learning	276,935	3	< 0.001
Students are critical partners in the curriculum development process	320,569	4	< 0.001
South African curriculum development forums should include stakeholders such as student body representation/learners and parents	252,279	3	< 0.001
Students can make prior suggestions for curriculum developments in their programs	426,405	4	< 0.001
The new curriculum can be shared with students before it is fully implemented	363,296	4	< 0.001
South African institutional policy reform should be in line with European educational standards	129,543	4	< 0.001
South African institutional reform should be driven by economic needs, similar to European countries	163,179	4	< 0.001
Despite many positive changes in schools in the Global North, teachers continue to face reform implementation challenges	265,554	4	< 0.001

APPENDIX 7: FACTOR ANALYSIS

Factor Analysis

		Notes
Output Created		21-NOV-2023 17:58:14
Comments		
Input	Data	C:\Users\singh\OneDrive\Stats Analysis\2023\Bongani Penuel Qwabe\Bongani - Data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	341
Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR
		/VARIABLES B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 B11.1 B11.2 B11.3
		/MISSING LISTWISE
		/ANALYSIS B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B6.7 B6.8 B6.9 B6.10 B7.1 B7.2 B7.3 B7.4 B7.5 B7.6 B7.7 B8.1 B8.2 B8.3 B8.4 B8.5 B8.6 B9.1 B9.2 B9.3 B9.4 B9.5 B9.6 B9.7 B9.8 B10.1 B10.2 B10.3 B10.4 B10.5 B10.6 B11.1 B11.2 B11.3
		/PRINT INITIAL KMO EXTRACTION ROTATION
		/PLOT EIGEN
		/CRITERIA FACTORS(7) ITERATE(25)
		/EXTRACTION PC
		/CRITERIA ITERATE(25)
		/ROTATION VARIMAX
	/METHOD=CORRELATION.	
Resources	Processor Time	00:00:00.36
	Elapsed Time	00:00:00.23
	Maximum Memory Required	183728 (179,422K) bytes

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,836
	Approx. Chi-Square	6751,654
Bartlett's Test of Sphericity	df	780
	Sig.	0,000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,400	23,499	23,499	9,400	23,499	23,499	4,525	11,312	11,312
2	3,440	8,601	32,100	3,440	8,601	32,100	4,027	10,068	21,380
3	3,005	7,512	39,612	3,005	7,512	39,612	3,147	7,869	29,248
4	2,116	5,290	44,903	2,116	5,290	44,903	3,084	7,710	36,958
5	1,862	4,654	49,556	1,862	4,654	49,556	3,008	7,521	44,478
6	1,643	4,107	53,663	1,643	4,107	53,663	2,763	6,906	51,385
7	1,367	3,418	57,081	1,367	3,418	57,081	2,278	5,696	57,081
8	1,257	3,142	60,223						
9	1,100	2,750	62,973						
10	1,053	2,632	65,605						
11	0,984	2,460	68,065						
12	0,908	2,270	70,335						
13	0,852	2,131	72,466						
14	0,776	1,941	74,406						
15	0,732	1,829	76,235						
16	0,671	1,677	77,912						
17	0,667	1,667	79,580						
18	0,641	1,603	81,183						
19	0,627	1,567	82,750						
20	0,582	1,455	84,205						
21	0,558	1,394	85,599						
22	0,501	1,253	86,852						
23	0,459	1,148	88,001						
24	0,449	1,124	89,124						
25	0,431	1,077	90,201						
26	0,398	0,995	91,197						
27	0,386	0,965	92,162						
28	0,358	0,895	93,057						
29	0,328	0,819	93,876						
30	0,315	0,789	94,664						
31	0,288	0,720	95,384						
32	0,284	0,710	96,094						
33	0,259	0,647	96,741						
34	0,237	0,593	97,335						
35	0,213	0,532	97,866						
36	0,211	0,526	98,393						
37	0,205	0,513	98,905						

38	0,180	0,449	99,354
39	0,169	0,422	99,776
40	0,090	0,224	100,000

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

	Component						
	1	2	3	4	5	6	7
Entrepreneurship education encourages the founding of new businesses by learners	0,058	-	0,712	0,121	-	0,181	-
Entrepreneurship education equips learners with critical decision-making skills	0,189	0,013	0,702	0,088	-	0,156	0,174
Entrepreneurship education enhances the success of graduates in the job market	0,046	0,106	0,734	0,078	0,089	0,093	0,165
Developing an entrepreneurial spirit is a team effort that requires everyone's participation	-	0,055	0,713	0,036	0,084	0,087	-
Learners' motivation to actively participate in business and society in the future, is formed by what they learn in class	0,003	0,123	0,599	0,004	0,070	0,240	0,044
Developing an entrepreneurial mindset requires entrepreneurial learning	0,078	0,174	0,439	0,019	0,085	0,501	0,010
Developing an entrepreneurial mindset requires an environment that supports and fosters entrepreneurship	0,088	0,046	0,312	0,001	0,061	0,579	-
It is important for all stakeholders to fully commit to the effort of cultivating entrepreneurial spirit	0,116	0,133	0,311	0,056	0,177	0,572	0,043
Learners with an entrepreneurial spirit and mindset are those who have self-confidence and leadership qualities	0,098	0,075	0,213	0,023	0,088	0,576	0,100
People with an entrepreneurial spirit and mindset are those who are able to take risks	0,184	0,015	0,121	0,009	0,017	0,739	-
Entrepreneurship education policy in South Africa does not consider market or industry needs	-	0,571	0,126	-	0,270	0,066	0,096
Entrepreneurial spirit is affected by the absence of Entrepreneurship Education policy in South African schools	0,089	0,468	-	0,084	0,138	0,468	0,128
Entrepreneurial spirit of learners is affected by school principals' entrepreneurial competencies	0,072	0,803	0,038	0,190	0,011	0,105	0,211
Entrepreneurial spirit of learners is affected by educators' entrepreneurial competencies	0,097	0,826	0,057	0,134	-	0,080	0,192
Involvement of the business sector significantly impacts the promotion of entrepreneurship education in schools	0,101	0,463	-	0,304	0,077	0,369	0,111
Entrepreneurial spirit is affected by the family background of a learner	0,088	0,731	0,066	0,047	0,089	0,035	-
Educators' experience on entrepreneurship education affects learners' entrepreneurial spirit	0,124	0,812	0,064	0,089	-	0,019	-
Entrepreneurship education must be a compulsory module in all schools	0,594	0,268	-	-	0,142	0,197	0,165
Implementation of entrepreneurship education in schools can reduce the unemployment rate	0,809	0,038	0,062	0,092	0,095	0,062	-
Implementation of entrepreneurship education in schools can reduce the crime rate	0,740	0,139	0,208	0,186	0,125	-	0,066
Implementation of entrepreneurship education in schools can address poverty issues	0,804	0,127	0,066	0,141	0,094	0,124	-
Entrepreneurship education can be used as a strategy to manage inequality issues	0,679	0,306	0,102	0,099	0,133	0,003	0,188

Entrepreneurship education can improve economic growth	0,733	-0,044	0,002	0,171	0,169	0,190	0,069
I would welcome a South African curriculum review to include entrepreneurship education in all schools in all programme levels	0,499	-0,037	-0,081	0,195	0,317	0,393	-0,037
The inclusion of entrepreneurship education in the curriculum in all schools can bring a positive attitude for entrepreneurial creation among the youth	0,461	-0,150	-0,091	0,143	0,446	0,173	0,097
Curriculum institutional policy development is critically important in South Africa	0,459	-0,108	0,000	0,206	0,562	0,205	0,068
I believe that a curriculum entrepreneurial review should focus in addressing South African economic needs	0,336	-0,038	-0,001	0,135	0,548	0,163	0,036
A curriculum review institutional policy should address societal challenges in South Africa	0,274	0,027	0,073	0,154	0,685	0,117	0,014
The current curriculum fails to address socio-economic challenges	0,046	0,305	0,064	0,109	0,709	-0,059	0,135
The current curriculum fails to produce entrepreneurially driven students	0,061	0,303	0,151	0,060	0,743	0,087	0,103
Students who do entrepreneurship education are highly motivated	0,307	0,063	0,072	0,175	0,367	0,145	0,254
A lack of student voice in curriculum development that embeds entrepreneurship education is a serious challenge in South Africa	0,291	0,247	-0,117	0,566	0,047	0,130	0,172
Student involvement in curriculum development can improve student learning	0,088	0,103	-0,040	0,708	0,021	0,103	0,147
Students are critical partners in the curriculum development process	0,150	0,283	0,233	0,511	0,176	-0,057	-0,205
South African curriculum development forums should include stakeholders such as student body representation/learners and parents	0,060	0,055	0,126	0,785	0,182	-0,101	0,015
Students can make prior suggestions for curriculum developments in their programs	0,106	0,160	0,132	0,707	0,179	0,057	0,029
The new curriculum can be shared with students before it is fully implemented	0,178	-0,039	0,106	0,606	0,076	0,050	0,111
South African institutional policy reform should be in line with European educational standards	0,052	0,136	0,084	0,104	0,035	0,002	0,868
South African institutional reform should be driven by economic needs, similar to European countries	0,079	0,078	0,115	0,079	0,107	0,003	0,866
Despite many positive changes in schools in the Global North, teachers continue to face reform implementation challenges	0,133	0,147	0,102	0,105	0,190	0,147	0,536

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Component Transformation Matrix

Component	1	2	3	4	5	6	7
1	0,541	0,399	0,272	0,376	0,400	0,345	0,231
2	-0,571	0,607	0,449	-0,079	-0,250	0,122	0,139
3	0,016	-0,566	0,660	-0,220	-0,006	0,428	-0,108
4	-0,302	-0,319	0,256	0,753	0,059	-0,370	0,184
5	-0,113	-0,169	-0,071	-0,361	0,277	-0,074	0,861
6	0,444	-0,035	0,087	0,071	-0,815	-0,086	0,343
7	-0,282	-0,141	-0,458	0,319	-0,182	0,730	0,152

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX 8: TURNITIN REPORT

Institutionalisation of entrepreneurship education - 2025

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APPENDIX 9: EDITOR'S LETTER

Helen Richter
Advanced Editing, Proofreading
editassist2023@gmail.com
+27 729227221

15 January 2025

To whom it may concern

CERTIFICATE OF EDITING & AUTHENTICATION

I have proofread and language edited the examined PhD dissertation titled:

**"INSTITUTIONALISING ENTREPRENEURSHIP EDUCATION AS STRATEGIC APPROACH
TO ENHANCE ENTREPRENEURIAL SPIRIT IN SELECTED SCHOOLS
IN KWAZULU-NATAL"**

by

Bongani Penuel Qwabe

To the best of my knowledge, the work remains free of spelling, grammar, structural and stylistic errors and the contents are certified as the author's own work.

With thanks.

H. S. Richter
