

ENTREPRENEURSHIP EDUCATION IN EAST LONDON SCHOOLS

by

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**A research report submitted to the faculty of
Commerce, Law and Management, University of the
Witwatersrand, in partial fulfilment of the
requirements of the degree of Master of Management
(in the field of Public and Development Management)**

March 2017

ABSTRACT

South Africa experiences challenges such as a high unemployment rate, low economic growth and limited entrepreneurial activity when compared with other countries. Entrepreneurship education is regarded as one of the solutions to the challenges faced by South Africa. Although entrepreneurship education was incorporated into the curriculum in South Africa in 2005, the youth tend to prefer corporate careers above pursuing entrepreneurship. The government and private sectors are no longer creating enough jobs to accommodate those who are unemployed, hence entrepreneurship is an option rather than job seeking.

The purpose of the study was to examine the approach of facilitating the content of entrepreneurship education to determine if it encourages learners to consider entrepreneurship as a career. The researcher followed a qualitative research methodology using the semi-structured interview on a purposive selected sample of sixteen participants. Two schools from the East London district participated in the study with the Department of Education officials and two organisations that promote entrepreneurship at school level.

The study revealed that the majority of the learners prefer corporate careers to entrepreneurship. The study also found that the methods utilised by the educators are not encouraging learners to consider entrepreneurship as a career. The current school system is examination-driven and does not provide sufficient stimulation to support entrepreneurial thinking. The content of the curriculum is adequate but is not practical, and as a result it does not encourage learners to pursue entrepreneurial activities.

The study concludes that continuous education and training is required and it should include the support mechanism of coaching and mentoring. The study suggests that experiential learning should be introduced at schools level in collaboration with government and the private sector.

DECLARATION

I declare that this research report is my own unaided work. It is submitted in partial fulfilment of the requirements of the Degree of Master of Management (in the field of Public and Development Management) at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.

Name : Lusanda Dyani

Signed:

On this day of 2017

ACKNOWLEDGEMENTS

It was not an easy journey, and I thank the Almighty God for giving me the strength all the way through my studies.

To my supervisor, Dr Horácio Zandamela, thank you for your advice and support during the course of this study. I could not have completed it without your guidance.

To my daughter Mbali and my mother Nokwanda, thank you for your love and support.

To my family and friends – thank you for the words of encouragement and support, they kept me going.

To my friend Xoliswa Mnyaka, we walked this road together; thank you for lifting me up when I was down and attaining these fruits of hard work.

To the Department of Education in East London District, Department of Education officials, and the two schools – thank you for the informative data; I would not have completed this study without your assistance.

LIST OF ABBREVIATIONS

BBBEE	Broad-Based Black Economic Empowerment
BBSDP	Black Business Supplier Development Programme
BER	Bureau for Economic Research
CAPS	Curriculum and Assessment Policy Statement
CIS	Cooperative Incentive Scheme
DBE	Department of Basic Education
DFI	Development Financial Institution
DSBD	Department of Small Business Development
DTI	Department of Trade and Industry
GDP	Gross Domestic Product
GEM	Global Entrepreneurship Monitor
ICT	Information and Communication Technology
NDP	National Development Plan
NIBUS	National Informal Business Upliftment Strategy
NSBA	National Small Business Act
NYDA	National Youth Development Agency
SAMAF	South African Micro-Finance Fund
SDA	Skills Development Act
SEDA	Small Enterprise Development Agency
SEFA	Small Enterprise Finance Agency SOC Limited
SGD	Sustainable Development Goals
SMME	Small Medium and Micro-Enterprises
STATS SA	Statistics South Africa
TEA	Total Entrepreneurial Activity

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

South Africa experiences the challenge of high rates of unemployment with about 60% of the youth being unemployed (Yu, 2013). The solution to the high unemployment rate is believed to be the promotion of entrepreneurial rationale and action as entrepreneurship is regarded as a driver of economic development that advances global economic development and improves the skills of the nation (Nicolaidis, 2011). Entrepreneurship education was introduced in South African schools for grades 10, 11 and 12 as an optional subject since 2005 with the aim of imparting critical entrepreneurial knowledge, abilities and values that encourage a school-going child to start a sustainable business in future (Soni, 2014)

It was established that, although the subject was taught at secondary school level, school leavers are not pursuing entrepreneurship as an alternative career. Learners who obtain their matriculation certificate are not guaranteed to get employment after completing their basic education. It is estimated that only 10% of school leavers find employment in the formal sector and 25% of the total number of learners that pass matric are accepted in institutions of higher learning each year while the remainder join the ranks of job seekers (Isaacs, Visser, Friedrich, & Brijlal, 2007). Horn (2006) explains that some of the reasons that contribute to the high unemployment rate are the poor quality of the education system, learners are not well prepared to be employable and educators are accused of not having the ability to equip learners with the relevant skills needed in the labour market.

Horn (2006) and the authors of the Global Entrepreneurship Monitor of 2009 blame the education system for not producing employable youth or

equipping the youth with skills needed to start businesses. Chimucheka (2014) is of the view that the education system itself is one of the factors that limits entrepreneurship in South Africa. Dhliwayo (2008, p.331) observes that entrepreneurship education programmes concentrate on knowledge aspects rather than the skills and attitudinal aspects which are significant to the success of a business or entrepreneur. Dhliwayo (2008, p.331) emphasises that the final product of entrepreneurship education should be a creative person who knows how to conceptualize an idea in order to start and manage a business. The researcher realised the importance of facilitating the content of entrepreneurship education to determine if it encourages the youth to consider entrepreneurship as an alternative career.

1.2 BACKGROUND

1.2.1 Experience of international countries on entrepreneurship education

Countries such as Austria, Spain, Sweden and Finland have recognized that entrepreneurship education is necessary to promote the culture of entrepreneurship at an early age. In Austria entrepreneurship education in schools was integrated into the curriculum in 1994 (Federal Ministry of Education, 2010). The focus in Austria was to develop educators through training with a strong emphasis on experiential learning, and the programme was supported by business and government, (McCoshan, 2010).

In Finland, entrepreneurship education was initiated in 1994 and integrated in all grades. The advantage in Finland was that all the educators that teach the subject were taken through capacity building training before they implemented the programme in the classroom in order for the educators to be competent in the subject (McCoshan, 2010). The Finnish Ministry of Education encourages learners to run businesses at school level and as

their business grow they are guided to formalize their business through the relevant institutions (Ministry of Education, 2009).

The Spanish Ministry of Education has set the framework of goals of secondary education, in which one of the goals is to plant an entrepreneurial seed at an early age in order for the students to build their self-reliance, to think critically and be the drivers of their own destiny (Ministerio de Education, 2010). Entrepreneurship education was incorporated into the syllabus of schools in Spain and first implemented in certain regions from 2009 (McCoshan, 2010).

In Sweden, schools are teaching entrepreneurship at all levels in order to capacitate learners with information needed to start and manage their business, where the practical models that are utilized are assignments, case studies and games (Lundahl, Arreman, Lundstrom & Ronnberg, 2010).

Entrepreneurship development was taken more seriously as a result, several governments in Africa have established entrepreneurship development programmes to address unemployment, particularly for the youth and to improve the economic growth of the country (Nafukho, Machuma & Muyia, 2009). In Kenya, for example, the government has formed a youth entrepreneurship fund to encourage the creation of new businesses and to introduce vocational and technical subjects into the school curriculum to raise awareness among learners to consider entrepreneurship as an alternative career, (Nafukho et al., 2009). Although these initiatives were implemented, high unemployment still persists among school leavers and unemployment of the youth in Sub-Saharan Africa remains above the world average, (Nafukho et al., 2009).

In Nigeria, vocational subjects were incorporated into the curriculum at secondary level at schools where learners were exposed to the practical side of the world of work and encouraged to be self-employed (Ofoha,

2011). Although the vocational subjects were introduced at secondary schools in Nigeria, it was found out that it did not serve its purpose as learners did not acquire the entrepreneurial skills required for self-employment, (Ofoha, 2011).

1.2.2 The significance of SMMEs in South Africa

As mentioned by Swanepoel, Strydom and Nieuwenhuizen (2010), South Africa experiences a high unemployment rate, low economic growth and insufficient entrepreneurial activity. Herrington, Kew and Kew (2014) confirms that total entrepreneurial activity is low in South Africa although it has improved significantly over the past ten years. One reason for the high unemployment rate in South Africa is that there are few entrepreneurs to create jobs (Du Toit, Erasmus and Strydom, 2010). Enterprise development has a positive influence on the economy of a country, hence in several countries including South Africa, small, medium and micro-enterprises are critical for development (Gem Report, 2013, p.30). Du Toit, Erasmus and Strydom (2010) explain that SMMEs and large businesses control the state of the economy as they are responsible for the creation of employment and the growth of the economy. The Gem Report suggests that small business contributes significantly to the country's Gross Domestic Product. SMMEs are critical contributors to the creation of employment, economic advancement and inventions as new products are developed and there is an improvement in services, which in turn is a key contributor to poverty reduction, (Nieman, 2006, Du Toit, Erasmus & Strydom, 2010; BER, 2016).

Table 1: Contribution of small, medium and large businesses to GDP

Output: R million	December 2010	March 2015	% change
Large	469 238	531 624	13%
Medium	62 250	81 128	30%
Small	169 846	310 032	83%
Total	701 334	922 784	32%
GDP	717 741	965 016	34%
% SME	33%	42%	

Source: BER, 2016

Table 1 above illustrates that the small, medium and large businesses contributed 33% to the GDP of the South African economy in the last quarter in 2010 and improved significantly in the first quarter of 2015 to 42%.

Table 2: Employment by industry

Industry	Oct – Dec 2015	Oct – Dec 2016	Year-on-Year change
	Thousands	Thousands	Percentage
Agriculture	860	919	6,9
Mining	483	421	-12,8
Manufacturing	1 738	1 727	-0,6
Utilities	123	131	6,4
Construction	1 438	1 483	3,1
Trade	3 280	3 222	-1,8
Transport	900	961	6,8
Finance	2 273	2 329	2,4
Community and social services	3 624	2 571	-1,5
Private households	1 294	1 299	0,4
Other	4	5	26,4
Total	16 017	16 068	0,3

Source: Statistics SA, 2016

Table 2 above indicates that small businesses create employment and the rate improved by 3% from the fourth quarter of 2015 to the fourth quarter of 2016. The largest contributor of employment in the above industries is trade. Small businesses play a significant role in the South African economy as they contribute to the GDP and create employment.

1.2.3 The role of government in promoting entrepreneurship

Entrepreneurs contribute significantly towards the development of the country and with appropriate nurturing and support from the government, they can play a more prominent role, (Nieman & Nieuwenhuizen, 2009). The government of South Africa encourages entrepreneurship, and there is extensive legislation and policy that was introduced by the government to promote entrepreneurship (Nieman & Nieuwenhuizen, 2009; Du Toit, Erasmus & Strydom, 2010). In contrast with the above statement, the GEM Report of 2014 states that there were limited government initiatives that played a significant role in cultivating entrepreneurship and most of the successful entrepreneurs received support from the private companies such as South African Breweries, Kick Start and the Anglo Zimele programme. The researcher disputes the statement from the GEM Report of 2014 and holds the view that the government contributed to the development of businesses in South Africa. The Integrated Strategy on Promotion of Entrepreneurship and Small Business holds that it is the responsibility of the government to take into consideration the importance of job creation and to promote viable and reasonable growth as South Africa experiences high levels of unemployment (Department of Trade and Industry, 2005).

In the State of the Nation Address by the Honourable President, Mr Jacob Zuma in 2015, the nine-point plan to boost the economy of South Africa was tabled in which the government of South Africa needs to subscribe to those points, the majority of which promote entrepreneurship (www.gov.za/state-nation-address-2015).

The quality of the education system, and specifically for the majority of black children, remains inadequate and undermines prospects and career mobility for those who are employed and restricts dynamism of the entrepreneurs (National Planning Commission, 2013). The provision of quality education is one of the priorities of the National Development Plan as there is a correlation between education, training and overall entrepreneurial activity (Herrington, Kew & Kew, 2014). One of the objectives of the National Development Plan is to enable the creation of eleven million jobs by 2030, therefore investing in the quality of education will assist in growing the economy of South Africa and more jobs will be created.

The New Growth Path Framework was introduced in 2010 with an intention to boost growth, create employment and improve equity with the overall aim of creating five million jobs by 2020. This can only happen if there is a conducive environment for development and growth (National Planning Commission, 2013). The government has contributed significantly to promote entrepreneurship and policies were introduced in order to encourage South African to pursue entrepreneurship. The roles of different government departments in promoting entrepreneurship are explained below.

1.2.3.1 The Department of Trade and Industry and Department of Small Business Development

The Department of Trade and Industry introduced the Integrated Strategy on the Promotion of Entrepreneurship and Small Business with the following strategic actions: to improve the supply of non-financial and financial support; to generate demand for product and services of small enterprises; and to reduce regulatory restrictions experienced by small enterprises (Department of Trade and Industry, 2005). This strategy also assisted in the

formation of the Small Enterprise Development Agency which provides non-financial support to small enterprises, and the South African Micro-Finance Fund (SAMAF) which offers financial support specifically to micro-enterprise, while Khula focuses on servicing the financial needs of small to medium-sized enterprises (Nieman & Nieuwenhuizen, 2009).

The Department of Trade and Industry introduced the National New Growth Path and Industrial Policy Action Plan as a vehicle to create more jobs that address youth unemployment. Job creation for the youth and promotion of entrepreneurship are regarded as priorities of the Industrial Policy Action Plan and National Growth Plan (National Planning Commission, 2013). The National Youth Development Agency developed an Integrated Youth Development Strategy with the aim of implementing programmes to prepare the youth to be self-employed and thereby boost the economy of the country (Youth Enterprise Development Strategy, 2013).

The Department of Small Business Development was established in 2014 to develop and grow small enterprises and co-operatives to contribute to economic growth and create employment, and to facilitate partnerships with government and the private sector to benefit small businesses and cooperatives and encourage them to participate in the mainstream economy (www.dsbd.gov.za). Some of the activities of the Department of Trade and Industry were then transferred to the Department of Small Business Development.

1.2.3.2 The Department of Labour

The role of this department is to reduce joblessness, poverty and unfairness in the workplace through legislation and programmes meant to improve economic effectiveness and productivity, create employment, eliminate unfairness and discrimination in the workplace, and reduce poverty (www.labour.gov.za). The government and private sector that employ

people are required to register with the Department of Labour in order to comply with appropriate legislation and regulation (Nieman, 2006).

1.2.3.3 The Department of Basic Education

The objectives of this department are to develop, sustain and support the education system of South Africa (www.education.gov.za). The Department of Basic Education pledges to uphold the Sustainable Development Goal number four which emphasises delivering quality education; this obligation gives the DBE the responsibility to build the human resource capability of South Africa and to contribute to the economic development of the country (Annual Performance Plan of Department of Basic Education, 2016). One of the priorities of the National Development Plan of 2030 was to advance the quality skills development, education and innovation with which the DBE must comply (National Planning Commission, 2013).

This department introduced the Curriculum and Assessment Policy Statement for Entrepreneurship Education to ensure that learners gain critical entrepreneurial knowledge, abilities and values and are encouraged to implement what they learn in the classroom to run a sustainable business in a challenging environment. The subject assists learners to create employment for themselves, run a sustainable business and reduce the unemployment rate (Curriculum and Assessment Policy Statement, 2012, p. 9).

According to Horn (2006), the education system of South Africa has been blamed for not producing employable youth or equipping the youth with skills needed to start businesses in which this statement differs with the role of the Curriculum and Assessment Policy Statement for Entrepreneurship Education. Some of the strategic outcomes of the DBE are to improve the quality of the education system and to embark on continuous monitoring and evaluation of its programme (www.education.gov.za). Herrington, Kew

and Kew (2014) indicate that the majority of the educators are not qualified, not entrepreneurially competent and are not capable to motivate and support learners who show the ability and desire to pursue entrepreneurship. Herrington et al. (2014) explains that the education system of South Africa produces a workforce that is not prepared for the labour market and is not readily trained when they leave school.

1.2.4 South African Legislations pertaining to entrepreneurship

There are policies and legislations associated with entrepreneurship in South Africa, including the Broad Based Black Empowerment Act 53 of 2003, the Skills Development Act and the National Small Business Act.

1.2.4.1 Broad Based Black Empowerment Act 53 of 2003

This act was developed by the Department of Trade and Industry with the aim of increasing the participation of black people in the economy, especially youth, women, workers, people with disabilities and people living in rural communities and by reassigning ownership, management and control of economic and financial resources of South Africa to the majority of the people, (BBBEE Act; Rwigema, Urban & Venter, 2008; Nieman & Nieuwenhuizen, 2014). This act supports the following: black companies in which 50.1 percent of the company is owned and managed by black people; a black empowerment company with at least 25,1 percent owned and managed by black people; a black woman-owned enterprise which is at least 25,1 of the enterprise of black women in relation to equity and management of the enterprise; and broad-based enterprises or local community in which the beneficiaries are people with disabilities, black women, youth and workers, (Nieman & Nieuwenhuizen, 2009).

This Act is related to the research study as it focuses on enterprise development, skills development and encourages marginalised people,

especially the youth, to participate in the mainstream of the economy and the government with the private entities are encouraged to support youth businesses through preferential procurement. The private sector that supports this business obtains elevated B-BBEE scores. Different government departments play a significant role in promoting B-BBEE; to name one department, the Department of Small Business Development has empowerment interventions such as the Black Business Supplier Programme (BBSDP) which is an incentive to buy machinery or tools and for business development, it is a 50:50 cost sharing where the Department pays up to R1 million. There is a grant dedicated for cooperatives called the Cooperatives Incentive Scheme (CIS), where cooperatives receive a grant of up to R350 000 and through the National Informal Business Upliftment Strategy, survivalists are trained and receive a R9 000 start-up contribution (www.dsbd.gov.za). This Act is relevant in the study as it encourages the youth to participate in the economy by starting their own businesses.

1.2.4.2 The Skills Development Act, 97 of 1998

Among the challenges experienced in South Africa are the high rate of unemployment, unskilled labour and the level of competitiveness which is low compared to other countries (Herrington, Kew & Kew, 2014). As mentioned by Fatoki and Garwe (2010), lack of education and training are the key reasons for low entrepreneurial activity and the high failure rate of new businesses. To combat those challenges, the Department of Labour introduced the Skills Development Act with a purpose to develop the skills of South Africans, to improve the level of education and training, to give those who are unemployed an opportunity to be employed and to promote a culture of entrepreneurship (Skills Development Act, 1998). This Act promotes self-employment and improves the skills levels of South Africans, (Urban & Naidoo, 2012, p.147; Nieman & Nieuwenhuizen, 2014). Improvement of the skills level of the people of South Africa is crucial in developing economic growth and addressing unemployment (Urban &

Naidoo, 2012, p.159). The role of the educators is to impart knowledge and skills to the learners; therefore any professional development will contribute significantly to the learners.

1.2.4.3 National Small Business Act of 2004

The National Small Business Act of 2004 aims to develop and support small enterprises in order to grow businesses to be sustainable in the competitive environment (National Small Business Act, 2004). Seda was launched in 2004 through the National Small Business Act of 2004 (www.seda.org.za). Its aim is to support the growth of small enterprise in South Africa, to help create a better regulatory environment for small enterprise, and to promote a culture of entrepreneurship. Through entrepreneurship in school programmes, Seda has trained educators and DBE officials, while learners participated in the Business Idea Generation Competition (Seda Annual Report, 2015).

1.2.5 The scope and context of the study

This study examines the approach to facilitate the content of entrepreneurship education to determine if it encouraged the youth to start their businesses after completing school. Learners were exposed to entrepreneurship education but were not considering starting a business. It was also confirmed by the GEM Report of 2014 that it was only a small portion of school leavers that venture into small businesses. Unfortunately, the government and private sector can usually only absorb about 10% of the school leavers into the labour market (Isaacs, Visser, Friedrich, & Brijlal, 2007).

The researcher selected East London in the Eastern Cape for this study. The Eastern Cape is one of the poorest provinces in South Africa. East London has a population of 755 200 people. More than 50% of the

population are young people and the majority of the population is Black Africans (IDP, 2012). The rate of unemployment in the city is 35.1% and the youth unemployment rate is 45.1% (Stats SA, 2011). There is a high level of poverty with an estimated 64% of households earning less than R18 000 per annum. Lack of education and low skills levels are a serious challenge experienced in the city and 50% of the population has completed only grade 8 (IDP, 2012).

The research was conducted in two schools in East London; one school was from an economically disadvantaged community whereas the other was a former model C school which was well developed in terms of the resources and where the majority of the learners were from relatively wealthy backgrounds. These schools represent all schools in East London whether they are from privileged or underprivileged socio-economic backgrounds. The results will indicate if the socio-economic background of the school influences learners to pursue entrepreneurship as Singh and Chiloane-Tsoka (2015) states that the lack of ICT infrastructure is one of the factors that contributes towards educational constraints of entrepreneurship.

Figure 1 below shows a map of East London and the location of the two schools.

Figure 1: Map of East London showing the study area



Source: <http://www.google.com>, 2017

1.3 PROBLEM STATEMENT

1.3.1 Problem

Although entrepreneurship education has been introduced in grades 10, 11 and 12 as an optional subject since 2005, the idea of pursuing entrepreneurship career by school leavers was not well accepted. The education system was blamed for not producing learners with the necessary entrepreneurial skills although they were exposed to entrepreneurship education (Singh & Chiloane-Tsoka, 2015; Gem Report, 2009). Singh and Chiloane-Tsoka (2015, p.253) identifies inappropriate learning methods as one of the factors that hinders learners from pursuing entrepreneurship as a career; they observe that entrepreneurship education lacks the

experiential learning approach. The approach to facilitating entrepreneurship content was examined to determine if it encourages learners to venture into their own business.

1.3.2 Knowledge gap

The knowledge gap identified was that most of the researchers had not looked at the approach to facilitate an entrepreneurship education in East London schools to determine if it encourages learners and school leavers to start their own businesses after completing school. Scholars such as Burger, O'Neil and Mahedea (2005) focus on entrepreneurial attitudes of grade 12 learners. Steenkamp, van der Merwe and Athayde (2011) also conducted a similar study assessing the attitudes of the learners towards enterprise tests whereas Barnard (2012) examines the entrepreneurial intentions of learners in secondary schools. The researcher did not find a study that examined the approach utilised to facilitate entrepreneurship education in East London to determine if it stimulates learners to consider entrepreneurship as an alternative career, therefore the researcher decided to focus on what is missing. There are also limited studies conducted on entrepreneurship education that focus on secondary schools, although the majority of the studies are on institutions of higher learning.

The researcher understood that assessing the attitudes or intentions was not addressing the reasons for why learners do not start a business. However, when the researcher examined the methods of facilitating the entrepreneurship education, the findings could determine the challenges that prevent learners from pursuing entrepreneurship and could also identify suitable approaches to be utilised at schools to encourage learners to start a business. The findings could provide an understanding of how to approach entrepreneurship education and identify new strategies to facilitate the programme.

1.3.3 Context

The study was conducted in East London, where two schools were selected for the study. One school was situated in an economically disadvantaged community whereas the other was in a fairly wealthy suburb. Umthiza High School is situated in an informal settlement at Santa, 10 minutes away from East London. Most of the people in that area are affected by unemployment and survive as hawkers or by running their own businesses selling food or liquor. Learners at Umthiza High School total one thousand and fifty-nine (1059), of whom seventy-seven (77) studied Entrepreneurship Education or Business Studies in grade 10, fifty-eight (58) in grade 11 and forty-six (46) in grade 12. Educator teaching the subject provided the background about the school, explaining that most of the parents of the learners were unemployed and lived in informal settlements, hence the researcher mentioned that learners are from economically disadvantaged communities.

The second school is Stirling High School situated in Stirling suburb which is considered a more affluent area in East London. It is a former model C school with total enrolment of one thousand, one hundred and fifteen (1115) learners. Stirling High School is considered one of the best schools in the Eastern Cape and attracts learners from middle to upper socio-economic income families. The school supports the four spheres of development – academic, cultural, physical and pastoral, and all learners are encouraged to participate in all four spheres and to excel. As Entrepreneurship Education is offered at Stirling High School, their matric results for entrepreneurship education are among the best in the Eastern Cape. Learners studying Business Studies are one hundred and three (103) for grade 10, one hundred and fourteen (114) for grade 11 and one hundred and nine (109) for grade 12. Excursions for Entrepreneurship Education learners take place during the year to expose learners to practical aspects of entrepreneurship. The entrepreneurship education and examination was incorporated into the curriculum in 2005 in South African schools.

1.3.4 Rationale for the study

Isaacs, Visser, Friedrich and Brijlal (2007, p. 613) are of the view that a better entrepreneurship education can contribute significantly to employment creation and eventually to poverty alleviation. According to Statistics South Africa (2016), the unemployment rate for South Africa, Eastern Cape and Buffalo City Metropolitan Municipality is 26,5%, 28,4% and 33,4% respectively. East London falls under the Buffalo City Metropolitan Municipality. In the Eastern Cape, Buffalo City Municipality has the highest rate of unemployment when compared with other Metropolitan Municipalities (StatsSA, 2016). This research will assist in addressing challenges of poverty and unemployment experienced in East London. The education system is blamed for not producing learners with required entrepreneurial skills although they were exposed to entrepreneurship education (Singh & Chiloane-Tsoka, 2015; Gem Report, 2009).

The study examines the content of entrepreneurship studies to determine if it encourage learners to consider entrepreneurship as an alternative career. The findings of the study could assist to identify the shortcomings in the subject of Entrepreneurship Education and to determine if the content is aligned to the objectives of the subject and to assess if the approach of the subject encourages learners to consider entrepreneurship as a career. The study identifies factors that prevent learners from engaging in entrepreneurial activity as limited entrepreneurial activity is one of the factors contributing to the high rate of unemployment in South Africa. The challenges that prevent learners from being more entrepreneurial are identified.

One of the goals of the National Development Plan is to create 11 million jobs by 2030, through encouraging learners from an early age to be job creators instead of job seekers (National Planning Commission, 2013). The

findings of the research will be shared with government institutions, policy makers, and the private sector to identify priority programmes to implement in order to increase entrepreneurial activity in South Africa.

1.4 PURPOSE OF THE STUDY

The purpose of the study was to examine the content of entrepreneurship to determine if it encourages learners to pursue entrepreneurship as a career.

1.5 RESEARCH QUESTIONS

The objective of the study was to answer the primary question of the study which is: “How does the approach of entrepreneurship education contribute towards the creation of small businesses?” and then to address the secondary questions:

1. What are the methods utilised at school to promote entrepreneurship to learners?
2. What is the nature of entrepreneurship education in East London schools?
3. How can entrepreneurship education be improved to stimulate small business activities?

1.6 STRUCTURE OF THE RESEARCH

Chapter 1: Introduction of the research

The purpose of this chapter was to present the background of the study, as it looked at the context of the research, the policies and legislation that were related to the study. The problem statement was stated with the purpose of the study and the research questions that were linked to the actual problem.

Chapter 2: Literature review

This chapter provides a brief review of the literature on entrepreneurship education in secondary schools. The chapter touched on the origin of entrepreneurship, theories that are involved in entrepreneurship, state of entrepreneurship education in other countries, and the profile of entrepreneurs in South Africa. As one of the themes of this research study was the methods of teaching entrepreneurship, the methods that were utilised in most of the schools in South Africa were explained and also methods utilised in Finland and Hong Kong.

Chapter 3: Research Methodology

This chapter states the approach utilised when collecting data. The chapter explains the strategy, design, methods of data collection, sampling technique and data analysis. Matters such as validity and reliability, limitations, and research ethics of the study are also clarified in this chapter.

Chapter 4: Presentation of the findings

The chapter presents and explains the data collected from the field. The outcome of this chapter is a confirmation that the identified problem exists in reality. The demographics of the participants are described in this chapter in order to understand the sample better. The findings are presented according to the themes that are correlated to the research questions.

Chapter 5: Analysis of the findings

This chapter presents the data collected which was condensed and classified according to the themes and linked these groups to come up with a structure to answer the research questions. At this stage, it would be identified whether the approaches utilised at school to facilitate the content of entrepreneurship education contribute to the creation of small businesses.

Chapter 6: Conclusion and Recommendations

This chapter explains whether the approaches utilised at school contribute to the creation of small business. The researcher presents her views and judgement regarding the findings of the research and recommends what can be done to improve the situation.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter was to provide a brief review of the literature on entrepreneurship education in secondary schools. The context, policies and legislation associated to the study were elaborated upon in the background of the study. Entrepreneurship and education are the themes identified in this literature review. The University of the Witwatersrand databases were used to source the journals that were relevant to the study and some of the books were sourced from the University's library. Most of the articles were in existence for the period of ten years. The literature review focused also on addressing entrepreneurship and theoretical framework.

2.2 DEFINITION OF CONCEPTS

2.2.1 Entrepreneur

Entrepreneurship existed ancient time ago where individuals identified an opportunity and established a structure to exploit that opportunity. Entrepreneurs' organised resources, sell or produce for profit. The term 'entrepreneur' originated from a French word 'entreprendre' and it means 'to do something' and used for a dynamic person, who is a mover who gets things done, (Swedberberg, 2000, p.11; Rwigema, Urban & Venter, 2008, p.11). Nieman (2006) defines an entrepreneur as a person who identifies an opportunity in the marketplace, who brings together resources and starts and grows a business with an aim of satisfy the needs. This person is a risk taker and if the business succeeds the profit is the reward.

According to Hirsh and Peters (2002), the entrepreneur is someone who devotes time and effort with the aim of creating something new, assuming the financial and other risks such as social and psychological, and obtaining the resulting rewards that are financial, as well as personal freedom and satisfaction. Du Toit, Erasmus and Strydom (2010) defines an entrepreneur as a person who creates a business with the goal of making profits and recognising that there is a possibility of losing all the resources if the business fails.

Richard Cantillon was the first theorist who connected entrepreneurship with risk in 1725 (Rwigema & Venter, 2004). Entrepreneurs are regarded as risk takers and they determine the demand and supply in the economy. Around 1800, Jean-Baptiste Say defined entrepreneurs as people who transfer resources from a low to a high yielding venture, who prosper under conditions of change and are innovative under those circumstances (Rwigema, et al., 2008, p.12). Joseph Schumpeter defined an entrepreneur as an innovator who develops a novel technology (Hirsh & Peters, 2002). Albert Shapiro defines an entrepreneur as someone who takes initiative, gathers economic and social mechanisms and is a risk taker (Hirsh & Peters, 2002). Say's views were supported by Joseph Schumpeter who suggested that a change in the environment motioned a growing economy and better quality innovation and worth creation, regardless of calculated risks, (Rwigema, et al., 2008, p.12).

There were different opinions on the definitions of entrepreneurship or entrepreneur. Economists define entrepreneur as a person who buy resources at a certain price, processes the resources to produce products or services and sells them to maximise the profit. Economists are profit driven (Smith & Chimucheka, 2014; Nieman & Nieuwenhuizen, 2014). Smith and Chimucheka (2014) note that behaviourists define entrepreneur according to entrepreneurial characteristics such as independent, innovator, risk taker. Entrepreneurs are referred to as exploiters by the

Marxists (Smith & Chimucheka, 2014; Du Toit, Erasmus & Strydom, 2010). Schools of thought differ and the researcher concludes that an entrepreneur is a person with innovative ideas, who identifies an opportunity, takes initiative, organises resources and takes into consideration the risk of losing the resources if the business fails or receives the profit if the business succeeds. The researcher supports the statement made by Du Toit, Erasmus and Strydom (2010) that an entrepreneur contributes to the development and prosperity of the economy of the country and creates jobs.

2.2.2 Entrepreneurship

“Entrepreneurship is a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach, and leadership balanced for the purpose of value creation and capture” (Timmons & Spinelli, 2009, p.101). Entrepreneurship is the process of identification of the opportunities that are available, follow the determination, and take advantage by seizing those opportunities and taking into consideration the calculated risks. Njoroge and Gathungu (2013) defines entrepreneurship as a process of initiating and developing something of worth from very little.

Chimucheka (2013, p.158) defines entrepreneurship as “the process of initiating, creating and expanding the enterprise, also of building an entrepreneurial team, which involves gathering resources to exploit an opportunity in the market place profitably”. Entrepreneurship is regarded as one of the factors for socio-economic growth as it generates job opportunities and improves the economy of the country. Entrepreneurship is defined as “the process that causes changes in the economic system through the innovation of individuals who respond to change opportunities in the market” (Lebusa, 2011, p.1013). Burger and Mahadea (2005) defines entrepreneurship “as the creation of new business in condition of risk and uncertainty in order to realise a profit”.

In the definition of entrepreneurship by most authors, there are common aspects such as taking calculated risk, innovation, profit and independence; these commonalities are the driving force of entrepreneurship.

2.3 STATE OF ENTREPRENEURSHIP EDUCATION IN OTHER COUNTRIES

Many strategists and policy makers are of the opinion that entrepreneurship is promoted through education, particularly entrepreneurship education, and in Europe and the United States entrepreneurship education is incorporated into their school curriculum (Oosterbeek, Van Praag & Ijsselstein, 2010). Finland has been running entrepreneurship programmes in all grades in school since 1994. All educators that teach the subject attend capacity building training before implementing the programme in the classroom (McCoshan, 2010). There are several pedagogical models and approaches used in entrepreneurship education in Finland such as experiential and problem-based learning which focuses on risk-taking and taking responsibility. In learning about entrepreneurship, learners are exposed to existing enterprises and organisations supporting enterprises where they learn about entrepreneurship. Another model requires learning through entrepreneurship which is referred as 'practice enterprise', and learners are encouraged to run their own enterprises (Seikkula-Leino, Satuvuori, Ruskovaara, Hannula, & McCracken, 2015). Learners are empowered by the Finnish Ministry of Education to start businesses at school level and as their business grow bigger, the Ministry of Education emphasizes that learners should formalize their businesses through the relevant institutions (Ministry of Education, 2009).

The Spanish Ministry of Education has set the framework of goals of secondary education, in which one of the goals is to plant an entrepreneurial seed at an early age in order for the students to build their self-reliance, to think critically and be the drivers of their own destiny (Ministerio de

Educación, 2010). Entrepreneurship education was incorporated into the syllabus of schools in Spain and implemented from 2009 in some of the regions (McCoshan, 2010).

In the United States, entrepreneurship education was implemented in high schools in thirty regions in which eight of those regions incorporated the programme in the syllabus in their schools. There were also programmes to assist young people out of school with entrepreneurship programmes, aimed at assisting youth to be independent and to believe in themselves.

In Nigeria, learners in junior secondary school were introduced to pre-vocational subjects which were business studies, home economics and woodwork, (Olokundun, Falola, Ibidunni & Inelo, 2014, p.259). It means that entrepreneurship (business studies) was introduced at junior secondary level in Nigeria as an optional subject while in South Africa, Isaacs, et al. (2007) points out that entrepreneurship was introduced at high school for grades 10, 11 and 12 as an optional subject as well. The objectives of business studies in Nigeria are the same as the objectives of business studies in South Africa. However, these objectives in Nigeria were for junior secondary level whereas in South Africa they are for secondary schools, which means that learners in Nigeria have more opportunity to advance in entrepreneurship as compared to South Africa (Curriculum and Assessment Policy Statement, 2012; Olokundun, et al., 2014). This suggests that the Department of Basic Education needs to develop strategies on how to instil the entrepreneurial mindset so that when learners leave the school system they can take entrepreneurship as an alternative career to seeking employment.

2.4. PROFILE OF ENTREPRENEURS IN SOUTH AFRICA

South Africa has diverse cultures which make it difficult to condense or standardise the profile of entrepreneurs. They emanate from a range of

family situations, educational background and work experience. However, there are some definite commonalities as discussed below.

2.4.1 Childhood family environment

Many entrepreneurs are influenced by their parents in order for them to be entrepreneurs. Nieman and Nieuwenhuizen (2014) states that parents who are entrepreneurs play a significant role in instilling an entrepreneurial mindset in their children as they are exposed to informal learning opportunities from the family members. Hirsch and Peters (2002) indicates that entrepreneurs tend to have parents who are entrepreneurs. Fayolle and Gailly (2015) concurs with Nieman and Nieuwenhuizen that the children of the entrepreneurs express a preference for entrepreneurship rather than a corporate career. In Nigeria, traditionally parents used to teach their children technical skills such as carpentry and tailoring so that when they are old, their children would continue using those technical skills to survive and then unemployment was not an issue as it is today (Ogundele, Oparinde & Moronfoye, 2013). Nieman and Nieuwenhuizen (2014) notes that innovative approaches are lacking in South Africa amongst the mainstream of the population and the researcher observed that when conducting the research the majority of the youth were not interested in starting their own business, but rather intended to enter the labour market.

2.4.2 Education

Isaacs, Visser, Friedrich and Brijlal (2007, p.613) observe that education will assist South Africa to create small businesses in order to create employment. Nieman and Nieuwenhuizen (2009, p.12) argues that successful entrepreneurship is linked to education. Education, proper skills and capacity for innovation are significant for the economy's growth, productivity and competitiveness (Herrington, Kew & Kew, 2014).

Rwigema, et al. (2008) emphasizes that a person with higher education is more likely to follow high growth ventures whereas a person who is less educated usually pursues survivalist ventures. This means that education determines which route to follow in life, and the more an individual is educated, the broader their view of the world and their options. People with a secondary qualification and also those with tertiary qualifications are more likely to start their own business compared to those with no matriculation qualification (Herrington, Kew & Kew, 2009). In the case of South Africa, 60% of the early stage entrepreneurs have matric and the percentage of entrepreneurs with tertiary qualification is rising (Herrington, et al., 2014).

Hirsh and Peters (2002) points out that formal education is not essential for starting a new business although it provides a background, especially when it is linked to the field of business. Rwigema and Venter (2004) emphasizes that education is not restricted to the official learning, and most of the entrepreneurs gained business skills practically through training and learning. Once they start, they need to continue with self-improvement as the methods and paradigms change over time, so education is a life-long process which needs to be continuously upgraded (Rwigema & Venter, 2004, p.69).

2.4.3 Age

The frequency of early-stage entrepreneurial activity is low for the 18 to 24 year age group, improved for the 25 to 34 year age group and then decreases as the age increases (Herrington et al., 2014). The percentage of early age entrepreneurial activity for the 18 to 24 year age group in South Africa was below the average of sub-Saharan Africa which was 26% whereas South Africa was a mere 4.8% (Herrington, et al., 2014). The greater proportion of the total population in South Africa is the youth. School leavers are between ages of 18 and 24 years of age. Most of the school

leavers are not pursuing their tertiary studies, and therefore tend to join the unemployed (Herrington et al., 2014).

According to Hirsh and Peters (2002), the majority of the entrepreneurs are between the ages of 22 and 45 and they need experience, high energy levels and financial assistance in order to start and manage their businesses effectively. Access to finance was also mentioned as one of the factors that prevent school leavers from going into business while the education system was criticised for not preparing the youth sufficiently for the practicalities of the labour market or business (Herrington, et al., 2014).

2.4.4 Gender and race

The entrepreneurial activity for men was higher as compared to women; furthermore, men were more opportunity driven than women (Herrington, et al., 2014). The early stage of the opportunity-driven entrepreneurial activity rate for Black Africans improved in 2014 compared to other races such as Coloured, White and Indian (Herrington, et al., 2014). The researcher concludes that legislation and policies in South Africa play a significant role in encouraging previously disadvantaged people, especially black people, to participate more strongly in the economy.

2.5 HOW DOES A SCHOOL LEAVER BECOME AN ENTREPRENEUR?

As mentioned by Isaacs et al. (2007), 10% of the school leavers were absorbed by the labour market, 25% of the school leavers were accepted into institutions of higher learning and the remainder remain unemployed. Entrepreneurship is regarded as a solution to reduce unemployment. Seda was launched in 2004 through the National Small Business Amendment Act No. 29, with the aim of supporting the growth of small enterprise in South Africa, to help create a better regulatory environment for small enterprise, and to promote a culture of entrepreneurship (Seda Annual Report, 2016).

It is also the duty of Seda to ensure that small businesses become an integral part of the overall economic growth in South Africa. Seda provides non-financial enterprise development and support services for small enterprises through its national networks and this support includes the provision of business information, advice, mentoring and training (Nieman & Nieuwenhuizen, 2009). Sefa was formed in 2012 as a Development Financial Institution to provide financial and non-financial support to SMMEs and cooperatives (Sefa, 2016). The National Youth Development Agency was mandated to assist the youth from 18 to 35 years of age with services such as information on starting a business, capacity building, mentorship and grant funding (NYDA Annual Report, 2014). There were regional offices for these organisations in East London and it was the responsibility of the school leavers to contact the Small Enterprise Development Agency and the National Youth Development Agency for more information on how to start a business.

2.6 ADDRESSING ENTREPRENEURSHIP

2.6.1 Entrepreneurship education

Olokundum, et al. (2014, p.257) noted that entrepreneurs were born; Timmons and Spinelli (2009) and Bjerke (2007) were of the view that entrepreneurship can be learnt. One example of this is seen in the case of Allon Raiz, founder and chief executive officer of Raizcorp. He showed no interest in a business plan and he focused on the psychological make-up of an entrepreneur as it defines the success of an entrepreneur (<http://www.raizcorp.com>). The researcher is of the view that entrepreneurship is something one can learn as it usually depends on the environment, and what is learned at home and at school.

Attitudes and traditional orientations build a person at an early age; however, education plays a significant role in addressing entrepreneurial

challenges (Naong, 2011, p.184). Education raises an awareness of entrepreneurship at a young age, and if entrepreneurship education is also introduced at an early age, the youth become initiators and creators and they believe in themselves in whatever they do and become socially responsible citizens (Naong, 2011, p.184).

Entrepreneurship education aims to inspire people to determine a positive attitude towards self-employment, recognise opportunities that are available in order to venture into a business, and reveal managerial skills for running sustainable business (Njoroge and Gathungu, 2013, p.3). Naong (2011) confirms that entrepreneurship education inspires learners or youth to reason creatively and consider entrepreneurship as a career. They can identify challenges in their communities and provide solutions on how to resolve those challenges. The plan for entrepreneurship in education is to build up the individual's capacity to identify and exploit opportunities in the cultural, economic and social contexts. It also develops personal qualities and attitudes that strengthen the capacity of an individual to identify opportunities that are available and convert them into a viable business.

Leffler, Svedberg and Berg (2010) emphasize that education contributes positively; the greater the level of education, the more the person pursues entrepreneurial activities; and the better the possibility of starting a sustainable business. Promotion of the culture of entrepreneurship is through education and training, which also depends on the government, private sector, educators and learners. Chimucheka (2013) emphasizes that the higher level of education is related to a higher level of entrepreneurial activity. Entrepreneurs who are highly educated create more jobs compared to entrepreneurs with less education background. Furthermore, better educated entrepreneurs rarely fail within the first three years of their operation as they have the skills, knowledge and determination to run sustainable businesses. Burger and Mahadea (2005) concurs with Chimucheka that the educational background and years of

experience of an entrepreneur had an influence on the number of jobs to be created, which meant the higher the level of education, the better the potential to start and grow a viable business and employ more people than a person with no experience and lower educational level. Matlay (2006) concurs with Burger and Mahadea (2005) and Chimucheka (2013), in that entrepreneurs with advanced educational accomplishment had a tendency to do better and their businesses persisted longer than their counterparts with no formal education and training. The above statements are also supported by Singh and Chiloane-Tsoka (2015) who note that entrepreneurs who are well educated use their expertise to overcome challenges experienced by entrepreneurs who are not educated. Educated entrepreneurs or those who received informal education or training are able to grow their business successfully and they create employment whereas the least educated entrepreneurs tend to operate in the informal sector where they are exposed to environmental changes.

Isaacs, et al. (2007, p.614) is of the opinion that the culture of entrepreneurship could be promoted successfully through education and stakeholders such as government, businesses, educators and learners through collaboration would make it a success. Burger and Mahadea (2005) suggest that education boosts the intellectual powers of a person and conveys specific skills; an individual is then better able to respond to entrepreneurial opportunities that are available. Herrington, et al. (2014) indicates that there is a correlation between the entrepreneurship education and the success of the business.

Leffler et al. (2010) notes that while entrepreneurship is incorporated into the curriculum in South African schools, not all the schools are offering the subject. Gwija et al. (2014) states that South African schools offer entrepreneurship from primary school; however, entrepreneurial activity remains low and they argue that the problem might be in the education system. Some of the countries such as India, Singapore, Brazil, the United

Kingdom and Malaysia were advanced compared to South Africa as they initiated entrepreneurship education programmes from 1990.

In order for entrepreneurship education to be implemented successfully, it is necessary to take the following factors into consideration (Ndedi, 2013, p.128):

1. Entrepreneurship should be incorporated in the syllabus;
2. There should a collaboration between the schools, businesses, government and the private sector;
3. The competence of educators in entrepreneurship as a subject should be taken into consideration. Educators should be taken through entrepreneurship training or courses to gain knowledge and skills to assist them in imparting the subject in the classroom. Educators are regarded as role models to learners and if they have positive attitudes towards entrepreneurship, learners will change their mindset and consider entrepreneurship as a career; and
4. The management of the schools should understand the concept of entrepreneurship education and implement within the syllabus of the school. It is the role of the school principal to encourage educators to be role models to the learners, to monitor and evaluate the implementation of the programme and disseminate value added information regarding entrepreneurship.

The researcher supports Ndedi in all the four factors mentioned above, in that entrepreneurship should be incorporated into the syllabus and every school-going child should learn about entrepreneurship at an early age. Capacitation of the educators and school principals in entrepreneurship is required and support from local businesses, government and the private sector in general is important.

Isaacs et al. (2007) concurs with Ndedi that educators are not competent in equipping learners and are not skilled to teach entrepreneurship education. Burger and Mahadea (2005) supports Ndedi (2013) on the point that the success of entrepreneurship education will be determined by introducing a unique practical approach to the programme and educators need to be capacitated on specialized training of entrepreneurship. Co and Mitchel (2006) is of the view that entrepreneurship education should be executed prior to the educational system and be underpinned by economic and political institutions to instil the entrepreneurial culture in learners to promote the establishment of businesses.

2.6.2 Methods of teaching entrepreneurship education

There is some discrepancy regarding the content and quality of entrepreneurship education programmes that are available, involving syllabus designs, techniques and monitoring and evaluation of the programme (Leffler et al., 2010). Ogundele et al. (2013) supports Leffer in that the current education system is inappropriate, of poor cultural orientation, is overly theoretical, non-practical and not grounded in technology. Singh and Chiloane-Tsoka (2015) are of the view that the wrong learning methods also contribute towards educational constraints of entrepreneurship as there is a lack of practical and experiential learning in the education system. They further suggest that the mode of delivery of the programme should focus on action to stimulate experiential learning, creativity and problem-solving and provide entrepreneurial skills and behaviour required to start and manage a business. Experiential learning assists individuals to apply skills to identify available opportunities or to develop them (Ruskuvaara & Pihkala, 2013). Role-playing and business games were the methods to be utilised in the classroom in order to practice doing things oneself as learners were gaining analytical skills and would thus be able to make their own decisions. Most of the schools in South Africa still use a traditional way of teaching such as class discussion and

prescribed textbooks in which the approach is more theoretical, and experiential learning is not utilised. Yet this method is more interesting to learners as they learn by applying what they learn in real life (Olukundun et al., 2014, p.264). Olukundun et al. (2014) indicates that successful entrepreneurs in the communities of learners are not involved in sharing their experiences and encouraging learners to consider entrepreneurship as a career alternative to job seeking.

There were several pedagogical models and approaches used in entrepreneurship education in Finland (Seikkula-Leino, Satuvuori, Ruskovaara & Hannula, 2015). There was learning for entrepreneurship which was a pedagogical model utilised by the educators and which was experiential and problem-based learning which focused on risk-taking and taking responsibility. The second model was learning about entrepreneurship, where learners were exposed to existing enterprises and organisations that supporting enterprises where they learnt about entrepreneurship. The third model was learning through entrepreneurship, referred to as 'practice enterprise', where learners were encouraged to run their enterprises (Seikkula-Leino, Satuvuori, Ruskovaara & Hannula, 2015).

In Hong Kong, learners were given an opportunity to practice entrepreneurship education through the operation of a New Year stall. Cheung (2008) conducted a study by measuring the impact of the activity on learners' entrepreneurial skills and attitudes. The findings showed that the activity has a positive impact on the learners with regard to how they view entrepreneurship after conducting an entrepreneurial activity.

2.7 SUMMARY

2.7.1 The key aspects learned from the literature review

The researcher learned that education has a significant contribution to make in raising awareness of entrepreneurship, and if it is introduced at an earlier age, the youth will be able to choose entrepreneurship as an alternative career. In other countries such as Finland, entrepreneurship education is taken seriously as it was introduced in 1994 and is integrated in all the grades. In South Africa entrepreneurship was incorporated into the curriculum in 2005 as an optional subject. Schools in Finland receive support from the Ministry of Education to facilitate the programme and learners are encouraged to start their businesses at school level so that when the business expands, they are then advised to register their business formally. If South Africa can learn from countries such as Finland, the entrepreneurial activity of South Africa will improve. Experiential learning, which is the method of facilitating entrepreneurship as it was regarded as one of the key aspects that stimulates entrepreneurship. Collaboration with government and the private sector could promote entrepreneurship education successfully as it did in Finland.

2.7.2 Linkage of the key aspects with the research problem

The Gem Report (2009) suggests that the education system is responsible for not producing learners with entrepreneurial skills although they were exposed to entrepreneurship education. Singh and Chiloane-Tsoka (2015, p.253) identifies inappropriate learning methods as one of the factors that hinders learners from pursuing entrepreneurship as a career, and they mention that entrepreneurship education lacks the experiential learning approach. Leffler et al. (2012) suggests that mode of delivery of the programme should focus on action to promote experiential learning, creativity and problem-solving and provide entrepreneurial skills needed to

start a business. The researcher supports the points raised by Leffler et al. (2012) as experiential learning encourages learners to apply what they learn to real life.

2.8 THEORETICAL FRAMEWORK

2.8.1 Economic development theory by Schumpeter

Policy makers are of the opinion that entrepreneurship is essential for the development of the economy and innovation. There was a relationship between entrepreneurial activity and economic growth plus innovation. Schumpeter was one of the pioneers that coined the economic development theory and he associated entrepreneurs with innovation. Schumpeter believes that “the entrepreneur moves the economic system out of the static equilibrium by creating new products or production methods thereby rendering others obsolete” (Bula, 2012, p.85). Innovation was regarded as a way to economic development. Rwigema and Venter (2004) suggest that in order for an entrepreneur to be ahead of his or her competitors, innovation should take place frequently to develop new or improved products and concepts to provide a superior customer service. Innovation suggests new and improved ways of doing things such as improvements in technology and processes which result in “product changes, improved production techniques, new approaches to marketing, new forms of distribution or promotion, revised organisational structures or new administrative procedures” (Rwigema & Venter, 2004; p.113). Innovative entrepreneurs are visionaries that work hard to get what they want, they do things differently and better so as to add value in the market. Schumpeter was of the view that entrepreneurs are the innovators that identify opportunities by creating products that did not exist before.

Marx highlighted that if an entrepreneur was innovative by introducing new and advanced methods of production they could trade their products above

their competitors (Kurz; 2008, p.265). Marx regarded innovation as a powerful regulator of competition since in order to be ahead of competitors, it was necessary to be innovative in all aspects of the business and to survive in the market, and so constant innovation was needed (Kurz, 2008).

Theorists such as Schumpeter, Marx, Jean-Baptise Say and Alfred Marshall share similar views regarding the importance of innovation in the business world and innovation in a competitive environment. There were similarities between Schumpeter and Marx on the significance of innovation, but they differ in the sense that Schumpeter focuses on zero profits whereas Marx was profit driven (Kurx, 2008).

2.8.2 Cantillion's theory of risk

Richard Cantillion was the first theorist who connected entrepreneurship with risk in 1725 (Rwigema & Venter, 2004). Entrepreneurs were regarded as risk takers and they determine the demand and supply in the economy. Janney and Dess (2006) notes that entrepreneurs calculate risks differently compared to those who are not entrepreneurs and they continued to emphasize that entrepreneurs recognise opportunities and accept risks compared to those who lack the knowledge of identifying opportunities that are available. Bjerke (2007) and Janney and Dess (2006) share the same views regarding entrepreneurs as the risk takers. In order to be successful in the business world, an entrepreneur needs to take calculated risks. Risk taking is regarded as one of the key entrepreneurial traits.

2.8.3 Kirzner's alert entrepreneur

This theory emphasizes that information and knowledge are crucial as the environment is not always conducive for entrepreneurs. However, if the knowledge and information are available, entrepreneurs would manage to deal with an unstable environment (Bula, 2012). As entrepreneurs are alert,

Kirzner identifies entrepreneurs as risk takers who see what an ordinary person will not. As he supported that an entrepreneur was a risk taker, he concurred with Cantillions's theory of risk.

2. 8.4 Knightian Theory

Knight defines the entrepreneur in relation to uncertainty, risk and profit. One of the functions of an entrepreneur is to assume the risk for uncertainty that is happening in the business environment and protect other participants against it (Bula, 2012, p.86). In this theory it is suggested that for an entrepreneur to earn an optimistic profit, these are the things that should be taken into consideration: to be innovative, be vigilant and be aware of the consequences of uncertainty that arise in the company (Bula, 2012, p.86). Knight defines an entrepreneur as an individual who undertakes risk in an uncertain environment and may be rewarded with profit (Chimucheka, 2014). Knight's theory is a modification of Cantillion's theory of risk as it is associated with risk or uncertainty. Knight's theory is also related to Nieman's definition of an entrepreneur. Nieman (2006) defines an entrepreneur as a person who identifies an opportunity in the marketplace, who brings together resources and starts and grows a business with the aim of satisfying the needs. An entrepreneur is a risk taker and if the business succeeds the profit is the reward. According to Knight's theory, for an entrepreneur to earn an optimistic profit, she or he needs to initiate appropriate innovation, adapt to instabilities in the economic environment and accept any risk related to the business (Bula, 2012).

The researcher presented all the four theories in which these theories represent the required elements of entrepreneurship; for example, with innovation which is significant to economic growth, an entrepreneur needs to take a calculated risk in order to succeed in the business world and access to information is necessary. Chimucheka (2014) identifies the functional roles of the entrepreneurs in economic development, namely the

speculator, co-ordinator of resources, product owner, innovator, decision-maker, and arbitrator. All these roles complement each other and the potential entrepreneur needs to acquire essential skills needed to carry out all these roles efficiently.

Table 3: The functional roles of an entrepreneur

Functional role	Theorist
Speculator	Richard Cantillon
Coordinator	Jean-Baptise Say
Product owner	Frederick Hawler
Innovator	Joseph Schumpeter
Decision-maker	Frank Knight
Arbitrator	Israel Kirzner

Source: Chimucheka, 2014

The researcher selected Knight's theory as it is best related to the research study. The objectives of business studies which is regarded as entrepreneurship education is to ensure that learners obtain and apply business principles, knowledge and skills needed in order to operate a business in a dynamic environment (Curriculum and Assessment Policy Statements, 2012). According to the objectives of entrepreneurship education, learners should take risk and operate their business in a changing environment. Singh and Chiloane-Tsoka (2015) states that the lack of willingness to take risk undermines the success of an enterprise. A study conducted in the Western Cape in 2008 revealed that 40% of the participants mentioned that the reason for not starting a business was that they were anxious the business might fail (Singh & Chiloane-Tsoka, 2005). It means that the participants were not risk takers and they lack the entrepreneurial skills needed to start a business. This was related to the

problem of the study, where learners were exposed to entrepreneurship education and they still lack entrepreneurial skills needed to start a business or were risk-averse and did not move to start their own businesses. Exploring the methods of facilitating entrepreneurship was significant for this study to determine what prevents the youth from pursuing entrepreneurship.

2.9 CONCEPTUAL FRAMEWORK

2.9.1 Introduction

South Africa experiences a high rate of unemployment and about 60% of the youth is unemployed (Yu, 2013). East London in the Eastern Cape where the study was conducted is a City that faces challenges such as poverty and unemployment. The unemployment rate in Buffalo City Metropolitan Municipality where East London is situated is 33,4% in the last quarter of 2016 (StatsSA, 2016). Horn (2006) states that some of the reasons that contribute to the high unemployment rate are the quality of the education system, where learners are not well prepared to be employable and educators are accused of not having the ability to equip learners with the relevant skills needed in the labour market. Improved entrepreneurship education would contribute significantly to creating employment and ultimately reducing poverty (Isaacs et al., 2007). Entrepreneurship education was introduced at schools in South Africa in 2005 yet young people still prefer corporate careers. The aim of the study was to examine the approach of facilitating entrepreneurship education to encourage learners to pursue entrepreneurship.

2.9.2 Key concepts related to the research study

Knight defines an entrepreneur as someone who undertakes risk in a changing environment and may be rewarded by the profit, (Chimucheka, 2014). Entrepreneurship is about taking calculated risks whether it is a

personal or financial risk or both. Entrepreneurs are viewed as being risk takers to a greater extent than other individuals and risk bearing is an essential requirement for an entrepreneur (Macko & Tyszka, 2009). Macko and Tyszka (2009) indicates that the risk associated with entrepreneurship is correlated with the skills of the decision-maker. Singh and Chiloane-Tsoka (2015) states that one of the factors that hinders the growth of a business is the lack of willingness to take risks. Fatoki and Chindonga (2011) states that the majority of the youth are risk-averse due to their socio-economic background. The youth prefer corporate careers over entrepreneurship, although they are taught entrepreneurship at school. The purpose of the research is to examine the approach of facilitating the content of entrepreneurship education to determine if it encourages learners to pursue entrepreneurship. Lekhanya (2016) indicates that entrepreneurship should be linked to aspects that stimulate confidence, a positive attitude to entrepreneurship and ambition to take risk in order to pursue entrepreneurship. The researcher identifies the willingness to take risk by the potential or existing entrepreneur as one of the components needed for entrepreneurship.

2.9.2.1 Link between entrepreneurship and education

The researcher believes that entrepreneurship is something that can be learned, as it usually depends on the environment, what has been learned at home and also at school. Attitudes and traditional orientations are set at an early age; however, education plays a significant role in addressing entrepreneurial challenges (Naong, 2011, p.184). Education raises awareness of entrepreneurship at a young age, and if it is introduced early, the youth become initiators and creators and they believe in themselves in whatever they do (Naong, 2011, p.184). Leffler et al. (2007) emphasizes that education contributes positively, and the greater the level of education, the more the person is likely to pursue entrepreneurial activities and the likelihood of starting a sustainable business is higher. Promotion of the

culture of entrepreneurship is through education and training, which depends on the government, private sector, educators and learners.

Chimucheka (2013) emphasizes that the greater level of education is correlated with a greater level of entrepreneurial activity. Entrepreneurs that are highly educated create more jobs as compared with entrepreneurs with no education background. The better educated entrepreneurs are less likely to fail within the first three years of their operation as they have skills, knowledge and determination to run a sustainable business. Burger and Mahadea (2005) concurs with Chimucheka that the educational background and years of experience of an entrepreneur has an influence on the number of jobs to be created, which means the higher the level of education, the greater the potential to start and grow a viable business and employ more people than a person with no experience and a lower educational level. Matlay (2006) supports Burger and Mahadea (2005) and Chimucheka (2013), in that entrepreneurs with advanced educational levels have a tendency to do better in their business than their counterparts with no formal education and training.

Entrepreneurship has been incorporated into the syllabus for grades 3 to 9 since 2000 and forms part of Economic and Management Sciences. In grades 10 to 12, entrepreneurship was introduced in 2006 but as an optional subject (Leffler et al., 2010, p.315). Leffler et al. (2010) mentions that entrepreneurship is incorporated into the curriculum in South African schools but not all schools offer the subject. Gwija et al. (2014) supports that South African schools offer entrepreneurship from primary school although entrepreneurial activity is low and they argue that the problem might be with the education system. Burger and Mahadea (2005) are of the view that education boosts the intellectual powers of a person and conveys specific skills; an individual is thus better able to respond to entrepreneurial opportunities that are available.

Entrepreneurs who are well educated create more employment and run a more sustainable business compared to counterparts who are not well educated (Von Graevenitz, 2010, p.90). Learners exposed to entrepreneurship education are able to evaluate themselves as to whether they should pursue entrepreneurship as a career. Zakic et al. (2012) argues that people who are more educated prefer to not stay too long in a bad labour environment and venture into entrepreneurship as they are able to maintain their human capital depreciation in a changing environment.

2.9.2 2 Skills Development

The government of South Africa recognises skills and competencies as critical success elements driving enterprise development which can be further enriched through the delivery of available and relevant skills training (Urban & Naidoo, 2012, p.147). The Skills Development Act No.97 of 1998 was introduced by the South African government with the aim of promoting self-employment and to improve the skills levels of South Africans (Urban & Naidoo, 2012, p.147). Improvement in the skills level of businesses is necessary in developing economic growth and fighting unemployment (Urban & Naidoo, 2012, p.159).

For an entrepreneur to be successful in his or her business, it is necessary to develop entrepreneurial skills. Entrepreneurs with entrepreneurial skills are able to assess themselves and identify their strengths and weaknesses. Strengths contribute to the achievement of the business whereas the weaknesses can be addressed through education and training. Ongoing education and training of the educators would contribute to their personal development.

2.9.2.3 Total Entrepreneurial Activity

The total entrepreneurial activity for South Africa is lower than other developing countries at number 35 out of 68 countries (Herrington, Kew & Kew, 2013). The total entrepreneurial activity index states the low level of establishing of new businesses in South Africa. Education is significant in shifting the social mindset of people in South Africa to begin considering entrepreneurship as a career. Successful entrepreneurship is connected to education as the higher the education level the higher the level of entrepreneurial activity (Nieman & Nieuwenhuizen, 2009). Most authors suggest that if entrepreneurship is presented at school level, it influences youth attitudes and reduces unemployment as it encourages them to consider entrepreneurship as a career (Leffler et al., 2010). Entrepreneurship is regarded as one of the principal factors which assist communities to overcome challenges that are generated by global changes.

2.9.2.4 Contribution of entrepreneurs

Entrepreneurs play a significant role in generating employment, providing products and services, supporting big companies and contributing to the Gross Domestic Product of South Africa (Smith & Chimucheka, 2014). To support the point that entrepreneurs play a significant role in South Africa, Smith and Chimucheka (2014) notes that 97.5% of the business are Small Medium and Micro Enterprises that employ about 55% of the employees and produce about 35% of the Gross Domestic Product. Njoroge and Gathungu (2013) emphasizes that in the United Kingdom 99.8% of the businesses are Small and Medium Enterprises which employ 52.4% of the employees. In Kenya, SMEs create more than 5 million jobs and contribute to 18% of the Gross Domestic Product (Njoroge and Gathungu, 2013, p.4). This shows that entrepreneurship is contributing significantly in the creation of employment and boosting the economic development of a country.

2.10 CONCLUSION

All the selected concepts are related to this study. Education contributes significantly to promoting economic development and employment as education raises awareness about entrepreneurship and as stated by so many researchers, the higher level of education encourages people to pursue entrepreneurship. Those entrepreneurs that are advanced educationally have a tendency to do better than those with no formal education and training background. There is a strong correlation between the skills and the overall entrepreneurial activity and therefore education and training, whether it is formal or informal is necessary in developing the entrepreneurial competencies. If the total entrepreneurial activity improves, it means that new jobs will be created and economic growth will improve.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the framework of the methodology utilised in the research, the process of collecting the data and the process of analysing data. The qualitative research method was selected based on the purpose of the study which aimed to examine the content of entrepreneurship education to determine if it encourages learners to pursue entrepreneurship.

Different aspects were addressed in the research methodology such as the research strategy which was qualitative in this study. The data collection comprised methods and techniques in which interviews, document analysis and secondary data were utilised for this study. The sampling was described and the size was explained. The type of sampling used was purposive sampling. The reason for selecting the data analysis procedures was discussed. Matters such as validity and reliability, limitations, and research ethics of the study were clarified.

3.2 RESEARCH STRATEGY

Qualitative research was best suited for this problem statement as its intention was to understand a particular phenomenon in detail, discover the complexity, represent experiences and actions of the phenomenon as they came up with a comprehensive story of the phenomenon (Wagner, Kawulich & Garner, 2012, p.126). Qualitative research focused on different processes, which were exploratory and realistic in nature in order to accommodate the subject of the study. The researcher learnt things as they were and interpreted the information as received from the participants. The advantages of using the qualitative research approach rather than

quantitative research includes: the qualitative was more comprehensive and interpreted the actual behaviour of the participants; few participants were selected for the relevancy of the investigation; there was an opportunity to discover emergent concerns regarding the study as the researcher was involved in the study and the information was comprehensive (Leedy & Ormrod, 2005, p.96).

Although learners were exposed to entrepreneurship education, most of them stated that they preferred to be employed than to pursue entrepreneurship. This study aimed to examine the approach in facilitating entrepreneurship education to determine if it encouraged learners to consider entrepreneurship as an alternative career. The qualitative strategy assisted the researcher to understand the different approaches used by the educators when teaching entrepreneurship, what prevented the learners from considering entrepreneurship as a career, to understand the behaviour of the learners and educators, and the perceptions of learners regarding entrepreneurship. The fact that the researcher had selected few samples that were applicable to the study was an opportunity for the researcher to obtain more information from the participants.

The disadvantages of the qualitative approach were that it was regarded as subjective as the researcher was involved; difficult to duplicate as it was unstructured as there were no standard processes to be followed; the process of collecting data was long compared to the quantitative research; and the analysis of the data was time consuming.

The qualitative approach was regarded as the best strategy for this study and its disadvantages were acknowledged by the researcher. The quantitative approach was rejected as it was not subjective; it was more on numbers and variables, it concentrated on the point of view of the researcher rather than the participants, the researcher was not involved with

the participants, and the study was regarded as objective (Saunders, et al., 2012).

As the researcher was not exposed to the study on content of entrepreneurship education in East London to determine if it encouraged learners to pursue entrepreneurship, the researcher selected the qualitative strategy in order to examine the approaches that were utilised by the educators. The researcher was involved with the participants, and interviewed them to better understand their world. She understood the meaning of actions of the participants, morals, and opinions in terms of the context of the research. The involvement of the researcher and the contextual approach produced rich and comprehensive data, hence the qualitative strategy was regarded as the best strategy for this study.

3.3 RESEARCH DESIGN

The researcher identified the case study as a suitable design for this research study as it entailed the collection of extensive data from the learners, educators and other respondents being explored. The researcher had an opportunity to observe the participants, interviewed them and analysed documents to verify what the participants have said. Leedy and Ormrod (2005, p.135) observes that the case study was a process in which the researcher explored the subject of study in detail for a certain period of time. As stated by Saunders et al. (2012, p.179), case study was appropriate when hoping to obtain a detailed understanding of the context of the study and the methods being enacted. The researcher selected schools for a certain period of time and interrelated frequently with the learners and educators.

The advantage of using the case study was that it creates an in-depth examination of the subject being studied, and also gave the researcher an opportunity to understand the meanings of actions of the participants as she

observed the participants. Other advantages of the case study were that it had potential to take advantage of the natural contexts, it concentrated on idiographic inquiry and there was the possibility of deepness description (Wilkinson & McNeil, 1996, p.214). The disadvantages included that the results originating from this design cannot be generalized. Each case was exceptional and the descriptions obtained were defined to that case (Wilkinson & McNeil, 1996, p.214). The reason for selecting the case study was that, the close interaction between the researcher and the participants produced a rich and comprehensive report as the researcher would have an opportunity to observe the participants in a natural context while conducting interviews in an informal and more flexible environment.

3.4 DATA COLLECTION

3.4.1 PRIMARY DATA

This was the first-hand collection of the data received from an original source; this data was obtained through interviews and document analysis.

3.4.1.1 Interviews

Interview was defined as a process where there was a conversation between the researcher and participant which focused on research questions (Merriam, 2009). Sixteen people were interviewed and the type of interview that was utilised was a semi-structured interview. The interviewees were learners, educators, principals, subject advisors of entrepreneurship education, and managers from the two organisations that promote entrepreneurship at school. The duration of the interviews was 30 minutes to 45 minutes. All the participants were selected for the relevancy of the study and were based in East London. The researcher had an interview guide with the list of questions or topics to be covered during an interview. The researcher was not obliged to follow the sequence of the

questions, but could ask new questions that arose through the response of the interviewee (Bryman, 2012). The reasons for using the semi-structured interviews included flexibility when conducting an interview, which also gave the interviewer an opportunity to assemble the ways the participants interpreted their social world (Bryman, 470).

The reasons for using interviews were as follows: The interviewer was not obliged to follow the schedule of an interview and she had an opportunity to change the direction of the interview when it was suitable. New questions were asked following the interviewee's responses, and the order and the wording of the questions were modified during the interview. Qualitative interviews were flexible, focused more on the views of an interviewee and concentrated on matters that arose during the interview. The researcher received rich detailed answers from interviewees during qualitative interviews. As the semi-structural and in-depth interviews were exploratory, it means that the context of the study was available through the interviews conducted (Saunders et al., 2012; Bryman, 2012).

3.4.1.2 Document analysis

According to Wagner et al. (2012), documents functioned as vessels of evidence for claims and content of the document was crucial for the research. Documents were categorised as primary documents, secondary documents, tertiary documents, public and private documents, and solicited and unsolicited documents. The intention of document analysis was to examine documents critically. Bryman (2012) observes that document analysis was regarded as non-reactive as it was not produced specifically for research purposes. For this study, the curriculum and assessment policy statement was analysed and the focus was on the application of the entrepreneurship education by the educator and the document identified how the approach was facilitated. The grade 11 Business Studies text book lesson plans were reviewed to determine the methods utilised by the

educators to facilitate the content of entrepreneurship education. The researcher reviewed the Annual Report of the South African Institute for Entrepreneurship and Junior Achievement of South Africa. The syllabus was evaluated to determine if it elaborated on the approach utilised to facilitate the content of Entrepreneurship Education. The documents were analysed with the aim of answering the research questions and to eliminate imprecision and misrepresentation of the information received during interviews.

3.4.2 Secondary data

The data that was collected and readily accessible with the potential of being relevant and could be utilized for the research was called secondary data. The secondary data was made up of multiple sources, surveys and documents (Saunders, Lewis & Thornhill, 2012). The researcher utilized reports, government census, government publications, books and journals. This secondary data was sourced from Global Entrepreneurship Monitor Reports, the Polity website for all the legislation, and Curriculum and Assessment Policy Statement for Business Studies for grades 10 to 12. The Buffalo City Municipality Integrated Development Plan 2012/13, data from Statistics South Africa, policy documents from the Ministry of Education in Spain, Sweden and Finland were secondary data for this study. The University of the Witwatersrand Library was utilized for access to the books and journals.

The advantages of the secondary data were that it was cheaper to utilize the secondary data as it was readily available rather than collecting primary data. The secondary data was necessary for triangulation to verify if the information supplied by the participants was the true reflection of the findings. This data was readily obtainable and could be checked reasonably easily by the users (Saunders et al., 2012). A limitation regarding the secondary data was that, the data was collected by someone else with a

definite purpose that was not the same as the researcher's purpose whereas the primary data was responding to the research questions and the purpose of the research.

3.5 SAMPLING

As qualitative strategy was selected, the sample size was small as the researcher was looking at deep and rich research data to be collected over a period of time (Wagner, Kawulich & Garner, 2012, p.88). The population of the study were the grade 11 learners, educators from two schools that offer Business Studies and stakeholders such as the Department of Education, South African Institution for Entrepreneurship and Junior Achievement of South Africa. The researcher selected two schools in which one was a privileged school from a fairly wealthy suburb while the other school is an underprivileged school from an economically disadvantaged community. These schools represented all the schools in East London whether they were privileged or underprivileged as it was not possible to involve all the schools in East London. By selecting two schools from different socio-economic backgrounds, it assisted the researcher to determine whether the socio-economic background encouraged learners to consider entrepreneurship. The sample was from the grade 11 learners, educators and some of the role-players in entrepreneurship education. The researcher used a non-probability sample, and the reason for using it was that it is simple, reasonable, could be done at a suitable time and the researcher took the opportunity of using people that were relevant to the study (Bailey, 1987). The sample was appropriate to the research questions that were asked of the participants, meaning that the sample was selected based on the research questions. Generalizing the findings was not an option hence the non-probability sampling was utilized and the researcher might repeat the study at a later stage.

The selected non-probability sample was purposive sampling. Discretion of the researcher, experience and involvement in the preceding research was utilised in order to get the participants (sample) that were suitable for that particular study, and the researcher used certain conditions to categorise appropriate candidates for the study in order to answer the research questions and meet the objectives of the research (Wagner et al., 2012; Saunders et al., 2012). The researcher used the knowledge of the topic and identified people who meet the criteria of the suitable participants (Henning, van Rensburg & Smit, 2004). The researcher selected the purposive sampling approach as it allowed her to use her judgement to select participants qualified to answer the research questions and to meet the objectives of the study. Table 4 below provided a summary of the sample size of the study.

Table 4: Summary of Sample Size

ORGANISATION	PORTFOLIO	QUANTITY
1. Umthiza High School	Principal	1
2. Umthiza High School	Grade 11 educator	1
3. Umthiza High School	4 Learners	4
4. Stirling High School	Principal	1
5. Stirling High School	Grade 11 educator	1
6. Stirling High School	4 Learners	4
7. Dept of Education	Subject Advisor	1
8. Dept of Education	Subject Advisor	1
9. South African Institute for Entrepreneurship	Chief Operations Officer	1
10. Junior Achievement of South Africa	Programme Manager	1
	TOTAL	16

Source: Own, 2016

3.6 DATA ANALYSIS

Wagner et al. (2012) suggests that when the researcher collects data for the study, the data should be labelled according to the type of information received from interview, observation, date collected, and the source of the data. Wagner et al. (2012) notes that interviews should be transcribed, and videos may be coded, categorised and analysed. Thematic analysis was

utilised for the study as it identified themes in the data. After each interview, the researcher transcribed the interview, identified units of analysis such as words, a phrase and label with codes. As suggested by Saunders et al. (2012), the researcher condensed some part of the data and classified according to the themes and linked these groups to provide a structure to answer the research questions.

3.7 VALIDITY AND RELIABILITY

The point where the researcher assesses what she or he intended to assess is defined as a validity (Wagner et al., 2012, p.80). The researcher has confirmed that the study was measuring what it was expected to measure. Credibility determines if the results were the accurate reflection of the truth. These were strategies that the researcher utilised to come up with the validity of the research:

Triangulation: The researcher used different methods such as observation and interviews to determine common issues. The researcher found policy documents such as the curriculum and assessment policy statement and other relevant documents to verify the information supplied by the respondents.

Iterative Questioning: The researcher retrieved the information by asking questions that were asked earlier to check if there was a consistency and also went back to the points that were highlighted by the respondents.

“Reliability estimates the consistency of your measurement”, (Wagner et al., 2012, p.80). The researcher used the following techniques: interviews, participation, and documents to record observation consistency. The researcher made sure that the outcomes of the research were the points or thoughts of the respondents and not of the researcher.

3.8 LIMITATIONS

The research was conducted in East London schools. An introduction letter explaining the objective of the research and permission to enter the schools was sent to the schools and Department of Education. The permission was granted by the Department of Education and it was stated that the tuition time should not be disrupted. Principals from both schools granted the permission to conduct the research. There was a limited time to conduct interviews for the principals, educators and learners as the researcher had to conduct interviews during lunch time and after school in order not to disturb the tuition time. Time and budget were also regarded as limitations. The researcher was based in Pretoria and had to travel to East London to conduct the research.

3.9 ETHICAL CONSIDERATIONS

To gain access to the schools, a request was sent to the Department of Education and to the school principals requesting permission to conduct the research. The researcher distributed consent forms to the schools. Information in the consent forms included the objective of the study, the period of the project, techniques of the project, what the participants would gain out of the research, how the information received would be handled, clarification of confidentiality, assuring their anonymity, explaining their right to withdraw from the research anytime they wish to do so, and the contact details of the researcher were included for further questions regarding the research. The role of the researcher was to explain to the participants in detail the process of the research, the objectives of the research, what the researcher wanted to achieve, and the possible dangers that might come up during the research, (Wagner et al., 2012, p.63). The researcher explained the consent form and requested the participant to sign the consent form.

Since most of the grade 11 learners were under the age of 18 years, the researcher distributed consent forms to the targeted learners' parents to request their permission for learners to participate in the study. Eight signed consent forms from parents were received by the researcher. All sixteen participants signed the consent forms and returned the forms to the researcher. Participants were assured that the information collected would be confidential, anonymous and their names would not be revealed in the research. Alphabetical codes were utilised to ensure their anonymity. All the information received was kept in a safe and locked place. Permission to record the interviews was requested of some participants and was not refused.

3.10 SIGNIFICANCE OF THE RESEARCH

The unemployment rate was very high in South Africa. Steenkamp, Van der Merwe and Athayde (2011) estimates that 1.6 million youth had given up on looking for employment which suggested that they were not considering entrepreneurship as an alternative career. Entrepreneurship education was the solution that could decrease the unemployment rate and improve the economic activity of South Africa (Isaacs et al., 2007). Chimucheka (2013) shares the same sentiments in that entrepreneurship education is crucial to South Africa as it assisted in reducing the effects of socio-economic challenges.

The results of the study could assist to identify the gap in entrepreneurship education, different methodologies of entrepreneurship that stimulate entrepreneurship and contribute in the development of small business in East London. Findings will be shared with policy makers, government and its agencies in order to identify priority programmes related to entrepreneurship.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 INTRODUCTION

This chapter focuses on the findings of the study on facilitating the content of entrepreneurship to determine if it encourages learners to start their own businesses. A qualitative study was introduced and two schools from East London District were carefully chosen for the study with the Department of Education officials and the staff from the organisations that played a significant role in promoting entrepreneurship, especially at school level. The two schools were from different backgrounds in which the selected schools represent all the high schools in East London whether they were from privileged or underprivileged locations.

The presentation was made from the findings based on the research questions that correlated to the themes identified in the study. The findings contained data sourced from the respondents selected through the purposive sampling. The research questions that guided the semi-structured interviews were the following:

- What are the methods utilised at school to promote entrepreneurship to learners?
- What is the nature of entrepreneurship education in East London schools?
- How can entrepreneurship education be improved to stimulate small business activities?

The questions were based on the context of entrepreneurship education, the methods utilised by the educators, and also how to improve entrepreneurship education in order to stimulate small business activities. As noted in the methodology, the researcher maintained the anonymity of

the respondents, and the identity of the respondents was not publicised; instead alphabetical codes were used from A to P. The names of the schools were not presented; instead there was School A and School B. These codes were utilised during the course of the research to protect the identity of the respondents. The researcher explained to the respondents that all the information received would be confidential and would not be revealed outside of the research environment. Presentation of the findings comprised clarification of the data, usage of coding of the participants, condensing some part of the data and classifying according to the themes, and linking these groups to come up with a structure to answer the research questions.

4.2 DEMOGRAPHICS OF THE PARTICIPANTS OF THE STUDY

It was important to mention the demographics of the respondents who participated in the study in order to understand the sample better. Two schools were selected for this study in which one was situated in an economically disadvantaged community which served a predominantly black community whereas the other was from a privileged community which served a multiracial community. The school attracted learners from middle to upper class families. The data was collected through interviewing learners in grade 11, educators and principals that participated in entrepreneurship education. Two Subject Advisors were also selected as they provide support to the educators teaching the subject and monitor the performance of the educators when teaching the subject. Two managers from the organisations that promoted the culture of entrepreneurship at school level were interviewed. The profiles of the respondents are summarized in Tables 5 to 9 and attached as Appendix 1.

Table 5: Demographic profile of the learners from the two schools

CHARACTERISTICS	SCHOOL A	SCHOOL B
<u>Gender</u>		
Female	2	2
Male	2	2
<u>Race</u>		
African	4	2
White	0	2
<u>Age</u>		
16	3	4
17	1	0
Total number of learners	8	

Source: Own, 2016

The purposive sampling was used to select two schools in East London; one school was situated in an economically disadvantaged community which served a predominantly black community whereas the other was from a privileged community which served multiracial learners from middle to upper class families. The two schools represented all the schools in East London whether they were from privileged or underprivileged socio-economic backgrounds. The total number of eight grade 11 learners doing business studies was selected, represented by four learners per school. The four learners comprised two girls and two boys per school. As all the learners were under the age of eighteen, consent was required and obtained from the parents or guardians.

Table 6: Demographics of the educators

CHARACTERISTICS	SCHOOL A	SCHOOL B
<u>Gender</u>		
Female	1	1
Male	0	0
<u>Race</u>		
African	1	0
White	0	1
<u>Age</u>		
31 – 40 years	0	0
41 – 50	1	1
<u>Highest Qualification</u>		
Diploma (commerce)	1	0
Degree (commerce)	0	1
<u>Years of experience</u>		
	16	26
Total of number of educators	2	

Source: Own, 2016

Educators that taught the Business Studies from the two schools were females who were between the age of forty and fifty years. Both of them obtained commercial qualifications which was a prerequisite for teaching

the subject and the years of experience in teaching the subject was over 15 years.

Table 7: Demographics of the Principals

CHARACTERISTICS	SCHOOL A	SCHOOL B
<u>Gender</u>		
Female	0	0
Male	1	1
<u>Race</u>		
African	1	0
White	0	1
<u>Age</u>		
41 - 50 years	0	0
51 – 60 years	1	1
<u>Highest Qualification</u>		
Diploma (commerce)	0	1
Degree (commerce)	1	1
Masters	1	0
<u>Years of experience</u>		
	26	27
Total of number of principals	2	

Source: Own, 2016

Table 7 shows that principals of the schools were males and were between fifty-one and sixty years of age with more than twenty-five years of experience at the school. In school B, the principal retired in April 2016 and the acting principal was interviewed.

Table 8: Demographics of the Subject Advisors

CHARACTERISTICS	SCHOOL A	SCHOOL B
<u>Gender</u>		
Female	0	1
Male	1	0
<u>Race</u>		
African	1	1
White	0	0
<u>Age</u>		
41 – 50 years	1	1
51 – 60 years	0	0
<u>Highest Qualification</u>		
Diploma (commerce)		
Degree (commerce)		1
Honours (commerce)		1
Masters	1	0
<u>Years of experience</u>		
	9	10
Total number of subject advisors	2	

Source: Own, 2016

Subject advisors oversee the implementation of the content of the curriculum and support educators during the implementation of the subject.

There were two Subject Advisors in East London responsible for Business Studies and Economic and Management Sciences in which they were interviewed. One was male whereas the other was female; both are over the age of forty. The Subject Advisors had post-graduate degrees related to commerce and their experience in the field was above nine years.

Table 9: Demographics of the managers from the organisations that promote entrepreneurship at school

CHARACTERISTICS	ORGANISATION A	ORGANISATION B
<u>Gender</u>		0
Female	0	1
Male	1	
<u>Race</u>		
African	1	1
White	0	0
<u>Age</u>		
31 – 40 years	0	1
41 – 50 years	0	0
51 – 60 years	1	0
<u>Highest Qualification</u>		
Diploma (commerce)		1
Degree (commerce)		0
Masters	1	0
<u>Years of experience</u>		
	20	5
Total of number of managers	2	

Source: Own, 2016

Two officials from the organisations that promoted entrepreneurship at school were interviewed. The official from organisation A is a Programme Manager whereas the other was a Chief Operations Officer directly involved with the programme. Both respondents were males; the one from organisation B was regarded as youth as he was below thirty-five years of age, whereas the one from organisation A was above fifty years of age. The respondent from organisation A had a Master's degree and twenty years' experience whereas the respondent from organisation B had a diploma as the highest qualification and five years' experience in the entrepreneurship field.

4.3 THE FINDINGS OF THE STUDY

4.3.1 The nature of entrepreneurship education in East London schools

The nature of entrepreneurship might sound broad; however, it was relevant in order to point out the context of the schools, the environment where the learners were coming from, how learners perceived entrepreneurship and factors that prevented learners from pursuing entrepreneurship.

4.3.1.1 Context of the schools

According to respondent A (Interview, 19 April 2016), School A was a non-fee charging school, learners were not paying the school fees and it was regarded as an underprivileged school as it depended on the funds received from the Department of Education. As the school was situated in an informal settlement, most of the learners came from economically disadvantaged families and the level of poverty they experience was very high.

As mentioned by respondent G (Interview, 20 April 2016), School B was a former model C school which was regarded as a privileged school. Parents

were paying the tuition fees for their children, the school appealed to learners from the middle and upper income families and it received a subsidy from the Department of Education. The school was one of the best schools in the Eastern Cape and offered a comprehensive educational offering. As Entrepreneurship Education was offered at school B, the matric results of entrepreneurship education or Business Studies was normally among the highest in the Eastern Cape.

4.3.1.2 Perception of learners towards entrepreneurship

Three learners from School A (Interview, 19 April 2016) mentioned that entrepreneurship education encouraged them to start a business. They had learnt about how to develop a business plan and that a person could not start a business without a business plan. They also mentioned that before you start a business, a person needs to have capital and understand the elements of a business plan. The characteristics of the entrepreneur that they have were listed, such as being goal-oriented, creative, a team player, and having perseverance and problem-solving skills.

Although learners learnt about entrepreneurship education, none of the four showed an interest in starting a business now or in the future. Most of them mentioned that they do not have the time to start their own business and they would rather spend their time on their studies and if they start a business, their studies will be affected and their marks will drop (C, D, E and F, Interview, 19 April 2016). One learner mentioned that she did not want to rely on other people, she would rather study and thereafter enter the labour market (C, Interview, 19 April 2016). All the four learners preferred to go to Institution of Higher Learning and be employed afterwards.

Respondents C, D, E and F (Interview, 19 April 2016) stated that they were from informal settlements and most of the retailers were owned by foreign nationals in which they did not see themselves competing with the foreign

nationals. They also mentioned that crime was very high in their community and most of the youth were using drugs; these factors were not encouraging them to start businesses. These respondents (C, D, E and F, Interview, 19 April 2016) continued that their upbringing, lack of support from their parents and lack of capital made them not to consider entrepreneurship as a career, and they showed an interest in corporate careers.

Respondents I, J, K and L (Interview, 21 April 2016) explained that entrepreneurship education gave them an insight into how they could potentially start and run their business one day. They also noted that it taught them the key aspects of business, how to handle certain situations, the difficulties they might face when running a business, how to handle those difficulties and also the current situations in the world that would affect the business. Respondent I (Interview, 21 April 2016) indicated that he liked the subject and he also wanted to be an entrepreneur. Respondent I mentioned that for those who wish to pursue entrepreneurship as a career, they should study business studies and economics in order to be an entrepreneur in future.

Respondents I, J, K and L (Interview, 21 April 2016) pointed out that they have the following characteristics of an entrepreneur: creative, hardworking, independent, leadership skills, people skills, organised individual, ambitious, creative, self-driven, persistent, love the game of business, motivated by money and status, risk taker, passion and ability to overcome obstacles.

Although respondents I, J, K and L (Interview, 21 April 2016) listed the characteristics of an entrepreneur that they have, only respondent I showed an interest in pursuing entrepreneurship, and respondent K mentioned that he preferred to be an accountant and had no interest in starting his own business. Respondents J, K and L (Interview, 21 April 2016) pointed out that

they looked at the economy of today and concluded that it was too unstable to start a new business.

The researcher observed that the school was situated in a well-off suburb and attracted middle to upper class families. According to respondent G (Interview, 20 April 2016), School B was a former model C school and it was regarded as a privileged school. He indicated that parents were paying school fees for their children and it also received a subsidy from the Department of Basic Education. The school provided the newest educational technology and learners had access to computers, internet and email. Every classroom had an advanced computer with internet. The school always had 100% pass rate in grade 12 and the majority of the learners were going to institutions of higher learning. Those who started their businesses ran their businesses after completing their tertiary studies and there were some success stories of former learners of the school who were successful entrepreneurs. It was emphasized by respondent H (Interview, 20 April 2016) that not every learner who did entrepreneurship education was interested in becoming an entrepreneur; this was confirmed by respondents J, K and L (Interview, 21 April 2016) who showed an interest in corporate careers rather than to pursue entrepreneurship.

4.3.1.3 Behaviour of the learners when facilitating the subject in the classroom

Respondent B (Interview, 19 April 2016) stated that learners were showing an interest and they enjoyed entrepreneurship education. The learners were keen to start a business as some were selling chips and sweets at the school. Respondent D (Interview, 19 April 2016) mentioned that she was selling some products at the school but the other learners did not support her business and she decided to stop selling at the school. The statement of respondent B contradicts that of respondent D who decided to discontinue her informal business due to the fact that other learners did not

support her. Learners were attentive and interested when the educator was facilitating the subject (H, Interview, 20 April 2016). It showed that learners from both schools may have liked the subject although it may also have been because they studied the subject to pass and not to apply what they learn in the subject.

4.3.2 Factors that impede entrepreneurship education for learners

4.3.2.1 Unqualified educators

By looking at the age of the educators, the researcher assumed that they grew up in the era where they learnt that they had to go to school and look for employment. The objective of the educators was to teach the learners to pass and move on to another class and the outcome was the results. They would not emphasise experiential learning of entrepreneurship as they were obliged to follow what was in the curriculum; hence theory dominated in the classroom rather than the practical side of the subject.

Respondent B (Interview, 19 April 2016) was exposed to the entrepreneurship training programme; however, she never implemented the programme at school due to lack of resources, commitment and technicalities at the school. Educators were obliged to spend their time on what was in the curriculum and they regarded what was not in the curriculum as extra work for them. Respondent H (Interview, 20 April 2016) did not have either formal or informal training on teaching entrepreneurship. Respondents B and H had formal qualifications in commerce in which they were regarded as qualified to teach the subject although they concentrated more on the theory side of entrepreneurship. Educators were not business people and not involved in the business and thus may have lacked the experiential learning of entrepreneurship (A, Interview, 19 April 2016; N, Interview, 22 April 2016).

The Department of Basic Education was trying to expose educators to experiential learning of entrepreneurship in which some of the educators in the East London district had been trained on an entrepreneurship training programme. However, the majority of the educators had not implemented the programme at their schools (N, Interview, 22 April, 2016). Respondent N (Interview, 22 April 2016) indicated that the market days were in the curriculum for grades 8 and 9 but some of the schools were not organising those market days at their schools. Some social partners such as the JSE, Seda through the South African Institute for Entrepreneurship and EWET approached the Department of Education for programmes that promote entrepreneurship but when educators were invited for those workshops, only a few educators attended those workshops. It came out very strongly that some educators were not passionate about their profession, there was no accountability from them and they were not motivated to do more for the learners (M, Interview, 22 April, 2016; N, Interview, 22 April, 2016). Entrepreneurship should start with the educators and if the educators were not seeing the value in entrepreneurship, the chances of pursuing entrepreneurship by learners' remains limited.

A lack of qualified educators was pointed out by respondents M and N (Interview, 22 April 2016) as one of the reasons that undermines entrepreneurship. Respondents C (Interview, 19 April 2016); D (Interview, 19 April 2016) and J (Interview, 21 April 2016) raised that if they could get some lessons from business people who had walked the path, they could learn a lot from those business people. Lack of the content knowledge of entrepreneurship among educators was also identified by respondents M and N (Interview, 22 April 2016) as one of the factors undermining entrepreneurship education:

“Educators often do not remain in the same learning area for long and there were various reasons for this: Schools may decide to move the teacher from Business Studies, for example, to another learning

area. This can cause instability and even non-use of the programme by the new teacher” (O, Interview, 28 June 2016).

“Sometimes the substitute educators were appointed to the Business Studies learning area with very little or no knowledge of the subject matter – this can stifle continuation of the programme. Lack of use of the resources by the educator which obviously disadvantages the learners”, (O, Interview, 28 June, 2016).

4.3.2.2 Content of the curriculum

It was emphasized by respondents A (Interview, 19 April 2016) and G (Interview, 22 April 2016) that the curriculum was not geared up to entrepreneurship education as it is more theoretical and the theory should change to being more practical. Lessons that were prepared at school were theoretical and there was no effort to apply what learners learnt.

4.3.2.3 Time constraints

The majority of respondents mentioned that they did not have time to start a business while they were at school as running the business would affect their school marks and they preferred to concentrate on their studies. As per the Curriculum Assessment and Policy Statement (2012), the time allocated for Business Studies was four hours per week and educators needed to use that time effectively. As mentioned by respondents B (Interview, 19 April 2016) and H (Interview, 20 April 2016), there were time constraints to complete the syllabus therefore any kind of practical activity would take many hours of planning.

4.3.2.4 Socio-economic environment

Parents of the learners grew up with the mentality that a child should go to school and in the Institution of Higher Learning to get a qualification and to look for employment. This was how most of the children were raised in South Africa, and most of the learners from the two schools mentioned that they would go to the Institution of Higher Learning in order to get a qualification and look for employment. It was stated by respondents M and N (Interview, 22 April 2016) that the Eastern Cape was one of the poorest provinces and very rural. Parents were not always a source of inspiration to their children. Respondents C, D, E and F (Interview, 19 April 2016) were from economically disadvantaged communities and they raised the point that they were not getting support from their parents, crime in their area was very high and most of the youth were taking drugs, and these factors prevented them from starting their own businesses. Entrepreneurship should start with the educator and the parents, and if they were not entrepreneurial, the likelihood of learners being entrepreneurial was reduced. Respondents M and N (Interview, 22 April 2016) emphasized that learner's lack creativity and were not risk takers. Respondent F (Interview, 19 April 2016) mentioned that foreign nationals were running businesses in his community and he would not compete with them. The point raised by respondent F (Interview, 19 April 2016) that foreign nationals were running their businesses and he would not compete with them indicates that he was not an entrepreneur as he could not identify the opportunity and was risk averse.

4.3.2.5 Lack of access to finance

Learners learnt about the development of the business plan in grade 10; however, the access to finance was regarded as one of the priorities when starting a business, and respondents D, E, F (Interview, 19 April 2016) and I (Interview, 21 April 2016) identified lack of capital as one of the reasons

that prevented them from venturing into business. Learners relied on their parents for pocket money. In the case of School A they were from economically disadvantaged communities, most of their parents were unemployed, and so the capital would not be available for learners to start their own businesses. Schools were not receiving support from private companies and business that would invest some funds in order for learners to start their business. The support was only for the training of the educators on entrepreneurship training programmes which was not sufficient.

4.3.2.6 School system

Respondent O (Interview, 28 June 2016) mentioned that the current school system was marks and examination driven, and did not provide sufficient stimulation and support for entrepreneurial thinking. This results in learners not being prepared for the world of entrepreneurship, and harbouring negative traits such as fear of failure, risk aversion, dependency syndrome and others.

4.3.3 Methods utilised to foster entrepreneurship at school

The significance of this question was to establish the methods that were utilised at school and to determine if they contributed to the promotion of entrepreneurship. The Curriculum Assessment Policy Statement prescribed what the educator should teach in the classroom and that was confirmed by the two educators, principals and the Subject Advisors. Respondent M (Interview, 22 April 2016) stated that educators were using different methods to foster entrepreneurship at school. Respondent N (Interview, 22 April 2016) stated that, "It depends on the skills and the level of understanding of the educator in terms of different teaching methods of the subject and also on the availability of the resources; for instance if an educator would like to conduct group discussions and would like to use a newspaper article and if there are no newspapers in the area or library for

learners to conduct research”. Respondent N (Interview, 22 April 2016) mentioned that the educator would have limitations because resources were not available and further indicated that occasionally the methods were informed by the availability of the resources, hence most of the educators compromised or were forced to use the text book method or just read through notes.

According to the learners, the educators explained the topic, used examples to ensure that learners grasp the concepts and learners were also given the opportunity to ask questions. At school B, YouTube videos were shown to learners about successful entrepreneurs and local entrepreneurs were invited as guest speakers to address the learners. Market days were also organised by the two schools to encourage learners to market and sell their products and services to other learners in order to make profit or loss, in some cases as a learning curve for learners and to practice business. These market days were for grades 9 and 10 and not grade 11 learners. Both schools mentioned that class discussions and presentations take place in their schools and guest speakers were invited to share their entrepreneurship stories.

Learners developed their business plans in grade 10 as mentioned by respondent M (Interview, 22 April 2016), and learners had to transform the business plans into action plans in grade 11. Learners were supposed to convert the Business Plan into a business which in most of the schools in East London was not happening (N, Interview, 22 April, 2016). In grade 10 there was Portfolio of Evidence which was the Business Plans developed by learners and in grade 11, running a business was supposed to be a Portfolio of Evidence in which educators emphasized the theory of running a business but without practical lessons where learners ran their own business during school hours.

Respondent M (Interview, 22 April 2016) was echoed by Respondent N (Interview, 22 April 2016) in which she indicated that, “in grade 10, learners are taught to develop business plans and then in grade 11, they are supposed to transform the business plan into action plan and start the business ventures but it’s not happening at school because when they develop those business ideas it is a matter of doing activity, they only fill the forms and the educators do not look at the viability of the business, it’s all about theory”.

Respondent N (Interview, 22 April 2016) continued that the content forces learners to go through the stages of conducting market research in identifying business opportunities. The market research is done in theory not as a practice and in terms of engaging learners with activities, only a few schools engage learners on practical activities. Implementation depends on the willingness of an educator and the level of understanding of entrepreneurship.

Business Plan and Quiz competitions were taking place at provincial level in the Eastern Cape and schools were encouraged by the Department of Education to participate in those initiatives although few schools were doing so. Respondent B (Interview, 19 April 2016) mentioned that their school had participated in the Business Plan Competition two years previously, but they never implemented their business ideas. Respondent B (Interview, 19 April 2016) also stated that she was exposed to simulation games used to teach entrepreneurship; however she never implemented what she learnt from the training due to time constraints, overcrowding in classes, no support from the management of the school and a lack of resources.

The majority of the respondents indicated that the traditional way of teaching still dominates where the educator stood in front of the learners and explained what was in the text book and additional information was given to learners to assist them to understand the subject better; the two educators

and learners concurred on that point. The educator assists learners in applying the knowledge to the outside world, relevant examples were used to show how the theory was applied in reality and worksheets were given to learners in order to apply the knowledge to different scenarios (J, Interview, 21 April 2016).

Respondent N (Interview, 22 April 2016) indicated that another method that was used by the educators was to organise excursions on specific concepts such as production; the school visits a company where the production was done to link theory to practice. Educational excursions were also taking place at the two schools where learners visited companies such as Mercedes Benz of South Africa, East London Industrial Development Zone and other companies (A, Interview, 19 April, 2016; G, Interview, 20 April, 2016). Respondent A (Interview, 19 April 2016) mentioned that it would be good if learners would rather visit small businesses that started from nothing so that they could learn what it took to start a business. Most learners shared the same sentiments.

Respondents I and L (Interview, 21 April 2016) noted that at their school, one of the educators was running a school tuck shop where products were sold to the learners and which learners at that particular school perceived that as entrepreneurship. Learners were encouraged at his school to sell homemade products during Valentine's and Mother's Days which he considered as one of the entrepreneurial activities that take place at his school (J, Interview, 21 April, 2016).

Respondent P (Interview, 26 August 2016) observed that a strategy of training learners and assisting them to operate their business at school for a period of 12 weeks seemed to work; however, the selected schools were not on the list of the beneficiaries of the programme that took place in East London. Respondent P (Interview, 26 August 2016) elaborated by indicating that learners meet for three hours per week for a duration of twelve weeks;

they learn about how to start a business and they have to set up their real business. On the last week of the programme, the business should be liquidated and learners received profit out of their businesses. Learners received their salaries during the process of running their businesses. "This approach was to expose learners to business theory and followed by an opportunity to learn by doing as they run their real businesses" (Respondent P, Interview, 26 August 2016). They also organised competitions for the schools and to select the business of the year. The South African schools were also competing with schools from across the African continent.

Respondent O (Interview, 28 June 2016) explained the methods that his organisation utilises to facilitate entrepreneurship which were the following: training of educators, mentorship and support to educators, observation of class presentations by educators, ideas generation challenge, learner business plan competitions, identification of stakeholders of the programme, selection of under-resourced schools through the Department of Education, motivational events for learners, assessment of learners' entrepreneurial attitude and perception, a reward system, distribution of entrepreneurial materials, and programme evaluation.

Respondent P (Interview, 26 August 2016) stated that they conveyed entrepreneurship directly to the learners whereas respondent O (Interview, 28 June 2016) trained the educators in order for the educators to implement the programme in the classroom. Respondent N (Interview, 22 April 2016) suggested that instead of focusing on training educators in entrepreneurship, learners should be trained as well.

4.3.4 The content of entrepreneurship education

Five (A, G, M, N and O) respondents were of the view that the curriculum content was sufficient, but not practical, and as a result it did not stimulate learners to pursue entrepreneurial activities. In that view, teaching and

learning methodologies and tools which stimulate entrepreneurial thinking and mindset in learners as well as the understanding of business concepts should be incorporated into the curriculum.

There is a discrepancy when it comes to the objectives of the business studies as per the Curriculum Assessment and Policy Statement (CAPS) and techniques utilised to teach the subject (N, Interview, 22 April, 2016). Respondent N continued that one of the objectives as stated in CAPS was to ensure that learners gain business knowledge, skills and principles of operating a business in a changing environment. However, in terms of how the subject was taught, the objectives were not achieved at a school level. Objectives of the subject and how the subject was taught showed little correlation which resulted in objectives not being achieved.

Respondent N (Interview, 22 April 2016) indicated that the content was designed by academics in the absence of entrepreneurs, hence there was no link between the two. The design of the content was based on the research conducted by academics but not what was happening in the business. Respondent N appreciated the content in which she indicated that it was good and it addressed the business management, it laid a good foundation for future career to become a Business Manager or Chief Executive Officer but not to run your own business as it lacked practical experience. She noted that the government needs to change how the subject was structured in terms of the content and assessment, and suggested that the government should include a practical component which was the actual running of a business while learners were still at school, allowing learners to conduct research in relation to business operations. In grade 10 where learners had to present on business information, learners should make use of overhead projectors, powerpoint presentations and design brochures. This was not yet being done. Respondent N (Interview, 22 April 2017) noted that learners presented their projects at school but did

not use visual aids and it was all about the theory and not the practical side of entrepreneurship.

4.3.5. Success of the programme facilitated by selected organisations

Respondent P (Interview, 26 August 2016) observed that one of their alumni was running a successful shuttle business. Respondent O (Interview, 28 June 2016) stated that most learners who participated in the programme developed an interest in pursuing entrepreneurship or Business Management studies after high school. There was also statistical evidence of a remarkable increase in learners' school and matric performance in Economic and Management Sciences as well as Business Studies. Some learners pursued entrepreneurial activities on a part-time basis whilst at school.

4.3.6 How can entrepreneurship education be improved to stimulate small business activities?

Five respondents felt that the Curriculum Assessment and Policy Statement was good but emphasized that it should concentrate on the practical side of the subject. The school system should shift from being marks and examination driven to providing stimulation and support for entrepreneurial thinking.

Respondents M and N (Interview, 22 April 2016) stated that the attitude of the educators should change as they always complain about time whereas the time was not the issue. The Department of Education should employ qualified educators to teach the subject and ongoing training should be conducted to keep the educators informed of the latest developments in entrepreneurship. Section Managers should support the schools and work together with the subject advisors. Educators should be accountable and

not to do as they please. There should be a Portfolio of Evidence from the educators as well. The Business Plan developed in grade 10 should be implemented in grade 11, meaning learners should run their own business at school. Monitoring and evaluation of the programme should take place on a quarterly basis.

Respondent A (Interview, 19 April 2016) raised a point that learners should be taken to businesses that started from nothing and expose them to how the business was started, how to manage the business and challenges experienced and how to overcome those challenges. Market days should take place at schools in all the grades and not only for grades 8 and 9. Proper business plans should be drafted and implemented by learners. Respondent A observed that educators were not business people and were not involved in a business, so the private sector should also play a significant role by being mentors of the educators and avail their time to encourage learners to be entrepreneurs and walk the road with the learners.

Respondent B (Interview, 19 April 2016) noted that the practical side of entrepreneurship should be involved strictly through each term instead of doing it during the topic of the market day. She also highlighted that the school needs to encourage all learners to utilise the resources available to start a business.

Respondent O (Interview, 28 June 2016) stated that entrepreneurship should be incorporated into the school programme and not regarded as an additional subject. It was the role of the government to strengthen the entrepreneurial ecosystem for youth businesses. Learners should be encouraged to pursue activities while still at school. The participant concluded by indicating that the school entrepreneurship should be made an ultimate outcome of primary, high school and tertiary education, and should not be a marks-driven approach.

Three respondents (C, D and F, Interview, 19 April 2016) indicated that entrepreneurship education would be improved if the school were to invite motivational speakers, especially successful entrepreneurs, to talk to the learners on how they started their businesses and also to encourage them to start a business. The three respondents continued that there should be more practical exercises than theory and the school should allow them to run food gardening projects and sell the products to their community. Excursions should take place where learners should visit small businesses that started small (A, Interview, 19 April 2016). The school should provide computer lessons to the learners to conduct research on the internet (E, Interview, 19 April, 2016). Respondent F (Interview, 19 April 2016) mentioned that they should also have Saturday classes where businesses or business owners could teach them how to start a business as they have experience in running a business. Respondents C, D, E and F (Interview, 19 April 2016) explained that the motivational speaker came to their school in 2015.

Respondent J (Interview, 21 April 2016) shared the same sentiments with respondents C, D and F (Interview, 19 April 2016) in that the school should invite motivational speakers to talk to the learners on how much it takes to run a business. Respondent A suggested that learners should visit a local business to see how to run the business. Respondent F (Interview, 19 April 2016) raised a point that at their school, they focused more on maths and science students and the maths and science learners were allowed to use computers at their school computer laboratory whereas the learners that were studying business had limited access to those computer laboratories. Respondent F (Interview, 19 April 2016) suggested that they should have access to the computer laboratory as mathematics and science learners and be exposed to computer skills in order to gain knowledge through the internet, be able to conduct research assignments and learn about the key business applications.

4.3.7 Summary of the findings

The current school system was marks and examination driven, and did not provide sufficient stimulation and supported for entrepreneurial thinking. This results in learners not being prepared for the world of entrepreneurship, and harbouring negative traits such as fear of failure, risk aversion, dependency syndrome and others. This statement corresponded with the findings from the learners in which seven out of eight of them stated that they were not interested in starting a business in future although the entrepreneurship education was an exciting subject and they intended to study further at institutions of higher learning, after which they will seek employment.

Most respondents including learners shared the same sentiments, that the curriculum content was sufficient, but not practical, and as a result it did not stimulate learners to pursue entrepreneurial activities. In this view, teaching and learning methodologies and tools which stimulate entrepreneurial thinking and mindset in learners as well as the understanding of business concepts should be incorporated into the curriculum.

Four respondents indicated that the curriculum was not geared to job creation but to look for employment whereas two respondents (M and N) quoted on the CAPS booklet that the curriculum was promoting job creation.

Two respondents (B and H) pointed out that there was not enough time to implement the practical side of entrepreneurship whereas respondent N indicated that time was not an issue. It came across very strongly that educators were lazy, not making extra effort to assist the learners in the subject, and were not accountable (N, Interview, 22 April 2016). Respondent N suggested that the circuit managers should support the schools.

The support received by the Department of Education and the schools was on the training of educators but where most of the educators did not implement what they learnt on the trainings. The organisations that supported the schools also ran competitions in which they selected the best viable business ideas and the schools received prize money in order to start a business. Most of the respondents stated that there was limited support from government and the private sector.

As mentioned by the respondents, methods utilised at school were the following: lecture, group discussion, questions and answers, completion of the forms, inviting guest speakers to address learners, organising educational excursions, organising market days for learners to sell their products and services to other learners. In all the methods listed above, educators were using the lecture method, completion of the forms and questions and answers due to unavailability of the resources such as access to internet at school, computer laboratories, libraries and limited time as they need to finish the syllabus in good time. It was pointed out that educators were not trained in different methodologies of facilitating the business subject and those who were trained were not implementing what they learnt due to overcrowding at their classes, no support from the management and lack of resources at the school. Respondent A, M and N observed that educators were not business people so there was no passion in them regarding entrepreneurship.

CHAPTER FIVE

ANALYSIS OF THE FINDINGS

5.1 INTRODUCTION

The data was collected through the interviews that were conducted. This data was organised and presented in order to address the research questions. The intentions of this chapter was to analyse the data presented in chapter four. The researcher indicated the methods utilised by the educators to facilitate entrepreneurship education and explained whether these methods contributed towards the creation of the businesses. The factors that hinder entrepreneurship would be stated and also what could be done to stimulate small business activities at school level.

The guidelines of Wagner et al. (2012) were followed as the data that was collected through the interviews was transcribed, coded, categorised and analysed. Thematic analysis was utilised for the study as it identifies themes in the data. As suggested by Saunders et al. (2012), the researcher condensed some part of the data, classified according to the themes and linked these groups to come up with a structure to answer the research questions. The existing literature related to entrepreneurship education was reviewed and compared with the findings of the research to assist in interpreting the information.

5.2 DISCUSSION OF THE RESULTS

The findings of the research were analysed and categorized according to the themes of the research questions. Demographic profile of the participants was discussed in order to understand the sample and its characteristics better. There were five demographic profiles for learners and

also for other respondents – educators, principals, subject advisors and managers from the organisations promoting entrepreneurship at school.

5.2.1 Demographic profiles

All the eight learners were below 18 years of age, and consent forms for the parents were distributed in order for parents to grant the researcher permission to undertake research with learners. The parents of the learners and learners signed the consent forms. The eight comprised four girls and four boys. There were six Africans and two Whites.

Educators teaching entrepreneurship education in the selected schools were females above the age of 40 years with more than 15 years' experience in teaching the subject. Both educators had obtained commercial qualifications in teaching. An educator from one school was not trained on entrepreneurship whereas the other educator was trained; however she never implemented what she learnt in the training due to the lack of space in the classroom, the large number of learners and technicalities at the school.

The duty of the Principal was to supervise educators to do their work meticulously. They also identified professional or personal development areas in their educators and encourage educators to participate in capacity building courses or workshops for the professional development of the educator. In school B, the principal retired in April 2016 and the Acting Principal was interviewed. In both schools, the acting principal and the principal had more than twenty years' experience at the school. The Principal and the Acting Principal were males which means that males appear to be in the majority in managerial and leadership positions.

The two selected subject advisors were the specialist in Business Studies and Economic and Management Sciences with content knowledge in the

subject and pedagogy. Their role was to monitor the implementation of the syllabus of the subject and support educators during the implementation of the subject. They also organised relevant activities for the educators in order to build up their content knowledge. Two officials from the organisations that promote entrepreneurship at school level were interviewed. All eight respondents have tertiary qualifications and five of them have more than 10 years' experience in the field of education or entrepreneurship.

5.2.2 The contribution of entrepreneurship education

All eight respondents (learners) explained that entrepreneurship education gave them an insight into how they can potentially start their businesses one day, key aspects of business, how to handle certain situations, the difficulties an entrepreneur may face when running a business, and how to handle those difficulties. Through learning entrepreneurship education, the eight respondents had gained entrepreneurial characteristics which are goal-oriented, creativity, perseverance, problem-solving skills, independence, leadership skills, ambitious, self-driven, persistent, love the game of business, motivated by money and status, risk taker, passion and ability to overcome obstacles. The purpose of entrepreneurship education was to develop understanding of entrepreneurship, entrepreneurial characteristics and knowledge and skills required to start and manage the business (Ruskovaara & Pihkala, 2013). Of the eight respondents, only one respondent showed an interest in pursuing entrepreneurship, and all other respondents preferred corporate careers over entrepreneurship. These results are confirmed by Fatoki and Chindoga (2011) as they stated that the youth entrepreneurial intention was depressing in South Africa as they were less likely to venture into businesses compared to other countries. One respondent explained that at his school, those that started businesses ran them after completing their tertiary studies and there were few success stories of former learners of the schools who were the successful entrepreneurs. The majority of the youth were risk-averse due to their socio-

economic backgrounds (Fatoki & Chindoga, 2011). One learner indicated that his socio-economic background had not encouraged him to start a business, as he was from an underprivileged family background and his parents were not supporting him to pursue entrepreneurship, there was a high rate of crime in the area and he could not compete with the foreign nationals in business. Fayolle and Gailly (2015) states that parents played a significant role in nurturing the perception of viability and interest of entrepreneurial initiatives, therefore an individual with parents that were entrepreneurs have a better chance of pursuing entrepreneurship than corporate careers. Lack of financial support contributes to low levels of new businesses and more failures (Olawale & Garwe, 2010).

The SAIE Annual Report (2015) notes that two learners benefited from the entrepreneurship education programme in which the one was selling household detergents and the other cultivated vegetables and sold them in his community. These learners were exposed to entrepreneurship education through Business Studies at grade 11 and in grade 12, they received guidance and inspiration from their educators and support from their family members. The researcher realised that a learner could be exposed to the programme but if the educator or family members were not supportive of entrepreneurship, the chances of venturing into entrepreneurship were limited.

The majority of the people of South Africa were raised in families where they were not exposed to entrepreneurship and business innovation and as a result they did not recognise themselves as creators of resources and risk takers (Horn, 2006). Horn (2006) explains that the people from such backgrounds usually avoid risk and preferred job security where they obtain a job with salary, retirement fund, medical aid and other benefits. Most people in South Africa grew up with no or limited experience in entrepreneurship hence they did not regard themselves as potential job creators (Matlay, Jesselyn Co & Mitchell, 2006). The degree to which people

were visible to entrepreneurship activities through family members or role models encouraged them to venture into entrepreneurship (Nieman and Nieuwenhuizen, 2009). Children with parents or family members that were entrepreneurs usually follow the path of entrepreneurship. Hisrich and Peter (2002) shares the same sentiments with Nieman and Nieuwenhuizen as they state that parents who were entrepreneurs instil the culture of entrepreneurship in their children at an early age. The support structure and exposure of these children to entrepreneurial activities increases the desire to pursue entrepreneurship.

The fact that seven learners out of eight were not keen to pursue entrepreneurship means that they were not exposed to entrepreneurship at home or at school. It was also stated by two respondents that the Eastern Cape is one of the poorest provinces with high levels of poverty and little inspiration for young people. The majority of the population was Black African with a large percentage of youth (IDP, 2012). Chimucheka, (2013) concurs that the Eastern Cape had challenges such as unemployment and poverty. The researcher assumed that parents of the learners were not entrepreneurs and as they mentioned that their parents were not supporting them to be entrepreneurs they preferred to look for employment than to be job creators. Awareness of entrepreneurship was valuable to learners as every professional career needs an element of entrepreneurship; for instance, a doctor who was running his private practice needs the knowledge and skills of entrepreneurship to run his practice effectively and efficiently. The vital skills of starting a business gained through entrepreneurship programmes was shown to be fundamental in the future (Cheung, 2008).

5.2.3 Approach of facilitating the content of entrepreneurship education

It was stated that educators use different methods to foster entrepreneurship at school. It also depends on the skills and the level of understanding of the educator in terms of different teaching methods of the subject and the availability of the resources.

Methods used at the selected schools to teach business subjects were lecturing where the educators explained the topic, used examples to ensure that learners grasp the concepts and learners were also given the opportunity to ask questions. Educators assist learners in applying the knowledge to the outside world and relevant examples were used to show how the theory was applied in reality. Worksheets were given to learners to apply the knowledge to different scenarios.

You-Tube videos were shown to learners about successful entrepreneurs and local entrepreneurs were invited as guest speakers to address the learners and share their entrepreneurship stories. Market days were organised by the two schools to encourage learners to market, sell their products and services and make profit or loss as a learning opportunity for learners to practice business. These market days were for grades 8 and 9 and not for grade 11 learners. Both schools mentioned that class or group discussions and presentations took place in their schools and guest speakers were invited to share their entrepreneurship stories. Learners were given assignments to conduct research at the businesses or retail stores in the community and provide a report.

Educational excursions took place at both schools where learners visit companies such as Mercedes Benz of South Africa, East London Industrial Development Zone and other companies.

The traditional way of teaching dominates where the educator stood in front of the learners and explained what was in the text book and additional information was given to learners to assist them to understand the subject better. This was agreed by the two educators and learners. There are four factors that result in educators remaining with the traditional way of teaching.

Firstly, time was a constraint, and as per the CAPS educators were allocated four hours in a week to teach the subject. Both educators mentioned that there was a time constraint to finish the syllabus in time and any kind of practical activity was taking many hours of planning or preparation hence they remained with the traditional way of teaching. According to Ruskovaara and Pihkala (2013), educators preferred traditional practices as there was less effort when it came to preparation and there were ready-made materials. Experimental practices were avoided by the educators as greater efforts and background work were required before and during the session.

Secondly, educators were not trained on different methodologies of teaching entrepreneurship education or were not aware of entrepreneurship education and its implementation at school. Those who were trained have not implemented what they learnt due to lack of support from the management of the school and other technicalities at school such as lack of resources and large groups of learners in one class. To avoid the above situation, Ruskovaara and Pihkala (2013) suggests that educators and principals should acquire the necessary information of entrepreneurship education during their undergraduate education and ongoing education should provide updated information on the knowledge and execution of entrepreneurship education.

One respondent mentioned that educators did as they wish, there was no accountability and they had negative attitudes; for example, if they were

invited to some workshops only a few educators attend those workshops. Horn (2006) stated that the negative attitude of the educators could be caused by health issues; they felt that they received low remuneration compared to other professionals although workload continuously increases and they were not recognised by the community. An increased workload refers to larger class sizes, various departmental necessities, numerous assessment requirements and learning areas whereas there were limited resources and human capital (educators). Horn (2006) explains that a high level of stress of the educators and low morale caused the educators to do what was in the syllabus only and nothing more and people who suffered the consequences were the learners as they were not prepared enough for a career or to create employment.

Horn (2006) enquired whether the educators were well trained and hold the required skills needed to successfully teach learners the necessary knowledge, skills and values. Singh and Chiloane-Tsoka (2015) indicates that lack of trained or unqualified educators contributed to educational limitations of entrepreneurship as educators had limited or no experience in entrepreneurship.

The selected educators hold commercial qualifications in education and had experience of more than fifteen (15) years in teaching the subject. One educator was trained on different methodologies of teaching the subject whereas the other one was not trained. The one who was trained never implemented in the classroom what she learnt. When the educator was asked the reasons for not implementing the programme, she mentioned that the large size of her class and other technicalities at her school prevented her from implementing the programme. This showed that even those educators that were trained were not playing their role in the development of the learners. In order to achieve the objectives of entrepreneurship education, the content of the curriculum should be improved continuously

and teaching and learning methods should be established (Ruskovaara & Pihkala, 2013).

Thirdly, the current school system was based on marks and examination, and did not provide sufficient stimulation and support for entrepreneurial thinking. This resulted in learners not being prepared for the world of entrepreneurship, and harbouring negative traits such as fear of failure, risk aversion, dependency syndrome and others. Learners were not exposed to business opportunities as learners were not introduced to self-employment as a career option (Singh & Chiloane-Tsoka, 2015). Fourthly, limited resources such as computer and communication technology infrastructure (computer laboratories, projector) and unavailability of the libraries at school also contributed to retaining the focus on the traditional way of teaching. Fatoki and Chindoga, (2011) noted that a lack of financial support also contributes to the youth not pursuing entrepreneurship. Singh and Chiloane-Tsoka (2015) concurs with Fatoki and Chindonga that financial constraints and lack of information and communication technology were the factors that impede entrepreneurship. One respondent noted that the availability of the resources plays a significant role in the facilitation of different teaching methods, and drew a scenario where an educator would like to conduct a group discussion and she had to use newspaper articles. She stated that if there were no newspapers in the area or library at the school to conduct research, the educator would experience limitations because there were no resources available.

It was raised by two respondents that the Mathematics and Science learners were the priority at their schools as they were allowed to use the computer laboratory as much as they wanted to conduct research related to their subject, whereas the Business Studies learners were given limited time to use computers at the laboratories. Mathematics and Science learners were the priority and they received support from the Department of Education and the private sector. This statement was supported by Syden (2014) in that

the society of South Africa recognised mathematics and science as a golden path compared to entrepreneurial careers hence they received tremendous support from the government and private sector.

Educators used the traditional methods of teaching were regarded as unsuitable and were not contributing to the generation of business ideas, models, and attitudes and as a result learners acquire theory of business with no ability to apply that theory (Sithole, 2010). Olukundun et al. (2014) shares the same views that most of the schools in South Africa used a traditional way of teaching such as class discussions and prescribed textbooks in which the approach was more theoretical, experimental learning was not utilised and this method was more interesting to learners as they learnt by applying what they learnt in real life. Suitable methods that learners could benefit from, were project work, co-operative learning, learning by doing, team learning, practice enterprise, enterprise visits, simulation games and workplace guidance (Ruskovaara & Pihkala, 2013).

Educators preferred the traditional way of teaching which involved less work and ready-made materials. They regarded the experiential approach of entrepreneurship as time consuming and favoured a traditional approach. Entrepreneurship programmes were considered as an extra-curricular activity rather than a fundamental part of the curriculum. Learners were not encouraged to start their businesses at school or at home. The two schools focused on theory and not the practical side of entrepreneurship. The education system was marks and examination driven hence the focus of learners was to pass the grade and not to start a business.

The researcher concluded that theory was not encouraging learners to start their business, and the Department of Education required to include the practical side of entrepreneurship in the curriculum so that the learners could operate their business while they were at school.

5.2.4 The content of the curriculum

Two respondents indicated that the curriculum was not geared for job creation, meaning it encouraged learners to be job seekers instead of job creators. The objective of entrepreneurship education was to ensure that learners obtain and apply the business principles, knowledge and skills needed to operate a business in a dynamic environment. Five respondents indicated that the content was sufficient but lacked the practicality of entrepreneurship, and learners were not given an opportunity to apply what they learnt, so the objectives of the curriculum were not met. Leffler, Svedberg and Botha (2010), however, opposes the statement that the content was sufficient and suggests that there was a discrepancy in the content and the quality of entrepreneurship education programmes including the design of the curriculum, methods of delivery and the forms of assessment. The five respondents stated that the Curriculum Assessment and Policy Statement prescribes what the educator should do in the class, the number of hours to teach the subject, forms of assessments to be used and the resources utilised in the classroom. Ruskovaara and Pihkala (2013) suggests that the content of the curriculum should be regularly improved.

The resources listed at CAPS were textbooks, newspaper articles, internet, magazines and audio-visual media. As the two schools were from different socio-economic environments, some of the resources were not available at school A as an underprivileged school whereas at school B most of the resources were available. Although the resources were available at school B, learners did not show an interest in pursuing entrepreneurship, only one learner showed an interest in being an entrepreneur and the other three preferred corporate careers. The researcher concluded therefore that, the lack of resources might not be the reason for the school A learners not having an interest in entrepreneurship although it may be a contributing factor.

According to CAPS, the forms of assessment included projects or assignments, tests, presentations, case studies, projects and examinations, but assessments were not limited to only these. From both schools, learners were given assignments or projects in order to conduct research and to acquire critical thinking and problem-solving skills which were necessary for an entrepreneur. Presentations took place at both schools where learners were given an opportunity to present their projects. The use of case studies was encouraged in the curriculum; however, none of the selected schools indicated that they also used the case study in teaching the subject.

The curriculum stated that the subject should not be limited to business principles, knowledge and skills, but should also encourage entrepreneurial initiatives (CAPS, 2012). Unfortunately, educators were not focusing on entrepreneurial initiatives. As required by CAPS (2012), grade 10 were developing business plan and the grade 11 learners had to transform the business plan into action which meant that in the curriculum, it stated that grade 11 learners should operate their own business as they developed their business plans in grade 10. Two respondents explained that although the curriculum stated that learners should transform their business plans into action in grade 11, this was not happening at school. They suggested that the operation of the business at school should be the portfolio of evidence in which educators would be compelled to encourage learners to run their business at school level.

One respondent observed that the current school system was marks and examination driven, and did not provide sufficient stimulation and support for entrepreneurial thinking. This resulted in learners not being prepared for the world of entrepreneurship, and also experiencing fear of failure, risk aversion and dependency syndrome, amongst others. This statement was verified as seven out of eight learners were not interested in pursuing

entrepreneurship although they learnt about the business principles, knowledge and skills.

One respondent noted that the content was developed by the academics through their research they conducted without involving entrepreneurs or business people. She indicated that the business people should be involved in developing the content. Horn (2006) concurs that it is important to obtain views from private sector experts regarding the curriculum and textbooks. Matlay et al. (2006) supports Horn and recommended that curriculum development should be an ongoing process and stakeholders such as government agencies, secondary education institutions and institutions of higher learning should contribute in the development of the curriculum. It was suggested by one respondent that learning methodologies and tools which stimulated entrepreneurial thinking and mindset in learners as well as the understanding of business concepts should be incorporated into the curriculum.

The researcher supported the statement that the content of the subject was sufficient; however, the practical side of entrepreneurship should be taken seriously and should be in the form of assessment. The only way to achieve the objectives of the business studies or entrepreneurship education was to engage learners to operate their business at school level.

5.2.5 Strategies to improve entrepreneurship education

Five respondent's stated that the Curriculum and Assessment and Policy Statement was good but it should concentrate on the practical side of the subject. CAPS stated that learners should develop business plans in grade 10 and in 11 they should transform the business plans into action. Two respondents indicated that transformation of a business into action should be a portfolio of evidence for the learners and also for the educators. Learners should be allowed to run their own businesses in order to gain

experience. Other respondents suggested that entrepreneurship education should be made a principal outcome at school and not take a marks-driven approach.

Entrepreneurship activities should be conducted at school for all the grades and successful entrepreneurs should be invited to schools. Learners should visit small businesses that started from nothing. This statement was supported by Leffler et al. (2010) who indicates that excursions were beneficial where learners are exposed to real-life projects. It was raised by respondents that they were keen to receive lessons or lectures from entrepreneurs with experience who could promote the values of entrepreneurship. Ruskovaara and Pihkala (2013) observes that projects conducted in collaboration with businesses had optimistic learning outcomes and learners gained experience through those projects as they were linked to real life.

Educators should receive continuous support on their professional development, as they need to be trained on the different approaches of facilitating the content of entrepreneurship. Monitoring and evaluation of their development should be a priority in the Department of Basic Education. Ruskovaara and Pihkala (2013) agrees with the statement that educators should gain the required information during their undergraduate studies and continued learning should provide the latest information on the abilities and implementation of entrepreneurship education.

5.2.6 Relation of the themes to interviews that were conducted

As noted earlier the number of respondents were 16, nevertheless not all questions on the themes involved all of them. Table 10 below presented the number of interviews for the respective themes.

Table 10: Number of interviews mentioning selected themes

Themes	Respondents	Number of respondents
1. The content of the curriculum	B, H,C, D, E, F, I,J, K, L, M, N, O, P	14
2. Approaches of entrepreneurship education	B, H, C, D, E, F, I,J, K, L, M, N	12
3. Strategies to improve entrepreneurship education	A, B, G, H, O, P	6
4. Contribution of the entrepreneurship education	M, N, O, P	6

Source: Own, 2017

The above themes were linked to the research questions. Interviews were created through the research questions. The first two themes showed the relevancy of the two themes as they were asked to the majority of the respondents. The third and fourth themes were more strategically hence they were asked to few people who were in a strategic level.

5.3 COMPARISONS BETWEEN TWO SCHOOLS

5.3.1 Socio-economic background of the school

School A was situated in an informal settlement where the majority of the learners were from economically disadvantaged families. The school was non-fee school meaning learners were not paying the school fees and the school depended on funds received from the Department of Education. School B was based in privileged community which served multiracial learners from middle to upper class, parents of the learners were paying

fees for their children and it received subsidy from the Department of Education.

As these two schools were from different socio-economic background, School B provided the most recent educational technology and all learners had access to computers, internet and emails. In School A, learners had limited access to computers and internet, four respondents confirmed the limitation of the resources such as computers at their school and they mentioned that mathematics and science learners were the priority at their school as they were allowed to use the computer laboratory for their research at any time.

5.3.2 Approach utilised by educators from the two schools

Traditional way of teaching regarded as lecturing was utilised in both schools and the statement was confirmed by learners and educators from both schools. The reason for school A for concentrating on the traditional way of teaching was due to time constraints, no support from management, overcrowded classes and a lack of resources whereas School B stated one reason that practical activity in the classroom was time constraints as they were obliged to finish the syllabus in time and any kind of practical activity took many hours of planning.

Both schools were organising market days, excursions and invite local entrepreneurs as guest speakers to address the learners. The difference between the two schools was that, at School B, You-Tube videos were shown to learners, regarding successful entrepreneurs.

At School A, all the learners did not show an interest in pursuing entrepreneurship whereas at School B only one learner out of four had an interest to pursue entrepreneurship which could also meant that resources such the latest technology could be available at school but it would not mean

that they could create an interest for the learners to pursue entrepreneurship.

5.4 SUMMARY OF THE ANALYSIS OF THE FINDINGS

The findings on examining the facilitation of content of entrepreneurship education to determine if it encouraged learners to consider entrepreneurship as an alternative career was analysed. The discussion focused on the main theme of entrepreneurship education.

The demographic profiles of the participants enabled a better understanding of the respondents. There were profiles for the learners and also for the educators, principals, subject advisors and managers from the organisations that promote entrepreneurship. The learners comprised eight respondents under 18 years, four girls and four boys. Six respondents were African and two were White. As the learners are under 18 years of age, parental consent was required. The second group comprised eight respondents, three females and five males. All the participants possess a tertiary qualification. Five have more than ten years' experience in entrepreneurship education or entrepreneurship and three respondents have less than ten years' experience. The majority of participants were male.

Theory was still dominating in the classroom and the content was adequate but not practical to encourage learners to start business. It was suggested that the Department of Basic Education should include the practical side of entrepreneurship so that learners could operate their own businesses while they are still at school.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

East London is in Eastern Cape, one of the poorest provinces in South Africa. The rate of unemployment in East London is 35, 1 % and the youth unemployment rate is 45.1%, (Statistics SA, 2011). One potential solution to the high unemployment rate is to promote entrepreneurial action as entrepreneurship is regarded as a driver of economic development, advances global development and improves the skills of the nation (Nicolaidis, 2011). Although entrepreneurship has been introduced in South African schools, few school leavers start a business after completing matriculation. One quarter of school leavers gain entry to institutions of higher learning and the labour market creates limited employment which is not enough for those who are unemployed therefore the youth are encouraged to create employment for themselves.

The purpose of this research was to examine the approach of facilitating the content of entrepreneurship to determine if it encouraged learners to pursue entrepreneurship. The study assessed the approach used at school when facilitating entrepreneurship education to determine if it encouraged learners to consider entrepreneurship as an alternative career, to identify the gap in entrepreneurship education, to determine if the content was aligned with the objectives of the subject, and to identify factors that prevented learners from engaging in entrepreneurial activity as the low level of entrepreneurial activity was one of the challenges that increases the level of unemployment in South Africa.

The findings of the research would be shared with government institutions, policy makers, and the private sector to identify priority programmes to

implement in order to increase entrepreneurial activity in South Africa. One of the goals of the National Development Plan was to create 11 million jobs by 2030, and future leaders should be instilled at an early age to be job creators instead of job seekers.

Qualitative research method was identified for this study, and the participants were selected through purposive sampling to include two schools (four learners, grade 11 educators and the principal per school), two subject advisors from the Department of Basic Education and two managers from the organisations that promote entrepreneurship at school. The semi-structured interviews were based on the following research questions:

1. What are the methods that are utilised at school to foster entrepreneurship to learners?
2. What is the nature of entrepreneurship education in East London schools?
3. How can entrepreneurship education be improved to stimulate small business activities?

6.2 CONCLUSION

This chapter presents the findings of the study. The researcher discusses the key findings as presented in chapters four and five.

6.2.1 Methods of facilitating entrepreneurship at school

Educators were using the traditional way of teaching such as lecture, completion of forms and question and answer sessions. This traditional method of teaching was regarded as unsuitable as it was not contributing to generate business ideas, business acumen and attitudes as learners learn about the theory but they could not apply what they learnt through the theory. The reason for the educators using the traditional methods was that

the time allocated for entrepreneurship education was four hours per week as per the CAPS and they needed to complete sessions within that four hours. It was mentioned that there were time constraints to completing the syllabus and any kind of practical activity took many hours of planning and presentation. The researcher concluded that the methods utilised at school to facilitate entrepreneurship were not contributing towards the creation of small business. Of eight learners interviewed, seven indicated that they preferred a corporate career rather than entrepreneurship. Respondents stated that the education system did not provide sufficient stimulation and support for entrepreneurial thinking. This resulted in learners not being prepared for the world of entrepreneurship, and experiencing negative traits such as fear of failure, risk aversion, and dependency syndrome. The teaching in schools was not aligned with the Curriculum and Assessment Policy Statement and the experiential approach was lacking during the teaching process.

6.2.2 The content of the curriculum

The objective of the Curriculum Assessment and Policy Statement (CAPS) of the business studies which was regarded as entrepreneurship education was to ensure that learners gain business knowledge, skills and principles of operating a business in a changing environment. As the content of entrepreneurship education was sufficient, as mentioned by the majority of the respondents, the method of teaching was viewed as being the problem. There was no correlation between the objectives and the outcome of entrepreneurship education. Leffler et al. (2010) counters the point that the curriculum was adequate and Ruskovaara and Pihkala (2013) suggests that to achieve the objectives of entrepreneurship education, the content of the curriculum should be improved regularly. Educators needed to be trained on different methods of teaching entrepreneurship, and support should be available when the educators encounter challenges in the classroom. Monitoring and evaluation of the programme was also important.

6.2.3 Strategies to improve entrepreneurship education

The school system should shift from being driven by marks and examination outcomes to providing stimulation and support for entrepreneurship thinking. Learners should be encouraged to run their own business at school. As learners developed the Business Plans in grade 10 as per the CAPS requirements, learners should be supported to develop viable business plans that would be transformed into businesses and there should be a portfolio of evidence for the educator and also the learner.

Entrepreneurial activities such as market days were rarely organised and were usually only for grades 8 and 9. They should be organised frequently for all the grades in order to apply their entrepreneurial capabilities. In one of the schools, four respondents mentioned that a motivational speaker had visited them; motivational speakers should be invited quarterly to talk to the learners about how they started their business, the challenges they faced as business people and how to overcome those challenges.

The two educators were qualified in the related subject. One educator was trained although she had not implemented the programme in the classroom. The other was not trained, and this suggested that the Department of Basic Education should employ qualified educators and all the educators should be trained in different methods of facilitating entrepreneurship education. Support systems should be available when educators encounter challenges.

Lack of resources such as computers were mentioned as one of the factors that hinder entrepreneurship at school. One school had advanced technology and the other had only limited access to computers. Although the schools were from different socio-economic environments, the

availability of the resources did not have a significant influence as most learners did not see themselves as future entrepreneurs.

It was raised by some respondents that Mathematics and Science were the priority subjects and other subjects such as entrepreneurship education were not recognised or supported by the government and private sector. There were funds available to support the teaching and learning of Mathematics and Science subjects (Annual Performance Plan of DBE, 2016). There were no funds from the Department of Basic Education to promote entrepreneurship education or business studies. The government of South Africa should thus invest more in entrepreneurship education.

There was no involvement of the private sector when teaching the subject and the educators themselves were not business people. One respondent suggested that on Saturdays, business owners should teach them how to start a business that would motivate learners more. The majority of the respondents requested that learners should be invited to visit small businesses to see how they started their businesses as they might be encouraged to pursue entrepreneurship if it's heard from those with experience.

6.2.4 Summative conclusion

How entrepreneurship education was taught at school was not in line with the Curriculum and Assessment Policy Statement. The objective of CAPS was not achieved as the majority of learners were not intending to run their own business at school and in the future. The National Development Plan objective of creating 11 million jobs by 2030 would not be achieved if entrepreneurship education was not a priority.

In order to encourage entrepreneurship in schools, support was needed from government and the private sector. Training provided by private

organisations was not enough, and after training of the educators, there should be support provided to educators to address the challenges experienced in the classroom.

Learners should be encouraged to conduct research and resources such as computers at schools should be equally available to all the schools. Learners should be encouraged to run their business and support with all the required information on starting a business should be available.

6.3 RECOMMENDATIONS

6.3.1 Enhance entrepreneurial competencies of educators through ongoing trainings, coaching, mentoring and other entrepreneurial programmes

The Department of Basic Education should employ qualified educators and all the educators teaching entrepreneurship education and the principals should be trained and provided with the relevant information. Continuing education and training should provide current information on different methods of implementing entrepreneurship education. When they experiencing challenges in implementing the programme in the classroom, there should be ongoing support to address those challenges.

There should be a coaching programme for the educators and an experienced coach or business owner should be appointed. A group of educators should meet the coach once a month or quarterly to discuss objectives of the educators, challenges experienced regarding the subject and how to resolve those challenges, learning about different methodologies of teaching the subject, networking, sharing experiences and learning from each other.

6.3.2 Collaboration between government, business and the private sector

South Africa has many policies regarding promotion of entrepreneurship, and it is the duty of all stakeholders to promote entrepreneurial endeavours to the youth of South Africa while they are still at school. The government, and private sector need to play a more central role in supporting the schools. All stakeholders should be involved in the development of the curriculum as an ongoing process. There should be different programmes organised by the government, businesses and the private sector to promote entrepreneurship.

6.3.3 Experiential approach should be a focus

Learning by doing is regarded as the best technique, and learners should be encouraged to run their own business while they are still at school. Giving learners an opportunity to run their businesses will expose them to practical entrepreneurship. The school system should not be based on marks or examination only; learners should be assessed on operating a business at school. Learners should be provided with the start-up capital in order to start businesses.

6.4 FURTHER RESEARCH

The objective of entrepreneurship education is to equip learners with knowledge and skills needed to start a business. South Africa has the challenge of a high rate of unemployment, low economic growth and low overall entrepreneurial activity. Entrepreneurship education is one possible solution to those challenges. The study was conducted in East London and two schools participated in the study. To have representation of the other provinces on research into teaching of entrepreneurship education will be useful.

The topic of interest is “the role of the government and private sector in promoting the culture of entrepreneurship at school level”. South Africa lags in promoting entrepreneurship education. The study will provide a platform to draw on the best practices from other countries such as Finland.

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ANNEXURES

ANNEXURE A: INTERVIEW QUESTIONS FOR EDUCATORS

1. What are the approaches that are utilised at school to foster entrepreneurship to learners?
What are the other methods suitable for this programme?
2. What are the critical aspects of entrepreneurship that are in the content of the Business Studies that encourages learners to be entrepreneurial?
3. What are other elements of entrepreneurship that you think they should be included in the content of the subject and why?
4. What are entrepreneurial activities that are conducted at school to promote the culture of entrepreneurship
5. What kind of entrepreneurship training that you were exposed to?
How was the training? What have you learnt out the training? Have you implemented what you learnt in the classroom?
6. How is the behaviour of learners when you are facilitating the subject in the classroom?
7. How do you ensure that learners apply what they learn in the classroom?
8. Why it is crucial to complement the theory with the experimental approach?
9. How to improve the subject in order to stimulate small business activities?

ANNEXURE B: INTERVIEW QUESTIONS FOR PRINCIPALS

1. What kind of support have you received from the Department of Education, other government institutions, businesses and private sectors regarding the entrepreneurship education?
2. How are entrepreneurship opportunities sourced, who identifies those opportunities, how and why?
3. To what extent are families of learners involved in entrepreneurship activities?
4. What is the desired outcome of the Curriculum Assessment Statement Policy?
5. Why learners or school leavers are not pursuing entrepreneurship?
6. How do you apply entrepreneurship education in practice?
7. What outcomes have you attained in entrepreneurship education?
8. How to improve a situation where learners are non-innovative, risk averse and unwilling to explore opportunities?

ANNEXURE C: INTERVIEW QUESTIONS FOR THE LEARNERS

1. What do you like the most about entrepreneurship education?
2. What is the approach that is used by the educators to facilitate the content of entrepreneurship education?
3. What kind of skills and knowledge that you have gained from the subject?
4. What are the characteristics of an entrepreneur that you have?
5. What should be included in the content of the business studies which is missing now?
6. What are the entrepreneurial activities that are taking place at your school?
7. How will you apply what you learn in the Business Studies class?
8. What are the factors that prevent you not to be an entrepreneur?

ANNEXURE D: INTERVIEW QUESTIONS FOR THE DEPARTMENT OF EDUCATION OFFICIALS

1. According to the Curriculum and Assessment Policy Statement, “business studies will ensure that learners acquire and apply business knowledge, skills and principles to productively and profitably conduct business in changing business environment”, (Caps 2011; p.8). Do you think that Business studies serve that purpose and why?
2. What is the role of the Department of Education in encouraging learners to consider entrepreneurship to job seeking?
3. What support do you give to the schools that are not performing in entrepreneurship education?
4. What is the nature of entrepreneurship in East London schools?
5. What is the contribution of the entrepreneurship education in creation of the businesses especially to learners or school leavers?
6. What is the approach that is utilised by the educators in facilitating the content of the entrepreneurship education?
7. What would you change and why?
8. Why do you think it is crucial for learners to do entrepreneurship education?
9. What are the factors that prevent learners not to be entrepreneurial?
10. There is a discrepancy when it comes to the content and quality of entrepreneurship education programmes that are available, involving syllabus designs, techniques and monitoring and evaluation of the programme, Leffler *et al.* (2010). What is your views regarding that statement?

ANNEXURE E: INTERVIEW QUESTIONS FOR PROGRAMME MANAGERS FROM THE ORGANISATION THAT PROMOTE ENTREPRENEURSHIP AT SCHOOL LEVEL

1. Entrepreneurial activity of South Africa is low compared to other countries what are we supposed to do as a country to improve it?
2. How does entrepreneurship contribute towards creation of small businesses?
3. What are the programmes that your organisation has done when it comes to promotion of entrepreneurship at school level?
4. What was the success of those programmes in making learners aware about entrepreneurship and starting their own business?
5. What can be done by the government to promote the culture of entrepreneurship while learners are still at school?
6. What should be in the content of the entrepreneurship education (Business Studies) that would stimulate learners to start their businesses?
7. Why the school leavers are not pursuing entrepreneurship?
8. Why South Africa is not advanced when it comes to entrepreneurship? What are the best practices in other countries regarding entrepreneurship and compare with what is happening in our schools in South Africa?

ANNEXURE F: LETTER TO THE SCHOOL

22 February 2016

The Principal

Name of the School

Dear Sir / Madam

RE: REQUEST PARTICIPATION IN RESEARCH STUDY

The researcher is currently a student at the University of Witwatersrand as part of the Masters in Management in Public and Development Management, she has

This research is aimed at examining the approach to facilitate the content of entrepreneurship to determine if it stimulates learners to consider entrepreneurship as an alternative career. The findings will suggest the right methods to be utilised when facilitating entrepreneurship education and provide a better understanding on how to approach entrepreneurship education with a particular attention to experimental learning.

The research is restricted to Buffalo City Municipality (East London) and will involve two secondary schools from the municipality to assist with data collection. The researcher request a permission conduct interviews to four learners, 1 educator and the principal of the school and duration of the interview will be 30 minutes per person. The research will be conducted as from the 19 April 2016.

Please note that the information collected will not be linked to the participants and information will be kept in a safe and locked place. The information received from participants will be confidential and participants will be anonymous. Participants will be given an opportunity to withdraw from the research at any time they feel to do so.

Your assistance and support will be appreciated.

Thank you,

Ms Lusanda Dyani

ludyani@seda.org.za

Signature:.....

ANNEXURE G: PARTICIPANTS' CONSENT FORM

My name is Lusanda Dyani and I am currently studying Masters in Management in Public and Development Management at University of Witwatersrand. I am conducting a research on a topic **“Entrepreneurship education in East London schools”**.

This research is aimed at examining the approach to facilitate the content of entrepreneurship to determine if it stimulates learners to consider entrepreneurship as an alternative career. The findings will suggest the right methods to be utilised when facilitating entrepreneurship education and to provide a better understanding on how to approach entrepreneurship education with a particular attention to experimental learning. I would like to know if you are willing to participate in this study.

Interviews will be utilised to collect the data and the duration of the interview is 30 minutes. Please note that the information collected will not be linked to the participants and information will be kept in a safe and locked place. The information received from participants will be confidential and participants will be anonymous. Participants will be given an opportunity to withdraw from the research at any time they feel to do so.

Do not hesitate to contact me for more information regarding this research and please find my contact details

Mobile number: +27 82 4099 623

Email address: ludyani@seda.org.za

Section to be sign by the participant

Signature:.....

Date:.....

I understand my involvement as a participant and I hereby give my consent to be a participant in this study.

ANNEXURE H: CONSENT FORM FOR PARENT OR GUARDIAN

My name is Lusanda Dyani and I am currently studying Masters in Management in Public and Development Management at University of Witwatersrand. I am conducting a research on a topic **“Entrepreneurship education in East London schools”**.

I am requesting for a permission for your child to participate in the research project. This research is aimed at examining the approach to facilitate the content of entrepreneurship to determine if it stimulates learners to consider entrepreneurship as an alternative career. The findings will suggest the right methods to be utilised when facilitating entrepreneurship education and to provide a better understanding on how to approach entrepreneurship education with a particular attention to experimental learning.

Interviews will be utilised to collect the data and the duration of the interview is 30 minutes. Please note that the information collected will not be linked to the participants and information will be kept in a safe and locked place. The information received from your child will be confidential and anonymous. Participants will be given an opportunity to withdraw from the research at any time they feel to do so.

Do not hesitate to contact me for more information regarding this research and please find my contact details

Mobile number: +27 82 4099 623

Email address: ludyani@seda.org.za

Should you have any concerns regarding your child's participation, please contact my supervisor: Dr Horacio Zandamela

Mobile number: +27 11 717 3520

Email address: Horacio.Zandamela@wits.ac.za

Section to be sign by the parent

Signature:.....

Date:.....

I understand the involvement of my child as a participant and I hereby give my consent for my child to participate in this study.