



**THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION IN SELECTED  
HIGH SCHOOLS IN THE CAPE TOWN METROPOLITAN.**

**RYLYNE MANDE NCHU  
213092638**

Thesis submitted in fulfilment of the requirements for the degree of  
**Master of Technology: Business Administration in Entrepreneurship**

Department of Entrepreneurship and Business Management, Faculty of Business and  
Management Sciences,  
Cape Peninsula University of Technology

**Supervisor:** Dr. Robertson. K. Tengeh

**Co-supervisor:** A/Prof. Lorraine. S. Hassan

**Cape Town**

March 2015

**CPUT copyright information**

This thesis may not be published either in part (in scholarly, scientific or technical journals), or as a whole (as a monograph), unless permission has been obtained from Cape Peninsula University of Technology, Cape Town.

## DECLARATION

I, Rylyne Mande Nchu, student number 213092638 declare that the content of this thesis represent my own work (except where the input of others is acknowledged), and that this thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of Cape Peninsula University of Technology.

**10 March 2016**

.....

**Signed**

.....

**Date**

## ABSTRACT

Entrepreneurship continues to play a quintessential role in the economies of many developing countries as well as in South Africa. One of the drivers of the economy is the creation of small business ventures, which has greatly affected the economic growth, created jobs as well as increased the national competitiveness of the nation in the world business market. In South Africa, entrepreneurship presents opportunities for bringing together the relatively younger population and to redress the past social and economic differences among its citizens. However, the lack of efficient educational and professional training in entrepreneurship is hampering the ability of South Africa to benefit from these opportunities that are associated with sustainable small business start-ups.

The aim of this study was to evaluate entrepreneurship education in transferring entrepreneurial knowledge and skills to learners in selected high schools in the Cape Town area. The main questions are: Is the current entrepreneurship education in high schools effective in the development of transferable entrepreneurial knowledge and skills among school leavers? Secondly, what do successful business people deem important to study by high schools learners in order to be able to start up businesses? Finally, what are the learners' perceptions of entrepreneurship education in transferring entrepreneurial knowledge and skills?

These questions were answered by using mixed research methods. A self-administrated questionnaire was distributed to 403 school learners in Grades 10-12 and nine Teachers of Business Studies, to assess the current entrepreneurship education and examine Learners' perceptions of the current curriculum. Interviews of 30 business owners were conducted to determine the factors that entrepreneurs deem important to study in order to start up and run sustainable businesses. A purposive sampling method was used to select the schools for the case study. Both quantifying and non-quantifying data analysis methods were used to interpret the data. Descriptive analysis techniques were also used to analyse the survey data. The researcher being also an observer in the field explains all his/her observations. Data sets were subjected to multivariate statistical analyses including Chi square, and Kruskal-Wallis statistics test analysis was carried out using the Past (Paleontological Statistics) software.

The results of this study indicated that high school learners from middle income schools are enthusiastically interested in becoming entrepreneurs. An overwhelming majority of learners (73%) agreed that they are ready to start up businesses from the knowledge and skills

gained in the entrepreneurship education received. On the other hand, 55.6% of the teachers agree that the earners would be capable of starting a business from the knowledge gained. A majority of the teachers (89%) would advise their learners to be employees rather than employers. Small business owners recommended that aspects such as creativity, self-reliance and problem solving skills should be incorporated in the curriculum of entrepreneurship education.

Finally, in order to improve the teaching of entrepreneurship education in high schools, all stake holders, business owners as well as parents must be involved. This study recommends the inclusion of hands on practical simulations in the curriculum for the improvement of entrepreneurship education in high schools in South Africa.

## ACKNOWLEDGEMENTS

I wish to express my special thanks to my supervisors Dr Robertson K. Tengeh and A/Prof. Lorraine Hassan for their invaluable support, guidance, mentorship and encouragement during the course of this study.

The encouragement, mental and emotional support from my husband Felix was immeasurable and was especially useful during difficult times. He was always there to give me that extra push and energy I needed to be focused. My children Daryle Ibue Nkeng Nchu and Tania Malong Nchu inspired me immensely and made me happy when I felt overwhelmed.

My sincere gratitude goes to my mother, Mrs Sarah Elangwe, and my late father, Mr. Henry Elangwe, for their constant love and for teaching me the value of education. I want to thank my siblings, Emmanuel, Ule, George, Yvonne, and Kappus, for their support and concern.

I am also very grateful to the late Rev. Seighart Kappus, for the constant motivation, support and prayers throughout my academic life. I thank all my close friends and my in-laws for their words of encouragement. I wish also to thank Dr Aloysius Nchinda, Prof. L. Kambizi, Dr Edward Dakora and Mr Lawrence Jumba for reviewing my research proposal.

I also acknowledge the technical assistance of Dr Rosemary Townsend who read and edited this thesis. I wish to thank Ms Corrie Uys for her statistical assistance and Mr Nathan Kalam for his assistance with library searches.

Special thanks also go to Prof. Chux Iwu for providing me with the opportunity to pursue a master's degree at the Department of Entrepreneurship and Business Management and for his valuable expertise advice.

The financial assistance of the National Research Foundation towards this research is acknowledged, the funding was administered by the Postgraduate Research Centre of Cape Peninsula University of Technology. Opinions expressed in this thesis and the conclusions arrived at are those of the author, and are not necessarily to be attributed to the National Research Foundation.

I want to acknowledge additional funding from the University Research Fund (URF). The Postgraduate Research Centre staff, the Entrepreneurship Department staff and the Fundani staff are acknowledged for their professionalism and assistance during this study.

The Catholic Church of the Resurrection, Table View provided spiritual support throughout my studies. I thank God for his grace and countless blessings.

## **DEDICATION**

This work is dedicated to:

My husband Felix and my kids Tania and Daryle.

## GLOSSARY

### Clarification of basic terms and concepts

- **Business Studies:** An optional subject in the curriculum for Grades 10-12. The subject focuses on business management issues.
- **CIE:** Centre for Innovation and Entrepreneurship at the University of Cape Town
- **Curriculum:** All the different courses/subjects of study that are taught at a school
- **DoE:** Department of Education – Educational Authorities
- **Economic Growth:** The positive trend in the nation's total output over the long term
- **Entrepreneur:** A person who engages in entrepreneurship, he/she is usually a creative person with high achievement motivation who is willing to take calculated risks, creates jobs, and views new opportunities as a challenge (Du Toit, G.S., Cronje, G.J, & Motlatla, M.D.C.(2003:40)
- **Entrepreneurship:** The process of mobilising and risking land, capital and human resources to utilise a business opportunity or introduce an innovation in such a way that the needs of society for products and services are satisfied, jobs are created, and the owner of the venture profits from it (Du Toit et al., 2003:40)
- **Entrepreneurial education:** The study of entrepreneurial knowledge and skills that will encourage entrepreneurial success in a variety of settings
- **FET:** Further Education and Training – the current education system for grade 10-12's in South Africa
- **GEM:** Global Entrepreneurship Monitor – A study of entrepreneurial activities in 42 countries done by the Graduate School of Business of the University of Cape Town
- **Learners:** For the purpose of this study learners refer to senior learners in the FET band; in other words, Grade 10-12 pupils
- **School Leavers:** Learners who have completed high school



## TABLE OF CONTENTS

<b>Declaration</b>	<b>i</b>
<b>Abstract</b>	<b>ii</b>
<b>Acknowledgements</b>	<b>iv</b>
<b>Dedication</b>	<b>vi</b>
<b>Glossary</b>	<b>vii</b>
<b>Table of contents</b>	<b>viii</b>
<b>List of Tables</b>	<b>xiii</b>
<b>List of Figures</b>	<b>xiv</b>

### CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. Introduction	1
1.2. The background to the research problem	3
1.3. The statement of the research problem	5
1.4. Main research question	5
1.4.1. Sub research questions	5
1.5. Aim of the research	6
1.6. Main objective of the research	6
1.6.1. Sub objectives of the research	6
1.7. Research methodology	7
1.8. Theoretical framework	7
1.9. Delineation of the research	9
1.10. Significance of the study	9
1.11. Outline of the study	10
1.12. Summary	10

### CHAPTER TWO: UNDERSTANDING ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION

2.1. Introduction	11
2.2. Entrepreneurship	11
2.2.1. Definition of entrepreneurship	11
2.2.2. Importance of entrepreneurship	12
2.2.3. Entrepreneurial activity in South Africa	13
2.3. Entrepreneurs	14
2.3.1. Who are entrepreneurs?	14

2.3.2. Characteristics of successful entrepreneurs	16
2.3.3. What motivates entrepreneurs?	18
2.4. Entrepreneurship education	18
2.4.1. What is entrepreneurship education?	18
2.4.2. Importance of entrepreneurship education	20
2.4.3. Entrepreneurship education models	21
2.4.4. Entrepreneurship education evaluation programmes	23
2.5. Theoretical Framework: Activity Theory	23
2.6. Entrepreneurial skills	26
2.7. Global trends on entrepreneurship and entrepreneurship education	26
2.7.1. The USA perspective	27
2.7.2. The current state of entrepreneurship education at high school level in the USA	28
2.8. Entrepreneurship education in South Africa	29
2.8.1. The development of entrepreneurship education in South Africa	30
2.8.2. The current state of entrepreneurship education in South Africa	32
2.9. Lesson to be learnt from the USA approach	32
2.10. Summary	33

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

3.1. Introduction	35
3.2. The research paradigm	35
3.2.1. Qualitative	36
3.2.2. Quantitative	37
3.2.3. Document analysis	37
3.3. The research problem	37
3.4. The research questions	38
3.5. The aim and objectives of the study	38
3.6. The sampling design	39
3.7. The Measuring instrument	40
3.8. Literature search	40
3.9. Delimitation of the study	41
3.10. Data analysis	41
3.11. Statistical analysis	42
3.12. Summary	43

## CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF RESULTS

4. Introduction	44
4.1. Results from Questionnaires distributed to High School Business Studies Teachers (Appendix C)	44
4.1.1. Section A: Demographic information	44
4.1.2. Section B: Qualification and self-characterisation	45
4.1.2.1. Highest academic qualification	45
4.1.2.2. Self-perception and advice to learners	46
4.1.3. Section C: Entrepreneurship in the curriculum and entrepreneurial activities.	47
4.1.3.1. Entrepreneurial activities and teachers' expectations	48
4.1.3.2. Teachers' opinion on learners' interest in entrepreneurship and the ability to start up a business	48
4.1.3.3. Teachers' satisfaction level with their learners' performance	49
4.1.3.4. Teachers' viewpoint of learners' ability to apply the knowledge and skills acquired	50
4.1.3.5. Acknowledging successful entrepreneurial activities of learners	51
4.1.3.6. Challenges involved in teaching entrepreneurship	52
4.1.3.7. Improvement and suggestions	53
4.2. Results from Questionnaires distributed to High School Business Studies learners	54
4.2.1. Section A: Demographics	54
4.2.2. School types	55
4.2.3. Learners' Gender	55
4.2.4. Learners' Age	56
4.2.5. Learners' Ethnic group	57
4.2.6. Section B: Risk profile and achievement orientation of learners	57
4.2.7. Reasons for doing the subjects	57
4.2.8. Expectation of learners when they leave school	59
4.2.9. Self-characterisation of how learners see themselves as risk taker or someone who plays it safe	59
4.2.10. Section C: Business knowledge and Entrepreneurship	60
4.2.11. Acquiring entrepreneurial knowledge and skills	60
4.2.12. Entrepreneurial philosophy of the learners	61
4.2.13. Importance of a good business idea	62
4.2.14. Learners' business experience	63
4.2.15. Learners' exposure to entrepreneurship and to role models	64

4.2.16. Learners' entrepreneurship intention	66
4.2.17. Section D: Entrepreneurship Education	70
4.2.18. Learners' level of involvement in subject activities	70
4.2.19. Learners' perceptions of the knowledge and skills gained from entrepreneurship education	72
4.2.20. Learners' overall rating of the course	72
4.2.21. Learners' ability to start up a business from the knowledge and skills gained	73
4.2.22. Learners' general evaluation of the course	74
4.2.23. Learners' expectations from the course	75
4.2.24. Learners' response to recommending Business Studies to others	75
4.3. Results from the personal interview conducted on small business owners	76
4.3.1. Biographical Analysis	76
4.3.2. Curriculum Reform	77
4.3.3. Interaction between high schools and the world of business	78
4.3.4. Entrepreneurship Training	78
4.3.5. Social responsibility and community development service	79
4.3.6. Entrepreneurial skills to be taught in entrepreneurship education in high schools	79
4.4. Summary	80

## **CHAPTER FIVE: INTERPRETATION AND DISCUSSION OF FINDINGS**

5.1. Introduction	81
5.2. Section A: Learners' perceptions of Entrepreneurship Education in starting up a business	82
5.2.1. Career aspirations after leaving high school	83
5.2.2. Learners' desire to start a business	84
5.2.3. Entrepreneurial knowledge and the use of successful entrepreneurs as role models	85
5.2.4. Develop entrepreneurial skills and practical experience	86
5.2.5. Start your own business from knowledge and skills gained	87
5.3. Teachers' perception of the entrepreneurship education and what is being taught	88
5.3.1. Is entrepreneurship being taught?	88
5.3.2. Training of teachers to teach entrepreneurship education	89
5.3.3. Resources for teaching entrepreneurship education	90

5.3.4. The recognition of entrepreneurial achievements	90
5.4. What entrepreneurs deem important to study in order to be able to start up businesses	91
5.4.1. Self-worth	91
5.4.2. Innovation and creativity	91
5.4.3. Risk orientation	92
5.4.4. Good human relations	93
5.5. Summary	93

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

6.1. Introduction	95
6.2. Conclusion	95
6.2.1. Conclusion with regard to the current entrepreneurship education offered in high schools in transferring entrepreneurial skills and knowledge	95
6.2.2. Conclusion with regard to high school learners' perceptions of the entrepreneurship education in assisting start-up of businesses after leaving school	96
6.2.3. Conclusion with regard to the content of entrepreneurship education in high schools	97
6.2.4. Conclusion with regard to the key skills these entrepreneurial courses promote or project	97
6.2.5. Conclusion with regard to the entrepreneurial skills needed in order to become a successful entrepreneur	97
6.3. Recommendations	98
6.3.1. Recommendations on how to improve entrepreneurship education	98
6.3.2. Recommendations in terms of future research	100
6.4. Summary	101
<b>References</b>	102
<b>APPENDICES</b>	110
Appendix A. Approval Letters from the Department of Education	110
Appendix B. Consent Letters to Participants	113
Appendix C. Survey Questionnaire for Teachers	116
Appendix D. Questionnaire for Learners	119
Appendix E. Survey questions and interview guide for business owners	125
Appendix F. Faculty of Business ethics committee clearance letter	127
Appendix G. Grammarian Certificate	128
Appendix H. Conference presentations	129

## List of Tables

Table 2.1. Prevalence rates (%) of entrepreneurial activity across selected GEM countries in 2012	14
Table 2.2. Necessity and opportunity motivated entrepreneurial activity among young adults by education attainment for South Africa	20
Table 4.1. Demographic profile of the teachers	45
Table 4.2. Highest qualification obtained by teacher respondents	45
Table 4.3. Teachers' responses to some questions with respect to their competencies and expectations	48
Table 4.4. Teachers' opinion on learners' interest in entrepreneurship	49
Table 4.5. Teachers' satisfaction level with learners' performance in Business Studies	50
Table 4.6. Teachers' opinions of learners' ability to apply the knowledge and skills acquired	51
Table 4.7. Ethnic distribution of learners who chose the subject because of their interest in business	58
Table 4.8. Learners' expectations after leaving school	58
Table 4.9. Ethnic distribution of the thirty-eight percent (38%) of learners with an experience in business	64
Table 4.10. Learners who use entrepreneurs as a source of learning	65
Table 4.11. School type of learners who admitted using entrepreneurs as a source of learning	65
Table 4.12. Ethnic distribution of learners who answered yes to using entrepreneurs as a source of learning	66
Table 4.13. Ethnic distribution of learners who would definitely want to become entrepreneurs	67
Table 4.14. School type distribution of learners who would definitely want to become entrepreneurs	68
Table 4.15. School type distribution of learners who would definitely want to become entrepreneurs	69
Table 4.16. Learners' level of participation in practical activities of the subject according to school type	71
Table 4.17. School type distribution of learners who strongly agreed that knowledge gain can enable them to start up a business	74
Table 4.18. General evaluation of the course	75
Table 4.19. Learners' expectations from the course	75

## List of Figures

Figure 2.1. The three concepts of entrepreneurship	15
Figure 2.2. A lifelong entrepreneurship education model	22
Figure 2.3. Activity theory for Entrepreneurship Education	25
Figure 4.1. Self-perception of teachers	46
Figure 4.2. Teachers' word of encouragement to learners	47
Figure 4.3. Teachers' satisfaction level with learners' performances	49
Figure 4.4. Acknowledging entrepreneurial successes in learners	52
Figure 4.5. Challenges faced in teaching entrepreneurship	53
Figure 4.6. Suggestions for improvements	54
Figure 4.7. Category of schools sampled	55
Figure 4.8. Gender of the learners	56
Figure 4.9. Age of the learners	56
Figure 4.10. Ethnic distributions of the learners	57
Figure 4.11. Learners' reasons for choosing the subject Business Studies	58
Figure 4.12. Self-characterisation of how learners see themselves as risk taker or someone who plays it safe	60
Figure 4.13. Learners' opinions of Business Studies in relation to acquiring skills to start up business	61
Figure 4.14. Learners' responses to questions relating to Entrepreneurial philosophy; what is most important to them	62
Figure 4.15. Learners' outlook on the importance of business idea for start-up	62
Figure 4.16. Learners' business experience	63
Figure 4.17. Learners' exposure to entrepreneurship through role models	64
Figure 4.18. Learners' entrepreneurship intention	67
Figure 4.19. School type distribution of learners who would definitely want to Become entrepreneurs	69
Figure 4.20. Learners' level of involvement in subject activities	70
Figure 4.21. Learners' level of participation in practical activities of the subject according to school type	71
Figure 4.22. Results showing responses by learners regarding practical Knowledge gained in the course, Business Studies	72
Figure 4.23. Results showing overall rating of Business Studies course by participating learners of selected schools in Cape Town	73
Figure 4.24. Ability to start up business	74
Figure 4.25. Learners' responses to whether they would recommend doing Business Studies to others	76

# CHAPTER ONE

## INTRODUCTION AND BACKGROUND TO THE STUDY

### 1.1. Introduction

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

With the advent of globalisation, there are countless business opportunities for entrepreneurs. Emerging markets need to make good use of the great macroeconomic policies, the availability and open access to markets to foster entrepreneurship among its people (Nicolaidis, 2011:1044). This researcher concurs with Nicolaidis (2011:1045) who reiterates that entrepreneurship is a great economic booster in the creation of new jobs as a result of the creation of new businesses, thereby reducing other social plights like poverty.

South Africa is plagued with a number of socioeconomic ills not limited to unemployment and poverty. Statistics South Africa (2015:3) sets the unemployment rate in 2015 at 26.4%. Youth unemployment accounts for 70% of total unemployment (Maas & Herrington, 2008:24). It comes as no doubt that very few school leavers find employment after school. According to Horn (2006:113) only about 7% of successful Grade 12 learners (learners who have completed and passed their Matric) find employment in the formal sector. Driven by these deplorable statistics among others, current research points at weaknesses in the education system that limits entrepreneurial activity in South Africa (Orford, 2004:26).

The Global Entrepreneurship Monitor (GEM) (2012:9-18) maintains that unless proper entrepreneurship education is put into practice in all schools up to Grade 12, South Africa's entrepreneurial activity will continue to lag behind that of other developing countries. Thus, it is apparent from research that education plays a vital role in employment and the reduction



of poverty (Timmons & Spinelli, 2004:154). Moreover, Steenkamp, Van der Merwe, and Athayde (2011:47) are of the opinion that enterprise creation requires investing time and capital in entrepreneurship education.

While down playing the relevance of education, Timmons and Spinelli (2007:79) argue that although education alone cannot completely make nascent entrepreneurs to become thriving entrepreneurs. It nonetheless increases their chances of accomplishment, survival and success. Taking the foregoing into consideration, Nicolaides (2011:1044) posits that by the year 2020, unemployment may be curbed if the unemployed masses of South Africa are encouraged to have an entrepreneurial spirit through education.

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

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

The aim of this study was to evaluate the effectiveness of entrepreneurship education currently being offered in high schools, against the parameters of what is required to start up a successful business. Thus, entrepreneurship education will be evaluated from the perspective of business owners, the teachers and the learners, and teaching guidelines for entrepreneurship education in High schools in the Cape Town Metropolis will be developed. Shay and Wood (2004:34) maintain that education as a whole and entrepreneurship education in particular plays a vital role in the development of entrepreneurial skills and building entrepreneurship attitudes.

Although South Africa is making concerted efforts to improve the level of entrepreneurial activity, there are still some challenges. According to the Global Entrepreneurship Monitor (Orford, 2004:4), South Africa has a comparatively low Total Entrepreneurial Activity (TEA)

rate in relation to the other developing countries like Brazil. This means that the numbers of adults involved in running or starting a business are relatively low in South Africa. This study revolves around the relevance of entrepreneurship education in supporting the start-up of businesses.

## **1.2. The background to the research problem**

The South African economy today is plagued with numerous problems not limited to poverty and unemployment. According to South African Social Investment Exchange (SASIX), decades after democracy, the unemployment rate in South Africa keeps rising with youth unemployment at even higher levels (SASIX, 2014). A more recent estimate by Statistics South Africa (2015:3) indicated that 26.4% of the population were unemployed in 2015. The Swiss-South African Co-operation Initiative assert that the number of school leavers surpass the current job market. Therefore, small business ventures and entrepreneurship as a means of job creation is of grave national concern (SSACI, 2012). Govender, (2008:1) is of the opinion that skills shortages remain a serious constraint in South Africa and graduates lack generic competencies and are not workplace ready.

People are unemployed for various reasons; one of them is lack of business skills and competences (Govender, 2008:26), while another is lack of motivation to go into business. Orford (2004:26) stated in the 2004 GEM report that in South Africa, the entrepreneurial activity is lower among the youth aged between 18-24 years than in any other age group, which is the same trend in most developing countries. It is therefore imperative to have youth entrepreneurship training and education so as to curb unemployment and poverty among future adults. North (2002:24) is of the opinion that learning should occur early in order to turn out knowledgeable individuals, build up a positive mind set towards work, and cultivate the skills to be able to discover feasible business opportunities and ultimately create their own businesses, thus making them job creators rather than job seekers.

The Consortium for Entrepreneurship Education (CEE) (2012) is of the notion that entrepreneurship is a major driver of any economy in the form of business creation. The contribution of small businesses to the wealth and creation of jobs in any economy cannot be underestimated (Sathorar, 2009:43). The Consortium for Entrepreneurship Education (2012) reiterates that people exposed to entrepreneurship education frequently express their creativity, have a high self-esteem and are to a greater extent in command of what happens to them. In this regard, successful entrepreneurs, educators and economists think that promoting a vigorous entrepreneurial society through entrepreneurship education will

maximize the individual as well as the collective socioeconomic accomplishments on a national as well as global level (Sathorar, 2009:43).

The government of South Africa over the past years has established systems whereby the young people can be dynamic and become involved in entrepreneurial ventures, in a bid to enable them to cultivate an entrepreneurial spirit. Various informal and formal entrepreneurship education programmes have as main objective to enable learners to become innovative and constructive while acquiring entrepreneurial skills (North, 2002:26). Given the on-going employment crisis, one finds that there is an increasing need for such programmes, especially in the context of the South African youth, where for an alternative to unemployment, school leavers more than ever are required to provide for their own economic survival through entrepreneurial activities.

In 2000, entrepreneurship was introduced into the education curriculum of Secondary Schools (Grades 3 to 9) as part of Economics and Management Sciences (EMS) which is a compulsory subject (Orford, 2004:34). Grades 10, 11 and 12 have had entrepreneurship in their curriculum since 2005 as part of the Business Studies subject (Horn, 2006:120). The year 2008 saw the first Grade 12 learners matriculating with a formal entrepreneurship education qualification. According to CIE: 2013 few South African men (35%) think they have the necessary skills to start businesses in comparison to 60% and 70% of Indian and Brazilian men respectively. The CIE at UCT also maintained that South Africa's young adults simply do not leave school with the appropriate skills they need to start a business.

The question of whether entrepreneurship can be taught has become obsolete according to Elmuti, Khoury, and Omran. (2012:97). It is agreed among most researchers that entrepreneurship can be taught effectively (Kuratko, 2005:588; Henry, Hill, & Leitch, 2005:102; Kaplan & Waren: 2010:8). This age long debate as to whether entrepreneurship is an innate ability or a learned skill has been answered. In developed countries re-skilling through massive entrepreneurship training has been done in order to increase the rate of new business start-ups (Davies, 2001:32). In view of the foregoing, one may suggest that what researchers are keen to understand has to do with what content of entrepreneurship education should be taught and how entrepreneurship education can be taught. In view of the preceding questions, Elmuti et al. (2012:97) emphasise that the objective of entrepreneurship education should be to train school leavers and upcoming entrepreneurs with the necessary skills required to start up a new business activity. Thus, the curriculum at South African high schools requires an overhauling so as to make entrepreneurship one core subject that should be taught to all learners (DoE, 2001:108). Hence, one of the core questions addressed in this study had to do with whether the current entrepreneurship

education in high schools is effective in the development of transferable entrepreneurial knowledge and skills among school leavers.

### **1.3. The statement of the research problem**

Entrepreneurship education is provided in Secondary and High Schools as part of Economics and Management Studies, which include subjects like Business Studies, Economics, Accounting, Consumer Studies and Tourism. Learners must select 3 subjects to add to the compulsory 4 subjects in order to register for the Matric (High school examination). Business Studies, being one of the subjects of the Economics and Management Studies (EMS) department, focuses more on business creation and management (Entrepreneurship Education) (CAPS, 2002).

According to Orford in the Global Entrepreneurship Monitor, education only is insufficient in providing people with the ability to engage in successful entrepreneurial ventures in the long term (Orford, 2004:34). Drawing from the relevant literature, this researcher is of the view that there seems to be a misalignment between the Entrepreneurship Education received in High Schools and the knowledge and skills needed to become a successful entrepreneur upon leaving school or in the future. Hence, the Entrepreneurship education received in schools is not adequately addressing the knowledge and skills needed by school leavers to become successful entrepreneurs. In other words, entrepreneurship education that incorporates factors that drive creativity, innovation, self-confidence, leadership and a positive attitude towards entrepreneurship in the formative years of a learner's education are lacking (Timmons & Spinelli, 2007:79). More so, an understanding of the factors that inspire the establishment of sustainable businesses, which may inform entrepreneurship education, is currently limited (Nicolaidis, 2011:1042).

### **1.4. Main research question**

What do teachers, learners and entrepreneurs as members of the community in the activity theory deem as important to study in order to start up sustainable businesses?

#### **1.4.1. Sub research questions**

- Is the current entrepreneurship education in high schools effective in the development of transferable entrepreneurial knowledge and skills? Is the object (entrepreneurship education) of the activity theory being addressed?

- As members of the activity system, what are the high school learners' perceptions of the entrepreneurship education currently being offered in Cape Town high schools in assisting to start-up businesses?
- What is the content (tools used) of these entrepreneurial courses and how can they be improved?
- What are the skills promoted (outcomes in the activity theory) in these entrepreneurial courses?
- From the perspective of entrepreneurs, as members of the activity system, what are the entrepreneurial skills needed in order to become a successful entrepreneur?
- What are the perceptions of teachers, as members of the community, regarding the effectiveness of the entrepreneurial courses?

### **1.5. Aim of the research**

The aim of this research was to evaluate the effectiveness of entrepreneurship education, currently being offered in high schools, against the parameters of what is required to become a successful entrepreneur in the work place. In order to achieve the aim of this study, the following objectives were formulated. The objectives include:

### **1.6. Main objective of the research**

To determine what teachers, learners and entrepreneurs as members of the community in the activity theory deem as important to study in order to start up sustainable businesses.

#### **1.6.1. Sub objectives of the research**

- To evaluate the effectiveness of the current entrepreneurship education (object in the activity theory) in achieving the desired outcomes (the development of transferable entrepreneurial knowledge and skills).
- To understand high school learners' (as members of the community) perceptions of the entrepreneurship education in assisting them to start-up businesses.
- To find out the content (tools used) of these entrepreneurial courses.
- To investigate the key skills that entrepreneurial courses promote or project (outcome of the activity theory).
- To investigate the entrepreneurial skills needed to become successful entrepreneurs.
- To investigate the perceptions of teachers, as members of the community, regarding the effectiveness of the entrepreneurial courses.

## **1.7. Research Methodology**

The methodology used in this study is classified as exploratory with the aim of applying a subjective approach to choosing a sample from the population. Collis and Hussey (2003:47) identify two main research philosophies, the quantitative, also known as the positivistic, and the qualitative, also known as the phenomenological paradigms. A triangulation of methods was utilised which included qualitative techniques, quantitative techniques and document analysis.

Purposive sampling as a non-probability sampling method was used to select the sample because this study used validated instruments on a specific target group.

This study answers the research questions by using both qualitative and quantitative research methods. Interviews of 30 Business owners were conducted to determine the factors that drive entrepreneurs to start up sustainable businesses and how these traits can be incorporated into the process of entrepreneurship education. A self-administrated questionnaire was distributed to all the Grade 12 Economics and Management Learners doing Business Studies of the 9 schools in Cape Town selected for the sample and all the Teachers of Business Studies of the 9 schools selected for the sample, to assess the current entrepreneurship education and examine Learners' perceptions of the current curriculum.

Purposive sampling method was used to select the schools for the study. Both quantifying and non-quantifying data analysis method was used to interpret the data. Descriptive analysis techniques were used to analyse the survey data. The researcher being also an observer in the field explained all her observations. Data sets were subjected to Chi square and Kruskal-Wallis tests using statistics software like Past and Excel.

## **1.8. Theoretical Framework**

The theoretical framework used in this study was the activity theory, combined with a lifelong entrepreneurship model for evaluation, in order to provide focus for the design, implementation and analysis of data for the evaluation of entrepreneurship education. Activity theory is all about the activity which is the object, the group of people involved in this activity (subject), those involved in this activity (community), what resources are used in this activity, which is the tool, who does what in this activity, which is the division of labour as well as the rules of engagement of this activity (Engeström, 2001).

This study focuses on the third generation activity theory where all members of the

community (teachers, learners), the subject, and the object, play an important role in the transfer of entrepreneurial knowledge and skills to the learners.

Vygotsky introduced the first generation activity theory which is based on the fact that human behaviour lacks motivation. The first generation activity theory argues that human behaviour is prompted by objects and not motivation. Engeström (1987; 1999) emphasises that the object in an activity must be mediated by tools. The second generation activity focuses on the action which is individual and the activity which is collective to attain a certain outcome, goal or purpose (Davies, 2001). In the second generation activity theory there must be an object and a motive for an activity to occur. The issue of representations, voice, emotion and identity is the focal point of the third generation activity theory whereby the relationship among the activity systems is being examined (Bakhurst, 2009).

The activities must each have a purpose or a goal, which is to mean the activities are oriented by motives. In the activity theory an object is classified as an ideal, material or object used to satisfy a need. The objects in this study are the teachers and the teaching of entrepreneurship education. Actions are geared towards a specific activity and are regarded as the goals of that activity. For example, the goal of teaching entrepreneurship education is to transfer entrepreneurial skills and knowledge to learners. Another component was added to the activity theory by Engeström (2001), which is the community. The community are those who have a common object, for example, the teachers and principals share the same outcome to transfer entrepreneurial knowledge and skills to learners and then add rules to mediate between subject and community, and the division of labour to mediate between object and community.

Activity theory was chosen as a framework so that entrepreneurship education could be evaluated as an entire system rather than focusing on isolated fragments of entrepreneurship education. Therefore, the evaluation of entrepreneurship education in this study can be seen as an activity system. The subject is the teacher (the course facilitator) while the tools that are used to act on the object (enhancing knowledge and skills) to achieve the outcome of gaining entrepreneurial knowledge and skills are the teaching and learning methods and materials. The community comprises everyone who shares a common object (in this case, educating learners) and includes other course facilitators, or coordinators, learners, the principal, business people, mentors and even parents. The rules, which promote or constrain behaviour, refer to policies for education and training and selection criteria for learners. The division of labour or roles pertains to what each community member is responsible for doing when acting on the object and describes both a horizontal division as well as a vertical division in terms of their relative positions of power, clearly illustrated in Figure 2. 3 in

## Chapter 2.

Kuutti (1991) asserts that these three classes in the activity theory are viewed as a whole. Tools being one of the classes in the activity theory are the rules and policies that are used. There are also the rules which can be explicit and implicit norms, social norms or conventions. The third class is division of labour which refers to the explicit and implicit organisation of the members in the community in transforming the objects into outcomes. For example, the teachers, learners, and parents must all ensure that they all have a part to play in the transfer of entrepreneurial knowledge and skills to learners. Activities may intercept one another in that different subjects, in this case educators, engage together in a set of harmonized actions that may have multiple objects (Kuutti, 1991). Activity theory also highlights that an activity can be conducted within a social context or within a specific community (Engeström, 2001; Hassan, 2012:470).

### **1.9. Delineation of the research**

This research covered: nine different High Schools in Cape Town Metro Central according to financial income status of the schools (school fees). The schools were divided as follows, three high income schools, three moderate income schools and three low income schools. All Business Studies learners of Grades 10-12 per school which made a total of 403 learners as well as nine Teachers of Grades 10-12, teaching Business Studies and thirty small business owners in Cape Town area participated in the research survey.

### **1.10. Significance of the study**

This research will assist in the curriculum design of entrepreneurship education content being better aligned to the entrepreneurial skills identified by successful entrepreneurs that need to be developed, and to conduct entrepreneurship education according to the parameters of successful entrepreneurs. This study is aimed at encouraging school leavers to acquire the knowledge, skills and attitudes needed to become entrepreneurs rather than employees.

The study provided recommendations to improve entrepreneurship education in high schools in Cape Town as well as South Africa as a whole with regard to traits needed to become successful entrepreneurs and developing guidelines for effective entrepreneurship education against the parameters needed to become successful in the work place. This research will contribute to an increase in business start-ups, hence creation of jobs by school leavers.



### **1.11. Outline of the study**

This thesis was divided into six chapters.

**Chapter 1:** This chapter outlines the scope of the study, the problem statement, the research objectives and research questions.

**Chapter 2:** A literature review that focuses on understanding the basic concepts of entrepreneurship and entrepreneurship education with respect to the activity theory will be the focus of this chapter. Also in this chapter an investigation of the global trends of entrepreneurship education and a comparison to the South African approach of entrepreneurship education which would be evaluated against the benchmark.

**Chapter 3:** The research methodology chapter, which includes the research paradigm, sampling design, the theoretical framework and measuring instruments that will be used to gather information on the evaluation of the effectiveness of entrepreneurship education in selected high schools in Cape Town, South Africa. Specifically, justification for adopting a mixed research method for the study would be given.

**Chapter 4:** This is the research findings and analysis chapter, and reports on the results of the data collected and processed through graphs, tables and charts.

**Chapter 5:** This chapter discusses and interprets the results of the study with regard to the objectives and the activity theory.

**Chapter 6:** Recommendations and the conclusion chapter of the study.

### **1.12. Summary**

Chapter one introduced the research problems, research questions, research objectives and serves as a brief overview of entrepreneurship education within the context of the activity theory and its relevance in transferring entrepreneurial knowledge and skills to high school learners in the Cape Town area. Then the purpose of the study was justified, the methodology was briefly described, the study was outlined, and the limitations were given. The next chapter gives a detailed description of the literature review, and explain pertinent concepts regarding entrepreneurship education.

## **CHAPTER TWO**

### **UNDERSTANDING ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION**

#### **2.1. Introduction**

The previous chapter focused on the background of the research problem and the introduction to the research study in terms of the aims, objectives, research questions, methods used, theoretical framework, limitations, significance of the study and the chapters' outline of the research thesis.

The economy of most nations today is being driven by small businesses and entrepreneurship. The entrepreneurship insurgency has greatly influenced the global economy and the business world (Kuratko, 2005:577). Entrepreneurship enhances wealth creation and is seen as the driving force behind drawing investment to local communities.

There has been a rising need to develop educational programmes to encourage and enhance entrepreneurship. Marè (1996:33) suggests that developing a positive attitude towards entrepreneurship as well as developing the basic entrepreneurial skills should form an integral part of school curricula. This would serve to prepare future entrants into the labour market to be able to create and enhance enterprise creation.

This chapter will give a brief overview of the concepts entrepreneurship and the entrepreneur by giving a brief exposition of the elements of entrepreneurship as well as the importance of it in generating economic growth. Furthermore, the characteristics of a successful entrepreneur will also be identified as well as entrepreneurial motivations and skills. This will be followed by a discussion on entrepreneurship education and some models of entrepreneurship education will be highlighted.

#### **2.2. Entrepreneurship**

This section defines entrepreneurship, gives the importance of entrepreneurship as well as highlights the entrepreneurial activity of South Africa.

##### **2.2.1. Definition of entrepreneurship**

The creation of a business is a vital aspect of entrepreneurship but entrepreneurship goes beyond that and it includes the ability to identify opportunities, the ability to take calculated

risks, as well as having the zeal to carry out an idea from conception up to its maturity phase (North, 2002:25). In the words of Kuratko (2003:3) entrepreneurship consists of an individual's innovativeness in the integral part of his business. On examination, entrepreneurship can be regarded as buying an existing business or creating a new business (Basu, 2004:23).

Entrepreneurship is a dynamic process which involves a great use of energy, dedication to and passion for the conception and execution of new ideas and innovative solutions. Entrepreneurship can also be defined as a process, (Stokes, Wilson, & Mador, 2007:7). Some of the crucial components of entrepreneurship include the compliance to take calculated risks; the knack to put together a successful venture team; to be resourceful by creatively organising the required resources; and finally, having the foresight to be able to see opportunities where others see disarray, challenges and uncertainty (Kuratko & Hodgetts, 2004:30).

This study investigates the factors that drive entrepreneurial activities in entrepreneurs, what motivates them to start up and successfully manage their own businesses, and to see how these traits can be incorporated in the teaching process of entrepreneurship education in high schools.

### **2.2.2. Importance of entrepreneurship**

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

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

Small and medium sized enterprises play a very important role in the economies of most

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

### **2.2.3. Entrepreneurial activity in South Africa**

The Global Entrepreneurship Monitor (GEM) report conducts country wide assessments in order to determine the level of entrepreneurial activities per country. In this respect, the GEM conducted in South Africa merges people starting new businesses also known as nascent entrepreneurs with new business owners in order to identify Early-stage Entrepreneurial Activity. The Early-stage Entrepreneurial Activity assesses the percentage of individuals willing and able to start up a business (Bosma & Harding, 2007:7). In the GEM report of 2012, entrepreneurship activities in 69 countries were compared, and after the profiling of South African entrepreneurs, an urgent need was recognized for more business start-ups (Turton & Herrington, 2012:18-19). From the study, as shown in Table 2.1 only 7% of the population were willing and able to start-up businesses (Early-stage entrepreneurial activity) in South Africa as compared to 36%, 29% 15% and 12% for Nigeria, Botswana, Brazil and China respectively (Turton & Herrington, 2012:19).

**Table 2.1: Prevalence rates (%) of entrepreneurial activity across selected GEM countries in 2012**

<b>Country</b>	<b>Nascent entrepreneurial activity (%)</b>	<b>New business owners (%)</b>	<b>Early stage entrepreneurial activity (TEA) = Nascent + new business owners (%)</b>
Botswana	17	12	29
Brazil	4	11	15
China	5	7	12
Nigeria	22	14	36
Peru	15	6	21
<b>South Africa</b>	<b>4</b>	<b>3</b>	<b>7</b>
USA	9	4	13
United Kingdom	5	4	9

**Source: Adapted from Turton and Herrington (GEM, 2012:18-19)**

Based on these statistics (Table 2.1), it is evident that South Africa is behind many other developing countries with regard to new business start-ups.

### **2.3. Entrepreneurs**

This section dwells on entrepreneurs, who they are, some characteristics of successful entrepreneurs as well as what motivates them to start up and run successful businesses.

#### **2.3.1. Who are entrepreneurs?**

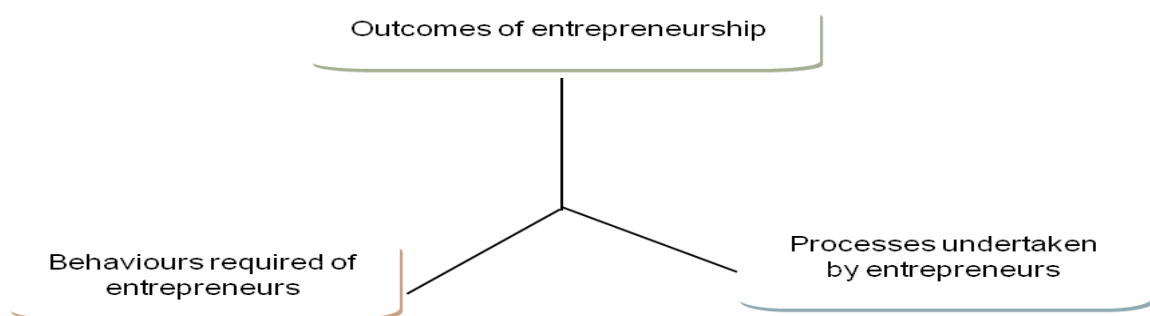
To understand the notion of entrepreneurship, one must first understand the concept of an entrepreneur. Entrepreneurs can be known as individuals who implement, innovate and take calculating risks (Robinson, 2002:8). They can be described as people who have the talent for turning opportunities into profit making businesses (South African Institute for Entrepreneurship – SAIE, 2012). Having noted the inherent characteristics of an entrepreneur, Robinson (2002:10) sees them as people who assume the risk of creating and managing something of value by turning it into a business venture. In the same light, Kuratko and Hodgetts (2004:3) see them as aggressive catalysts for change within the market place.

The entrepreneur always sees change as an opportunity and responds to it. The ability to be innovative and identify opportunities is what sets an entrepreneur apart from a small business owner (Drucker, 1985:28). Carland, Hoy, Boulton and Carland (1984:355) elaborate further that owning a small business does not necessarily make one an entrepreneur. One may argue that both an entrepreneur and small business owner start up and manage a business for profit, but what differentiates them is the ability to be innovative, strategic, creative and grow their business.

A common trend in the definition of the entrepreneur is that the entrepreneur is regarded as an individual with a vision. This means that an entrepreneur turns a vision into a reality rather than being passive (Antonites & Van Vuuren, 2005:256).

Furthermore, this vision and action involve taking calculated risks that include financial risks, social, personal as well as psychological risks. The essence of entrepreneurs is founded in their ability to develop a new product or service with an added value and profit (Tengeh, Ballard & Slabbert 2012:39). The reward for entrepreneurial achievement, Antonites and Van Vuuren (2005:257) add, goes beyond financial gain, and includes personal satisfaction and independence.

There are three main concepts associated with entrepreneurship. They include the conduct, that is, behaviours, required of entrepreneurs; the methods, which are the processes undertaken by entrepreneurs; and the results, which are the outcomes of entrepreneurship and could be products or services (Stokes, Wilson, & Mador, 2010:7). Figure 2.1 illustrates these concepts.



**Figure 2.1: The three concepts of entrepreneurship**

Source: Adapted from (Stokes, Wilson, & Mador, 2010:7 in Tengeh et al., (2012:6075)

The concept of the methods emphasises new development and the implementation of innovation in the process of business (Stokes et al., 2010:7). The concept of the conduct of the entrepreneurs highlights the specific characters of business people which distinguish them from others. The result or outcome concept focuses on the final product or services of entrepreneurship. Therefore the end result of combining these three concepts; product, character and methods is regarded as entrepreneurship.

From a historical perspective the word entrepreneur originated from the French word 'entreprendre', which means 'to undertake'. The word entrepreneur, according to Tengeh et al., (2012:6075) is just someone who creates and runs their own business. Regarding the conduct and results aspect of entrepreneurship, an entrepreneur is someone with positive conviction of opportunities in the market as well as someone who can organise his/her resources to change his/her current situations successfully (Tengeh et al., 2012:6076). In simple terms, entrepreneurship means creating a new business or buying an existing one.

### **2.3.2. Characteristics of successful entrepreneurs**

Entrepreneurs are as alike as they are different as indicated from an analysis of the traits of successful entrepreneurs. There is no collective set of characteristics differentiating entrepreneurs from others. Entrepreneurs can be compared to modern day economic super people. Together the energy, determination and persistence of entrepreneurs have resulted in the creation of successful businesses impacting positively on economic growth (Rwigema & Venter, 2004:54).

The attitudes and behaviours of every business person vary for every business venture. What is required in each circumstance depends on the combined effects of major resources as well as the viability of the opportunity and the strengths and weaknesses of the individual (Rwigema & Venter, 2004: 60).

Despite the inherent differences, there is considerable agreement that successful entrepreneurs share a collection of characteristics. Barringer and Ireland (2008:8) posit that successful entrepreneurs must be passionate about business, product and customer oriented, intelligent in executing decisions, and must have tenacity in the presence of failure. Rwigema and Venter (2004:60) concur that successful entrepreneurs share certain traits. Thus commitment, self-reliance and tenacity are important in that there must be passion and energy to be able to transmute an idea into a start-up business and nurture it to full potential.

Furthermore, researchers agree that entrepreneurs are ambitious and self-reliant people with a need to achieve. Hence, in order to start an action, entrepreneurs need to be assertive and opportunity-driven (Rwigema & Venter, 2004: 61). In addition, the entrepreneur needs to have team-building as well as problem solving abilities.

In a rapidly changing technological world, being technologically savvy coupled with the ability to take risks and identify opportunities are critical characteristics of a successful entrepreneur (Timmons & Spinelli, 2007:15). Thus, understanding a technology and the opportunities that a technology presents could lead to better exploitation of the technology for business purposes.

The difference between a successful business and an unsuccessful one is embedded in the entrepreneurial attitudes and subsequent ability to mobilise the resources necessary to start up and grow a business (Tengeh, Ballard & Slabbert, 2011:365). Skills, expertise, personal traits and aptitudes are the key success factors of successful entrepreneurship (Nieuwenhuizen, 2004:40). It would be possible to distinguish a successful entrepreneur from an unsuccessful one based on Nieuwenhuizen's summary of entrepreneurial success factors.

Finally, Rwigema and Venter (2004:65) also accentuate integrity, consistency, creativity and innovation as vital characteristics of successful entrepreneurs. This is evident in the creation of new products, services, and inventions on how to cut cost and improve the products as well as the use of creative ways to be better than the competitors. Commitment, drive, leadership, passion for opportunity, risk taking, motivation to succeed, creativity, self-sufficiency, being able to adapt in difficult situations, and perseverance are sought after and acquirable attitudes and behaviour of an entrepreneur (Timmons & Spinelli, 2007:8).

It can thus be concluded that even though successful entrepreneurs share certain characteristics, it does not necessarily follow that a person who has entrepreneurial characteristics will become an entrepreneur or that the people with these characteristics are guaranteed entrepreneurial success. It is rather suggested that people who have these characteristics have an increased probability for entrepreneurial success and those that strive towards entrepreneurial success would do well to emulate these characteristics (Burch, 1986:28).



### **2.3.3. What motivates entrepreneurs?**

Motivation can be defined as being able to inspire someone to follow a particular path of action (Wickham, 2006:23). Motivations simply are factors that encourage an individual to start up a business and manage it. Entrepreneurial motivation is considered to be a key determinant in sustaining a new business venture (Kuratko, 2009:209; Kuratko, Hornsby & Naffziger, 1997:24-33). Focusing on entrepreneurial behaviour in South Africa, Kaymak's (2010:12-14) study revealed that family security and extrinsic rewards are the most important motivation factors.

The source of entrepreneurial motivation consists of two parts; internal and external sources (Yalcin & Kapu, 2008:185-203). Internal sources can be explained by personality, personal values and beliefs of entrepreneurs, while external sources refer to social, cultural and ethnic Influences. The literature in the field of entrepreneurial motivation has developed along similar lines to the more general motivational theories in organisational psychology (Segal, Borgia & Schoenfeld, 2005:86). That is to say it has progressed from early models which focused on personality traits of entrepreneurs as stipulated by Gatewood, Shaver, Powers and Gartner (2002:198) and Segal et al. (2005:86) to models focusing on contextual factors and now to cognitive models which focus on attitudes and beliefs.

North (2002:25) and Esterhuizen (1996:86) are of the opinion that this notion of cultivating an entrepreneurial mind set will be best accomplished when parents become actively involved in the entrepreneurship education of their children at home. This study also assessed the perception of High School learners if the curriculum of entrepreneurship education motivates them to start up their own businesses.

This study focused more on the external sources of motivation and how it can be incorporated into the training of learners in the form of entrepreneurship education in High Schools.

## **2.4. Entrepreneurship education**

This section introduces and clarifies some aspects around entrepreneurship education such as the importance of entrepreneurship education and entrepreneurship education models.

### **2.4.1. What is entrepreneurship education?**

Education as a source for knowledge production and skilled personnel is very influential in

the economy of any country. There is a need in South Africa to address the employability of school leavers in the development of innovative entrepreneurship education by educational institutions. In order to promote skilled opportunity-oriented entrepreneurs, learners must be exposed to entrepreneurship activities in schools (Govender, 2008:90).

Govender's study explores the application of 'Junior Enterprise' (JE) in South African Higher Education Institutions (Universities). The study noted that 92% of the participants (students) suggested that the JE concept has the potential to be adapted and applied at universities and 63% felt that there is a need for long-term relationships between the world of work and the university in order to increase students' exposure to practical work experience (Govender, 2008:40).

The discovery of risk takers, ground breakers, and innovative entrepreneurs is a way through which the South African economy can be rejuvenated and unemployment curbed (Davies, 2001:24). Thus, appropriate professional and academic training that provides entrepreneurial skills is essential.

However, Elmuti, Khoury, and Omran (2012:97) are of the opinion that entrepreneurship education should consist of content that is innovative and reflective in order to be able to enhance the successes of new business ventures. This study looked at implementing entrepreneurship training at the early learning stages of the youth development phase (High Schools).

Using the GEM 2012 data, Turton and Herrington (2012:34-46) analysed the effect of education attainment on entrepreneurship as they compared South Africa to Argentina, Brazil, Chile, China and Uganda. Specifically, they looked at the role of education in opportunity and necessity driven entrepreneurial activities in these countries.

**Table 2.2: Necessity and opportunity motivated entrepreneurial activity among young adults by education attainment for South Africa**

	<b>Not completed High School</b>	<b>Completed High School</b>	<b>Tertiary</b>
Probability of opportunity Entrepreneurship (%)	7	8	18
Probability of necessity Entrepreneurship (%)	13	15	19
Sum of opportunity and necessity Entrepreneurship (%)	20	23	37

**Source: Adapted from Turton and Herrington (2012, 34:46)**

From Table 2.2, it is clear that the educational level of an individual is very crucial in the probability of both necessity and opportunity driven business ventures. However, Turton and Herrington (2012:34) contend that the effect of educational level works in the opposite direction in each of the categories. For example, the probability of an individual being involved in opportunity entrepreneurship rises significantly with increasing educational attainment and the contrary is true for necessity entrepreneurship.

Comparing South Africa to other developing countries, Turton and Herrington (2012:34) found that among the young adults (school leavers), the proportion involved in new firm activity is only 1%, whereas in other developing countries it is at least three times higher.

#### **2.4.2. Importance of entrepreneurship education**

In order to be able to curb unemployment, the youths have to be educated and trained in entrepreneurship (North, 2002:28), thus encouraging them to be employers rather than employees when they leave school so as to reduce unemployment. With the current economic uncertainties, the entrepreneurial spirit cannot be overemphasised; there is a need for better entrepreneurial skills and abilities. Entrepreneurship education is necessary for the development and economic growth of any society.

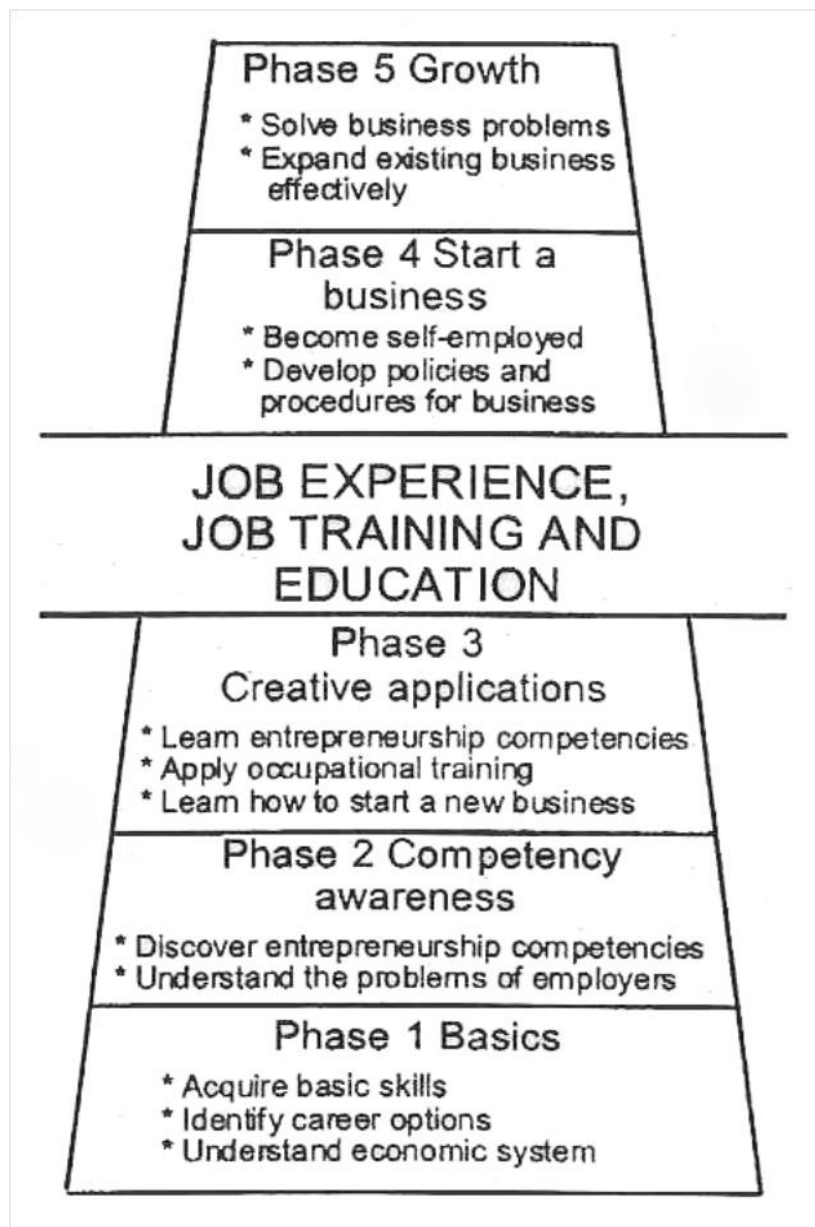
According to a study by Nieuwenhuizen and Groenewald (2008:129), individuals who have attended entrepreneurial courses are more likely to start up their own businesses as compared to those not attending any entrepreneurial courses. This goes to point out that entrepreneurship education and training are very important for business creation and business success. Ladzani and Van Vuuren (2002:158) are of the same view that entrepreneurship education plays a central role in creating small businesses, thereby adding positively to the economic growth and the gross domestic product (GDP) of the country, and recommend that entrepreneurship education should be one of the essential requirements needed for creating and running a business.

It is evident from a study by Sullivan (2000:168) that entrepreneurs found that the knowledge and skills gained from entrepreneurial courses were very useful in critical thinking and reflection, especially when faced with challenging and real life situations in their businesses. Therefore theoretical knowledge on entrepreneurship is also relevant in that it enables the entrepreneurs to analyse, reflect, learn from crucial situations as well as enhance their problem solving abilities.

#### **2.4.3. Entrepreneurship education models**

Entrepreneurship education models often vary; there is no single approach to entrepreneurship education programme. Therefore not a single approach can be used in all entrepreneurship education situations. A combination of approaches can be used.

With entrepreneurship education, individuals and entrepreneurs alike will be able to acquire innovative problem solving skills, become more flexible and open minded, become more self-reliant and also become more creative in their thinking (Henry, Hill & Leitch, 2005:101). These can be considered essential elements for a viable economic development in any country. Hence there is a need for a well-structured and resolute approach on the enhancement and development of entrepreneurial skills. A good model to follow is the lifelong entrepreneurship model as portrayed in Figure 2.2.



**Figure 2.2: A lifelong entrepreneurship education model**

Source: Kroon, De Klerk and Dippenaar (2003:320)

Another model of entrepreneurship education is that of the Lifelong process suggested by Isaacs, Visser, Friedrich and Brijlal (2007:615). Isaacs et al. (2007:625) concur with the CEE that entrepreneurship education is a lifelong process which consists of several stages such as creative applications, start-up and growth, basic competency awareness. Kroon, De Klerk and Dippenaar (2003:319) support the notion of a lifelong entrepreneurship education model through which the experience and skills needed to pursue a career in entrepreneurship is harnessed. According to this model, all young people should be constantly exposed to entrepreneurship education.

Models serve as parameters for compiling contents for entrepreneurship education. It is very vital to know the elements and how they influence the development of entrepreneurial abilities in order to internalise the entrepreneurship theory (Pretorius, Nieman, & Van Vuuren, 2005:414).

#### **2.4.4. Entrepreneurship education evaluation programmes**

In every evaluation there must be a purpose; this purpose can be both backward and forward. An evaluation can be designed to inform us of the outputs and outcomes generated by a programme which is also known as the summative evaluation (Organisation for Economic Co-operation and Development - OECD, 2009: 6). Evaluation can also be formative which explains if, how and why certain projects or programmes worked or did not work.

Some of the methodologies that can be considered when undertaking an evaluation of education for entrepreneurship programmes include the experimental approach whereby people are randomly selected and assigned to either a treatment group or a control group. The non-experimental methodology consists of a before and an after comparison of the same individuals. Matching is another method of evaluation which attempts to pair each individual in the treatment group to a member of the control group who has similar characteristics;

This study focuses on activity theory and the lifelong entrepreneurship education model for the evaluation of entrepreneurship education. The difficulties of establishing casualties should not be overlooked when considering methods to evaluate the long term impact of these programmes.

#### **2.5. Theoretical Framework: Activity Theory**

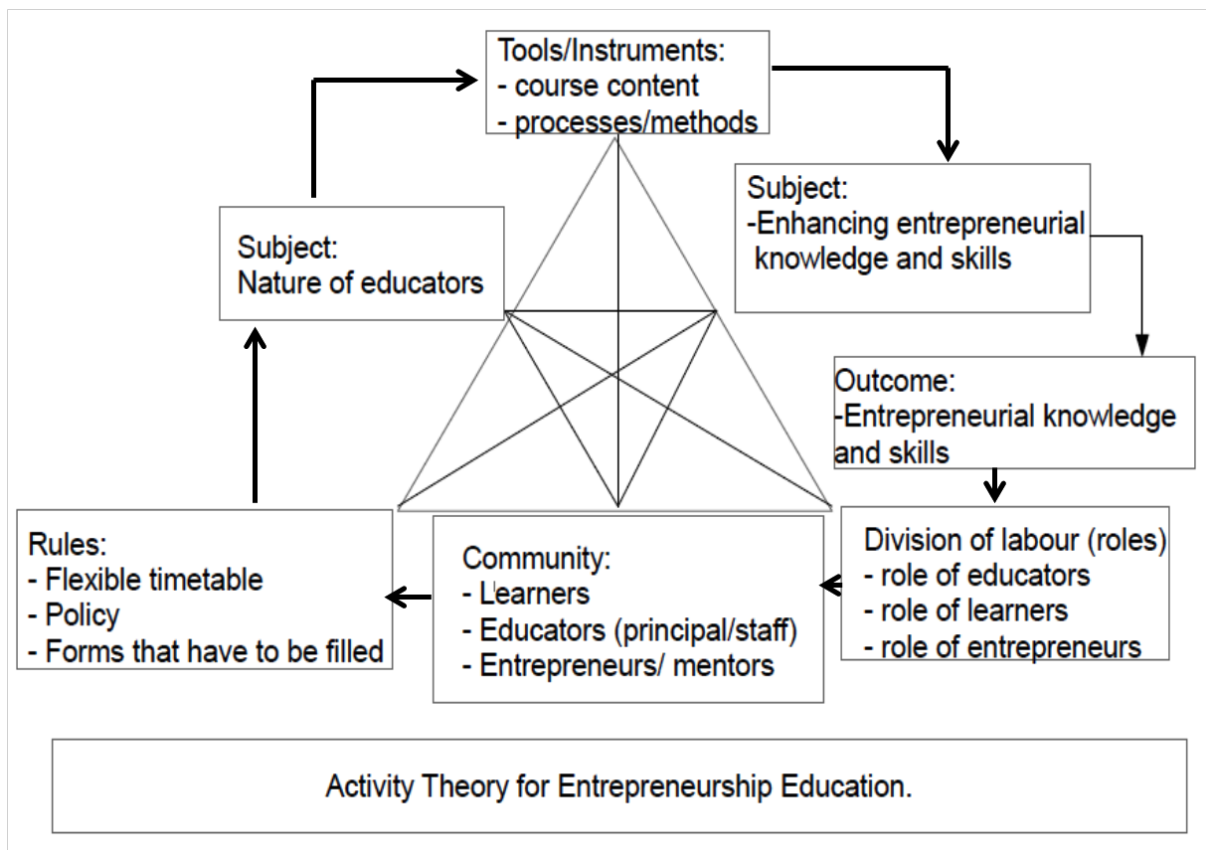
The activity theory is based on five major principles. Engeström (2001) explains these principles as follows: firstly, there must be a subject and an object through which the activity is being mediated. Secondly, there is the division of labour among the various participants in the activity. Thirdly, the activity is based on historicity; the activity is being shaped by the theoretical history of the tools and ideas. Contradictions is the fourth principle, which serves as a point of departure; and finally, the fifth principle entails expanding learning by finding solutions to the contradictions. Culturally new patterns of an activity are as a result of the extensive learning activity (Engeström, 2001:139). The design of the research questions was formulated in accordance with the research objectives as well as the principles of the activity

theory.

First generation activity theory was introduced by Vygotsky (1987) in response to the lack of stimulus-response behaviourism. He argued that human behaviour is facilitated through objects and is not simply prompted by motivation or stimuli (Bakhurst, 2009). The tool mediated, artefact-oriented activity systems as developed by Engeström (1987:1999) dwells on bringing together the subject and the societal structure. The second generation activity theory makes a clear distinction between an activity and an action. Individual groups in the community carry out certain actions in order to achieve particular goals, purposes or outcomes. The second generation activity theory highlights that an action is considered as an individual form while an activity is considered as a collective form. The third generation activity theory discourses issues with regard to emotions, identity and differences and focuses on the relationship between the activity systems (Bakhurst, 2009).

In this study the second and third generation activity theory were used because they focus on the relationships of all members of the community in obtaining the outcome of the activity. This means that all stakeholders, learners, educators, parents and business owners, all have a role to play in the transfer of entrepreneurial knowledge and skills to the learners. The activity theory was used in the evaluation of the entrepreneurship education programme; where the subject is the teachers, the object is enhancement of entrepreneurial knowledge and skills among learners and tools are the course content, learning and teaching methods. In the activity theory the main idea is the notion of mediating the tools and artefacts within the context of the culture and history (Kuutti, 1991).

In the activity theory the group in community have a common purpose (Engeström, 2001) which in this case is to transfer entrepreneurial knowledge and skills to learners. For this study, the community includes the educators, the learners, the entrepreneurs as well as the parents. The school policies on teaching as well as some resolutions that limit actions are regarded as the tools in the activity. The role of each member in the community which includes the task division and the division of power is considered as the division of labour in the activity system (Engeström, 2001).



**Figure 2.3: Activity theory for Entrepreneurship Education adapted from Hassan (2014:392)**

Management theorists often portray learning as an abstract not related to the practical nature to which learning applies (Engeström, Mietinen & Punamäki, 1999). Learning as a form of knowledge creation is regarded as a transmission by management theorists (Nonaka, 1995). Activity theory portrays learning as an activity which has goals to achieve (Engeström, 2001). The approach to solving difficult problems of learning such as tacit knowledge, is well described in the activity theory, for example, the main aim of the formation of a learning activity is for learners to understand what they need to acquire or learn.

In the activity theory, each activity is divided into two levels, the external level and the internal level. The objective aspect is represented in the external level while the subjective aspect is represented in the internal level. The objective aspect in this case is the transferring of entrepreneurial knowledge and skills of the action while the subjective aspect in this case is the nature of educators of the action.

Multiple motivations in an activity are considered another principle of activity theory. For example, an educator may want to align the lesson goals or outcomes to reflect the multiple



motives or desires which include wanting the learners to be more attentive during the lesson, or to participate more in class activities, or to get feedback from learners as well as contributing to the transfer of entrepreneurial knowledge and skills to learners.

In the activity theory, the subjects are grouped into communities, with rules to govern them, and there is a division of labour among the members of the community (Engeström et al., 1999). A member in a community can also become a subject and a community can be part of other communities. For example, the educators can be the subject and be part of the community, so too can the entrepreneurs in the community also become the subject in the form of role models and mentors.

There is an aspect of creativity in the activity theory. Human beings are essentially creative and unpredictable beings, which is in contrast with the routine aspect of an activity (Kaptelinin, 2006).

## **2.6. Entrepreneurial skills**

There are certain skills that entrepreneurs possess. These skills are divided into three categories, namely, personal, management and technical skills. Elmuti et al. (2012:84) and Henry et al. (2005:128) differentiate these skills as follows: personal skills like innovation, tenacity, persistence, and risk orientation; management skills like marketing, planning, accounting and decision making; and technical skills like organising skills, communication skills and technical management skills.

To become successful entrepreneurs, learners through effective entrepreneurship education can acquire these entrepreneurial skills. Entrepreneurial learning can be defined as being able to recognize and act on opportunities through creating, managing and sustaining new businesses (Rae, 2006:16). Each entrepreneur is unique in his/her personality and characteristics but the willingness to take calculated risks and the possession of these entrepreneurial skills are present in every entrepreneur (Elmuti et al., 2012:84).

## **2.7. Global trends on entrepreneurship and entrepreneurship education**

Entrepreneurship is the driving force of every market economy (Davies, 2001:32) whereby the entrepreneur aims at making a profit through the mobilization and coordination of all factors of production. The difference between an entrepreneurship venture and a business company is that the entrepreneurs react quickly towards grabbing new opportunities whereas

more bureaucratic businesses often miss these opportunities. Moreover, entrepreneurship is not only present in small and medium size businesses but it can also be present in co-operative, public and government enterprises.

Entrepreneurship is revitalizing and restructuring economies and it involves having a vision, creativity and innovation (Gouws, 2002:42). Small businesses in the United States of America are thriving, in providing over 20 million jobs in the last decade. Entrepreneurship is responsible for almost zero unemployment in countries like Indonesia, Malaysia and Singapore (Gouws, 2002:42). The economic recession and high unemployment rates suffered by many industrialized countries have revived their interest in Entrepreneurship (Garavan & O'Connell, 1994:3). This has tended to increase the involvement of politicians and policy makers to focus on entrepreneurship as the answer to curbing unemployment and increasing economic growth (Garavan & O'Connell, 1994:13).

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

### **2.7.1. The USA perspective**

For years now, there has been an influx of entrepreneurial activity in the USA (Kuratko, 2005:577). The example of entrepreneurship in the USA is one to emulate because the creation of new ventures accounted for 94% of the net employment and 53% of this work force was employed by small businesses, and small firms account for 67% of all new inventions (Kuratko, 2005:578).

This history of the explosion of job creation by small and medium enterprises is directly linked to important initiatives taken to promote entrepreneurship in the USA. Creating jobs and fighting unemployment was a direct result of the promotion of centres and institutions in entrepreneurship and ultimately the training of entrepreneurs (Ijeoma & Ndedi, 2008:6). There has been a remarkable change in the curricula of schools and programmes of entrepreneurship education. In the USA the number of schools, colleges and universities

offering entrepreneurship education has increased to over 1600 (Kuratko, 2005: 577). In spite of the massive growth there is still a challenge in entrepreneurship education.

### **2.7.2. The current state of entrepreneurship education at high school level in the USA**

Economic leaders and educational scholars in America all agree on the importance of entrepreneurship education in the economy. There is a need for innovative, creative and risk savvy young individuals to help build the economy. Entrepreneurs are therefore nurtured and trained by their communities, their teachers and their parents as a whole; entrepreneurs do not emerge out of nowhere (Network for Teaching Entrepreneurship, 2013).

Despite the enhanced focus on entrepreneurship education and the increase in courses offered at university and college level, the lack of entrepreneurship education at school level and especially high school level is a cause for concern. Various organisations such as the Youth Entrepreneurship Strategy Group of Aspen Institute and the Consortium for Entrepreneurship Education (CEE) are calling for the formal introduction of entrepreneurship education into the current high school curriculum. There is a need for a talented work force which the educational system fails to promote (The Consortium for Entrepreneurship Education, 2013).

Due to the rapid pace of globalization and technology, the educational systems have not been able to measure up to the changes and demands of technological advancement. There is the lack of fundamental tools, especially in high schools, for the learners to succeed academically and in life. Hence the high rate of school dropouts and increase in social plights like poverty (Network for Teaching Entrepreneurship – NFTE, 2013).

The responses to these challenges faced in school by the American public are numerous. Initiatives like introducing new curricula and teaching methods which align the theory with the practice or work world, the No Child Left Behind Act, and charter schools have been created to improve accountability and the performances of these programmes (NFTE, 2013). In order to promote entrepreneurial culture in schools, a better support network is needed for slow learners as well as effective relationships among communities (NFTE, 2013). Entrepreneurship education is much more than teaching someone how to start and manage a business, it is also about promoting innovation, creativity and encouraging a sense of self-worth.

Learners were engaged in youth entrepreneurship so as to develop entrepreneurial skills and provide them with on the job experiences (CEE, 2013). It is agreed by most researchers that

entrepreneurship cannot be taught in the classroom alone. Experiential learning is a good method for exposing learners to real-life business experiences. Learners have to experience a hands-on application of the theory they have acquired (NFTE, 2013).

Entrepreneurship education has been accepted as an official educational system by a few communities. Nine states promote entrepreneurship education in the formal educational systems at the K-level. There has been some degree of excellence experienced in the USA as a result of successful programmes in place (NFTE, 2013).

The YESG supports the initiatives suggested by the CEE to make entrepreneurship education compulsory in the curriculum of all high schools and suggests that teachers must be professionally developed and trained to be able to teach entrepreneurship education courses effectively. In order for entrepreneurship education to be effective, entrepreneurs need to be involved in mentorship, coaching and as role models for learners, and new partnerships need to be created. Partnerships with local business organisations such as Small Business Development and the Chamber of Commerce form an integral aspect of entrepreneurship education (NFTE, 2013). The YESG suggest that introducing entrepreneurship education into the school curriculum can only be successful if it is supported on a federal level through relevant legislation.

## **2.8. Entrepreneurship education in South Africa**

A survey by South African Statistics Agency rates unemployment in South Africa at 26.4% (Statistics South Africa – StatsSA, 2015:3). This means that only one out of seven economically active people in South Africa would find employment (Statistics South Africa, 2015). More than five hundred thousand jobs have been lost in South Africa over the past years (South African Information – SAI, 2013).

South Africa is in need of individuals who are self-reliant, self-motivated, opportunity oriented, emotionally intelligent and always ready to learn (Horn, 2006:120). The likes of Co and Mitchell (2006:348) support the notion that for the youth to become employers rather than employees, the youth should be trained in the field in entrepreneurship.

In South Africa, very few people were raised in homes where they were exposed to business ventures and entrepreneurship (Horn, 2006:120). As a result, South Africans do not see themselves as entrepreneurs but as job seekers (Davies, 2001:32). South Africans when compared to other developing countries are not innovative, self-driven, opportunity driven or possessing the needed skills to start up (Shay & Wood, 2004:34). In South Africa, there is a

very low ratio of entrepreneurs to workers, which is approximately 1:52 when compared with most developed countries, which is approximately 1:10 (Isaacs, Visser, Friedrich & Brijlal, 2007: 613).

The South African education system in the past was more teacher-centred rather than learner-centred or orientated towards experimental learning, which as a result did not prepare learners to be critical thinkers or to explore opportunities creatively (Horn, 2006:120). In the GEM report it was highlighted that the educational system in South Africa is flawed in providing entrepreneurial skills (Orford, 2004:26). Horn (2006:120) agrees to this in that the educational system has to be improved in order to instil entrepreneurial attitudes and skills in learners. Isaacs et al. (2007:623) concur with the notion that all stakeholders should be involved in fostering an entrepreneurial culture in the educational system. There are four areas that effective entrepreneurship education should focus on: firstly, learners' self confidence in their ability to start up a business; secondly, financial and business management knowledge; thirdly, the desire of learners to start-up businesses; and fourthly, learners' desire to pursue tertiary education (Orford, 2004:26).

### **2.8.1. The development of entrepreneurship education in South Africa**

The South African government has introduced entrepreneurship education in the school curricula. Since the year 2000, entrepreneurship education has been embedded in the curricula of Grades 3 to 9 being part of Economics and Management Science (EMS) (North, 2002:25) and Grades 10 to 12 as part of Business Studies (Shay & Wood, 2004:34).

The course content of EMS for Grades 3 to 9 includes entrepreneurship, consumer skills, productivity and basic economic concepts. These entrepreneurship subjects are compulsory for all grades and one of the learning outcomes is for learners to acquire entrepreneurial knowledge and skills (Shay & Wood, 2004:34).

In 2005, the new curriculum introduced entrepreneurship education as Business Studies for Grades 10 to 12. This is as an optional subject and the subject content includes entrepreneurial ventures, business principles, sustainable enterprises and economic growth (The National Curriculum Statement: Business Studies). Business studies deals with the attitudes, skills, knowledge and values needed for learners to become useful and responsible citizens (Isaacs et al., 2007:614). Learners are introduced to entrepreneurial enterprises through case studies and cover topics on the definition of an entrepreneur, the characteristics of a successful entrepreneur, business success factors and reasons why businesses fail (The Department of education, (DoE) Provincial Government of the Western Cape, 2013).

Entrepreneurship education should be able to develop a calibre of entrepreneurs who will create employment and enhance economic growth (Gouws, 2002:45). In this regard the teachers too should be trained to teach entrepreneurship education effectively, the focus should be outcomes based and experiential (Gouws, 2002:46). Gouws (2002:47) explains that teachers cannot continue teaching in the old rote memorization style and that an outcomes based approach is required. The outcomes based learning approach of Curriculum 2005 requires teaching entrepreneurship to involve the following: thinking critically, active learning; on-going assessment as well as reasoning and reflection.

The outcomes based learning approach of Curriculum 2005 requires teaching entrepreneurship to involve the following: active learners; on-going assessment; critical thinking; reasoning; reflection; and action. In Curriculum 2005, the teacher acts as a facilitator using group work; the learning is more learner-centred; and the learning must be reflective of real life situations. Also the learning programmes act as guides to the teachers.

Gouws (2002:45) also suggests the following approaches for teaching entrepreneurship: teachers must not insist on a single definitive answer and a variety of teaching styles should be used. He also adds that teachers use the case study approach to link theory to reality and that familiar information should be presented in unfamiliar ways. Another approach suggested by Gouws is that teaching entrepreneurship should: surprise students by presenting the unexpected and challenge the status quo. The teaching of entrepreneurship should focus on better integration with communities which entails activities and approaches that enhance self-confidence. Entrepreneurship education should also highlight common pitfalls threatening the success of ventures as well as focus on opportunities. Teaching entrepreneurship should involve practical application of learners' knowledge and skills.

The Learning Programme Guidelines for Business Studies as stipulated by the DoE provide activities that encourage active learner involvement through case studies, assignments and projects. Some of these activities involve learners doing SWOT analysis, creating ideas, developing business plans and participating in market days. The Subject Assessment Guidelines of Business Studies also provide assessment programmes for Grades 10-12 that require that learners are assessed on whether they can practically apply entrepreneurial knowledge by doing case studies (Subject Assessment Guidelines: Business Studies).

The first group of Grade 12 learners that was exposed to entrepreneurship in their curriculum completed their schooling career in 2008. This study will specifically evaluate the

effectiveness of entrepreneurship education in the Further Education and Training phase (Grade 10-12) in stimulating and enhancing entrepreneurial knowledge and skills.

### **2.8.2. The current state of entrepreneurship education in South Africa**

The first group of Grade 12 learners who were exposed to entrepreneurship education completed high school in 2008. There are still some challenges in implementing entrepreneurship education in schools since not all schools offer entrepreneurship education and there is a lack of teachers to teach entrepreneurship education (Shay & Wood, 2004:34).

Effective entrepreneurship education entails a relationship between the goals, the audience, the content, the method and finally the assessment that will be used (Isaacs et al., 2007:619). In the South African context these five issues are not treated as a whole and are addressed individually (Isaacs et al., 2007:619). Furthermore, Isaacs et al., (2007:619) found that assessment still focused mainly on tests and written exams and that the teaching of the entrepreneurial module in fact did not motivate learners to be creators of jobs, but rather encouraged them to seek employment with a stable income.

Isaacs, et al., (2007:622) found that the lack of adequate training and resources hampered the implementation and development of entrepreneurship. It was suggested that training for teachers, the provision of resources and closer co-operation between government and service providers would assist in the improvement of the provision of entrepreneurship education (Isaacs, et al., 2007:626).

### **2.9. Lesson to be learnt from the USA approach**

What is indeed impressive in the USA is the commitment of non-governmental institutions such as the Youth Entrepreneurship Strategy Group (YESG) and the CEE to the implementation of Entrepreneurship Education (Network for Teaching Entrepreneurship, 2013). These institutions target potential drop-out candidates and provide them with the needed skills to be entrepreneurs and to generate an income for themselves. This can soon be improved as there is increasing pressure for the Federal and State governments to further their support for entrepreneurship education by passing legislation that makes entrepreneurship education a formal part of all school curriculum (The Consortium for Entrepreneurship Education, 2013).

The CEE (2013) organises functions such as the national entrepreneurship week to create awareness and promote entrepreneurship. This enhances everyone's awareness about

entrepreneurship education and its benefits (CEE, 2013). Researchers tend to agree that lectures alone cannot facilitate the acquisition of entrepreneurial skills, but experiential learning is needed where learners are exposed to real life situations (Network for Teaching Entrepreneurship, 2013). For entrepreneurship education programmes to be effective, the programmes will need to engage role models, mentors, coaches and motivational speakers through local entrepreneurs. The YESG promotes the development of such partnerships through the entrepreneurship programmes they offer.

It is further suggested that professional development programmes be created for teachers to better equip them to teach entrepreneurship (Network for Teaching Entrepreneurship, 2013). Furthermore, the development of a support programme whereby information about entrepreneurship education and emerging innovative and creative programmes can be shared will also enhance the teaching of entrepreneurship (The Consortium for Entrepreneurship education, 2013). The creation of a state organ for entrepreneurship education that can provide grants to innovative educational programmes is also suggested. Finally, the development of a Youth Business Awards Program will go a long way in promoting entrepreneurship education (Network for Teaching Entrepreneurship, 2013).

## **2.10. Summary**

This chapter sought to highlight various concepts with regard to entrepreneurship and entrepreneurship education by investigating the USA's approach to entrepreneurship education. The example of the USA provides a unique approach to entrepreneurship education and it cannot clearly be stated that it is better; however, the USA approach offers valuable lessons and allows South Africa to benchmark against approaches that have worked in other countries.

It is evident from the study that entrepreneurship is an important growing phenomenon by how much value economic power houses like the USA place on it and how much effort goes into promoting entrepreneurship education. Even though the approaches to entrepreneurship education vary from country to country and they might be at different stages of implementing entrepreneurship education, they can serve as a benchmark for South Africa. This includes: an experiential approach to teaching entrepreneurship; government commitment to promote entrepreneurship education through policy implementation and the funding of programmes; a network-support structure to enhance the practical experience of the subject; and teacher development through training to improve the teaching of entrepreneurship.

Entrepreneurship over the years has been a strong economic driver (Kuratko, 2005:577).



Despite the expansion of entrepreneurship and the remarkable developments in the field of entrepreneurship education, it remains a challenged discipline. It is how countries deal with the challenges of entrepreneurship and entrepreneurship education that could determine future economic success.

South Africa introduced entrepreneurship education over the last decade, and preliminary evidence suggests that widespread problems are experienced with the implementation (Shay & Wood, 2004: 34). This study investigated to what extent the introduction of entrepreneurship education has enhanced entrepreneurship knowledge and skills among learners of the Cape Town Municipality. Furthermore, suggestions were made to address problems identified so as to improve the implementation of entrepreneurship education in the area.

The next chapter focuses on the methodology used in this study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Introduction**

The previous chapter highlighted the literature review of certain concepts such as entrepreneurship, entrepreneurship education and its importance as well as made reference to the USA perspective on entrepreneurship education. The aim of this chapter is to provide a detailed description of the research methodology, research design, theoretical framework, the units of analysis, the instruments used for data collection as well as the process and limitations associated with this research intervention and lastly the data analysis.

This study was deductive and exploratory. It was deductive in that it used deductive logic to derive a conclusion in the case of what is deemed appropriate to learn in high school in order to become entrepreneurs after school or in the future. It was exploratory in that it evaluates the effectiveness of entrepreneurship education in transferring entrepreneurial knowledge and skills to high school learners. The main theoretical framework used for this study was activity theory. This was chosen because entrepreneurship education can be seen as an activity which involves the community, the subject, object and outcomes as well as the tools and instruments used to foster entrepreneurial knowledge and skills.

A triangulation of research methods was adopted for this study. A survey questionnaire was utilised as part of a quantitative design, and from a qualitative design, personal interviews were conducted and finally a document analysis was done. By adopting a mixed research design it was believed that the quantitative and qualitative approaches would complement each other, thus strengthening the results of the study. The triangulation of methods and data will allow for multiple perspectives of the research problem (Hassan, 2012:472).

This chapter covers the following concepts: the research paradigm; the theoretical framework; the research problem; the research questions; objectives of the research; empirical survey; data collection methods and instruments; the qualitative research design; and summary.

#### **3.2. The research method**

There are two main research methods, namely the quantitative and the qualitative methods identified by Collis and Hussey (2003:47). A qualitative and quantitative study will be

conducted in order to investigate the perceptions of high school learners on the current entrepreneurship curriculum in equipping and motivating them to start up and successfully run their own businesses. The qualitative approach will allow the researcher to gain insight on the implementation of entrepreneurship education in high schools and it will assist the researcher to discover any problems that might exist within the current entrepreneurship education programmes. In contrast, quantitative research focuses on facts, figures and measurements and is objective rather than subjective in approach.

This study sought to identify the factors that motivated current business owners to start up and manage sustainable businesses. Questionnaires and personal interviews were used to collect data on entrepreneurial characteristics among those who currently own businesses, current entrepreneurship curriculum, student perspectives, and current trends of entrepreneurship education in order to determine what content and how it should be taught in entrepreneur programmes and to provide guidelines for entrepreneurship education. The positivistic approach (quantitative) focuses on the facts or causes of a social occurrence with little subjectivity of the individual (Collis & Hussey, 2003:52). The questionnaire was personally handed out and collected by the researcher so as to cater for any problems the participants may have encountered and be able to clarify the choices made and ensure quality responses.

### **3.2.1. Qualitative**

The qualitative approach allows the researcher to gain insight into the implementation of entrepreneurship education in high schools and it also assists the researcher to discover any problems that might exist within the current entrepreneurship education programmes from the point of view of both Learners and Teachers. Qualitative methods provide representations of outcomes that can be utilized to gauge accomplishments against goals, standards or targets (Hassan 2012:472).

This study sought to identify the factors that motivate current business owners to start up and manage sustainable businesses so as to incorporate these aspects in the curriculum of entrepreneurship education in high schools. Personal interviews were conducted to collect data on what is deemed important to study in order to gain entrepreneurial skills to start up successful businesses. With interviews, the researcher was able to get clarity on participants' responses and ensure in-depth discussions. The data from the interviews was being transcribed and analysed through the use of coding, identification of themes and categorization.

### **3.2.2. Quantitative**

In contrast, quantitative research focuses on facts, figures and measurements and is objective rather than subjective in approach. Questionnaires were used to collect data from learners on the current entrepreneurship education, students' perspectives on its effectiveness in transferring entrepreneurial knowledge and skills, in order to determine what content and how it should be taught. A total of 403 questionnaires were completed and returned out of the 450 questionnaires distributed. These questionnaires were self-administrated.

The positivistic approach (quantitative) seeks the facts or cause of social phenomena, with little regard to the subjective state of the individual (Collis & Hussey, 2003:52). The questionnaire is intended to be collected personally by the researcher to allow for evaluation of any problems that the interviewee may have experienced.

The self-administered questionnaires were designed using a likert scale, structured questions as well as closed-ended and open-ended questions. The data gathered was statistically analysed. Self-administered questionnaires allowed for more respondents to be involved in the study to make data collection relatively easy.

### **3.2.3. Document analysis.**

Document analysis of text books, course guide and outline, lesson plans, minutes taken during the interviews, discussion documents and reports as well as assessment portfolios and assignments were also used as a means of corroborating information obtained during the interviews and observation studies. Other documents for analysis included course materials used during the entrepreneurial education training programme and the handbook that served as a guide for educators and learners alike.

### **3.3. The research problem**

There is a very high rate of unemployment among the youth in South Africa. According to Statistics SA (2012:3-4) 70% of the youth are unemployed. Entrepreneurship plays a vital role in job creation and economic growth in most economies (North, 2002:24). Therefore entrepreneurship education in high schools would motivate and encourage learners to become self-employed upon leaving school or in the future.

There is a misalignment between the Entrepreneurship Education received in High Schools and the knowledge and skills needed to become a successful entrepreneur upon leaving school or in the future. Hence the entrepreneurship education received in schools is not adequately addressing the knowledge and skills needed by school leavers to become successful entrepreneurs.

### **3.4. The research questions**

The main research question was: What do teachers, learners and entrepreneurs as members of the community in the activity theory deem as important to study in order to start up sustainable businesses? In order to answer this main question, secondary questions were asked. These questions consist of the following:

- Is the current entrepreneurship education in high schools effective in the development of transferable entrepreneurial knowledge and skills? Is the object (entrepreneurship education) of the activity system being addressed?
- As members of the activity system, what are the high school learners' perceptions of the entrepreneurship education currently being offered in Cape Town high schools in assisting to start-up businesses?
- What are the contents (tools) being used in these entrepreneurial courses and how can they be improved?
- What are the entrepreneurship skills and knowledge (outcomes) promoted in these entrepreneurial courses?
- From the perspective of entrepreneurs, as members of the activity system, what are the entrepreneurial skills needed in order to become a successful entrepreneur?
- What are the perceptions of teachers, as members of the community, regarding the effectiveness of the entrepreneurial courses?

### **3.5. The aim and objectives of the study**

The aim of this research study was to evaluate the effectiveness of entrepreneurship education, currently being offered in high schools, against the parameters of what is required to become a successful entrepreneur in the work place.

In order to achieve this aim, the following objectives are formulated. The objectives are:

- To find out what entrepreneurs as members of the community in the activity theory deem as important to study in order to start up sustainable businesses.
- To evaluate the effectiveness of the object in the activity theory (current

entrepreneurship education) in high schools in achieving the outcome (the development of transferable entrepreneurial knowledge and skills).

- To understand high school learners as members of the community's perceptions of the entrepreneurship education in assisting them to create businesses.
- To investigate the contents (tools) of these entrepreneurial courses.
- To investigate the key skills that these entrepreneurial courses promote or project (outcome of the activity theory).
- To investigate the entrepreneurial skills needed in order to become successful entrepreneurs.

### **3.6. The sampling design**

This study focused on the Cape Town Metropolitan area in the Western Cape Province of South Africa. A case study design was used to evaluate students' perceptions of the current entrepreneurship education. As highlighted by Leedy and Ormrod (2005:135) it is suitable to use a case study in a situation where little is known or not well understood as in the case of the effectiveness of entrepreneurship education in high schools in Cape Town. Entrepreneurship education is still a relatively new and complex field. Purposive sampling as a non-probability sampling method was used because the research focused on a specific target group which in this case were high schools in Cape Town.

To obtain units of analysis, the researcher relied on the Raosoft (2004) sample size software and previous research findings so that the sample obtained might be a representative of the significant population (Welman & Kruger, 2001:63). Nine schools were selected using this method in the Cape Town Metropolitan for the case study. Both Public schools and Independent (private) schools with an enrolment of more than 300 learners for Grade 10-12 and where the Grade 12 enrolment exceeds 20 learners will be eligible for selection. The school must offer Business Studies in its curriculum for Grade 10-12. This sample size of nine schools was selected in order to cover a wide range of categories, therefore schools from the predominantly black and coloured townships, as well as the "Model C" schools and also schools from the upper class suburbs in Cape Town were selected. The nine schools were grouped as follows; three schools from high income schools, three schools form moderate income school (Model C schools) and three from low income schools.

An online sample size calculator was used to determine the sample size for the small and micro business owners to be sampled (Raosoft, 2004). Using the online calculator (Raosoft 2004) and entering a population of 300 micro and small businesses with a margin of error of 5% and a 95% confidence level, the recommended sample size generated was 30. This is

slightly less than the 5% rule of thumb of the quoted figure of 45 mentioned earlier but with a confidence level of 95% and considering the representativeness of proportionate stratified random sampling mentioned by Huysamen (1994), the sample size was considered adequate.

### **3.7. The Measuring instrument**

Self-administrated Questionnaires (see Appendix D on page 119) were handed over to all Grade 12 Business Studies learners per school in Cape Town, as well as personal interviews were conducted with 9 Business Studies teachers (see Appendix C on page 116) from all 9 schools selected. The questionnaire was used to determine the effectiveness of the current entrepreneurship education in High Schools and learners' perceptions in developing entrepreneurial knowledge and skills.

Personal interviews were also conducted with 30 small business owners (see Appendix E on page 125) within the Cape Town Metropolitan area to determine the traits that make successful entrepreneurs and to know how these characteristics can be incorporated in the teaching of entrepreneurship education. The small business owners were purposefully sampled and must be operating within the Cape Town CBD and have been operating for about 3 years. Interviews conducted were used to assess factors that drive business owners to start a sustainable business among those who have been exposed to entrepreneurship training, those who have not been exposed and those exposed to other business training. The questions in the interviews were both closed ended, open-ended and thus encouraging unsolicited discussion. The reason for choosing this data collection through interviews is that it focuses directly on the case study topic and is insightful (Yin, 2003:86).

The researcher acted as a silent observer in the field and observed the teachers and learners during entrepreneurship education lessons in schools. Field notes were very vital for jotting down what was observed during data collection. All impressions were written down, which acts as a reactive strategy. One of the strengths of observation is that it captures the context of the event and the event occurs in real time (Yin, 2003:86).

The questionnaires used for this study are found in Appendices C, D and E on pages 116-126.

Also an analysis of documents, syllabi, curricula and assessment instruments were used to understand the content of entrepreneurship education offered in high schools. Document

analysis was done because documentation is useful when obtaining historical data and covers a long span of time.

### **3.8. Literature search**

The literature search involved a review of related books, journal articles, government gazettes, official publications, published and unpublished research, newspapers, and electronic literature sources. Internet searches were done using key search engines such as Google and Google scholar.

### **3.9. Delimitation of the study**

This study was limited only to the Cape Town Metropolitan area. For ethical purposes, permission had to be obtained from the Western Cape Department of Education in order to have access to the school. The Approval Letter from The Department of Education, Consent Letter which included the confidentiality of the information for the school participants and small business owner participants can be found in the appendices. Also the Principals and the Teachers of Business Studies gave their consent first (see Appendix B on page 113 for consent letters) before questionnaires could be handed to learners as well as the interviews to be conducted with the teachers at their convenience.

Meetings were organised to explain the purpose of the questionnaires to various group participants before a date could be confirmed for the actual survey questionnaires to be conducted. This method of arranging meetings is suitable where the survey is being conducted at a few locations as was the case for this research (Collis & Hussey, 2003:176). Considerable time and effort were required to organise these meetings and the purpose of the questionnaire was explained to those who were going to complete the questionnaires. Sometimes the researcher had to reschedule meetings due to the unavailability of the participants like learners writing tests.

As concerns the interviews with Small Business owners within the Cape Town Metropolitan area, participants rejected the interviews being recorded. Therefore, the researcher had to jot down notes while interviewing. Permission was obtained from the Education Department (see appendix A on pages 110-113), which was a long and daunting process, and from schools prior to completion of questionnaires by students and teachers. Ethical consideration and approval were obtained for this study. Nine high schools located in the Cape Town Metro North and Metro Central districts were categorized according to the level of income in terms of fees (low, moderate and high income schools).



### **3.10. Data analysis**

Both quantifying and non-quantifying data analysis methods were used to interpret the data. The questionnaires and interviews were personally administered so as to resolve any problems that the interviewee may encounter. The purpose behind this approach is to be able to have some control over the quality of the responses as well as to clarify reasons behind choices made.

Researchers such as Lincoln and Guba (1985:56) and Collis and Hussey (2003:278) suggest that data analysis should be evaluated through the following criteria: conformability credibility; dependability; and transferability of findings.

Credibility ensures that the research was conducted efficiently in that the subject of the enquiry was correctly identified and described (Collis & Hussey, 2003:278). Credibility in the current study was attained through continuous discussion with the teachers involved in the programme with regard to the progress of the programme. Furthermore, credibility was enhanced by using observation, interviews and questionnaires to collect data. The questionnaires were also distributed to three demographically different schools to further enhance the credibility.

In social research methods, transferability refers to the level to which the results of the qualitative research can be generalized or transferred to other contexts. The schools share a common feature in that all nine schools offer entrepreneurship education as part of the subject Business Studies in the FET curriculum. The entrepreneurship education offered by the schools is offered on a national basis in all secondary schools who offer Business Studies on an FET level.

Dependability refers to the fact that the research process followed a systematic approach, was rigorous and well documented (Collis & Hussey, 2003:278). The process followed to gather and analyse information is explained in detail in the current chapter. This detailed explanation of the approach followed in the study secures the dependability of the findings of the study.

Finally, conformability refers to the degree to which the results of the study could be confirmed or corroborated by others. The findings of the current study are validated by referring to the responses on the questionnaire and by doing a data audit of the data collection and analysis procedure.

### **3.11. Statistical analysis**

Both parametric and non-parametric tests were used in analysing the data. A non-parametric test was used for the teachers' survey because it is a small sample of just nine participants. Cooper and Schindler (2003:52) indicated that non-parametric tests are used to test nominal and ordinal data.

For this study, a Chi square test, and a Kruskal-Wallis were being used to analyse the data. Survey data were subjected to descriptive analysis techniques. Frequency distribution were presented as histograms, bar and pie charts. The researcher being also an observant in the field explained all her observations. Data sets were subjected to statistical analysis using Past statistical software (2011).

### **3.12. Summary**

This chapter explained the methodology and the processes used by the researcher to collect and analyse data. This empirical study using primary data collected from an explorative structured self-administrated questionnaire gathering both quantitative and qualitative data as well as personal interviews has provided a broad overview of the effectiveness of entrepreneurship education in high schools.

The researcher used non-probability sampling to identify the sample size of participants for the study. The sample size of participants is representative of the population from which findings and conclusions can be drawn.

Furthermore, both quantifying and non-quantifying methods were employed to analyse the data collected so that credible, transferable, dependable and conformable findings would be made available.

The next chapter focuses on the presentation of results and analyse the research findings by providing explanations of observations made as well as of the responses given on the questionnaire and interviews. Furthermore, summaries of the responses of questionnaires were visually displayed in tables, charts and graphs.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION OF RESULTS**

#### **4. Introduction**

In Chapter 3, the research methodology used for this study was being explained. In this chapter, the results gathered from all the research instruments would be disseminated into three different parts. The first part focuses on the results and data gathered from the self-administrated questionnaires distributed to high school teachers, the second part would present the results obtained from the self-administrated questionnaires distributed to high school Business Studies learners, and the last part focuses on the results and data obtained from the survey conducted (through personal interviews) with business owners.

#### **Part One**

##### **4.1. Results from Questionnaires distributed to High School Business Studies Teachers (Appendix C)**

The first part focuses on the results obtained from the survey conducted with high school teachers of Business Studies.

###### **4.1.1. Section A: Demographic information**

Section A of the research instrument (Questionnaire to Teachers, Appendix C on page 116) focuses on the demographic profile of the Teachers sampled which is represented in Table 4.1. The demographic profile of the sample shows that 55.6% of the population were Male, 66.7% of the teachers were between the ages of 31-40 and 33.3% of the teachers were from both the coloured and white ethnic groups respectively. Surprisingly, the majority of teachers involved in teaching the subject are not older than 40 years and would thus not have been educated in a time when the focus in education was on teacher reproduction; instead, their era focused on an experiential learning experience as required by Outcomes Based Education (OBE). The data also shows that 89% of the sampled teachers do teach Business Studies from Grades 10 to Grades 12 while just 11.1% of the teachers' population teach only Grade 12.

**Table 4.1: Demographic profile of the teachers**

<b>Characteristics</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Female	4	44.4
	Male	5	55.6
<b>Total</b>		<b>9</b>	<b>100</b>
Age	31-40	6	66.7
	41-50	3	33.3
<b>Total</b>		<b>9</b>	<b>100</b>
Ethnic group	Asian	1	11.1
	Black	2	22.2
	Coloured	3	33.3
	White	3	33.3
<b>Total</b>		<b>9</b>	<b>100</b>
Grades teaching	Grades 10-12	8	89.0
	Grades 12	1	11.1
<b>Total</b>		<b>9</b>	<b>100</b>

**4.1.2. Section B: Qualification and self-characterisation**

This section of the results dwells on the qualification and self-characterisation of the teachers.

**4.1.2.1. Highest academic qualification**

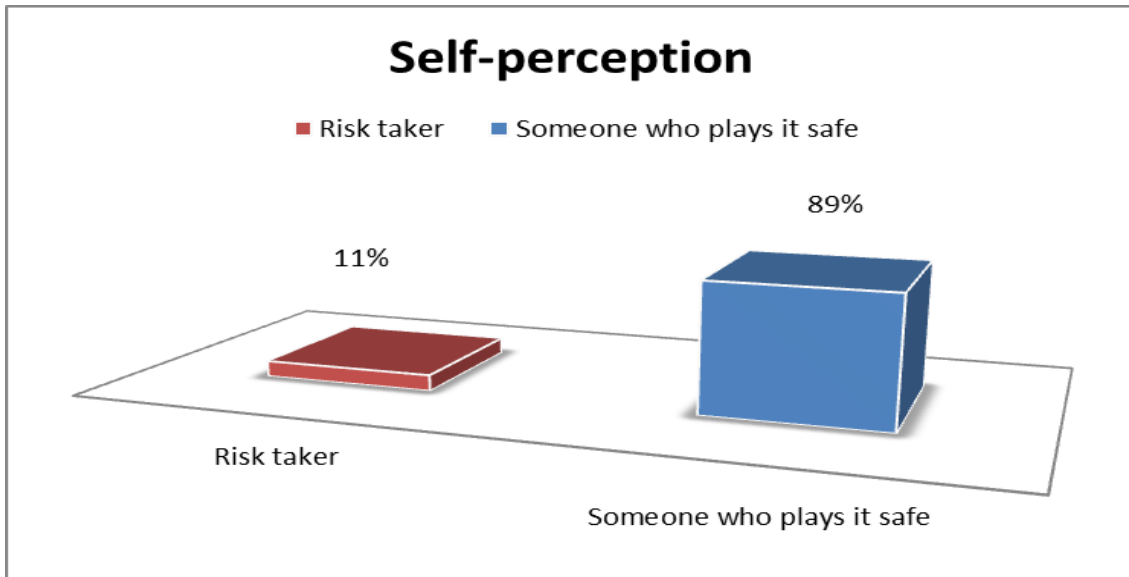
The measuring instrument asked respondents about the highest academic qualification obtained. The results as seen in Table 4.2 showed that a majority of the Business Studies teachers are holders of a Bachelor's degree in Education (44.4%) whereas just one teacher (11.1%) holds a Master's degree.

**Table 4.2: Highest qualification obtained by teacher respondents**

<b>Highest qualification obtained</b>	<b>Frequency</b>	<b>Percentage</b>
B.Education	4	44.4
BTech.Education	1	11.1
PGCE	2	22.2
Postgraduate Diploma	1	11.1
Masters	1	11.1
<b>Total</b>	<b>9</b>	<b>100</b>

#### 4.1.2.2. Self-perception and advice to learners

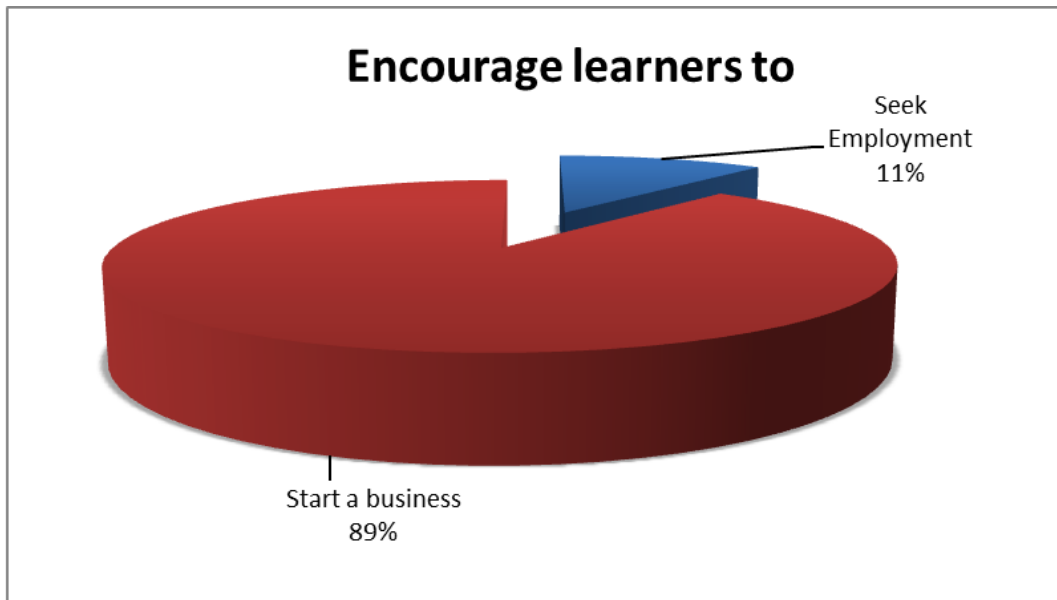
In section B of the questionnaire (appendix C), the teachers were asked in the measuring instrument whether they see themselves as either a risk taker or someone who plays it safe. The results are indicated in Figure 4.1.



**Figure 4.1: Self-perception of teachers**

Based on the result as shown in Figure 4.1, 89% of teachers (eight teachers out of nine) see themselves as someone who plays it safe while 11% (one teacher out of nine) sees himself/herself as a risk taker?

The teachers were also asked what would they encourage their learners to do: seek employment with a fixed salary or start their own business. The results (Figure 4.2) show that an overwhelming majority (89%) of the teachers would encourage their learners to start their own business as opposed to seeking employment (11%) with a fixed salary.



**Figure 4.2. Teachers' word of encouragement to learners**

#### **4.1.3. Section C: Entrepreneurship in the curriculum and entrepreneurial activities**

Section C dwells on entrepreneurship in the curriculum as well as entrepreneurial activities.

##### **4.1.3.1. Entrepreneurial activities and teachers' expectations**

The teachers were asked if they knew any successful entrepreneurs and also if the curriculum engaged the learners in practical activities regarding entrepreneurship. The results as indicated in Table 4.3 of the teachers' survey shows that 89% of the sampled teachers confirmed that the curriculum engages the learners in practical entrepreneurial activities and learners met their expectations. The results as shown in Table 4.3 also indicated that 89% of the teachers say they know successful entrepreneurs. Interestingly from the results as seen in Table 4.3, 89% of the teachers confirmed that the learners met their expectations.

**Table 4.3: Teachers' responses to some questions with respect to their competencies and expectations**

<b>Variables Frequency (%)</b>	<b>Category</b>	<b>Absolute Frequency</b>	<b>Relative</b>
Engage learners in Entrepreneurial Activities	Yes	8	89.0
	No	1	11.1
	<b>Total</b>	<b>9</b>	<b>100</b>
Know any successful entrepreneurs?	Yes	8	89.0
	No	1	11.1
	<b>Total</b>	<b>9</b>	<b>100</b>
Did the learners meet your expectations?	Yes	8	89.0
	No	1	11.1
	<b>Total</b>	<b>9</b>	<b>100</b>

Number of teachers (n) = 9

#### **4.1.3.2. Teachers' opinion on learners' interest in entrepreneurship and the ability to start up business**

In the research instrument, the teachers were asked about their perception of their learners' interest in entrepreneurship which was based on a 1-10 Likert scale. The result as shown in Table 4.4 indicates that teachers from low income schools had a high mean in terms of all the variables analysed. The average mean of low income teachers who agreed that learners had an interest in business was 8.8 on a scale of 10 with a standard error of 0.6, while moderate and high income school teachers had an average mean of 6.7 and 6.0 respectively. In spite of the high mean observed in all the variables tested from the low income school teachers, there was no statistical significance in the responses of teachers in all income levels (low income, moderate income and high income school). There was no significant difference ( $P > 0.05$ ) among low, moderate and high income schools for all variables tested which included learners' interest in business, ability to grasp entrepreneurial concepts, and ability to start up business as seen in Table 4.4.

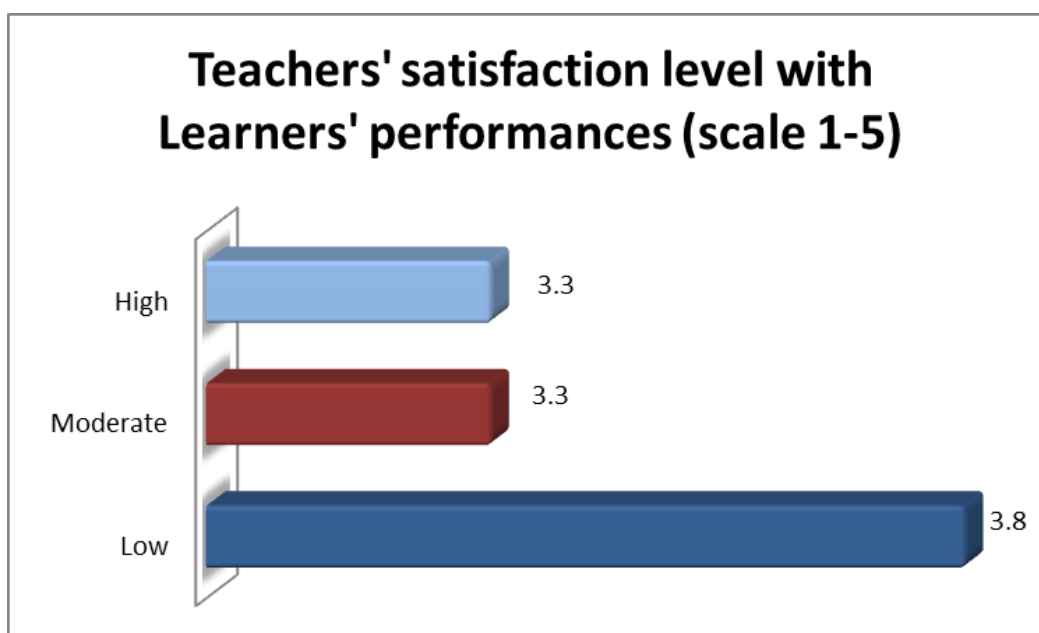
**Table 4.4: Teachers' opinions of learners' interest in entrepreneurship**

Variables Statistics	Category (Income level)			Kruskal-Wallis P-Value
	Scale (Mean ± SE)			
	Low	Moderate	High	
Interest in business	8.8±0.6	6.7±0.9	6.0±0.0	0.08
Ability to grasp concept	7.3±0.9	5.7±0.7	5.3±0.7	0.23
Ability to start up business	5.8±1.6	5.3±0.3	6.0±1	0.73

There was no statistical significance ( $P > 0.05$ ) when the responses of the teachers based on a scale of 1-10 among the different categories (Income level) were compared.

#### 4.1.3.3. Teachers' satisfaction level with their learners' performance

Teachers were asked about how satisfied they were with the learners' performances. According to the results (Figure 4.3), low income schools teachers had a high satisfaction level (3.8 on a scale of 1-5) with their learners' performance while moderate and high income schools had moderate satisfaction level (the same level of 3.3 on a scale of 1-5). This means that the low income school teachers were highly satisfied with the performances of their learners while the moderate and high income school teachers were fairly satisfied with their learners' performances.



**Figure 4.3: Teachers' satisfaction level with learners' performances**



The Kruskal-Wallis as a non-parametric test was performed because this was a small sample size of three different groups. The results from this data demonstrate (Table 4.5) that all the teachers irrespective of the school income level were satisfied with their learners' performances meaning there were no significance differences ( $P > 0.05$ ) among low, middle and high income schools for the variable tested.

**Table 4.5: Teachers' satisfaction level with learners' performance in Business Studies**

Variable Statistics	Category			Kruskal-Wallis P-Value
	Scale 1-5 (Mean±SE)			
	Low	Moderate	High	
Teachers' satisfaction level with Learners' performance	3.8±0.2	3.3±0.3	3.3±0.3	0.43

There was no statistical significance ( $P > 0.05$ ) in the response of teachers' satisfaction level with their learners' performances.

#### **4.1.3.4. Teachers' viewpoint of learners' ability to apply the knowledge and skills acquired**

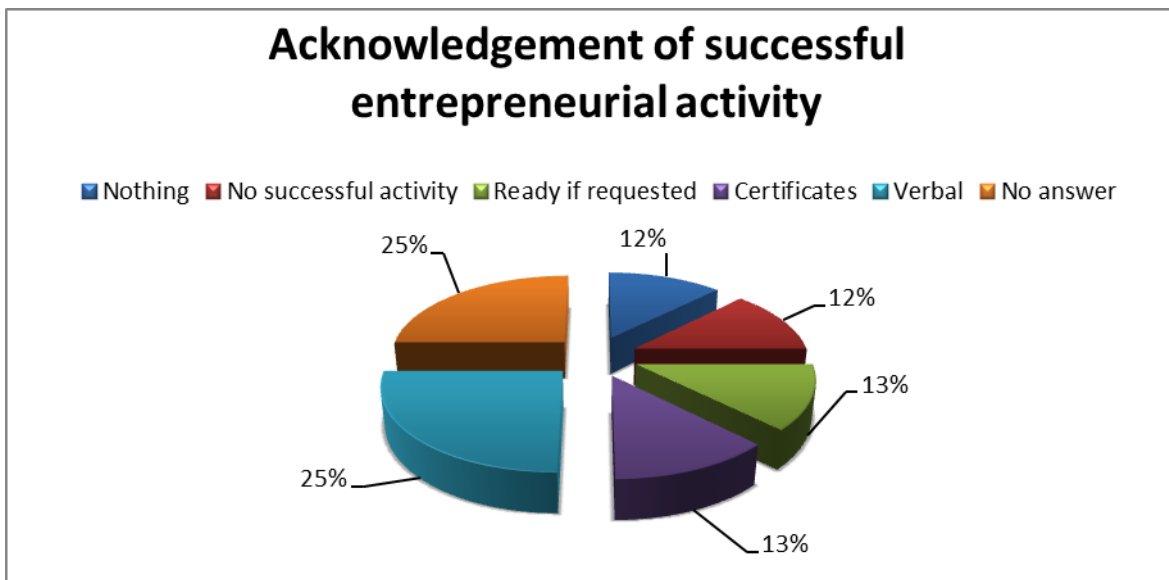
The teachers' viewpoint was solicited with regard to their learners' ability to apply the knowledge and skills acquired in the business world. The result as seen in Table 4.6 indicates that 55.6% of the teachers agreed that their learners would be able to apply in the business world the knowledge and skills that they have acquired. When asked how often the school or the teachers monitor past school leavers, 55.6% noted that they monitor occasionally, while approximately 11.1% indicated that they monitor often and only 33.3% of teachers reported that they monitor past learners often. The just mentioned finding is contradictory as it begs the question how they would know the learners are applying what they are being taught if only 33.3% of the schools/ teachers monitor their past learners on a regular basis. The results as shown in Table 4.6 shows that 55.6% of the teachers were satisfied with the overall performances of their learners which matches the 55.6% who say they agree that their learners would be able to apply in the market place their knowledge and skills gained as shown in Table 4.6.

**Table 4.6: Teachers' opinion of learners' ability to apply the knowledge and skills acquired**

<b>Statement</b>	<b>Response</b>	<b>Results</b>	
	<b>Percentage</b>	<b>Frequency</b>	
Would learners be able to apply in the business world what they have learned?	Strongly agree	2	22.2
	Agree	5	55.6
	Neutral	2	22.2
	<b>Total</b>	<b>9</b>	<b>100</b>
How often do you monitor past School leavers?	Occasionally	5	55.6
	Often	1	11.1
	Sometimes	3	33.3
	<b>Total</b>	<b>9</b>	<b>100</b>
What is the overall performance of Learners in the subject?	Satisfactory	5	55.6
	Fair	4	44.4
	<b>Total</b>	<b>9</b>	<b>100</b>

#### **4.1.3.5. Acknowledging successful entrepreneurial activities of learners**

The teachers were asked to comment on how the school acknowledged successful entrepreneurial activities of learners. According to the results displayed in Figure 4.4, 13% of the teachers say certificates are given to learners to acknowledge successful entrepreneurial activity while 12% say a verbal recognition is given in front of the school assemblies. Twelve percent of the teachers say there has been no successful entrepreneurial activity by the learners therefore there was no need of acknowledgement. Thirteen percent of these teachers are willing to implement a platform for recognition if requested to do so. Twenty-five percent of the teachers left this question blank and 25% of them say nothing is done to acknowledge such activities.



**Figure 4.4: Acknowledging entrepreneurial successes in learners**

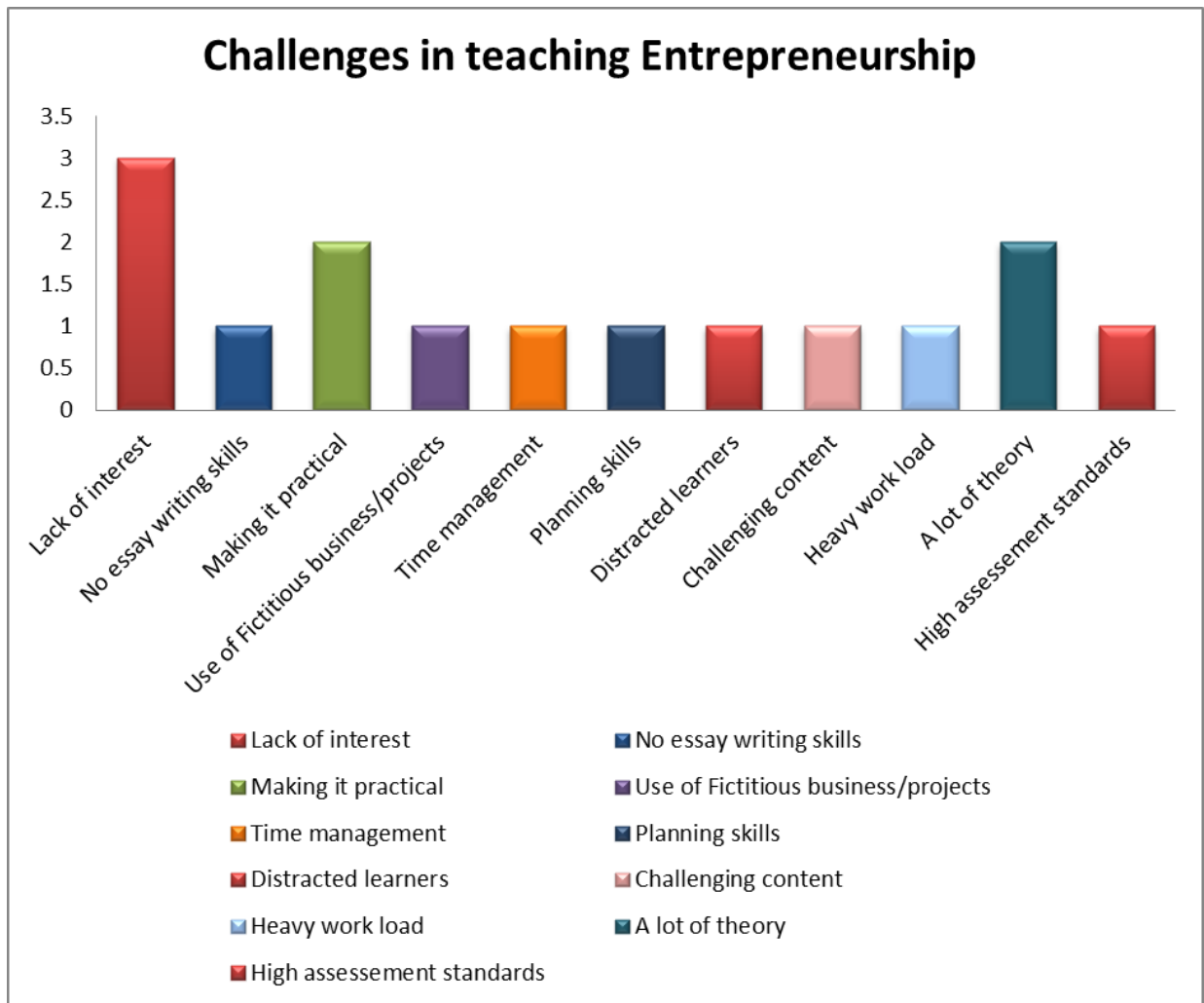
#### 4.1.3.6. Challenges involved in teaching entrepreneurship

In the research instrument, the teachers were asked some open questions to comment on the challenges they faced in teaching entrepreneurship to learners and my results suggested that a lack of interest among students was identified by a higher number of teachers (77.7%) as a key challenge in teaching Entrepreneurship compared to the other challenges. In Figure 4.4 the lack of interest got the highest rating. The teachers expressed that the learners were not interested when the lesson consisted of only teachers explaining with little or no learners' discussion or participation in the lesson. From the three different school categories of the 9 schools, 8 teachers (88.8%) indicated that the learners were less interested.

Another challenge faced by the teachers was making business studies more practical. Seven of the teachers (77.7%) said the subject should include more practical activities in the curriculum. In spite of the lack of practical activities, the teachers complained that the work load was a lot and there was a lot of theory on the subject Business Studies. Some teachers even said the content of the Business Studies subject is a challenging one. The teachers suggested that they would like the use of real business examples or stories; the use of fictitious stories does not make the subject close to real life.

More challenges from the teachers included that the learners lacked essay writing skills, planning skills and most of the time the learners are distracted in class. For example, one teacher explained that she introduced a game in class to motivate and prepare the learners for the new topic. It made the learners so excited and distracted that after the game they did not pay any attention to her when she was explaining the new concepts.

Surprisingly the teachers noted that the high assessment standard is a challenge, 4 teachers explained that learners sometimes perform to the best of their ability yet the high standards of the assessment do not permit a high pass mark for such learners. As members of the activity theory, the teachers have issues with time management; six of the nine teachers (66.6%) say they do not cover the entire syllabus by the end of the year due to time constraints. “With respect to the amount of theory involved and the work load is a lot, there is little time to include field trips to real businesses,” one teacher explains.

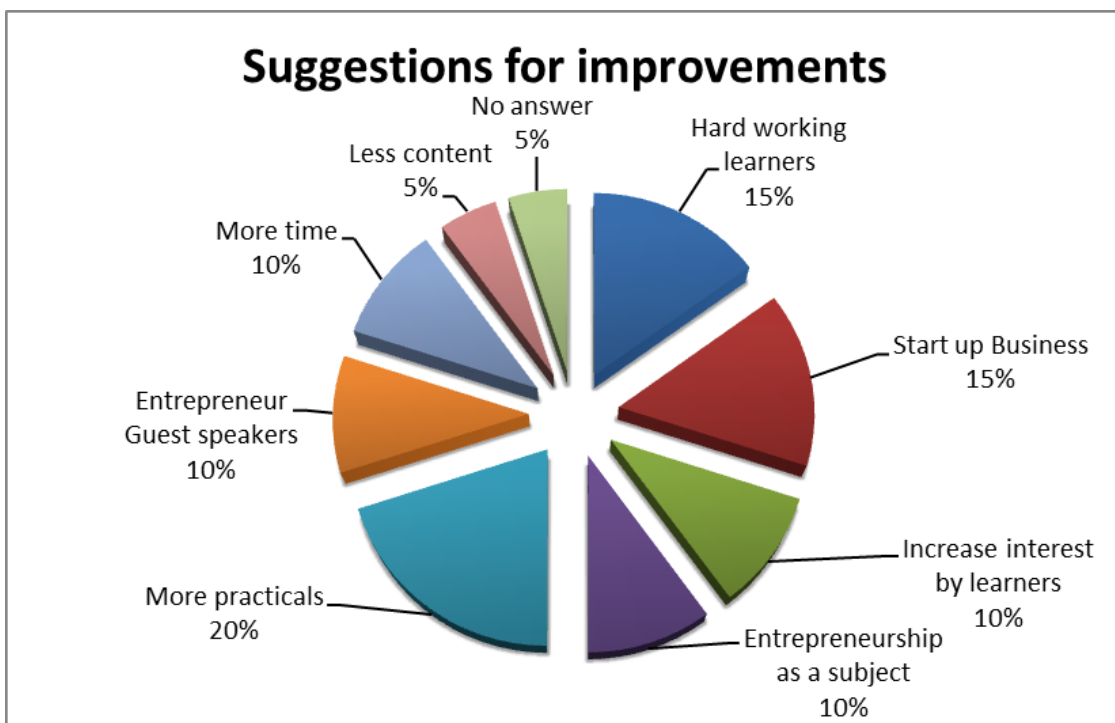


**Figure 4.5: Challenges faced in teaching entrepreneurship**

#### 4.1.3.7. Improvements and suggestions

At the end of the survey the teachers were asked to suggest any improvements that they would want implemented for the teaching of entrepreneurship to learners. Twenty percent of the teachers suggested that the subject Business Studies should be more practical (Figure

4.6). They highlighted examples like more excursions for learners to business premises. Fifteen percent of the teachers suggested that during the course of the subject learners should actually start up small businesses or projects so that they can practise what they learn in a real life situation. Thus 10% suggested that more time should be allocated for the subject and five percent said there should be less theory in the content. Ten percent of the teachers suggested that successful entrepreneurs should be invited to give talks, keynote addresses and even teach learners Business Studies; also they suggested that Entrepreneurship should be taught as an independent subject to learners; and learners should increase their interest in the subject. Fifteen percent of the teachers said learners have to be hard working.



**Figure 4.6: Suggestions for improvements**

**Part Two**

**4.2. Results from Questionnaires distributed to High School Business Studies learners**

This section captures the demographic information, school type, gender, age, and ethnic group data of the learner respondents.

**4.2.1. Section A: Demographics**

Section A of the research instrument to learners (Appendix D on page 119) focuses on the demographic profile of the High School Learners sampled which is represented in Figures

4.7, 4.8, 4.9 and 4.10.

#### 4.2.2. School types

Schools were selected according to the income level with regard to schools fees: three low income (fees), three middle income and three high income. The majority of the learners (65%) in this study were from moderate income schools. These schools included state owned/public schools as well as semi-private schools. Thirteen percent of learners (Figure 4.7) were from low income schools which also comprised Government owned schools as well as semi-public schools. Finally, 22% of the learners were from Private/Independent owned schools (High income).

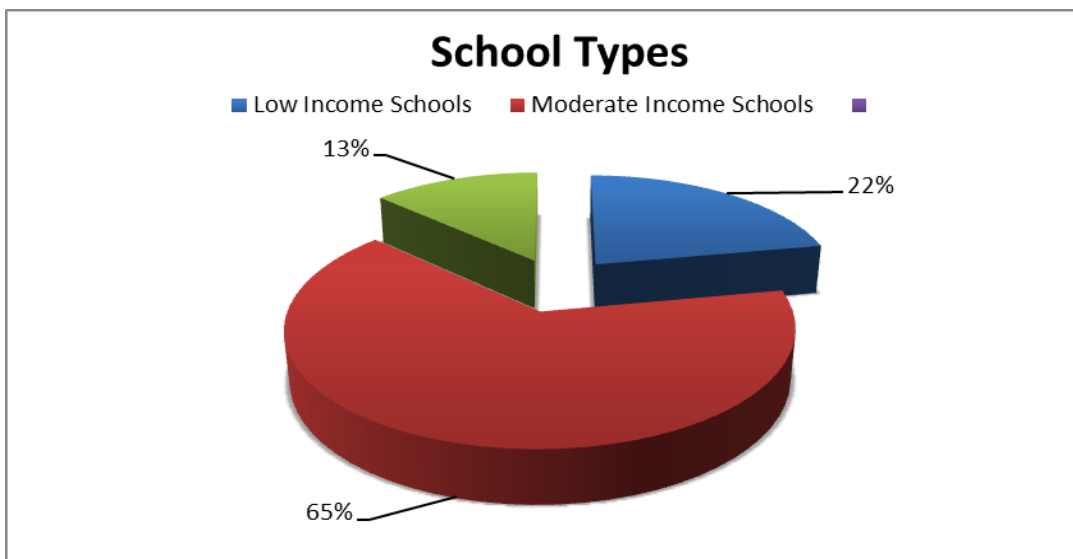
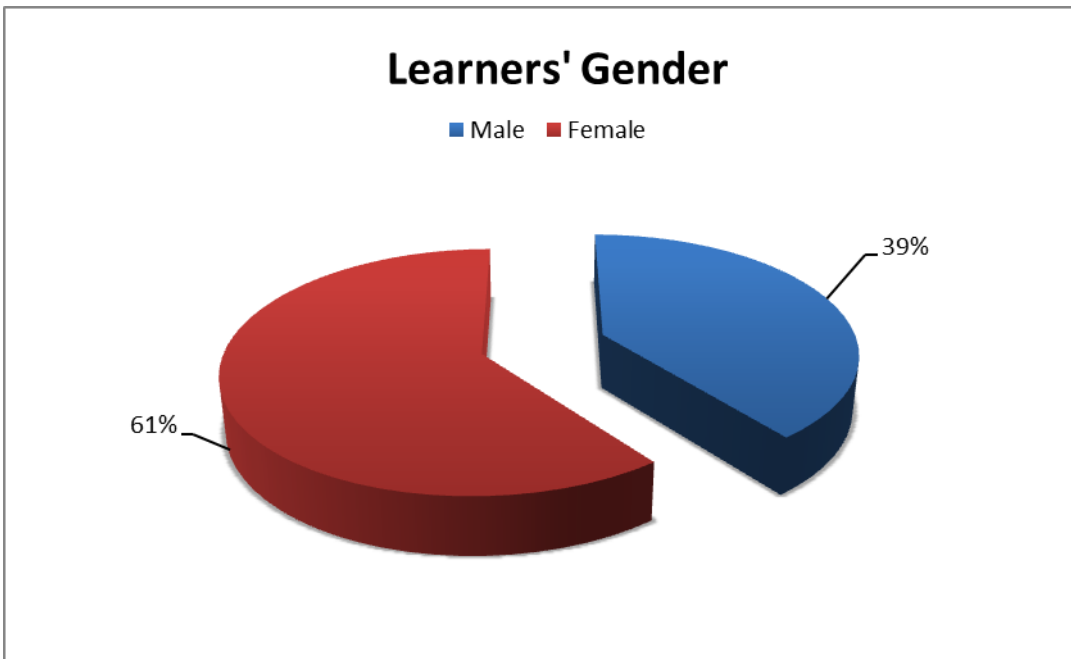


Figure 4.7: Category of schools sampled

#### 4.2.3. Learners' Gender

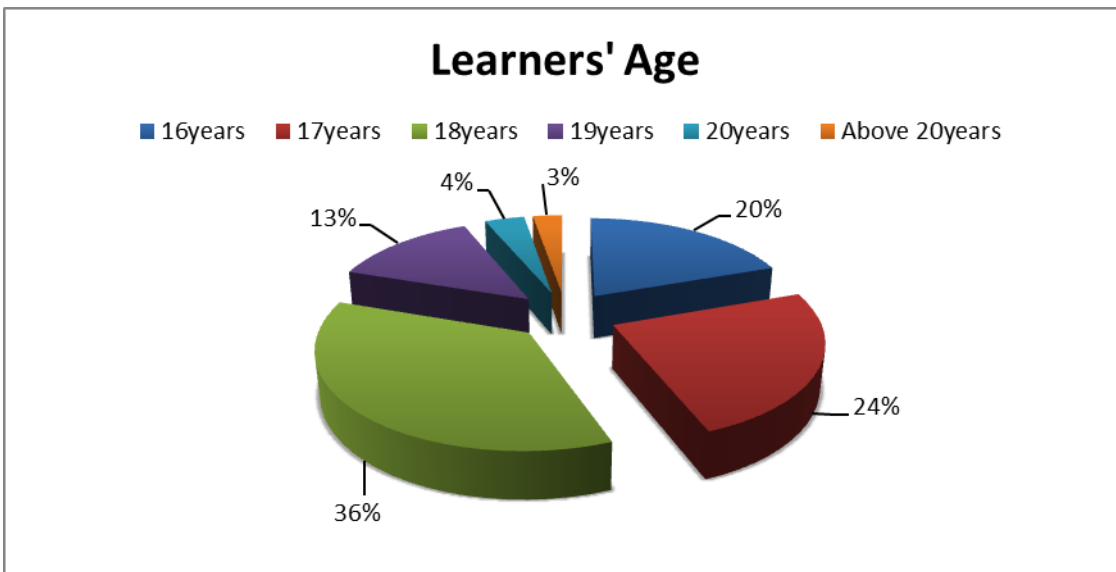
Figure 4.8 shows that 61% of the learners doing the subject Business Studies are female and 39% are male, which reflects the population distribution in South Africa whereby there are more females than males as indicated by Statistics South Africa.



**Figure 4.8: Gender of the learners**

#### 4.2.4. Learners' Age

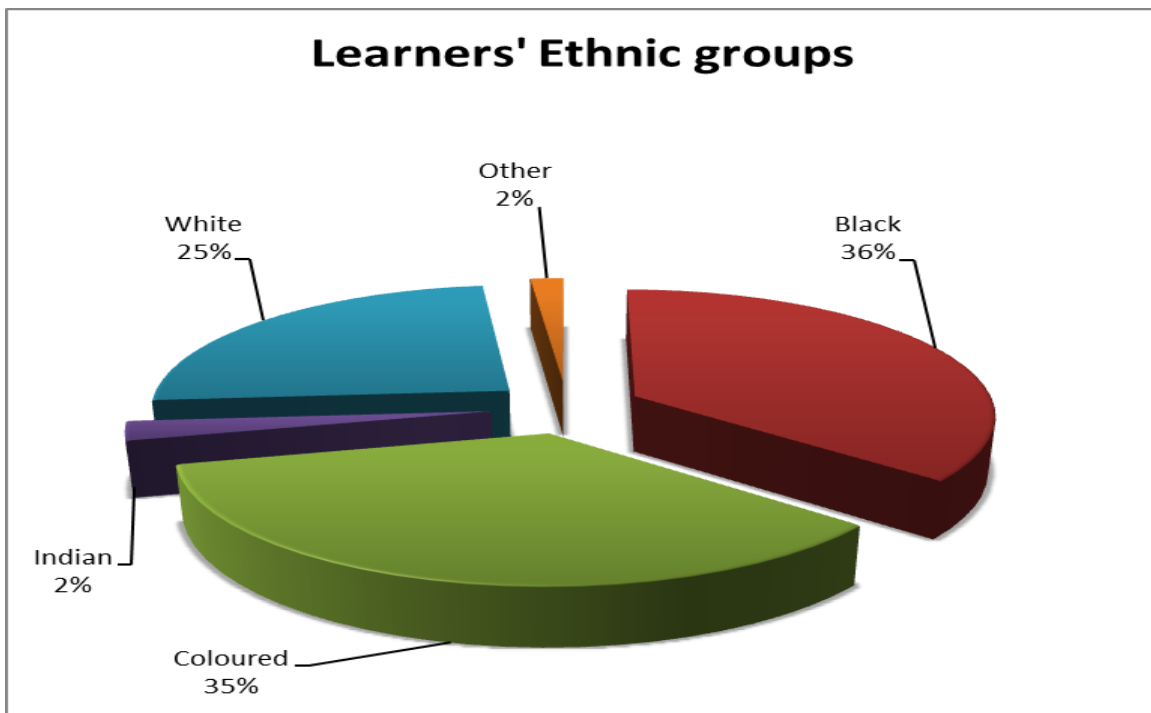
The highest number of learners came from the 18 years age group: 36%, whilst the representation from the 16, 17, 19 and 20 age groups were 20%, 24%, 13% and four percent respectively (Figure 4.9). Only three percent of the learners were above 20 years of age.



**Figure 4.9: Age of the learners**

#### 4.2.5. Learners' Ethnic group

Of the learners who participated in the study, 25% were White, 36% were Black, 35% were coloured, two percent were Indian and two percent for others including Chinese as shown in Figure 4.10.



**Figure 4.10: Ethnic distributions of the learners**

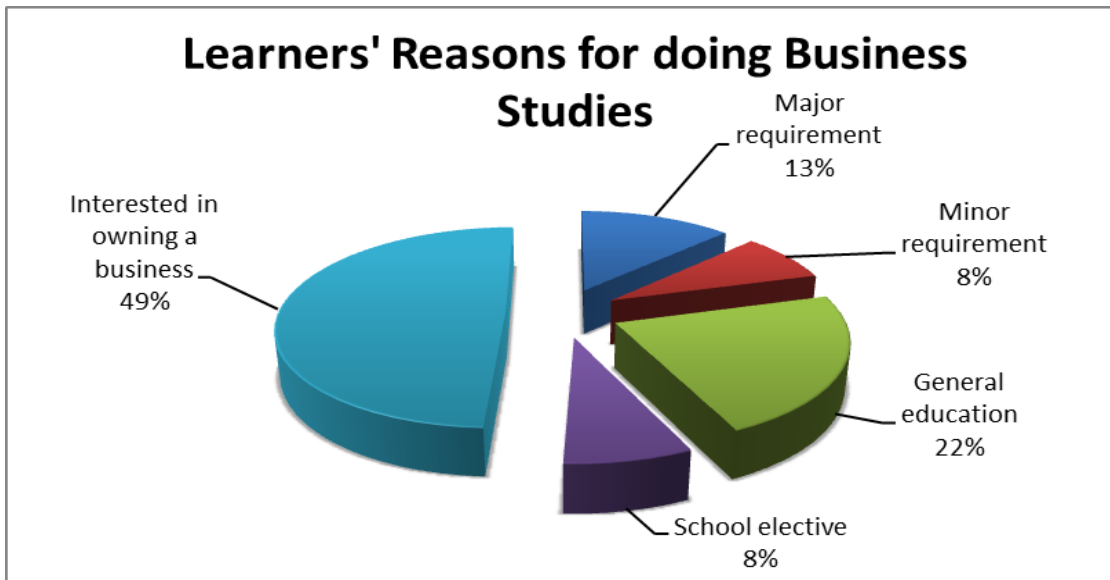
#### 4.2.6. Section B: Risk profile and achievement orientation of learners

Section B of the research instrument to learners (Appendix D) focuses on the risk profile and achievement orientation of the High School Learners sampled, which are represented in Figures 4.11 to 4.17 and Tables 4.7 to 4.10.

#### 4.2.7. Reasons for doing the subjects

Figure 4.11 illustrates that a majority of the learners (49%) studied the subject because they were interested in starting a business. This figure also shows that a good number of learners (22%) took up the subject just for the reason of general education.





**Figure 4.11: Learners' reasons for choosing the subject Business Studies**

Table 4.7 shows the ethnic distribution of the 49% of learners who said their reason for choosing Business Studies was because they were interested in owning a business after school or in the future. The result as shown in Table 4.7 indicates that 63.1% of the learners who chose to study Business Studies because they were interested in becoming entrepreneurs in the future were blacks. Twenty percent of the learners were white. An interesting percentage is the Indians, one percent were Indians with respect to the total percentage of Indians who participated in the survey, which was two percent, that means almost half of the Indians in the survey were interested in doing business. On the other hand, the Coloured population were 35% and only 14% of the Coloureds chose Business Studies because they were interested in owning a business one day.

**Table 4.7: Ethnic distribution of learners who chose the subject because of their interest in Business**

**Category: Learners chose Business Studies because of interest in Business**

Ethnic group	Frequency	Percentage
Black	125	63.1%
Coloured	28	14.1
Indian	2	1.1%
White	40	20.2%
Other	3	1.5%
<b>Total</b>	<b>198</b>	<b>100.0%</b>

Number of learners interested in the subject because they want to become entrepreneurs (N=198).

#### 4.2.8. Expectation of learners when they leave school

The results suggested that a majority of the learners (91%) would want to further their education after high school (Table 4.8). This shows that there is a high level of emphasis being placed on furthering their education across the various school types be it high, moderate or low income schools.

The differences in the responses by the learners who intend to start a business after they leave high school were statistically significant ( $df = 5; X^2 = 125.17; P < 0.05$ ). This means that their responses were not the same in the different income levels. There was a strong confidence level among the various responses from the learners on what they intend to do after they leave high school. From the statistics, it shows that there was a 95% statistical significant level that the responses of the learners on their expectations after school were not the same nor were their responses influenced by the level of income of the schools.

**Table 4.8: Learners' expectations after leaving school**

Variables (Expectations)	Category	
	Yes (Likely)	No (Not Likely)
Further my education	91%	9%
Work in local organisation	32%	68%
Government employment	33%	67%
Business/Industry employment	49%	51%
Self-employment	52%	48%
Family employment	20%	80%

The differences in responses by learners on what they intend to do after they leave high school, under the category likely, was statistically significant ( $df = 5; X^2 = 125.17; P < 0.05$ )

#### 4.2.9. Self-characterisation of how learners see themselves as risk taker or someone who plays it safe

Among the learners sampled, 67% of them see themselves as risk takers as shown in Figure 4.12. One of the main character traits of an entrepreneur is to be able to take calculated risks and make good use of the opportunities in the market place.



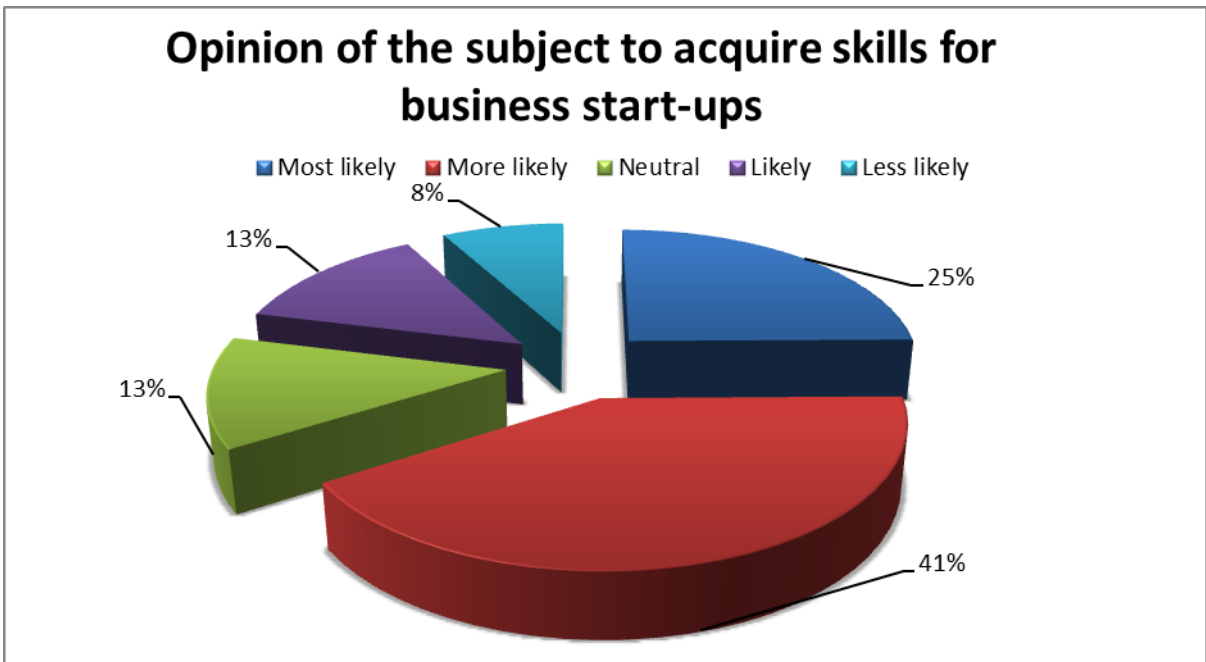
**Figure 4.12: Self characterisation of how learners see themselves as risk taker or someone who plays it safe**

**4.2.10. Section C: Business knowledge and Entrepreneurship**

In this section some questions were asked to identify the learners' perceptions and interest in entrepreneurship.

**4.2.11. Acquiring entrepreneurial knowledge and skills**

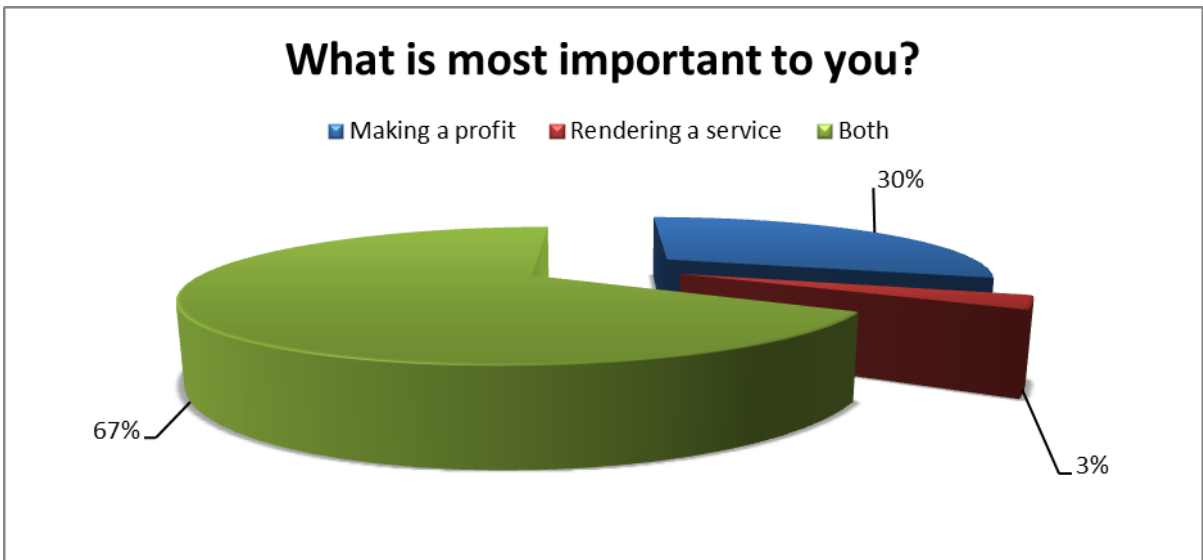
The learners were asked about their opinion on the subject Business Studies in acquiring the necessary knowledge needed to start up a business. Results from the respondents showed that 79% of the learners were of the opinion that the subject has enabled them to acquire the necessary skills and knowledge needed to start up businesses after school or in the near future. It should be noted that this percentage was derived from adding the following percentages of the learners' responses to the question, those who said most likely were 25%, those who said more likely were 41% and those who said likely were 13% as demonstrated in Figure 4.13.



**Figure 4.13: Learners’ opinions of Business Studies in relation to acquiring skills to start up business**

**4.2.12. Entrepreneurial philosophy of the learners**

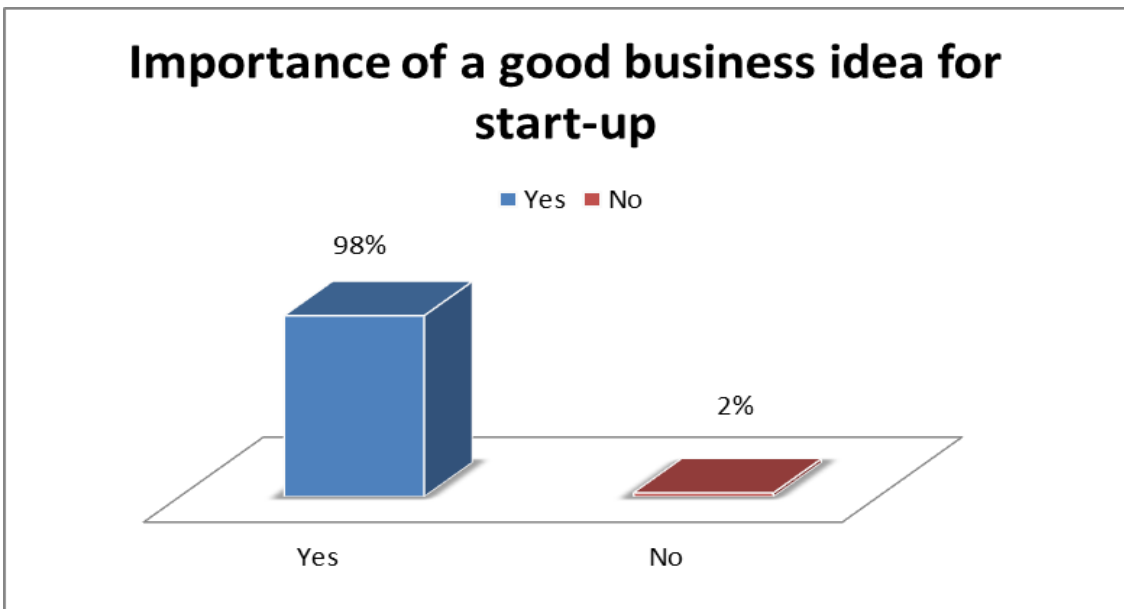
Learners’ entrepreneurial stance or philosophy is presented in Figure 4.14. A large percentage, (67%) of the learners, indicated that rendering a service and making a profit are equally important to them when they become entrepreneurs, which is quite enlightening. This indicates that learners realize that a business should not focus only on making a profit but that if the business renders a required service to the community they would be able to make a profit.



**Figure 4.14: Learners' responses to question relating to Entrepreneurial philosophy; what is most important to them**

#### 4.2.13. Importance of a good business idea

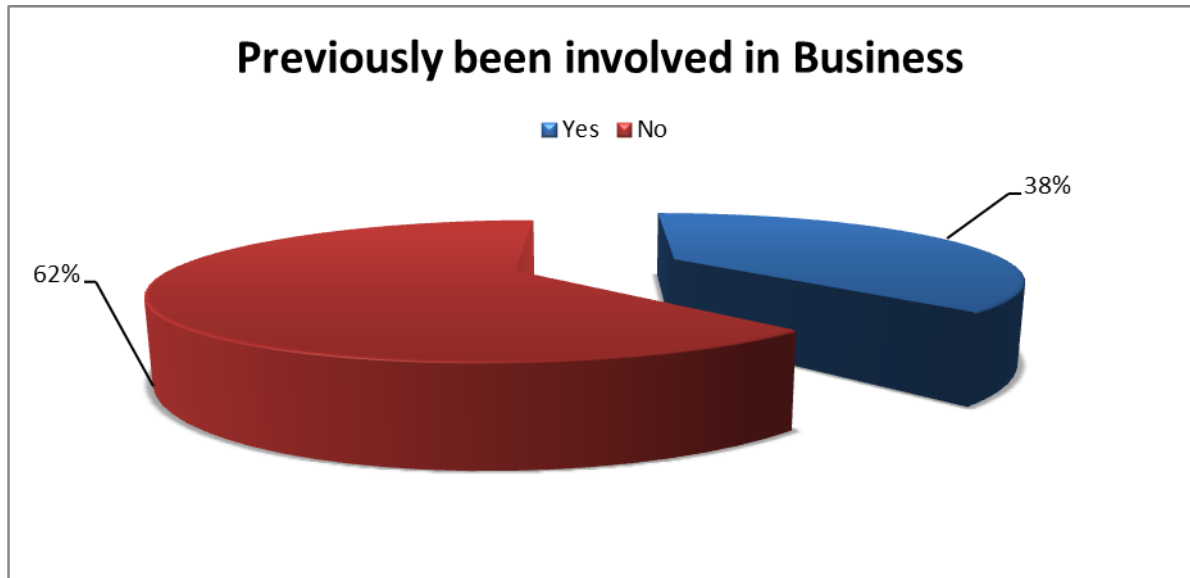
The learners were being asked whether it is important to have a good business idea before any business start-up. 394 learners (98%) said yes it is important to have a good business idea while just 2% said no it is not important as indicated in Figure 4.14.



**Figure 4.15: Learners' outlook on the importance of business idea for start-up**

#### 4.2.14. Learners' business experience

When asked if learners have been previously involved in business, 62% of the learners said no, which explains the low percentage, 20%, of learners wanting to join the family business after they leave school as seen in Table 4.8. Thirty-eight percent of the learners say yes, they have been involved in some kind of business as shown in Figure 4.16.



**Figure 4.16: Learners' business experience**

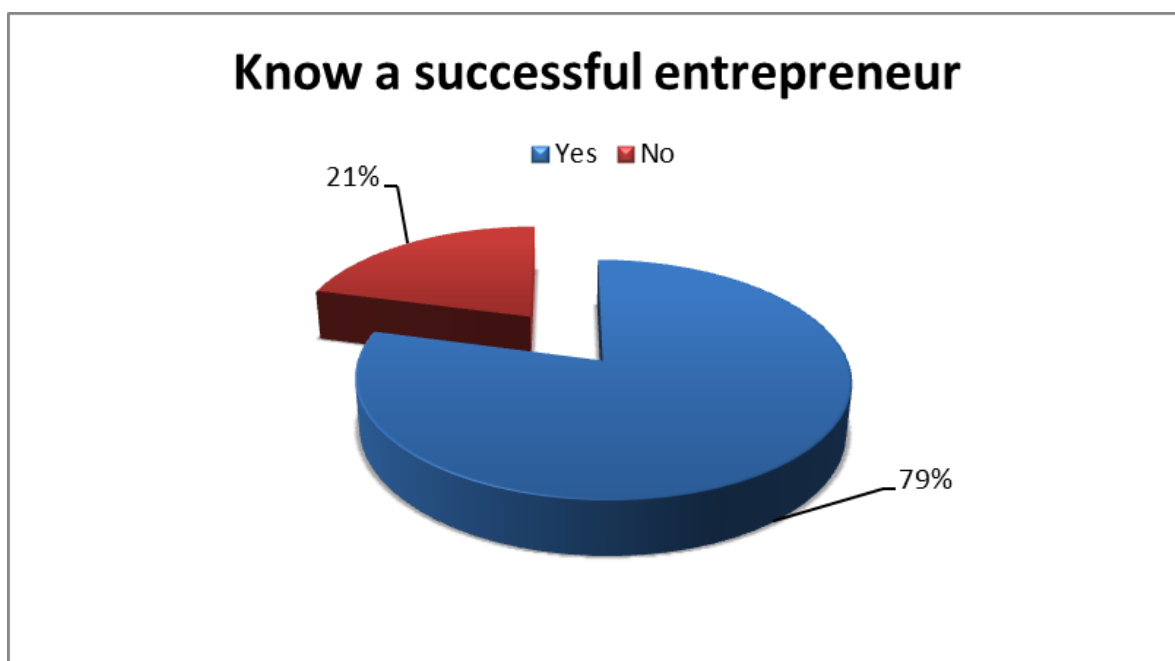
In the results shown in Figure 4.16 and Table 4.9, of the 38% of learners who have been involved in business, a majority of them are from the Black ethnic group (41%), while in the Coloured ethnic group, which makes up the majority of the learners selected for the survey, 28% of learners have been involved in business as shown in Table 4.9. The Coloured ethnic group is one of the largest ethnic groups in the Western Cape Province of South Africa.

**Table 4.9: Ethnic distribution of the 38% of learners with an experience in business**

Category: Learners with Experience in Business		
Ethnic group	Frequency	Percentages
Black	63	41%
Coloured	43	28%
Indian	6	4%
White	37	24%
Others	5	3%
<b>Total</b>	<b>154</b>	<b>100%</b>

#### 4.2.15. Learners' exposure to entrepreneurship and to role models

The question 'Do you know any successful entrepreneurs?' was asked to learners in order to find out how exposed learners are to successful entrepreneurs, to role models or mentors. From the results as illustrated in Figure 4.17, 79% of the learners said they knew successful entrepreneurs and 21% said they do not know any successful entrepreneurs.



**Figure 4.17: Learners' exposure to entrepreneurship through role models**

Interestingly, when asked if they used the successful entrepreneurs they knew as a source of learning, only 29%; (93 learners) of the 79%; (319 learners) of learners said yes, they do use them as a source of learning for mentorship in becoming successful entrepreneurs, as illustrated in Table 4.10.

**Table 4.10: Learners who use entrepreneurs as a source of learning**

Category	Learners who use entrepreneurs as a source of learning	
	Frequency	Percentage
Yes	93	29%
No	226	71%
<b>Total</b>	<b>319</b>	<b>100%</b>

Chi square was performed on the data of learners who admitted that they used these entrepreneurs as a source of learning. The results showed that the differences in responses by the learners who use the entrepreneurs as a source of learning were not statistically significant ( $df = 2$ ;  $X^2 = 0.15$ ;  $P > 0.05$ ). This means that no matter what the school type was in terms of income level, their responses were not influenced by the school type shown in Table 4.11.

**Table 4.11: School type of learners who admitted using entrepreneurs as a source of learning**

School type	Frequency	Percentages
Low Income schools	30	32%
Moderate Income schools	48	58%
High Income schools	15	16%
<b>Total</b>	<b>93</b>	<b>100%</b>

The differences in responses from learners (according to their school types), who used entrepreneurs as a source of learning and mentorship, were not statistically significant ( $df = 2$ ;  $X^2 = 0.15$ ;  $P > 0.05$ ).

The results as shown in Table 4.12 that 50% of the learners who agreed to using entrepreneurs as a source of learning or mentorship were black. And from the Chi square



statistics analysis performed there was no statistical significance to their responses.

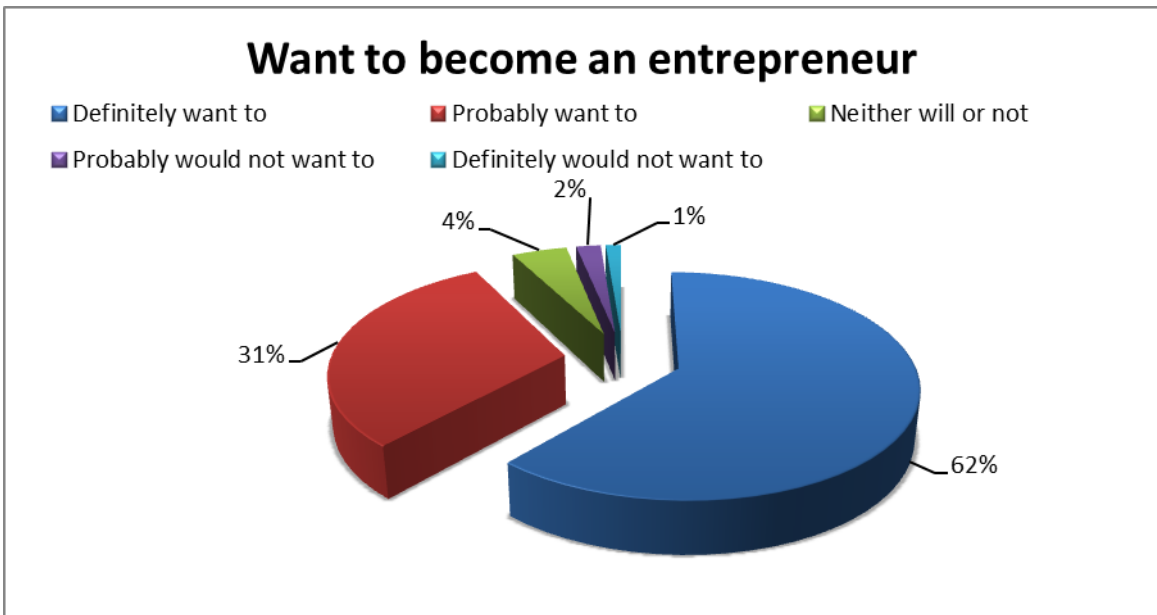
**Table 4.12: Ethnic distribution of learners who answered yes to using entrepreneurs as a source of learning**

<b>Ethnic group</b>	<b>Frequency</b>	<b>Percentages</b>
Black	46	50%
Coloured	25	27%
Indian	5	5%
White	15	16%
Others	2	2%
<b>Total</b>	<b>93</b>	<b>100%</b>

The differences in responses by learners (according to their ethnic groups), who use entrepreneurs as a source of learning and mentorship, were not statistically significant (df = 5;  $X^2 = 0.6$ ;  $P > 0.05$ )

#### **4.2.16. Learners' entrepreneurship intention**

In the learners' questionnaire, they were asked if they would want to become an entrepreneur. Figure 4.18 illustrates their responses to this question. Figure 4.18 shows that 62% of the learners would definitely want to become an entrepreneur as well as 31% who say they would probably want to become entrepreneurs after they leave school or in the near future as opposed to one percent and two percent of learners who say they would definitely not want to and would probably not want to respectively. Just 4% of the learners had mixed feelings of whether they would want to be an entrepreneur.



**Figure 4.18: Learners' entrepreneurship intention**

From the 62% of learners who said they would definitely want to become an entrepreneur, 81% of those learners were from the black ethnic group. A chi test was performed to see if their responses as seen in Figure 4.13 were influenced by their race, the result showed that the results were statistically significant ( $df = 5$ ;  $X^2 = 8.6$ ;  $P < 0.005$ ) meaning the ethnic group of the learners did influence their response.

**Table 4.13: Ethnic distribution of learners who would definitely want to become entrepreneurs**

Ethnic group	Frequency	Percentages
Black	203	81%
Coloured	19	8%
Indian	6	2%
White	18	7%
Others	4	2%
Total	250	100%

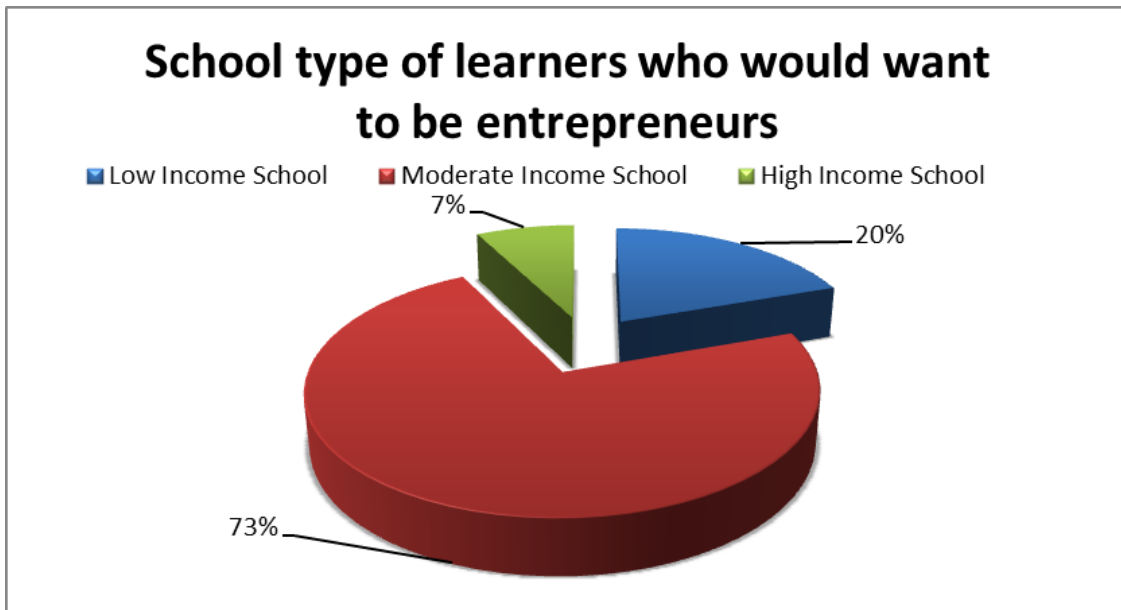
From the data, the ethnic distribution of learners who responded that they would definitely want to become entrepreneurs was statistically significant ( $df = 5$ ;  $X^2 = 8.6$ ;  $P < 0.005$ ).

From the results of 62% of learners who said they would definitely become entrepreneurs shown in Figure 4.18, 73% of those learners were from moderate income schools including Model C schools and the lowest percentage, seven percent, were from high income school (private and independent schools) as shown in Figure 4.19 and Table 4.13.

**Table 4.14: School type distribution of learners who would definitely want to become entrepreneurs**

<b>School type</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Low income schools</b>		
School 1	18	7%
School 2	10	4%
School 3	21	9%
<b>Total</b>	<b>49</b>	<b>20</b>
<b>Moderate income schools</b>		
School 4	143	57%
School 5	13	6%
School 6	26	10%
<b>Total</b>	<b>182</b>	<b>73%</b>
<b>High income schools</b>		
School 7	3	1%
School 8	2	1%
School 9	14	5%
<b>Total</b>	<b>19</b>	<b>6%</b>
<b>Grand Total (N=9schools)</b>	<b>250</b>	<b>100%</b>

N= 250 learners (62%) of learners who would definitely want to be entrepreneurs.



**Figure 4.19: School type distribution of learners who would definitely want to become entrepreneurs**

The data was also subjected to statistical testing (Table 4.15) to determine whether the school type highly influenced the response of those learners who said they would definitely want to become entrepreneurs. The results also showed that there was no statistical significance ( $P > 0.01$ ) when a Kruskal-Wallis test of Mann-Whitney pairwise comparisons was performed, in their responses with regard to the type of schools of the learners. This means that the level of income of the school did not influence their choice of definitely wanting to become entrepreneurs (Table 4.15).

**Table 4.15: School type distribution of learners who would definitely want to become entrepreneurs**

Variables	Category (school Income level) Scale (Mean $\pm$ SE)			Kruskal-Wallis Statistics
	Low	Moderate	High	P-Value
Definitely want to be entrepreneurs	6.0 $\pm$ 0.4	6.6 $\pm$ 1.1	6.5 $\pm$ 0.7	0.15

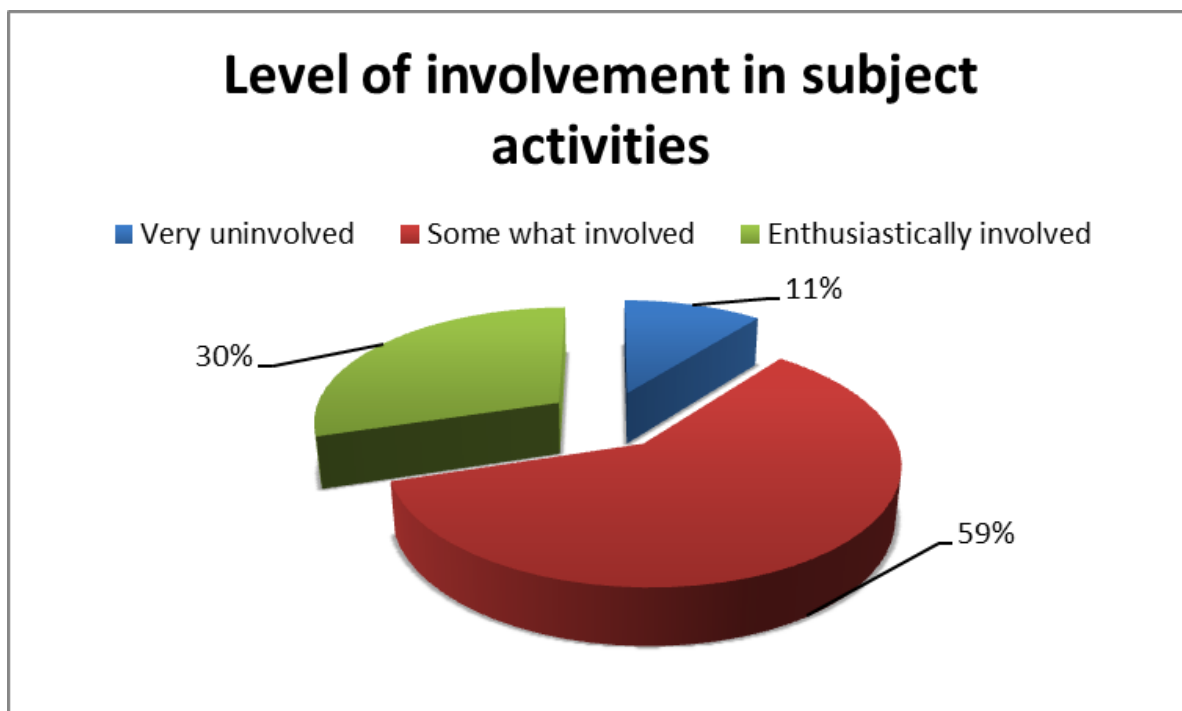
There was no statistical significance ( $P > 0.01$ ) in the response of learners who would definitely become entrepreneurs with regard to the school types.

#### 4.2.17. Section D: Entrepreneurship Education

In this section learners were asked questions concerning the entrepreneurship education that they received in school and how it contributed to the gaining of entrepreneurial knowledge and skills to become entrepreneurs after school.

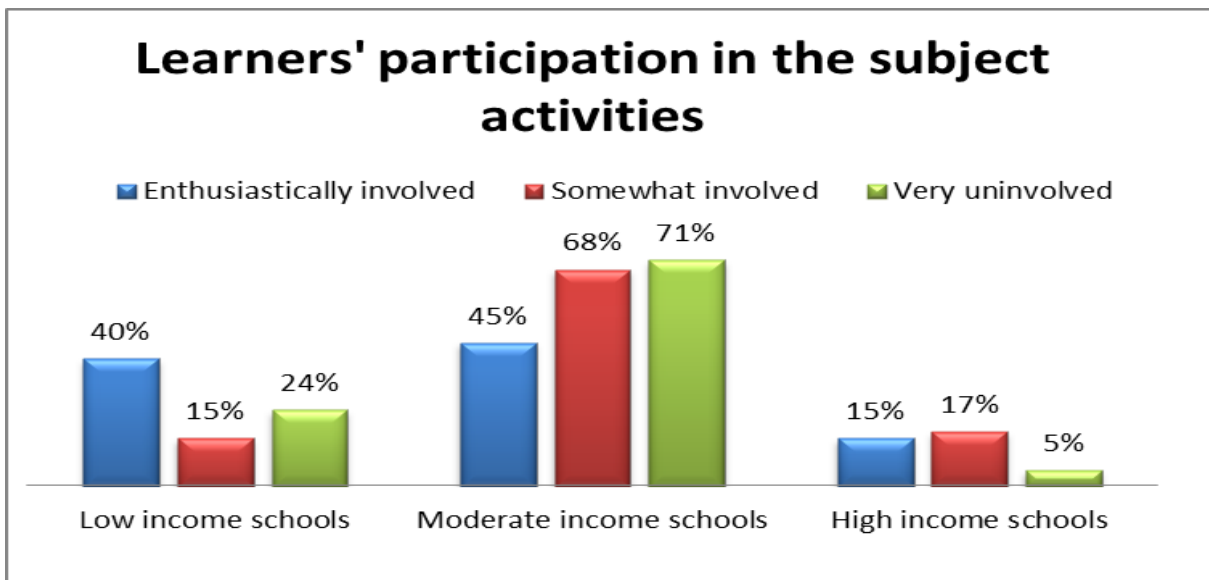
#### 4.2.18. Learners' level of involvement in subject activities

Learners were asked about their participation in practical activities in class and the figure below portrays their responses. The question asked here was to rate their level of involvement in the activities of the subject. From the results as seen in Figure 4.20, 59% of the learners participated actively in entrepreneurial activities while 30% of some learners said they participated in practical activities with much enthusiasm. Only 11% of the learners were not involved in any practical activities.



**Figure 4.20: Learners' level of involvement in subject activities**

The level of the learners' involvement in subject activities was later divided into school types. This result is represented in Figure 4.21 and shows that 45% of learners from moderate income schools were very enthusiastically involved in the subject activities.



**Figure 4.21: Learners' level of participation in practical activities of the subject according to school type**

The responses from the learners were subjected to a univariate statistical test with a Kruskal-Wallis Test to determine the P-Value according to their school type. From the results shown in Table 4.15, the responses from learners who were enthusiastically and somewhat involved were not statistically significant according to the level of income of the school. This means that the type of school did not influence the responses of these learners as seen in Table 4.15. On the other hand, the responses from those who were very uninvolved were statistically significant in that the level of income of the school actually did influence or affect the responses of the learners shown in Table 4.16.

**Table 4.16: Learners' level of participation in practical activities of the subject according to school type**

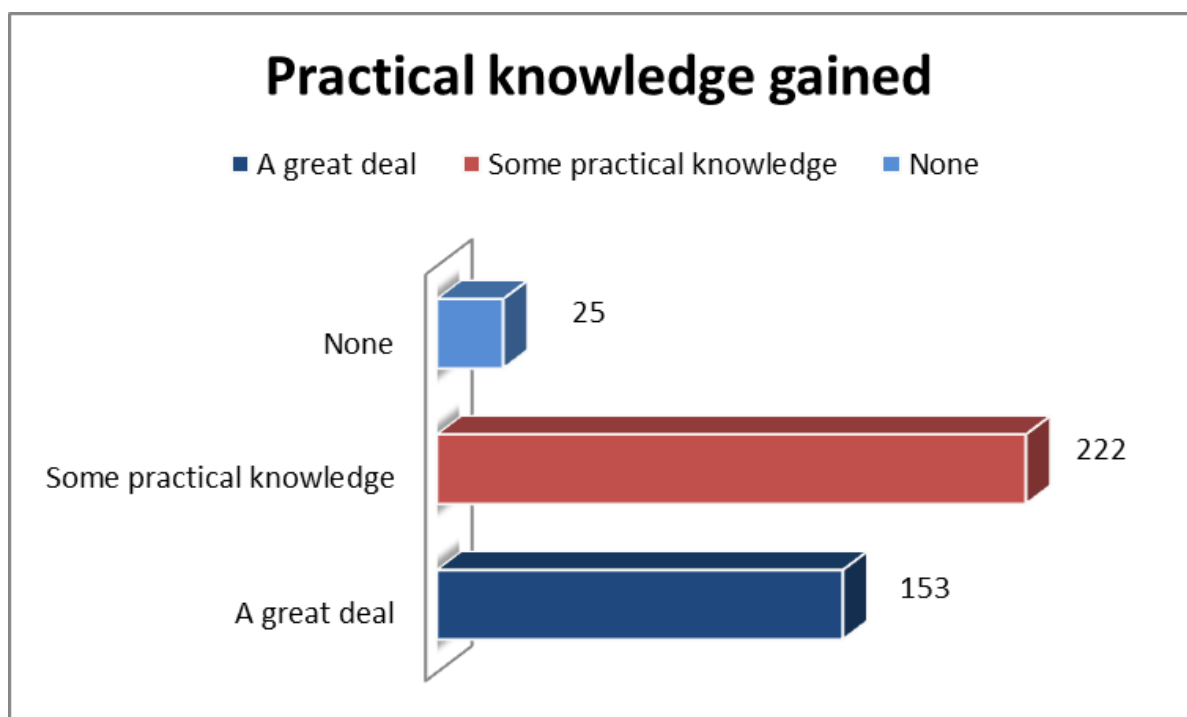
Variables Statistics	Category (Income level)			Kruskal-Wallis
	Scale (Mean $\pm$ SE)			P-Value
	Low	Moderate	High	
Enthusiastically involved	15 $\pm$ 1.8	18 $\pm$ 4.0	6 $\pm$ 4.2	0.22
Somewhat involved	10 $\pm$ 3.2	48 $\pm$ 9.5	11 $\pm$ 3.7	0.06
Very uninvolved	3 $\pm$ 1.4	11 $\pm$ 2.8	1 $\pm$ 0.6	0.04

There was no statistical significance ( $P > 0.05$ ) between the school type of the learners who

are enthusiastically and somewhat involved in subject practical activities while there was a statistical significance ( $P < 0.05$ ) between the school types of learners who were very uninvolved in practical activities.

#### 4.2.19. Learners' perceptions of the knowledge and skills gained from entrepreneurship education

In order to understand how much entrepreneurial knowledge and how many entrepreneurial skills are transferred to the learners, they were asked how much practical knowledge they gained from this subject. In Figure 4.22, 38% (153 learners) of the learners acknowledged that they received a great deal of practical knowledge, while 55% (222 learners) of the learners confirmed that they gained some practical knowledge from the subject. Twenty-five learners represented six percent of the 403 learners who confirmed that they did not gain any practical knowledge from the subject.

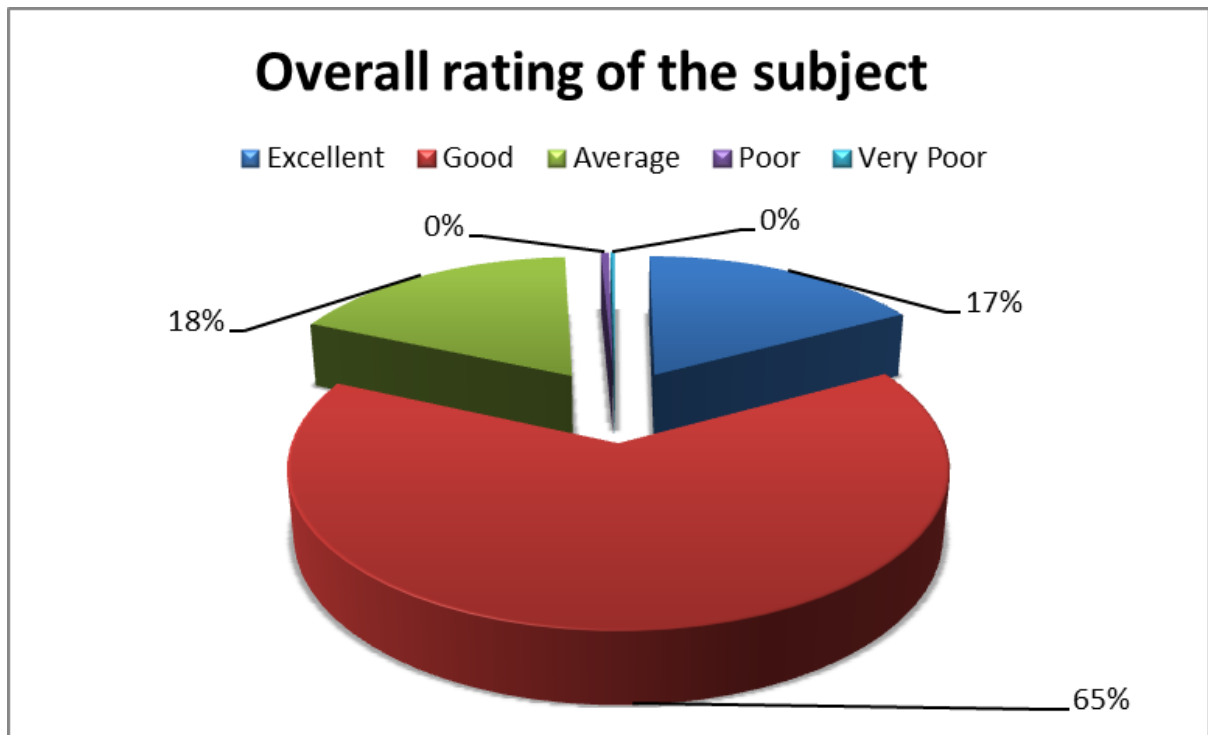


**Figure 4.22: Results showing responses by learners regarding practical knowledge gained in the course, Business Studies**

#### 4.2.20. Learners' overall rating of the course

When asked to give an overall rating of the course, 65% of the learners said the course was good, 17% said it was excellent and 18% said the course was average, as illustrated in

Figure 4.23. No one rated the course as poor or very poor.

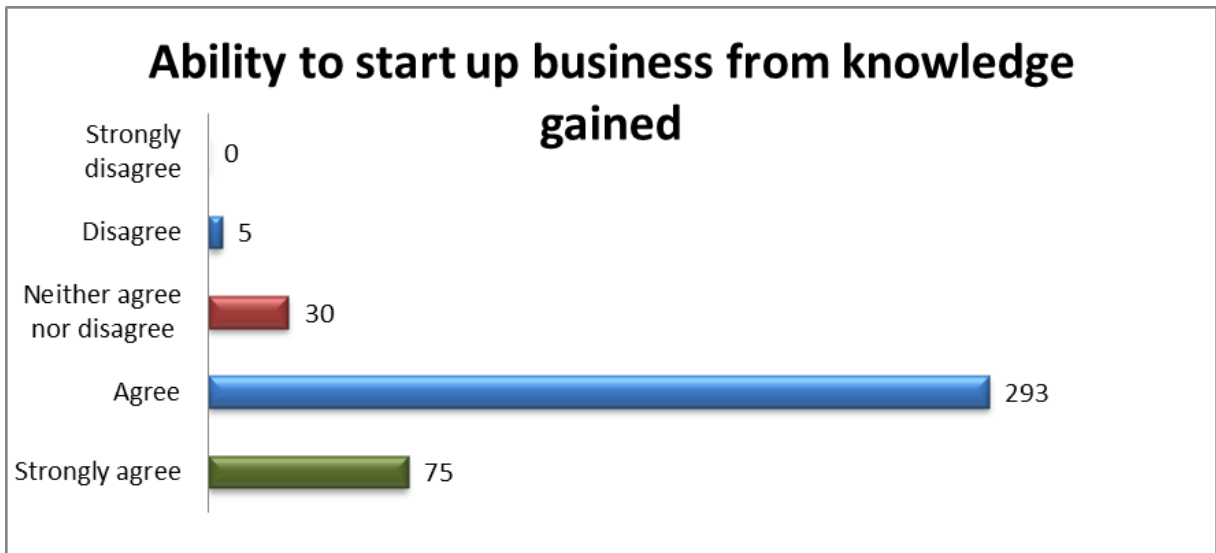


**Figure 4.23: Results showing overall rating of Business Studies course by participating learners of selected schools in Cape Town**

#### **4.2.21. Learners' ability to start up a business from the knowledge and skills gained**

The results as portrayed in Figure 4.24 indicated that an overwhelming majority, (73%) of the learners (293 learners), concurred that the knowledge and skills gained from the entrepreneurship classes are sufficient to motivate them to start up a business. Nineteen percent of the learners (75 learners) strongly agree that they would be able to start a business with the knowledge gained. Thirty of the learners, seven percent, were uncertain whether with the knowledge gained they would be able to start up a business. One percent (five learners) disagreed that with the knowledge gained they would be able to start up businesses.





**Figure 4.24: Ability to start up business**

There was a statistical significance ( $df = 2$ ;  $X^2 = 15.0$ ;  $P < 0.001$ ) following the Chi Square ( $X^2$ ) performed on the responses of the learners who strongly agreed that they would be able to start up businesses with the knowledge and skills acquired from entrepreneurship education as opposed to those learners who did not strongly agree. From the results as shown in Table 4.17 a majority, (89.7%) of the learners, who strongly agreed to be able to start up businesses were from low income schools and this was significantly different or higher than those from other income schools.

**Table 4.17: School type distribution of learners who strongly agreed that knowledge gained can enable them to start up a business**

School Type	Total number of learners	Total number of learners who strongly agreed	Percentage of learners who strongly agreed
Low income schools	88	79	89.7%
Moderate income schools	249	172	69.0%
High income schools	58	45	77.5%

From the results of the school type distribution of learners who strongly agreed that they would be able to start-up businesses from the knowledge and skills gained was statistically significant ( $df = 2$ ;  $X^2 = 15.0$ ;  $P < 0.001$ ).

#### 4.2.22. Learners' general evaluation of the course

From the results presented in Table 4.18, the general evaluation of the course, 76% of the learners agreed that the course objectives were clear and also 71% of the learners indicated

that the amount of home work was useful.

**Table 4.18: General evaluation of the course**

Statement	Agreement to the statement		
	Negative	Neutral	Positive
The course objectives were clear	3%	21%	76%
The course procedures support course objectives	8%	25%	67%
The amount of reading I was asked to do was appropriate	14%	21%	65%
The amount of homework I was asked to do was useful	9%	20%	71%

Note: N=403. Data were originally on a 1-5 rating scale and have been recoded to a 1-2=positive, 3=neutral, 4-5=negative.

#### 4.2.23. Learners' expectations from the subject

Learners were asked if studying the course Business Studies met their expectations. The results as illustrated in Table 4.17, 80% of the learners said all their expectations were met when studying the subject and 67% of the learners said the difficulty of the subject was in line with their expectations.

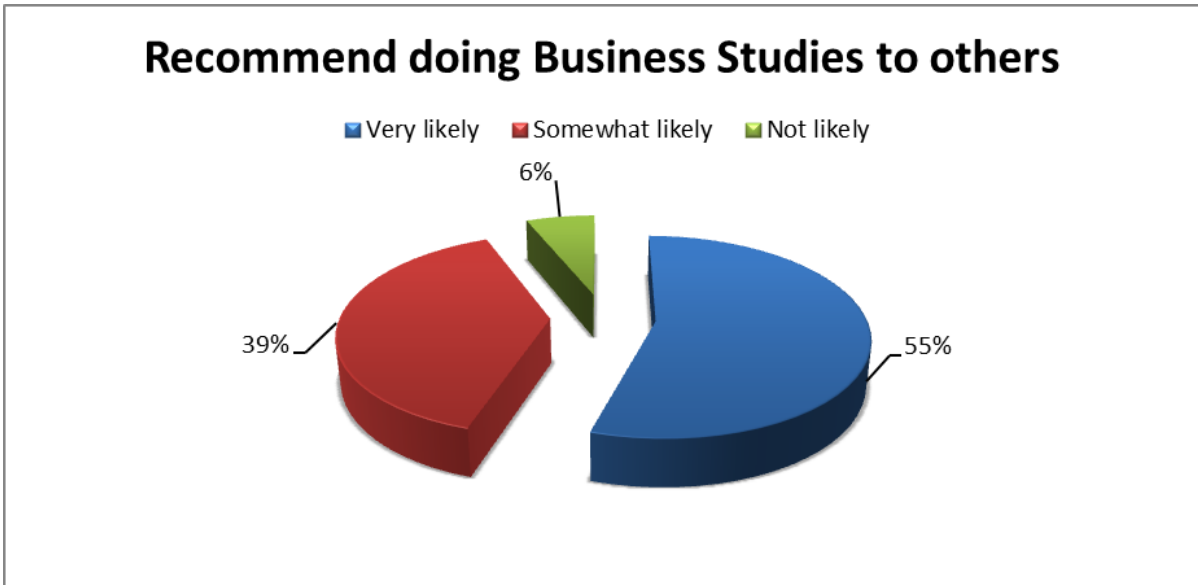
**Table 4.19: Learners' expectations from the course**

Statement	Agreement to the statement		
	Negative	Neutral	Positive
Studying the subject met all my expectations	8%	12%	80%
The difficulty of the subject was in line with my expectations	14%	19%	67%

Note: N=403. Data were originally coded on a 1-10 rating scale and have been re-coded to 1-4 = negative, 5-6=neutral, 7-10=positive.

#### 4.2.24. Learners' response to recommending Business Studies to others

The learners were asked if they would recommend doing Business Studies to their friends. The results as shown in Figure 4.25 indicated that 55% of the learners said they would very likely recommend doing entrepreneurship education to others.



**Figure 4.25: Learners' responses to whether they would recommend doing Business Studies to others.**

### Part Three

#### 4.3. Results from the personal interview conducted on small business owners (Interview guide: Appendix E on page 125)

To supplement the quantitative analysis of both closed ended questions and open ended questions a personal interview was conducted to investigate small business owners' views on what is deemed important for high school learners to study in order to start up businesses.

A thematic approach was adopted to analyse the data from the interviews conducted with 30 successful small business owners. The thematic approach was utilised because it enabled the researcher to identify patterns, and it is easier to analyse and report these patterns from the data (Braun & Clarke, 2006). The answers from the small business owners or entrepreneurs are divided and analysed according to the most dominant themes in the data, which include: biographical analysis; curriculum reform; interaction between high schools and the world of work; entrepreneurship training; social responsibility and community development service. The responses are summarised and presented in a thematic format in this section.

##### 4.3.1. Biographical Analysis

The biographical profile of the group of entrepreneurs interviewed consisted of 66.7% males

(20) and 33.3% females (10). The average age of the entrepreneurs who participated was 38 years, with the youngest person being 25 years and the eldest 59 years. The average number of full time employees employed by the interviewees was two, with five business owners in the business having fewer than three employees, and one who employs 16 employees. The average number of previous businesses established by the entrepreneurs is approximately two with some business owners having no previous businesses, and a maximum of four previous businesses. The average number of years interviewees have been in their own businesses is seven years with a minimum of three years and a maximum of 15 years.

The growth of the businesses over the previous three years was up to 20% for 60% of the businesses, 16% of the businesses experienced growth of between 21% and 30% and 24% of the businesses experienced a growth of more than 30%.

According to studies undertaken by Feldman and Bolino (2000:54), less educated individuals who are older are more likely to face age discrimination hence they tend to seek employment. The reverse is true in this study in that more than 66% of the established, successful entrepreneurs have post school qualifications as opposed to only 34% who have completed their school education.

#### **4.3.2. Curriculum Reform**

A majority of the entrepreneurs indicated that adhering to workplace demands is not the primary function of a high school but the high school curriculum should reflect some practical elements. Whereas some technical high schools provide learners with a large measure of practical experience, general education high schools (public, independent, Model C schools) provide a large deal of theoretical knowledge, thus high schools need to find a way to bridge this gap.

These successful business owners indicated that high schools must create a practical approach to studies whereby more field work exercises and excursions to business sites are included in the curriculum hence linking practice to theory. By so doing the quality of direct instruction is improved.

They emphasised that the subject of entrepreneurship education should comprise more practical projects in accordance with improving workplace readiness. For example, specific courses should be developed which focus on soft skills, project management skills, employable skills and business start-up skills or the desire to be entrepreneurs and

innovators.

#### **4.3.3. Interaction between high schools and the world of business**

All of the respondents concurred that more links must be created between the high schools, the industry and the government. It is suggested that these relationships can be formed by; networking with professional organisations and businesses.

The school body should assist learners in getting holiday jobs with companies and organisations. It should also provide learners with vital information on how to gain on-the-job training during holidays.

Internship programmes and excursion programmes should be incorporated in subject structure and assessment. These entrepreneurs reiterated that learner project teams should work on real projects designed by entrepreneurs, not fictitious ones as they often do. They insisted that the school should provide extensive career guidance and counselling programmes for learners.

#### **4.3.4. Entrepreneurship Training**

According to the entrepreneurs interviewed, it is essential to promote entrepreneurship and innovation in high schools. This can be done by introducing competitions as well as an experimental, widely accessible entrepreneurship education with a practical project component. The entrepreneurs interviewed suggested mentorship programmes, coaching and key note addresses by entrepreneurs to promote an entrepreneurial learner/learning culture and share knowledge and experience with learner entrepreneurs. They went ahead to recommend additional and compulsory workshops jointly hosted by high school learners, particularly Grade 12, learners and experts focusing on knowledge sharing and practical skills developments in innovation and business creation.

These business owners indicated that learners need to be more enterprising in their professional and academic approach. Learners as well as the teachers should be responsible for their professional advancement and development. These business owners are of the opinion that learners and high schools must be more entrepreneurial and measure themselves according to international standards in a volatile labour market.

#### **4.3.5. Social responsibility and community development service**

Social responsibility is an important aspect in entrepreneurship as well as community service, which encourages students to work in rural and township areas. In the words of the business owners interviewed, there should therefore be compulsory community service after leaving school.

The business owners interviewed suggested that high schools include a sustainable development culture across academic disciplines and instil in learners these values from a theoretical to a practical viewpoint. Also to allow learners to always seek answers and understand their purpose in the socio-economic development of their country should be one of the prime outcomes of entrepreneurship education.

They highlighted that a high school certificate does not necessarily succeed in shaping employable and skilled young professionals or entrepreneurs. High schools should rather move towards a built in internship/community service programme after leaving high school before pursuing higher education.

#### **4.3.6. Entrepreneurial skills to be taught in high schools**

From the personal interview conducted with 30 successful small business entrepreneurs, it is worth noting that the ideal entrepreneurial-directed method is one that puts the educator in a facilitating role. The entrepreneurs suggested that the techniques and strategies used to teach entrepreneurship have to be adapted to meet the market needs. These strategies should include experiential learning whereby learners participate in real life management simulations as well as role plays. Such an approach entails an extensive use of learning exercises such as role playing. The teacher-oriented role of lecturing and taking down notes have to be abated.

The entrepreneurs requested that the class exercises in entrepreneurship education should be able to make learners think critically, analytically and creatively. Entrepreneurship education should give learners the ability to identify opportunities and be risk oriented. The results from the interviews indicated the need for entrepreneurship education to include aspects such as risk orientation, innovation, perseverance, tenacity, self-worth, and good interpersonal relations to be incorporated into the curricula of high schools.

#### **4.4. Summary**

The responses from the questionnaires and personal interviews reflect that learners and teachers as well as the entrepreneurs identify that there is need for more practice embedded in the entrepreneurship education curriculum of high schools. Also there should be a closer relationship between schools and the business world. These insights infer that most learners and teachers are fully aware of the shortcomings of the curriculum and that they recognize a need to close the gap between theory and practices. The ideal entrepreneurial-directed method is that in which the teacher facilitates learning.

The next chapter interprets and discusses the research findings by providing explanations of observations made as well as of the responses given on the questionnaire and interviews in accordance with the research objectives and research questions.

## CHAPTER FIVE

### INTERPRETATION AND DISCUSSION OF FINDINGS

#### 5.1. Introduction

As stated in Chapter 1, this study's main aim was to assess the impact of entrepreneurship education in transferring entrepreneurial skills and knowledge to school leavers in the Cape Town area in accordance with the research objectives and the activity theory. This chapter consists of three sections, namely, learners' perceptions of entrepreneurship education in starting up a business, teachers' perceptions of the entrepreneurship education and what is being taught, and entrepreneurs' ideas of essential skills to be acquired in order to start up and run a business. The interpretations of the findings are in accordance with the research objectives as they fit into the activity theory as well as previous studies. The research questions of this study are answered and discussed.

In the literature reviewed in chapter 2 on the global trends in entrepreneurship education, it was highlighted that entrepreneurship education enhances an entrepreneurial culture. This all depends on how countries deal with the challenges of entrepreneurship and entrepreneurship education that could determine future economic success. The Total Entrepreneurship Activity rate of South Africa is 8% (Herrington & Maas, 2007:38), which ranks it 23<sup>rd</sup> out of 43 countries. Compared with the 13% for developing countries, South Africa lags behind.

In recent years, most countries placed emphasis on enterprise creation and entrepreneurial activity as part of their greater economic goals. There has also been an increased activity in schools on creating entrepreneurship awareness in learners. Creativity, problem-solving and perseverance are attributes that when incorporated into the entrepreneurship education can trigger entrepreneurial behaviours in learners (OECD, 2004:10).

This study investigated how the current entrepreneurship education programme offered at high school level contribute to establishing an entrepreneurial culture among our youth. To be more specific, this study investigated whether the current entrepreneurship education developed entrepreneurial knowledge and skills among our school leavers that can allow them to start their own business and also what successful entrepreneurs deem appropriate to be studied in order to start up businesses upon leaving school.

A quantitative and qualitative study was conducted and nine schools from the Cape Town



Area and thirty small business owners were selected as a sample for the study. Data were collected through observation as well as questionnaires that were issued to teachers and Grade 12 learners that were involved in entrepreneurship education at the sample schools and also personal interviews among small business owners.

In this chapter a brief summary of the demographical information will be given, thereafter a detailed exploration of the findings of the current study will be provided. Some of the key findings with regard to the following questions will be discussed:

- Is entrepreneurship education effective in the development of transferable entrepreneurial knowledge and skills?
- School leavers' perception of entrepreneurship education in transferring the knowledge and skills needed to create and run a business?
- What is being taught in the current entrepreneurship programmes?
- What skills do entrepreneurs deem important to acquire in order to start up and run a business?

Furthermore, the results of computations from the questionnaires and the personal interviews are investigated through a process of presentations, observations, interpretations and discussions. The chapter ends with an overall summary. It is important to note that due to the number of responses, the use of percentages and/or numbers of responses are used interchangeably.

## **5.2. Section A: Learners' perceptions of Entrepreneurship Education in starting up a business**

This section reflects and discusses the findings of the questionnaires handed to high school learners in order to answer two of our research questions which are as follows: 1) Is the current entrepreneurship education in high schools effective in the development of transferable entrepreneurial knowledge and skills? 2) What are the High School Learners' perceptions of the entrepreneurship education currently being offered in Cape Town High Schools in assisting them to start up businesses? These discussions will also reflect on the findings with reference to literature reviewed in Chapter 2, the activity theory as well as the research questions and objectives.

Figure 4.8 shows that 61% of the learners doing the subject Business Studies are female and 39% are male, which reflects the population distribution in South Africa whereby there are more females than males as indicated by Statistics South Africa. The results reflect the

empowerment of South African women and transformation practices and this is evident in the 2007 GEM report that highlighted a high rate of female entrepreneurs in South Africa between 2005 and 2006 (Herrington & Maas, 2007:38).

Figure 4.9 clearly indicates that on average learners leave high school and enter the market force at the age of 18 years. Also, the second highest age group in the sample distribution are 17 year olds, indicating that the age level of school leavers is declining.

### **5.2.1. Career aspirations after leaving high school**

Learners were asked what they would like to become after they leave high school. From the results as shown in Table 4.7 in Chapter 4, 91% percent of learners indicated that they would want to further their education at a tertiary institution after high school. This is an ideal, but unfortunately research shows the opposite. Horn (2006:113) noted that due to the high cost of tertiary education and the stringent academic requirements, only 10% of school leavers will be accepted by tertiary institutions to further their studies. Moreover, these learners are most of the time not inspired to look for other options like starting up a small business which makes them feel so frustrated when they are rejected at an institution of higher education.

The result indicates that 52% of the learners said they would want to be business owners when they leave school (Table 4.8). This highlights learners' entrepreneurial intent despite the fact that 20% of the learners said they would work in a family business. 32% of these learners indicated that they would want to work in the local government.

Furthermore, only 52% of learners said they would want to be business owners to start their own business. In reviewing the literature, this serves as support to the 2004 GEM Report findings which revealed that South Africans lacked innovation, vision for business or assertiveness when compared with other developing countries like Brazil (Shay & Wood, 2004:34). As discussed in Chapter 2, South Africa's total entrepreneurial activity is way lower than other developing countries. This transcribes to the ratio 1:52 for South African entrepreneurs to workers (Isaacs, Visser, Friedrich & Brijlal, 2007:613).

Most South Africans tend to seek jobs with financial security rather than take the risk and create new ventures (Kroon & Meyer, 2001:480). One needs to be educated and qualified to be able to attain such a job with financial security which includes a fixed salary, pension fund, medical aid and other benefits. The findings of this study are in line with this notion, as the vast majority of the learners indicated they wanted to pursue their studies further. The third highest option chosen was to find a job in a business or industry. Thus, this study found that

a little less than half of the learner respondents were not interested in starting their own business as they were not encouraged to see entrepreneurship as a career option. Though, surprisingly, 49% of the learners would prefer to work in someone's own business rather than creating their own businesses. The results of the data indicated that 20% of learners responded that they would work in a family owned business, meaning just a few number of the learners are exposed to the culture of creating businesses through their association with family members.

It is interesting to note that in all nine cases (schools) of this study there was a strong statistical significance level among the various responses by the learners on what they intend to do after they leave high school. From the Chi square statistics in Table 4.8 it shows that there was a 95% significant level with a P-value of  $2.519SE-25$  ( $P>0.05$ ) that the responses of the learners on their expectations after school were not the same nor were they influenced by the level of income of the schools.

### **5.2.2. Learners' desire to start a business**

With reference to Table 4.7 in Chapter 4, it is clear that only 52% of learners in the current study indicated a desire to start their own business. As discussed in the previous section it was found that the finding of the current study corresponds to the findings of previous researchers and supports the findings of the 2004 GEM Report. This report stated that South Africans are inclined to become employees rather than employers (Shay & Wood, 2004:34). The results of this study confirm the low TEA rate in South Africa.

Furthermore, the current entrepreneurship education motivates the learners to become efficient business managers rather than offer skills that can equip them to become business owners. Thus the manner in which entrepreneurship education is offered does not inspire learners to opt for entrepreneurship as a career path.

An interesting finding of the study was that even though only 52% shown in Table 4.7 of learners indicated a desire to start their own business, 97% as seen in Figure 4.17 of learners indicated that they would like to become an entrepreneur. On investigation, teacher respondents provided an explanation for this finding. Teachers explained that text books describe the characteristics of entrepreneurs by referring to well-known figures like Cyril Ramaphosa, Patrice Mosepe, Oprah Winfrey and Richard Branson, and that these learners like to emulate these famous people as their role models. However, learners are unable to make the link that in order to become famous and rich one has to start on a small scale by starting one's own small business.

### **5.2.3. Entrepreneurial knowledge and the use of successful entrepreneurs as role models**

Learners as well as teachers agreed that entrepreneurship was part of the Business Studies curriculum at high school. There are two main focus areas of entrepreneurship education as reviewed in Chapter 2. They consist of; the entrepreneur and the enterprise or the entrepreneurial process (Visser et al., 2007:623). The entrepreneur focuses on entrepreneurial skills and qualities and the entrepreneurial process focuses on business plans, ideas, starting up a business and practical activities like market days. [In Figure 4.14, 30% of the learners indicated that making a profit is of sole importance to them as an entrepreneur. Though not surprising just three percent of the learners say rendering a service is of utmost importance to them as entrepreneurs because as an entrepreneur you must be able to make a profit in order to sustain your business.

When asked about knowing successful entrepreneurs, Figure 4.16 illustrates that 79% of the learners said they knew successful entrepreneurs and 21% said they did not know any successful entrepreneurs. However, when asked if they used them as a source of learning, only 29% of the 79% of the learners said yes they do use them as a source of learning and mentorship in becoming successful entrepreneurs. The study found it to be encouraging and positive that 79% of learners indicated that they knew a successful entrepreneur in their area, as this would mean that learners would have a role model to emulate. Teacher respondents however explained that the fact that learners knew entrepreneurs did not necessarily mean that they would emulate them or were inspired to become like them. This also corroborates the findings from the learners who indicated that only 29% shown in Figure 4.16 of those who knew successful entrepreneurs did use them as a source of learning or reference.

As discussed in Chapter 2, research prescribes the teaching of entrepreneurship education through the use of role models. Fayolle and Klandt (2006:46) suggest that it is necessary to adopt a learning approach that will include the active participation of role models in the assessment as well as in the actual learning.

With reference to Chapter 2 the United States of America was used as an example to establish global trends in entrepreneurship education and the use of role models in teaching entrepreneurship education was emphasised. The USA also placed great emphasis on close relations between the schools and local businesses. Teacher respondents in the current study indicated that they did not involve local entrepreneurs in the teaching of

entrepreneurship education due to time constraints and the fact that local entrepreneurs were unwilling to assist. Hence, the current study found that entrepreneurial role models were not used in teaching entrepreneurship education. These findings may help us to understand that the entrepreneurial knowledge that was provided could have been much more meaningful and easier to emulate if learners could see, identify and experience what they learn.

This goes to confirm the activity theory explained in Chapter 2 that all parties (Learners, Teachers, Parents, and Businesses) need to be involved in the teaching of entrepreneurship education.

#### **5.2.4. Develop entrepreneurial skills and practical experience**

The learners were being asked whether it is important to have a good business idea before start-up. 394 learners who make up 98% of them say yes it is important to have a good business idea while just 2% said no it is not important as illustrated in Figure 4.14. This finding supports the ideas of Timmons and Spinelli (2007:90) who suggested that high potential opportunities go hand in hand with a strong management team, which culminates in high profits, thus emphasising that the core of the entrepreneurial process is a good business opportunity.

The current study also found that the entrepreneurship education programmes offered in high schools made no mention of an entrepreneurship model. This explains the incorrect emphasis on capital, business plans and ideas as the most important requirements to start a business.

Interestingly, it was also found that the syllabus does not distinguish between an idea and an opportunity. Timmons and Spinelli (2007:89) maintain that it is important for an entrepreneur to distinguish between an idea and an opportunity as a good idea is not necessarily a good opportunity. An opportunity was described as consisting of four integrated elements that all needed to be present for it to be rendered a business opportunity. These four elements include identifying a need, investigating the mean and methods to fulfil the need, and finally how one benefits from the need. Furthermore, the fact that ideas and opportunities are confused could be seen as one of the reasons for the poor sustainability of start-up businesses in South Africa.

#### **5.2.5. Start your own business from knowledge and skills gained**

Figure 4.21 portrays learners' ability to start up a business from the knowledge and skills gained in school. A total of 368 learners (91%) were derived from 293 learners (73%) who agreed and 75 learners (19%) who strongly agreed that from the knowledge and skills gained from the subject they would be able to start up a business. The study found this result to be over optimistic and biased as in another question on the questionnaire the majority of learners expressed their concern at the lack of practical activities that provided practical experience. This view was further confirmed by teacher responses. In Table 4.6, 55.6% of the teachers indicated that the knowledge and experience provided by the current entrepreneurship education programme was not sufficient to allow learners to start their own business immediately after school. Teachers explained that entrepreneurship education provides the necessary knowledge however, the experience provided by the current entrepreneurship education programme was not sufficient to allow learners to start their own businesses immediately after school. Teachers explained that entrepreneurship education provides the necessary knowledge and skills but that learners would require more time to practise these skills and to refine their knowledge before being able to start their own business.

That notwithstanding, the results in Figure 4.21 indicates that a majority (79%) of learners think that entrepreneurship education at school has enabled them to acquire the necessary knowledge and skills needed to start up businesses. These findings may help us to understand the notion that the introduction of entrepreneurship education into schools positively impacted on entrepreneurial activity in most countries such as the USA and China. Kuratko (2005:577) maintains that despite the expansion of entrepreneurship and remarkable developments in the field of entrepreneurship education it remains a challenged discipline. However, it is how countries deal with the challenges of entrepreneurship and entrepreneurship education that could determine future economic success.

On the positive side, when learners were asked why they would start a specific business (for profit or to render a business, shown in Figure 4.14), the majority of learners indicated that they would do so to address a need in their community and in so doing try to make a profit. This indicated that learners have an understanding of why businesses should be started.

To understand learners' level of exposure to entrepreneurial activities, they were asked to rate their participation in practical activities in class. From the results in Figure 4.18 in Chapter 4, 59% of the learners participated actively in entrepreneurial activities while 30% of the learners said they participated in practical activities with much enthusiasm. The result presented in Figure 4.18 confirms the presence of entrepreneurship culture in high schools

as 89% of learners acknowledged their participation in entrepreneurial activities at school. However, when asked further to give details of their entrepreneurship exposure, a different picture was provided, as shown in Figure 4.19. Of the 403 learner respondents 38% of learners acknowledged that they received a great deal of practical knowledge and 55% of the learners confirmed that they gained some practical knowledge from the subject. Therefore, it is a total of 94% who positively confirmed gaining practical knowledge from entrepreneurship education.

As shown in Figure 4.16, when asked if learners had been previously involved in business, 62% of the learners said no they have not been involved in business, which explains the low percentage of (20%) of learners wanting to join a family business after they leave school as seen in Table 4.9. Thirty-eight percent of the learners said yes they have been involved in some kind of business. Of all the learners who had engaged in entrepreneurial activities, the majority (74%) were sales personnel, 65% were school market day participants.

Although these activities gave the learners the feeling of experiencing entrepreneurship (Gibb, 2007:8), the actual nature of their participation was not classified as entrepreneurial duties. One may say that the only activity that was regarded as entrepreneurial was the creation of school based business ideas and excursions to businesses. This suggests a lack of hands-on learning in entrepreneurship education in schools in Cape Town.

### **5.3. Teachers' perception of the entrepreneurship education and what is being taught**

#### **5.3.1. Is entrepreneurship being taught?**

Most governments including the South African government regard entrepreneurship as an economy booster in terms of growth, poverty alleviation and job creation. Most researchers concur that for the youth to become employers they must be trained and educated in entrepreneurship (Horn, 2006:120; Co & Mitchell, 2006:348). In 2006 entrepreneurship education was introduced into the high school curriculum and 2008 saw the first group of Grade 12 learners leaving school with entrepreneurship knowledge. This goes to second the notion that entrepreneurship can be taught (Drucker, 1985; Kuratko, 2005:580). Indeed entrepreneurship education is offered in high schools under the Business Studies curriculum.

According to the Consortium of Entrepreneurship Education's Lifelong Entrepreneurship model discussed in Chapter 2, the phase of Grade 10-12 in secondary schools will fall in phase 3 of the Lifelong model. This phase is called the creative application phase and allows for learners to be creative in developing unique business ideas and searching for business

opportunities. This model enhances learners' analytical, investigative and conceptual skills in deciding what market strategy to pursue after a detailed analysis of the market environment. The lifelong entrepreneurship model focuses on the ability to explore business opportunities using creative and innovative business plans (Kroon, De Klerk & Dippenaar, 2003: 320).

As an object in the activity theory, entrepreneurship education should have the following objectives: to be able to provide knowledge relevant to entrepreneurship; business situation analysis; to encourage new start-ups; to identify and stimulate entrepreneurial drive; analytical skills; to be risk oriented; flexibility; open-mindedness and other entrepreneurial ventures (Garavan & O'Conneide, 1994:5).

Fayolle and Klandt (2006:98) also suggest that entrepreneurship education has two elements: entrepreneur and enterprise. According to Gouws (2002 in Isaacs, Visser, Friedrich & Brijlal, 2007:623), the following aspects should be included under the theme entrepreneur: entrepreneurial qualities; entrepreneurial skills; and self-knowledge.

### **5.3.2. Training of teachers to teach entrepreneurship education**

In Chapter 3 the training of teachers to teach entrepreneurship was emphasised as an important requirement to achieve the primary aim of entrepreneurship education. Gouws (2002:45) explains that teachers cannot continue to teach in the old rote memorization style and that an outcome based approach is required.

In 2006 when the National Curriculum Statement (NCS) was introduced, all teachers were required to undergo training. This training was held over a 5 day period and focused primarily on policy requirements and not so much on how to teach the content. Since then very few (less than five) workshops have been held to assist teachers in teaching the subject according to an outcomes based approach. At these workshops attention was given to the use of case studies, projects and assignments as these were prescribed as assessment activities.

All of the teacher respondents in the current study admitted to having been trained to teach Business Studies. However, all of them also indicated that limited workshops were offered after this initial training by the DoE to better equip them to teach the subject. Contradictions can occur at different levels: at the primary level contradictions occur within elements; secondary level contradictions occur between elements while tertiary and quaternary level contradictions occur between systems (Engeström, 1987; Roth, 2004; Hassan, 2013:203). As indicated in the activity theory, contradictions may occur between or even within the



different elements of activity theory. Here, teachers contradicted themselves in that they raised a concern about these workshops in that it took them away from their classes as it was offered during school time. When asked whether they required additional training, all of the teachers agreed positively to this. Thus, the current study found that additional training is required to enhance the teaching of Business Studies and entrepreneurship education.

### **5.3.3. Resources for teaching entrepreneurship education**

All of the teachers in the current study admitted to having all the required policy documents to teach the subject. However, contradiction within the elements, the subject and the community was found when teachers were asked whether they have all the required material to teach the subject and all the teachers raised a similar concern. The concern involved the variety of text books available for the subject. The fact that no uniform text book is prescribed by the DoE allowed schools to select the text book they preferred. This created confusion as each school chose a different text book.

Furthermore, teachers indicated that beside the odd study material (mostly exam papers) provided to Grade 12 learners by the DoE no other learning material has been received. No posters, no audio-visual material or any other material were supplied to teachers. Teachers were unanimous in saying that if teachers wanted to enhance the teaching of the subject by using supporting resources, they would have to find it themselves and also pay for it themselves. Thus, the current study found that the resources supplied to teachers by the DoE to teach the subject was limited to text books. Thus, there was a lack of additional resources used to enhance the teaching of the subject.

### **5.3.4. The recognition of entrepreneurial achievements**

In Chapter three the importance of acknowledging entrepreneurial excellence was emphasised. In the United States of America, schools acknowledged entrepreneurial achievements by making it known to the rest of the school and also by allowing the achieving learners certain special privileges. Furthermore, Chapter three also mentioned that schools support the entrepreneurial initiatives of their students and that they proudly invite back past pupils who have made entrepreneurial achievements to share their success stories with current students.

In the current study all the teacher respondents indicated that their schools did not acknowledge entrepreneurial achievements. They explained that only academic achievement in the subject was acknowledged. Academic achievers would be awarded certificates for

academic excellence in the subject if they obtained marks of above 80 percent in the exams the school offered. As described previously, teachers also mentioned that there were no activities other than academic activities to assess entrepreneurial achievement. Thus, no competitions were offered to learners to display their entrepreneurial ability. The current study thus found that there was a lack of activities to encourage entrepreneurial achievement as well as a lack of acknowledgement of these achievements.

#### **5.4. What entrepreneurs deem important to study in order to be able to start up businesses**

The results of the interviews and the literature review concur with the findings that entrepreneurship education is vital for the economy and suggest that certain aspects such as self-worth, innovation, creativity, risk orientation and good human relations among others be included in the curricula of high schools. These aspects are discussed below.

##### **5.4.1. Self-worth**

This research concurs with the ideas of Nieuwenhuizen and Groenewald (2008:141) that one's career choices and perceptions of what one is able to do are greatly influenced by one's upbringing and exposure. Business role models and mentors at an early age have a significant role to play in the development of entrepreneurs (Nieuwenhuizen & Groenewald, 2008:141). Several researchers concur that one's thinking, self-belief or self-worth are being influenced by one's exposure to family members and friends with entrepreneurial skills as well as one's level of formal education (Foxcroft, Wood, Kew, Herrington & Segal, 2002:22). These two aspects greatly affect the way one perceives one's self (Nieuwenhuizen & Groenewald, 2008:142). The teachers are in a position to influence the level and nature of education of learners and the parents are in a better place to influence learners' exposure to role models with entrepreneurial experiences. These two communities (teachers and parents) in the activity theory have to work as a whole for the outcome, which is to transfer entrepreneurial knowledge and skills to learners to be achieved. Therefore the focus should be on both education and the family or community (Foxcroft et al., 2002:23).

##### **5.4.2. Innovation and creativity**

To be creative requires that new and workable solutions or ideas are developed to solve a particular problem (Amabile, 1996:36). The manner in which good ideas are created, established and executed determines the success and sustainability of every business in the long term (Shaw, 1996:48). Nieuwenhuizen and Groenewald (2008:141) denote that when

individuals are open to new ideas, new attitudes, new methods for the business and uniting their energies to doing things in a different way to achieve what they want in the business, then there is creativity. This goes to emphasise that entrepreneurs like doing things differently; their unique way of problem solving sets them apart. The entrepreneurs emphasised that the learners should be taught to think and explore different ways to present current issues. For example, learners should be able to explain how and why their business idea is different from other businesses. From the entrepreneurship education acquired, learners should be creative and innovative in their thinking.

#### **5.4.3. Risk orientation**

An entrepreneur should be risk oriented. Entrepreneurs' involvement in the running of their businesses is another way of managing the risks involved. Taking calculated risks is the watch word of every entrepreneur. An entrepreneur is in control of the business when he/she minimises his/her financial losses through the presence of investors, having the right information, and shortening the time between the conception of a dream or business idea to the actualisation of goods or service for the consumer. Also an entrepreneur should be able to reduce the risk of competition. Taking impulsive actions or making decisions in haste run a risk that could be harmful to the business because taking a calculated risk also involves good timing (Bird, 1989:88).

The results show that most of the teachers who participated in this research do not regard themselves as risk takers. The results as shown in Figure 4.1 indicated that 11% of the teachers see themselves as risk takers while 67% of learners, as shown in Figure 4.12 see themselves as risk takers. It might be difficult to teach students how to take risks if the teacher sees himself/herself as someone who plays it safe and not as a risk taker. A majority of the entrepreneurs interviewed suggested that learners should be taught how to identify opportunities, and then identify and evaluate the risk involved in that opportunity. The entrepreneurs insist that it is very important to teach learners or future entrepreneurs how to rate the viability and feasibility of their business venture. Learners should be taught how to do the books, calculate the cash flow and be able to do a cost-benefit analysis, not only the strengths, weaknesses, opportunities and threat (SWOT) analyses. Learners should be taught to be critical in their thinking as well as being able to understand the market and their competitors. An entrepreneur should be able to take a calculated risk (Nieuwenhuizen & Groenewald, 2008:141).

#### **5.4.4. Good human relations**

Good interpersonal relations are essential in every successful business. Entrepreneurs in general, the successful as well as the average entrepreneurs, do uphold good human relations such as using subtle persuasion to sustain a business deal or a potential customer, interacting with influential individuals to succeed or realize a goal (Nieuwenhuizen & Groenewald, 2008:139-140). As an entrepreneur one should acquire the skill of having good human relations whether it is to convince a potential investor or to motivate a potential client to purchase goods or services. Entrepreneurs also should make good use of their reliability, capabilities and other business management qualities that they possess alongside having good human relations (McClelland, 1986:227).

Researchers like Vega (1996), Nieman, Hough and Nieuwenhuizen (2003:16) and Nieuwenhuizen and Groenewald (2008:138-139) have identified four different aspects involved in the success of people management and entrepreneurship and they include: human relations in the form of teambuilding, motivation, effective communication skills as well as problem solving skills. This research focused on evaluating the current entrepreneurship education in high schools with regard to how it incorporates these aspects in the transfer of entrepreneurial knowledge and skills to the learners.

It can be noted from this research that there are some entrepreneurial skills that are undermined in entrepreneurship education and training. Some of these entrepreneurial skills which are neglected in the curricula of entrepreneurship education and should be included henceforth are: creativity, self-worth, perseverance, tenacity, risk orientation, good human relations as well as having a positive attitude. From the research and interviews with entrepreneurs, it shows that entrepreneurs or would-be entrepreneurs have a different learning style from other learners. Therefore these entrepreneurs-to-be learners are achievers, go-getters and would prefer to experiment while they learn and reflect on the learning practice and development (Nieuwenhuizen & Groenewald, 2008:140). So the trainers, facilitators, teachers or educators have to adapt to the learning preferences of these learners so as to graduate successful entrepreneurs.

#### **5.5. Summary**

Entrepreneurship education is defined as a purposeful intervention through an educator in the life of the learner for a particular purpose or outcome as described in the activity theory, which is to instill entrepreneurial qualities and skills to enable the learner to survive in the world of business (Isaacs, Visser, Friedrich & Brijlal, 2007:614). Kroon, De Klerk and

Dippenaar (2003:319) also concur in maintaining that entrepreneurship education should develop a generation of people with creativity, who are innovative and willing to take risks. Moreover, entrepreneurs as well as future entrepreneurs through entrepreneurship training would acquire skills such as problem solving, being more innovative, creative, self-reliant and always ready to adapt (Henry, Hill & Leitch, 2005:101).

This study agrees with Gouws (2002:45) that the primary aim of entrepreneurship education in South Africa should be to develop a calibre of entrepreneurs who will promote economic growth and create businesses to meet the rising economic expectations of all South Africans. Gouws (2002:45) further suggests that teachers need to be trained accordingly as they would not be able to continue to teach in the old rote memorization style, but would rather have to employ an outcomes based approach.

From the research, one can conclude that for effective entrepreneurship education there should be a relationship between the goals of entrepreneurship programmes, the audience to which the programme is targeted (learners), the business world/the industry, the contents of the entrepreneurship subject, the method of delivery or pedagogy and, finally, the assessment that will be used. Isaacs, Visser, Friedrich and Brijlal (2007:619) found that in the South African context these issues are not treated as a whole and are addressed individually, and that this hampered the achieving of the goal of entrepreneurship education.

The findings of the research support the findings of Isaacs et al. (2007:621) as it found that the issues mentioned above were not operating harmoniously. The study found that entrepreneurship education was indeed taught at high schools and that the content that was prescribed was in line with what researchers prescribe as well as with global trends. However, the research identified concerns with the way entrepreneurship education was taught. Even though there was a positive increase in the risk profile of school leavers, they showed little desire to start their own business after school. Thus, found that the way in which entrepreneurship education was taught in fact did not motivate learners to be creators of jobs, but rather encouraged them to seek employment with a stable income. These findings point towards the importance of education as the potential element to bridge the gap between the positive views of the South African high school learners on becoming entrepreneurs on the one hand, and on the other hand the high rate of youth unemployment. This suggestion is supported by the findings of Isaacs et al. (2007:613) that education is key to the success of establishing a culture of entrepreneurship in South Africa.

The next chapter will provide a detailed account of the conclusions made by the study as well as offer some recommendations on how to improve entrepreneurship education.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1. Introduction

In Chapter 5, the results and the findings of the study were discussed. The South African economy is in need of people who possess emotional intelligence, open to new opportunities, self-driven with the willingness to develop themselves and engage in life-long learning (Horn, 2006:120).

The main objective was to investigate what successful entrepreneurs deem important for high school learners to study in order to start up businesses. Secondary objectives were formulated in order to achieve the main objective which was to improve entrepreneurship education at high school level by evaluating the effectiveness of the current entrepreneurship education programme in enabling school leavers to acquire entrepreneurial knowledge and skills required to start up businesses. A mixed methodology approach (qualitative and quantitative) was used for this study.

Within this chapter, there are three sections. The first section concludes the findings regarding the effectiveness of entrepreneurship education in South Africa. This is followed by the second section which indicates research limitations and finally, the third section provides recommendations for entrepreneurship education in high school and also for future research.

#### 6.2. Conclusion

In this section, the researcher draws specific conclusions with respect to the results of questions investigated.

##### **6.2.1. Conclusion with regard to the current entrepreneurship education offered in high schools in transferring entrepreneurial skills and knowledge**

With reference to the research questions presented in Chapter 1 and the findings of the study presented in Chapter 4, the following conclusions were made:

Entrepreneurship education is taught in the high schools in the Cape Town area. It is offered

as a topic and one of four learning outcomes to the subject Business Studies. Thus the entrepreneurship education content makes up 25% of the Business Studies curriculum. Teachers barely complete the entire syllabus prescribed in the broad curriculum of Business Studies as the school year provides too little time. Thus the practical aspect of entrepreneurship is neglected.

There are no initiatives, like competitions, in place that encourage learners to excel entrepreneurially. Furthermore, there is also a lack of acknowledgement of entrepreneurial activities. Schools only acknowledge the academic achievement of learners in the subject.

Local businesses do not assist in the teaching of entrepreneurship education. Thus, learners are not exposed to real life entrepreneurs and also do not get valuable real life business advice. Furthermore, the entrepreneurship education programme also does not offer any opportunities for learners to be involved in local businesses through holiday jobs. This further limits practical experience gained.

Market days where learners could exercise their entrepreneurial abilities were very seldom organised, thus contributing to the lack of practical experience gained by school leavers.

### **6.2.2. Conclusion with regard to high school learners' perceptions of the entrepreneurship education in assisting start-up of businesses after leaving school**

The methods used to teach entrepreneurship education in high schools in the Cape Town area do not comply with what is prescribed by literature and also do not conform with the global trends on how it should be done. They also do not adhere to what is prescribed by the National Curriculum Statement policy documents, as only a limited amount of practical activities are offered. The practical activities that are offered are text book based case studies and projects that lack a link to real life situations. Furthermore, there is also a lack of involvement of local business in teaching the subject.

The risk profile of school leavers indicated that school leavers are increasingly becoming risk takers and that more learners are prepared to take a risk. This is in contrast to their teachers who are not risk takers. This brings in the element of contractions as observed among communities in the activity theory. Furthermore, the school leavers have a high achievement orientation as the majority aspire to attend university or a tertiary institution.

The manner in which entrepreneurship education is offered demotivates the learners to becoming entrepreneurs after school. The entrepreneurship education acquired prepares

them to be employees rather than employers.

### **6.2.3. Conclusion with regard to the content of entrepreneurship education in high schools**

The content on the current entrepreneurship education does not make mention of an entrepreneurship model and therefore incorrectly places the emphasis on capital and business plans as the most important requirements to start a business. Furthermore, the entrepreneurship programme does not distinguish between an idea and an opportunity and thus learners are not aware of the fact that not all ideas are necessarily good business opportunities. Thus, besides the introduction of case studies and the use of projects teachers have continued to teach in the ways they were accustomed to.

The content of the entrepreneurship education programme offered corresponds with what is prescribed by literature as discussed in Chapter 2. Furthermore, it is aligned with global trends regarding the content of entrepreneurship education as discussed in Chapter 2. However, the content of the entrepreneurship education offered in high schools in the Cape Town area is more theoretical and text book based and lacks a link to real life business situations.

Assessment through tests and examinations is still very prominent in the curriculum.

### **6.2.4. Conclusion with regard to the key skills these entrepreneurial courses promote or project**

The entrepreneurship education programme covers relevant aspects of the entrepreneur and the entrepreneurial process. Learners develop knowledge about how to start a business as well as how to compile a business plan. However, due to few practical activities and the lack of involvement of local businesses in the teaching of the subject, this knowledge is more theoretical and lacks a link to real life business situations.

### **6.2.5. Conclusion with regard to the entrepreneurial skills needed in order to become a successful entrepreneur**

The current entrepreneurship education programme limits the development of creativity among school leavers in that there are few practical activities to inspire learners to be creative and innovative.



Successful business owners who can act as mentors and role models are not used in the teaching of entrepreneurship education and this creates a misalignment between theory and practice of entrepreneurship education. Text books make reference to celebrity entrepreneurs and learners aspire to become famous like these celebrities, not realizing that they first have to start their own business to get to that stage eventually.

The findings from the interviews relate to the objectives of this research on the importance of entrepreneurship education and training in areas such as: good human relations, perseverance, creativity, self-concept, risk orientation, innovation, and optimism. Hence, it can be recommended that these aspects have to be incorporated into the curriculum of entrepreneurship education and training at high school.

The research was found that the entrepreneurship education programme did not effectively develop entrepreneurial knowledge and skills to establish a desire among school leavers to start their own business after school. Thus, the study concludes that the entrepreneurship education programme currently offered at Grade 10-12 level in high schools fails to achieve the goal of entrepreneurship education.

### **6.3. Recommendations**

In this section the researcher gives recommendations in accordance with the results, findings, the research questions and objectives.

#### **6.3.1. Recommendations on how to improve entrepreneurship education**

Grounded on the research findings and the literature from the secondary and primary research, the following recommendations have been proposed.

The Department of Education should make provision in the policy framework for a support system for teachers. Through this support system teachers might be able to receive guidance which can assist in enhancing the manner in which the subject is being taught. This support can begin from the grassroots level where schools in the same location can meet regularly to discuss and share teaching methods, strategies and ideas.

It is very important for the DOE officials to be involved in these meetings. The government can organise for local business owners as well as experts from the field to give talks and workshops which would improve on the teaching of the subject. The government should also involve the stakeholders in tertiary institutions as well as in the business world in the training

of teachers.

Learning as a continuous and lifelong process demands that the educators are constantly updating and upgrading their knowledge and skills. Thus to support the teachers and enhance the teaching of entrepreneurship education regular workshops and training are essential. It is the duty of the Ministry of Education alongside the DoE to ensure that the local offices offer this training to teachers.

Entrepreneurship has to be included in the National Curriculum Statement as a separate subject and not as a topic or a learning outcome in Business Studies. There is relevant content being covered in entrepreneurship education to render it an independent subject. With entrepreneurship as a stand-alone subject, teachers would focus more on instilling in learners the desire to start up businesses rather than preparing them to be better business managers as in the case of Business Studies. The issue of insufficient time to cover the syllabus would be resolved by entrepreneurship being a subject on its own. There will also be sufficient time for practical activities.

An explanation of the entrepreneurship models should be included in the content of the subject so as to keep the learners to identifying business opportunities as an essential requirement to starting up a business. Learners should be able to distinguish that not all ideas are good opportunities for doing business. The differences between an opportunity and an idea must be clearly highlighted in the content of the subject.

Entrepreneurship education should offer a lot of practical activities which can give learners the exposure to start their own businesses and acquire the needed entrepreneurial skills to become successful entrepreneurs. These practical experiences can only be materialised when there is a link between the content of the subject and the real world situation of entrepreneurship. Some examples of these activities include learners starting up a business in school (to cater for the school needs) as well as market days. Learners' desire and passion to start up their own businesses would increase when being exposed to such activities and they would be more likely to experience success in these activities.

These practical activities allow creativity in learners and enable them to develop entrepreneurial skills. The utmost role of entrepreneurship education is to enhance and develop creativity and innovation in learners. Learners should be able to think outside the box in order to be able to solve problems around them.

With regard to assessment, learners should not only be assessed with class tests and exams

but on practical activities like starting their own in-school business. The school could also involve the local businesses in the assessment of this activity. It is recommended that the schools acknowledge top learners in these activities.

Learners need real life models to emulate, thus entrepreneurs could be used to teach entrepreneurship education in their local schools. The explanations of the subject matter and shared experiences of these entrepreneurs may act as a link between the theory and the practice and will complement the entrepreneurial knowledge of the learners.

Schools should have a system whereby former learners who are now entrepreneurs should be invited back to their Alma mater to share their success stories. It is recommended that schools develop a programme or a memorandum of understanding between local businesses whereby learners are offered holiday jobs at the businesses. In this way these learners would gain hands-on experience in how to be an entrepreneur.

It is suggested that the DoE or the schools could launch an award winning competition to encourage entrepreneurial activities for learners on the best business plan or the most creative or innovative business idea, or the best in-school business. Local businesses can also be involved in the panel of judges for the competition.

Finally, discussing with foreign institutions as a form of creating a broader contact base should be established, which will allow for the emulation of the best practices in entrepreneurship education and the sharing of ideas.

### **6.3.2. Recommendations for future research**

The goal of entrepreneurship education is to develop entrepreneurs who are able to promote economic growth and create employment. Unemployment is particularly rife in the rural areas of the country. The current study focused primarily on the Cape Town area which is an urban area. There is an opportunity to do a study on the impact of entrepreneurship education in rural areas.

Furthermore, the current study also creates an opportunity for further research at a national level, where the relationship between entrepreneurship education and economic growth can be investigated.

It is proposed that future research in this study include investigation of the levels of skills and knowledge acquired while in high school into aspects such as operations, marketing, finance

and human resources. It would be interesting to note in which aspects of each of the management disciplines candidates need more business knowledge and skills, where a more specialized focus is recommended.

The extent of entrepreneurship education needs further research with extended survey tools that would allow for more conclusive analysis for determinations of entrepreneurial behaviours, for example, demonstrations of creativity/innovation as well as successful start-ups, failures and growth rates in terms of profitability.

With regard to further research in entrepreneurship education, researchers should investigate models on how to match the knowledge and skills of learners with regard to the skills sets required in the market place so as to inform curriculum designers to make relevant interventions.

#### **6.4. Summary**

Chapter 6 ends with the outcomes of the research and offers suggestions for improvements of entrepreneurship education in high schools. The chapter closes with recommended areas for future research as well as on how to improve this field of study.

This research was based on evaluating the effectiveness of entrepreneurship education in addressing unemployment by transferring entrepreneurial knowledge and skills among the youth of the Cape Town area and South Africa as a whole. This study found that entrepreneurship education is offered in high schools under Business Studies, thus entrepreneurial knowledge is being developed.

However, the study also found out that not as much attention is focused on entrepreneurship education at high school level as it should be in that it is still not a stand-alone subject. Thus, the study concluded that various changes to the entrepreneurship education curriculum are required to achieve the goal of entrepreneurship education.

## REFERENCES

- Acs, Z.J. & Audretsch, D.B. 2003. *Handbook of entrepreneurship research*. Boston: Kluwer Academic Publishers.
- Amabile, T.M. 1996. Unlimited genius. *Success*, 43(7):36-37.
- Antonites, A, .J. & van Vuuren, J, J. 2004. An action learning approach to entrepreneurial creativity, innovation and opportunity finding. Paper presented at the 14th Annual International Entrepreneurship Conference in Naples, Italy
- Audretsch, D.B. & Keilbach, M. 2004. Entrepreneurship Capital and Economic Performance. London: Centre for EG Policy Research. CEPR Discussion Paper No. 3678.
- Asia Society. Education in China: Lessons for you. 2013. [Online] Available from: <http://www.asiasociety.org>. [Accessed: 15 February 2013]
- Bakhurst, D. 2009. Reflections on activity theory. *Educational Review*, 61(2):197-210.
- Barringer, B., & Ireland, D. (2008). *What's stopping you? Shatter the nine most common myths keeping you from starting your own business*. Upper Saddle River, NJ: Pearson Education.
- Basu, A. 2004. Entrepreneurial aspirations among family business owners: an analysis of ethnic business owners in the UK. *International Journal of Entrepreneurial Behaviour & Research*, 10 (2):12-33.
- Benzing, C., Chu, H.M. & Kara, O. 2009. Entrepreneurs in Turkey: A factor analysis of motivations, success factors, and problems. *Journal of Small Business Management*, 47(1):58-91.
- Bird, B.J. 1989. *Entrepreneurial Behaviour*. Glenview, Ill, Scott, Foresman and Company.
- Blenker, P., Dreisler P. & Kjeldsen, J. 2006. *Entrepreneurship Education the New Challenge Facing the Universities: A framework or understanding and development of entrepreneurial university communities*. [Online] Available from [http://www.hha.dk/man/cmsdocs/WP/2006/2006-02\\_ENG.pdf](http://www.hha.dk/man/cmsdocs/WP/2006/2006-02_ENG.pdf) [Accessed: 18 February 2013].
- Bosma, N. & Harding.R.2007. Global Entrepreneurship Monitor: GEM 2006 *Summary Results*: Babson College and London Business School.
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3:77-101. [Online] Available from [http://www.science.uwe.ac.uk/psychology/drictoriaclarke\\_files](http://www.science.uwe.ac.uk/psychology/drictoriaclarke_files) [Accessed: 10 November 2014]
- Brown, C. 2000. Money, power, respect. *Black Enterprise*, 30:98-102.
- Burch, J. G. Profiling the Entrepreneur. *Business Horizons*, 29(5):13-16. 1986.
- Carland, J., Hoy, F., Boulton, W., & Carland. A. 1984. Differentiating entrepreneurs from small business owners: *A conceptualization*. *Academy of Management Review*, 9, 354-359.

- Carree, M. A., Van Stel, A., Thurik, A. R. & Wennekers, S. 2002. Economic development and business ownership: An analysis using data of 23 OECD countries in the period 1976-1996. *Small Business Economics: An International Journal*, 19(3):271-290.
- Cheung, C-K. 2008. Practicing Entrepreneurship Education for Secondary Pupils through the Operation of a New Year Stall in Hong Kong. *The Asia Pacific Education Researcher*, 17(1):15-31.
- Co, M. & Mitchell, B. 2006. Entrepreneurship education in South Africa: a nationwide survey. *Education and Training*, 48(5):348-359.
- Collis, J. & Hussey, R. 2003. *Business Research. A practical guide for undergraduate and postgraduate students*. 2<sup>nd</sup> ed. New York: Palgrave Macmillan.
- Cooper, D. & Schindler, P. 2003. *Business research methods*. 8<sup>th</sup> ed. Singapore: McGraw-Hill.
- Davies, T.A. 2001. Entrepreneurship development in South Africa: redefining the role of tertiary institutions in a reconfigured higher education system. *South African Journal of Higher Education*, 15(1):32-39.
- Davies, T. A. & Pillay, D. 2000. Small medium and micro enterprise (SMME) partnerships: a tertiary initiative to create a unique co-operative education model in commerce (The business clinic). *South African Journal of Higher Education*, 14(3):196-203.
- Department of Education. 2001. *National Plan for Higher Education*. Department of Education, Pretoria.
- Downing, S. 2000. Action learning for entrepreneurs: key issues in the design and delivery of programmes. Paper delivered at the ISBA National Small Firms Policy and Research Conference, Aberdeen Business School, Aberdeen, November.
- Drucker, P.F. 1985. *Innovation and Entrepreneurship*. New York: Harper and Row.
- Du Toit, G.S., Cronje, G.J. & Motlatla, M.D.C. (eds). 2003. *Introduction to Business Management*. 6<sup>th</sup> ed. Cape Town: Oxford University Press.
- Edmond, A. 1995. How to raise a successful Black child. *Black Enterprise*, 26:162-165.
- Elmuti, D., Khoury, G. & Omran, O. 2012. Does entrepreneurship education have a role in developing entrepreneurial skills and ventures' effectiveness? *Journal of Entrepreneurship Education*, 15:83-98.
- Engeström, Y. 1987. *Learning by expanding: An activity theoretical approach to developmental research*. Helsinki, Orienta-Konsultit Oy.
- Engeström, Y. 2001. Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1):133-156.
- Engeström, Y., Miettinen, R. & Punamäki, R. 1999. *Perspectives on Activity Theory*. Cambridge: Cambridge University Press.
- Esterhuizen, J.M. 1996. Entrepreneurskap as opvoedingstaak van die ouerhuis. DEd thesis, Rand Afrikaans University, Johannesburg.
- Fayolle, A. 2007. *Handbook of Research in Entrepreneurship Education, Volume 2*.

Cheltenham: Edward Elgar Publishing.

Fayolle, A. & Klandt, H. (eds). 2006. *International Entrepreneurship Education. Issues and Newness*. Cheltenham: Edward Elgar Publishing.

Feldman, D.C. & Bolino, M.C. 2000. Career patterns of the self-employed: Career motivations and career outcomes. *Journal of Small Business Management*, 38(3):53-67.

Forbes, D.P. 1999. Cognitive Approaches to New Venture Creation. *International Journal of Management Reviews*, 1(4):415-439.

Foxcroft, M.L., Wood, E., Kew, J., Herrington, M. & Segal, N. 2002. *Global Entrepreneurship Monitor: South African Executive Report*. Cape Town: Graduate School of Business, University of Cape Town.

Freire, P. 2005. Education for critical consciousness (impacts). London: Bloomsbury Academic (first published 1967).

Garavan, T.N. & O'Conneide, B. 1994. Entrepreneurship Education and Training Programmes: A review and evaluation. Part 1. *Journal of European Industrial Training*, 18(8):3-12.

Gatewood, E.J., Shaver, K.G., Powers, J.B. & Gartner, W.B. 2002. Entrepreneurial Expectancy, Task Effort and Performance. *Entrepreneurship Theory and Practice*, 27(2):187-206.

Gibb, A. 1997. Small firms' training and competitiveness: building upon the small business as a learning organisation. *International Small Business Journal*, 15(3):13-29.

Gibb, A. 2002. In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3):233-269.

Gibb, A. & Li, J. 2003. Managing enterprise development. *Future*, 35(4):403-421.

Gibb, A.A. 2007. *'Enterprise in education. Educating tomorrow's entrepreneurs*. Pentti Mankinen 2007. [Online] Available from: <http://www.enorssi.fi/hankkeet/yrittajyyskasvatus/pdf/Gibb.pdf>. [Accessed: 20 May 2013]

Global Entrepreneurship Monitor - GEM. 2010. [Online] Available from <http://www.gemconsortium.org/> [Accessed: 14 February 2013]

Gouws, E. 1997. Entrepreneurship education: an educational perspective. *South African Journal of Education*, 17:143-149.

Gouws, E. 2002. Entrepreneurship education: implications for teacher training. *South African Journal for Higher Education*, 16(2):41-48.

Govender, K. 2008. Addressing employability and fostering entrepreneurship among university students in South Africa: an analysis of the 'junior enterprise concept'. [Online] Available from [www.sabinet.co.za](http://www.sabinet.co.za) [Accessed: 23 July 2012]

Harding, R. 2004. *Global Entrepreneurship Monitor Report*. [Online] Available from: [http://www.london.edu/assets/documents/PDF/GEM\\_uk\\_Report\\_2004.pdf](http://www.london.edu/assets/documents/PDF/GEM_uk_Report_2004.pdf) [Accessed 20 May 2013]

Hassan, L.S. 2012. Conceptualizing programme evaluation. Clute Institute International

Conference – June 2012 Rome, Italy, 467-474.

Hassan, L.S. 2014. Lecturer's role in tutor development from an activity theory perspective. *Mediterranean Journal of Social Sciences*, 5(15):391-399.

Henry, C., Hill, C. & Leitch, C. 2005. Entrepreneurship Education and Training: Can entrepreneurship be taught? Part 1. *Education and Training*, 47(2):98-111.

Henry, C., Hill, F. & Leitch, C. 2005. Entrepreneurship Education and Training: Can entrepreneurship be taught? Part II. *Education and Training*, 47(3):158-169.

Herrington, M. 2009. Entrepreneurship: South Africa still lags far behind. *Management Today*, 25(5): 42-43.

Herrington, M. & Maas, G. 2007. *Global Entrepreneurship Monitor: South African Report*. [Online] Available from: <http://www.gemconsortium.org> [Accessed 26 August 2013]

Hisrich, R.D. & Peters, M.P.P. 1998. *Entrepreneurship*. Boston: McGraw-Hill.

Horn, G. 2006. Educational solutions to improve the employability of senior high school learners. *South African Journal of Education*, 26(1):113-128.

Hornsby, J.S., Naffziger, D.W., Kuratko, D.F. & Montagno, R.V. 1993. An interactive model of the corporate entrepreneurship process. *Entrepreneurship Theory and Practice* 17: 29-29.

Hornsby, J.S., Kuratko, D.F. & Zahra, S.A. 2002. Middle managers' perception of the internal environment for corporate entrepreneurship: assessing a measurement scale. *Journal of Business Venturing*, 17:253-273.

Huysamen, G.K. 1994. *Methodology for the social and behavioural sciences*. Virginia Halfway House: Southern Book Publishers.

Ijeoma, E.O. & Ndedi, A. 2008. Addressing unemployment challenges among young graduates in South Africa: The role of entrepreneurship education. [Online] Available from: <http://www.up.ac.za>. [Accessed 8 December 2012]

Ireland, R.D., Covin, J.D. & Kuratko, D.F. 2009. Conceptualizing corporate entrepreneurship strategy, *Entrepreneurship Theory and Practice*, 33 (1):19-46, 272.

Isaacs, E., Visser, K., Friedrich, C. & Brijlal, P. 2007. Entrepreneurship education and training at the Further Education and Training (FET) level in South Africa. *South African Journal of Education*, 27:613-629.

Kaplan, J.M. & Warren, A. 2010. *Patterns of Entrepreneurship Management*. 3<sup>rd</sup> ed. New York: John Will & Sons.

Kaptelinin, V., & Bonnie A. 2006. *Acting with Technology: Activity Theory and Interaction Design*. Boston: MIT Press.

Kaymak. S. 2010. *Motivation of Entrepreneurs in South Africa*. [Online] [www.up.ac.za](http://www.up.ac.za) [Accessed 20 August 2012]

Kellner, T. 2000. Rockefellers in the hood. *Forbes*, 24 July.

Kroon, J (ed.) 1998. *Entrepreneurship. Start your own business*. Pretoria: Kagiso.

Kroon, J., De Klerk, S. & Dippenaar, A. 2003. Developing the next generation of potential



- entrepreneurs: co-operation between schools and business. *South African Journal of Education*, 23(4):319-322.
- Kroon, J. & Meyer, S. 2001. The role of entrepreneurship education in career expectations of students. *South African Journal of Higher Education*, 15(1):47-53.
- Kuratko, D. F. 2003. *Entrepreneurship Education : Emerging Trends and Challenges for the 21st Century*. The Entrepreneurship Program, College of Business, Ball State University, Muncie, IN.
- Kuratko, D.F. & Hodgetts, R.M. 2004. *Entrepreneurship. Theory, Process, Practice*. 6<sup>th</sup> ed. Mason OH: Southwestern College Publications.
- Kuratko, D. F., Hornsby, J.S. & Naffziger, D.W. 1997. An examination of owners' goals in sustaining entrepreneurship. *Journal of Small Business Management*, 35(1):24-33.
- Kuratko, D.F & Hodgetts, R.M. 2004. *Entrepreneurship: Theory, Process, Practice*. Mason OH: Southwestern College Publications.
- Kuratko, D.F. 2009. *Introduction to Entrepreneurship*. 8<sup>th</sup> ed. Canada: Southwestern College Publications.
- Kuratko, D.F. 2005. The Emergence of Entrepreneurship Education: Development, Trends and Challenges. *Entrepreneurship Theory and Practice*. 29(5): 577-597.
- Kuutti, K. 1991. Activity theory and its application to information systems research and development. *Journal of Information Systems Research* 529-549.
- Ladzani, W.M. & Van Vuuren, J, J. 2002. Entrepreneurship training for emerging SMEs in South Africa. *Journal of Small Business Management*, 40(2):154-161.
- Leedy, P.D. & Ormrod, J.E. 2005. *Practical Research. Planning and Design*. 8<sup>th</sup> ed. New Jersey: Pearson Prentice Hall.
- Maas, G. & Herrington, M. 2008. *Global Entrepreneurship Monitor South African Report 2007*. Cape Town: University of Cape Town Graduate School of Business.
- Maré, G.F. 1996. *A Manual for Entrepreneurship. The road to a successful career*. Pretoria: Kagiso.
- McClelland, D.C. 1986. Characteristics of successful entrepreneurs. *Journal of Creative Behaviour*, 21(3):219-233.
- Moloi, M. 1995. Message from the chairperson. EWET Prospectus.
- Myles, H. & Freire, P. 1990. *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.
- National Consortium for Entrepreneurship Education. 2012. Importance of Entrepreneurship Education. [Online] Available from: <http://www.entre-ed.org>. [Accessed: 25 November 2012]
- Ncube, M. 2006. *Economic growth, entrepreneurship and the business environment in South Africa*. Johannesburg: Graduate School of Business Administration, University of the Witwatersrand.
- Neethling & Solutions finding Neethling Brain Instruments (NBI™). 2000. [Online] Available from: <http://www.nbi.com> [Accessed: 15 April 2013]

- Network for teaching entrepreneurship. 2013. *Entrepreneurship Education Is Paramount To Combat Youth Unemployment*. [Online] Available from: <http://www.nfte.com>. [Accessed 20 March 2013].
- Nicolaides, A. 2011. Entrepreneurship: The role of Higher Education in South Africa. *Educational Research*, 2(4):1043-1050.
- Nieman, G.H., Hough, J. & Nieuwenhuizen, C. (eds). 2003. *Entrepreneurship: A South African Perspective*. Pretoria: Van Schaik.
- Nieuwenhuizen, C. & Groenewald, D. 2008. Entrepreneurs' learning preferences: A guide for entrepreneurship education. *Acta Commercii*, 8:128-144.
- Nieuwenhuizen, C. & Groenewald, D. 2008. Entrepreneurs' Learning Preferences: A guide for entrepreneurship education. *Acta Commercii*, 11,128-144. [Online] Available from: <http://www.cput.ac.za> [Accessed: 11 February 2013]
- Nieuwenhuizen, C. & Kroon, J. 2002. Identification of Entrepreneurial Success Factors to Determine the Content of Entrepreneurship Subjects. *South African Journal of Higher Education*, 16(3):157-166.
- Nieuwenhuizen, C. & Kroon, J. 2002b. Identification of entrepreneurial success factors to determine the content of entrepreneurship subjects. *South African Journal of Higher Education*, 16(3):157-166.
- Nonaka, I. & Takeuchi, H. (1995). *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford: Oxford University Press.
- North, E. 2002. A decade of entrepreneurship in South Africa. *South African Journal of Education*, 22(1):24-27.
- Organisation for Economic Co-operation and Development. 2004. *Economic Survey of South Africa 2004*. [Online] Available from: <http://www.oecd.org/southafrica/>. [Accessed on 15 May 2012]
- Orford, J. 2004. The environment for entrepreneurship in South Africa. *Global Entrepreneurship Monitor Report*. [Online] Available from <http://www.gemconsortium.org> [Accessed: 10 December 2012]
- Pretorius, M., Nieman, G., & Van Vuuren, J. 2005. Critical evaluation of two models for entrepreneurial education: An improved model through integration. *International Journal of Educational Management*, 19 (5):413 - 427
- Rae, D. 2006. Entrepreneurial learning: a conceptual framework for technology based enterprise. *Technology analysis and strategic management*, 18(1):39-56.
- Raosoftware. 2004. Sample Size Calculator. [Online] Available from: <http://www.raosoftware.com/samplesize.html>. [Accessed on 12 May 2013]
- Robinson, D. 2002. *A phenomenological study of how South African entrepreneurs experience and deal with ethical dilemmas*. [Online] Available from <http://www.cput.ac.za>. [Accessed: 17 July 2012].
- Roth, W.M. 2004. Qualitative research and ethics. *Forum: Qualitative Social Research*. 5(2) 7. [Online] Available from:

- <http://www.qualitativeresearch.net/index.php/fqs/article/view/614/1331#gcit>. [Accessed on 14 May 2013].
- Rwigema, H. & Venter, R. 2004. *Advanced Entrepreneurship*. Cape Town. Oxford University Press.
- Segal, G., Borgia, D. & Schoenfeld, J. 2005. The Motivation to become an entrepreneur. *International Journal of Entrepreneurial Behaviour & Research*, 11(1):42-57.
- Shaw, D. 1996. Creativity and innovation. *Business Quarterly*, 61(1):48-49.
- Shaw, E. 1998. Social networks: their impact on the innovative behaviour of small service firms. *International Journal of Innovation Management*, 2(2). 201-22.
- Shay, D. & Wood, E. 2004. Can entrepreneurship education in schools equip South Africa's future entrepreneurs? *Global Entrepreneurship Monitor Report*. [Online] Available from <http://www.gemconsortium.org> [Accessed: 12 May 2013]
- Southorar, H.H. 2009. Assessing Entrepreneurship Education at Secondary Schools in the NMBM. [Online] Available from [www.sabinet.co.za](http://www.sabinet.co.za). [Accessed: 09 July 2012].
- South Africa Info. 2012. Education in South Africa. [Online] Available from: <http://www.southafrica.info/about/education/education.htm>. [Accessed: 18 January 2013].
- South African Institute of Entrepreneurship. 2008. *A positive entrepreneurial environment* [Online] Available from: <http://www.entrepreneurship.co.za>. [Accessed: 1 August 2012].
- South African Social Investment Exchange. Creating a generation of South African Entrepreneurs. 2012. [Online] Available from <http://www.sasix.co.za>. [Accessed: 20 August 2012]
- Statistics South Africa. 2012. Census in brief – The People of South Africa. Stats SA Publications. Pretoria.
- Statistics South Africa. 2013. Census In Brief. 2<sup>nd</sup> ed. Stats SA Publications. Pretoria.
- Statistics South Africa. 2013. Latest key indicators. [Online] Available from: <http://www.statssa.gov.za> [Accessed: 15 May 2013]
- Statistics South Africa. 2013. Unemployment figures [Online] Available from: <http://www.statssa.gov.za/keyindicators/lfs.asp> [Accessed 10 October 2013]
- Statistics South Africa. 2015. Latest key indicators. [Online] Available from: <http://www.statssa.gov.za> [Accessed: 20 April 2015].
- Steenekamp, A.G., Van der Merwe, S.P. & Athayde, R. 2011. An investigation into youth entrepreneurship in selected South African secondary schools: An exploratory study. *Southern African Business Review*, 15(3): 46-75.
- Stokes, D., Wilson, N. & Mador, M. 2010. *Entrepreneurship*. Hampshire, UK: South-Western Cengage Learning.
- Sullivan, R. 2000. Entrepreneurial learning and mentoring. *International Journal of Entrepreneurial Behaviour and Research*, 6(3):160-175.
- Suvendrini, K. 2001. Young Turks. *Asian Business*, 37:70.

Swiss-South African Corporation Initiative. Entrepreneurship. 2012. [Online] Available from: <http://www.ssaci.org.za>. [Accessed: 01 August 2012]

Tengeh, R.K., Ballard, H.B. & Slabbert, A.S. 2011. A framework for acquiring the resources vital for the start-up of a business in South Africa: An African Immigrant's Perspective. *European Journal of Social Sciences*, 23(3):362-381.

Tengeh, R.K., Ballard, H.B. & Slabbert, A.S. 2012. Do immigrant-owned businesses grow financially? An empirical study of African immigrant-owned businesses in the South Africa. *African Journal of Business Management*, 6(19):6070-6081.

Timmons, J.A & Spinelli, S.S. 2004. *New Venture Creation. Entrepreneurship for the 21<sup>st</sup> Century*. 6<sup>th</sup> ed. New York: McGraw-Hill.

Timmons, J.A & Spinelli, S.S. 2007. *New Venture Creation. Entrepreneurship for the 21<sup>st</sup> Century*. 7<sup>th</sup> ed. New York: McGraw-Hill.

Turton, N., & Herrington, M. 2012. Global Entrepreneurship Monitor South Africa 2012 Report. [Online] Available from: <http://www.gemconsortium.org/docs/download/2801>. [Accessed on 20 February 2013] 2013.

Vega, G. 1996. When growing businesses self-destruct. *Small Business Forum*, 14(2):56-66.

Vygotsky, L.S. 1978. Mind in society: Development of higher psychological processes. M. Cole, V. John-Steiner, S. Scribner & E. Souberman (eds and trans.). Cambridge, MA: Harvard University Press.

Welman, J.C. & Kruger, S.J. 2001. *Research Methodology*. Cape Town: Oxford University Press.

Wennekers, S. & Thurik, R. 1999. Linking entrepreneurship and economic growth. *Small business economics*, 13(1), 27-56.

Wickham, P. A. 2006. *Strategic Entrepreneurship*. 4<sup>th</sup> ed. Edinburgh: Pearson Education.

World Bank. 2013. GINI index. [Online] Available from <http://www.worldbank.org/indicator/SI.POV.GINI>. [Accessed on 20 May 2013].

World Economic Forum. 2013. The global competitiveness report. [Online] Available from: <http://www.weforum.org/events/world-economic-forum-annual-meeting-2013>. [Accessed: 10 April 2014].

Yalcin, S. & Kapu, H. 2008. Entrepreneurial dimensions in transitional economies: A review of relevant literature and the case of Kyrgyzstan. *Journal of Developmental Entrepreneurship*, 13(2):185-203.

Yin, R.K. (2003). *Case study research: Design and methods*. 3<sup>rd</sup> ed. Thousand Oaks: Sage.

## APPENDICES

### Appendix A: Approval Letters from the Department of Education



Directorate: Research

[Audrey.wyngaard2@pgwc.gov.za](mailto:Audrey.wyngaard2@pgwc.gov.za)

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

[wced.wcape.gov.za](http://wced.wcape.gov.za)

**REFERENCE:** 20130702-13657

**ENQUIRIES:** Dr A T Wyngaard

Miss Rylyne Nchu  
29 Gie Road  
Table View  
7441

**Dear Miss Rylyne Nchu**

**RESEARCH PROPOSAL: THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION (BUSINESS STUDIES) IN SELECTED HIGH SCHOOLS IN CAPE TOWN METROPOLITAN**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Approval for projects should be conveyed to the District Director of the schools where the project will be conducted.
5. Educators' programmes are not to be interrupted.
6. The Study is to be conducted from **15 July 2013 till 20 September 2013**
7. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
8. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
9. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
10. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
11. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
12. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.  
Signed: Dr Audrey T Wyngaard  
Directorate: Research  
DATE: 03 July 2013

Lower Parliament Street, Cape Town, 8001  
tel: +27 21 467 9272 fax: 0865902282  
0861 92 33 22  
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000  
Employment and salary enquiries:  
[www.westerncape.gov.za](http://www.westerncape.gov.za)



**REFERENCE:** 20130702-13657

**ENQUIRIES:** Dr A T Wyngaard

Miss Rylyne Nchu  
29 Gie Road  
Table View  
7441

**Dear Miss Rylyne Nchu**

**RESEARCH PROPOSAL: THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION (BUSINESS STUDIES) IN SELECTED HIGH SCHOOLS IN CAPE TOWN METROPOLITAN**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **10 January 2014 till 25 March 2014**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 03 October 2013

Lower Parliament Street, Cape Town, 8001

tel: +27 21 467 9272 fax: 0865902282

0861 92 33 22

Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000

Employment and salary enquiries:

[www.westerncape.gov.za](http://www.westerncape.gov.za)

## Appendix B: Consent Letters to Participants



Cape Peninsula University of Technology  
Department of Entrepreneurship and Business Management

### Informed Consent

**Dear Participant,**

I am a researcher from Cape Peninsula University of Technology (CPUT). I am conducting research to evaluate the process of entrepreneurship education in high schools. Hence, I am approaching you to be part of this study. I realise you need to make an informed decision whether or not to be part of this study, thus I have provided below further details with regard to the research to assist in your decision process.

**Title of Research Project:**

The effectiveness of entrepreneurship education in selected high schools in Cape Town metropolitan.

**Researcher:**

Rylyne Nchu

Tel 0725571875 (CPUT)

**Purpose of the Research**

The aim of this research study is to evaluate the effectiveness of entrepreneurship education currently being offered in high schools, against the parameters of what is required to become a successful entrepreneur in the work place.

**Description of the Research:**

Self-administrated Questionnaires will be handed over to Grade 12 students of Business Studies in Cape Town, as well as personal interviews will be conducted with Business Studies teachers. This questionnaire will be used to determine the effectiveness of the current entrepreneurship studies in High Schools in developing entrepreneurial knowledge and skills and to determine the learners' perception of entrepreneurship education.



Personal interviews will be conducted on 30 business owners to determine the traits that make successful entrepreneurs and to know how what motivates entrepreneurs can be incorporated in the teaching of entrepreneurship education. Interviews conducted will be used to assess factors that drive business owners to start a sustainable business among those who have been exposed to entrepreneurship training, those who have not been exposed and those exposed to other business training.

The researcher will act as an observer in the field. An observation of entrepreneurship education classes in schools and an analysis of documents, syllabus, curriculum and assessment instruments will also be used.

**Potential Benefits:**

This research will provide recommendations to improve entrepreneurship education in high schools in the Cape Town area as well as South Africa with regard to current trends of entrepreneurship and the parameters of what is required to become a successful entrepreneur in the work place.

**Potential Benefits:**

Participants will have the satisfaction of knowing they have assisted with this research.

**Confidentiality:**

Confidentiality will be respected and no information that discloses the identity of the participant will be released or published.

**Participation:**

Participation in this research is voluntary. If you choose to participate in this study you may withdraw at any time.

**Contact**

If you have any questions about this study, please contact:

Rylyne Nchu

Tel; 0725571875

**Consent:**

By signing this form, I agree that:

1. The study was explained to me and all my questions answered.
2. I have the right to participate and the right to stop at any time.
3. I have been told that my personal information will be kept confidential.

I hereby consent to participate in this study:

Name \_\_\_\_\_ of

Participant:.....

Signature.....

Date .....

## Appendix C: Survey Questionnaire for Teachers

### Section A: Demographic Information

1. Name of School:.....

2. Gender:

Male                  Female

3. Please state your age: .....

4. Please state your race: .....

5. Are you currently teaching Business Studies on an FET level?

YES          NO

6. Specify the Grades that you are teaching Business Studies to:

.....

7. Please state your highest qualification:

.....

8. Please state the subjects that you are qualified to teach:

.....

.....

9. Do you see yourself as... (Tick appropriate box)

A risk taker	
Someone who plays it safe	

10. Would you encourage your learners to... (Tick appropriate box)

Seek employment with a fixed salary	
Start their own business	

### SECTION B: THE SUBJECT BUSINESS STUDIES AND SKILLS DEVELOPMENT

11. Have you received any training to teach Business Studies?

YES          NO

12. Is Business Studies very different from the old subject Business Economics?

YES          NO

13. What are some of the major changes in the subject Business Studies?

.....

.....

.....

.....

14. Are regular workshops offered by the Department of Education to develop skills so as to enhance the teaching of the subject?

YES      NO

15. Do you have all the relevant learning material required to teach the subject? If not, what do you require?

.....  
.....  
.....  
.....

**SECTION C: ENTREPRENEURSHIP IN THE CURRICULUM AND ENTREPRENEURIAL ACTIVITIES**

16. Have you received any specific training to teach the entrepreneurship content in the curriculum?

Yes      No

17. Does the curriculum require you to engage learners in practical activities regarding entrepreneurship?

Yes      No

18. What type of practical activities did you engage your learners in?

.....  
.....  
.....  
.....

19. Have you ever organised a market day for your learners?

.....  
.....  
.....  
.....

20. Do learners struggle to grasp the financial aspects involved in entrepreneurship?

.....  
.....  
.....  
.....

21. Do you know any successful entrepreneurs?

Yes      No

22. Have you ever invited any entrepreneurs to your school to talk to your learners? If not, why not?

.....  
.....  
.....  
.....

23. How are the local businesses in your area involved in your school?

.....  
.....  
.....  
.....

24. What are some of the major challenges involved in teaching entrepreneurship to your learners?

.....  
.....  
.....  
.....

25. How does your school acknowledge successful entrepreneurial activities of learners?

.....  
.....  
.....

**THANK YOU FOR YOUR PARTICIPATION.**

### Appendix D: Questionnaire for Learners

To the students of Business Studies: Thank you for taking the time and effort to respond to this questionnaire. Please give candid and thorough responses to the questions below. Rest assured that the information you share here is confidential.

1. Name of school.....

2. Grade:.....

3. Gender:

Male  Female

4. Age: Younger than 16 years

16 years

17 years

18 years

19 years

20 years

Older than 20

5. Ethnic information

Black

Coloured

Indian

Asian

White

Other.....

5. Have you done Business Studies at school in the past three years?

YES

NO

6. Which of the following reasons best describe your reason for taking the subject? (Tick only one)

Major requirement

Minor requirement

General education

**SECTION B: RISK PROFILE AND ACHIEVEMENT ORIENTATION**

7. What are you going to do after school? (Tick only one)

Further my studies at a tertiary institution	
Look for work in a local organisation	
Government employment	
Business/Industry employment	
Start my own business(Self Employment)	
Family employment	
Travel	
Other	

7a. Do you see yourself as a .....

Risk taker

Or

Someone who plays it safe

8. Do you think there is risk involved in starting your own business? Briefly explain your answer.

.....

.....

.....

.....

.....

9. If you had to start your own business what type of business would it be?

.....

.....

10. Why would you want to establish this type of business?

.....

.....

**SECTION C: BUSINESS KNOWLEDGE**

11. Describe the concept of profit.

.....

.....

12. What is more important to you? Tick the appropriate box.

Making a profit	
Rendering a service	
Both	

13. What do you need to start a business?

.....

.....

14. Do you think it is important to have a good business idea to start a business?

YES  NO

15. What is a business plan?

.....  
.....  
.....

16. Would you be able to prepare a business plan for your own business?

YES  No

17. Do you know how to calculate how much funding you would require to start a business?

Yes  No

18. Have you been involved in any type of business previously? If yes, describe your role.

.....  
.....  
.....

#### **SECTION D: ENTREPRENEUR AND ENTREPRENEURSHIP**

19. What is an entrepreneur?

.....  
.....  
.....

1. Do you know any successful entrepreneurs in your area?

Yes

No

21. What characteristics do you think an entrepreneur should have?

.....  
.....  
.....  
.....

2. Would you like to become an entrepreneur? (Tick only one)

Definitely want to

Probably want to

Probably will not want to

Neither will or not

Definitely will not want to

#### **SECTION E: ENTREPRENEURSHIP IN CURRICULUM**

22. Did you cover the topic entrepreneurship in Business Studies?

Yes  No



23a. Rate the amount of work you did

Almost none

What was assigned

More than just what was assigned

24. What type of practical exercises were you exposed to with regard to entrepreneurship?

.....  
.....  
.....  
.....

24a. Rate the level of your involvement in the activities of this course.

Very uninvolved

Somewhat involved

Enthusiastically involved

25. Has your school introduced you to successful entrepreneurs? If yes, how did this happen? What did you gain from the interaction?

.....  
.....  
.....  
.....

26. Have you been involved in a market day at your school? If yes, what did you do for the market day?

.....  
.....

26a. How much practical knowledge have you gained from this course?

A great deal

Some practical knowledge

None

26b. General evaluation of the course

	Strongly Agree	Agree	Neutral	Disagree
The course objectives were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course procedures and assignments support course objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of reading you were asked to do was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of writing or other class work you were asked to do was enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26c. What overall rating would you give the course?

Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>
Average	<input type="checkbox"/>
Poor	<input type="checkbox"/>
Very Poor	<input type="checkbox"/>

27. Do you think you would be able start a business of your own with the knowledge and experience you gained doing Business Studies?

Strongly agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>

Please elaborate your answer.

.....

.....

.....

28. What was most beneficial about Business Studies?

.....

.....

.....

29. What was of least benefit about Business Studies?

.....  
.....  
.....

29a. Was the difficulty of the subject in line with your expectations?

Yes

No

Maybe

30. Would you recommend your friends to do Business Studies?

Yes  or No

30a. If no, why not

31. In what way could this subject be improved?

.....  
.....  
.....  
.....

32. Would you take another course taught by this teacher?

Yes

No

Maybe

32a. What would you recommend to improve the instructor's performance?

.....  
.....  
.....  
.....

**THANK YOU FOR YOUR PARTICIPATION.**

**Appendix E: Survey questions and interview guide for business owners**

**Demographic Information**

1. Business Name.....

2. Gender:  
Male  Female

2a) Marital Status? Single\_\_\_\_ Married\_\_\_\_ Divorced\_\_\_\_

3. Please state your age.

20-30 years

31-40 years

40-50 years

Above 50 years

4. Please state your race:  
.....

**Section Two: Business Information**

5. Are you the owner of the business?

YES  NO

5a. If No specify your position or role in the business?  
.....  
.....

5b. What was your occupation before starting this business?  
.....  
.....

6. From whom did you have most influence to start your business?  
Parents\_\_\_\_ Relatives\_\_\_\_ Self\_\_\_\_ Friends\_\_\_\_ Other (indicate) \_\_\_\_\_

**Section Three: Education and Business**

7. What is your highest qualification, is this your first business and how many years have you been in business?

8. Have you received any entrepreneurship or business studies training prior to starting up your business?

9. What are some of the factors that motivated you to start up your own business?

Rate them on a scale of 1 to 5, 1= Strongly disagree, 2=Disagree, 3=Neither, 4=Agree, 5=Strongly agree

<b>Motivations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
To provide employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be my own boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide financial security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouragement from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity in the market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like taking risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good economic environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My creative talent and enhance education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Do you think studying entrepreneurship or Business Studies would enable one to start up and manage your business?

11. What do you think can be taught to high schools learners to enable them become entrepreneurs and start up businesses after they leave school or in the near future?

12. What is your opinion of entrepreneurship education's influence on your Business success?

13. Do family and culture have an important role to play in your starting up your business?

14. Would you be willing to offer mentorship, talks in school on business start-ups?

15. What are the character traits that best describe you?

**THANK YOU FOR YOUR PARTICIPATION.**

## Appendix F: Faculty of Business ethics committee clearance letter



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 4603239 • Email: zouityf@cput.ac.za  
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty: <b>BUSINESS</b>
--	--------------------------

At a meeting of the Research Ethics Committee on 18 September 2013, **Ethics Approval** was granted to NCHU, Rylne Mande (213092638) for research activities.

Related to the MTech/DTech: MTech: Business Administration (Entrepreneurship)  
at the Cape Peninsula University of Technology.

Title of dissertation/thesis:	The effectiveness of entrepreneurship education in selected high schools in Cape Town Metropole  Supervisor: Dr R Tengeh, Dr L Hassan
-------------------------------	---

Comments:

**Decision: APPROVED**

 <hr/> Signed: Chairperson: Research Ethics Committee	18 September 2013 <hr/> Date
<hr/> Signed: Chairperson: Faculty Research Committee	<hr/> Date

Clearance Certificate No | 2013FBREC128

## Appendix G: Grammarian Certificate

*TO WHOM IT MAY CONCERN*

### **Language editing statement**

This is to certify that I have checked and edited Rylyne Mande Nchu's masters thesis entitled *The Evaluation of Entrepreneurship Education in Selected High Schools in the Cape Town Area* and am satisfied that it now meets the language and presentation standard required for a Master of Technology: Entrepreneurship and Business Administration



Signed:

Dr Rosemary Townsend  
Editor and Research facilitator

DLitt&Phil: English (UNISA)  
Postgraduate Diploma in Applied Linguistics (University of Fort Hare)  
Postgraduate Diploma in Tertiary Education (UNISA)

Email: [rosemarytownsend@msn.com](mailto:rosemarytownsend@msn.com)

Date: 15 October 2015

## **Appendix H: Conference presentations**

14<sup>th</sup> International Entrepreneurship Forum (14 IEF) Conference held in Cape, Town South Africa from 16-18 September 2015. **Rylyne Mande Nchu**, Robertson Tengeh, Lorraine Hassan & Chux Iwu. 2015. High school learner's interest and readiness to start up a business: evidence from South African schools.

South African International Conference on Education held in Pretoria, South Africa from 21-23 September 2015. **Rylyne Mande Nchu**, Robertson Tengeh & Lorraine Hassan. 2015. Teaching entrepreneurship to high school learners: the challenges and strategies.