

**TOWARDS A MODEL FOR LINKING THEORY AND  
PRACTICE IN THE TEACHING OF  
ENTREPRENEURSHIP SKILLS IN SCHOOLS**

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## **CHAPTER 1**

### **1.1. Introduction**

The State of the Nation Address of the ex-President of South Africa, Thabo Mbeki, gave a true reflection of what is lacking in South Africa. He pointed out that he was the leader of a transitional country, which demanded of him to promote effective action that would result in sustainable development. His focus would be on the transformation of the apartheid-state into a democratic developmental state: “The work to create South Africa has begun. That work will continue during our second decade of freedom” (Mbeki, 2007:1). From this statement, it is clear that the struggle at that stage was not yet over. The struggle would focus on the eradication of poverty, while Mbeki’s second focal point would be the transformation of the South African economy and its integration into the global world.

The year 2008 was tough for the economy, and it left many business leaders feeling increasingly uncertain about the economic future. The escalating fuel and food prices, the electricity price increase and the rising inflation left many worrying about the country’s ability to cope with the predicted difficulties ahead. One can argue that the core challenges in the years ahead will stem primarily from environmental issues, depleting resources and the growing gap between the rich and the poor. In this context, there is little that today’s business leaders can do to prevent problems but they can and must prepare their businesses and consumers if they want to mitigate the effects.

The future of South Africa lies in the education of the youth of today. The world is changing fast due to the increasing innovation in technology. New products and services are emerging faster than ever before. The task of identifying opportunities for creating new processes, services and products leading to the creation of wealth and jobs, will increasingly fall on the shoulders of a new generation of entrepreneurs. Learners need to be more oriented towards the entrepreneurial practices and create room for hands-on projects. In order for South Africans to have hope in the education that is on offer for today’s youth, there must be a strong emphasis on having learners

understand the entrepreneurial process. They must understand what makes a society and organization entrepreneurial. Learners need to be creative and innovative. They must be given the opportunity to identify areas in which innovation has particular advantages or weaknesses. In addition, they must be able to determine with a reasonable degree of certainty whether or not that innovation is viable before investing money in it.

## **1.2. Statement of the problem**

During the apartheid era, South Africa had a curriculum that perpetuated race, class, gender and ethnic divisions. It was through education that the emphasis on separateness was preached, rather than a common citizenship and nationhood. After attaining freedom in 1994, it was imperative for the curriculum to be restructured in order to reflect the values and the principles of the new South African democratic society. Education had to shift from the traditional aims-and-objectives approach to outcome-based education.

For many people in South Africa, the opportunity to give children an education represented a new dawn, which gave them hope for the future. It is true that their lives might have not changed after the attainment of democracy, but for their children, schooling will open new vistas. The question is “what type of education will really liberate them?” Dreams of becoming inventors and entrepreneurs are seldom found amongst especially the children in rural areas. The economic recession has encouraged a tendency on the part of academics, governments and international organizations to measure everything in terms of cost and returns to investment. In this view, education has become a commodity. A residual belief may, however, still be found in the humanistic interpretation of the goals of education, for example, as reflected in the United Nations’ 1948 proclamation that education is a basic human right (Chilsom, 2004:339). Today’s emphasis is on the value that education will add to the economy of the country. Education has encountered many problems in the past because of political agendas; for that reason, the focus must now change to offering basic education to primary schools, since nowadays children in this

country head most of the families. They therefore need to attain strategies of entrepreneurship at an earlier stage in order to sustain their families.

The Department of Education in South Africa has identified Further Education and Training (FET) colleges to expand educational opportunities, preparing young people for the world in response to intermediate and higher-level skills requirements. The government is very optimistic about meeting its targets for 2004 - 2009 and 2010 – 2014, which are geared towards minimizing inadequate education and skills development. Structures such as the Joint Initiative on Priority Skills Acquisition (JIPSA) have been designed for economic growth and development. Thus, in March 2007, 3 589 graduates have been placed with South African companies through the Umsobomvu Youth Fund (UYF) in order to receive training and to gain job experience (AsgiSA, 2007:16). In order to enable learners to adapt to the ever-changing demands of the workplace, new curricula stress creative thinking and problem solving skills instead of mere rote learning. Abedian (2007:46) notes that the inter-racial distribution of income has improved in South Africa in spite of the gap between the poor and the rich, which remains one of the worst in the world. He comments that this is a worldwide phenomenon with widespread ramifications for socio-political stability, attainment of peace and justice and for the sustainability of economic growth.

Item four of the Economic and Management Sciences Learning Outcome, states under “entrepreneurial knowledge and skills,” that “the learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes” (Department of Education, 2002:1). This is considered to having been achieved in accordance with the stipulated assessment standards when the learner:

- Compares essential characteristics and skills needed to be entrepreneurial from two different simple case studies of practising entrepreneurs in own community.
- Uses idea generation techniques to make recommendations on using community resources to generate income in a responsible way.
- Participates in a joint venture between the school and the community/parents by taking ownership of product or service.
- Designs posters or other materials to advertise own business venture.

### **1.3. Research questions**

- (a) To what extent are entrepreneurship skills taught in traditional African schools?
- (b) Is there any link between theory and practice in the teaching of entrepreneurship skills in traditional African schools?
- (c) Is there a model that can best link theory and practice in the teaching of entrepreneurship skills?

### **1.4. Motivation of the study**

South Africa faces new challenges that threaten to stifle its growth as a nation. It is important to lay correct foundations for a prosperous and progressive future. The youth must be the innovators and pioneers of change. Behr (1984:41) notes that the National Education Policy Amendment Act 25 of 1982 which states that education may be provided free of charge in schools managed and controlled by the government. Due to political discrimination, this privilege is not extended to all children. The curriculum is at the heart of the education and training system. In the past, the curriculum perpetuated race, class, gender and ethnic divisions it emphasised separateness, rather than common citizenship and nationhood. It is therefore imperative for the curriculum to be restructured, so that it reflects to the values and principles of the new democratic society. In view of the country's history and its legacy of inequality, it is important that the state's resources be deployed according to the principle of equity so that these resources are used to provide essentially the same quality of learning opportunities for all citizens. Improvement of the quality of education and training services across the board is therefore essential. The white paper on Education and Training (1995:33) acknowledges that the care and development of young children must be the foundation of social relations and the starting point of human resources development strategies from community to national levels.

India and China have managed to transform themselves from economic prey to corporate raiders of international repute and world-class competitors (Agelasto & Adamson, 1998: 433). The South African economic status in the world has not changed that much (Mufuruki, 2007:2). The introduction of a new Outcomes Based Curriculum and the Revised National Curriculum in South Africa, amongst other things, aims at attaining critical outcomes, which includes problem-solving skills, teamwork, communication by means of mathematics and language and the application of science and technology. Thus, to a large degree, this curriculum is a response to the demands of globalisation. Generally, the curriculum is becoming more vocationally orientated. Learners are expected to be more in touch with the world of work, as practiced in the Netherlands, Japan, China and India (Dore & Sako, 1989: ix). They are made aware of the brave new world they will be facing in the workplace (Lemmer, 1999:37). Career education provides learners with broad, portable skills that they can carry over from one job to the next. Briefly, the changing work environment will affect education demand and education supply. Economic circumstances of a country or a region will directly affect the impetus for education. Imbalance between citizens within a country lead to the stratification of schools and to wide divergence from national norms. Elite public and private schools may provide educational levels, content and quality above the average. On the other hand, neighbouring schools of the poorer kind find the needs of their learners quite different (Mda in Lemmer,1999:219).

In South Africa, the increased primary school enrolment is one of the direct results of a significant development in post-independence South Africa, which offered no-fee schools to all. Increased primary school attendance has had a tremendous impact on secondary education. Education is developmentally oriented. This is not detracting from the cultural value of education but increased emphasis is being placed on the value of education in imparting knowledge and the techniques necessary for development. Education with training in skills develops human talents, creates dissatisfaction with the social milieu, and fosters the acceptance of innovation and willingness for change. Fafunwa & Aisuki (1982:256) point out that these attributes of education are essential ingredients for technological, economic and social progress in any society. The main goal of the education system in South Africa is the transmission of skills in a post apartheid society. According to Graham-Brown (1993: 207), this is the main structure that will open new

opportunities for black South Africans. A shortage of entrepreneurs in South Africa is one of the reasons for the unsatisfactory performance of the economy during the past two decades. Without entrepreneurs, an economy well endowed with labour, natural resources and machinery will not be able to function and deliver the best possible results (Roux, 2007:3).

Amabile (2008:1) postulates that there is a great need for people to be both creative and effective; this includes people who can make things happen at all levels and thereby provide the cutting edge. Creativity and entrepreneurship have the reputation for being magical. One myth is that they are associated with the particular personality or genius of a person. The truth is that entrepreneurship depends on the extent of creative thinking as a skill that involves qualities such as the propensity to take risks and to turn a problem on its head in order to get a new perspective. Such skills can be learned. Solving the innovation puzzle is possible, but it demands a sustained and concerted effort as well as an understanding of what needs to be the focus. Many schools seem to lack this ability and it is something that they desperately need to develop.

### **1.5. Definition of the term “Entrepreneurship”**

Entrepreneurship manifests itself in the setting of a business or organization taking financial risks in the hope of attaining profit (Oxford Dictionary, 2006:248). People who own, operate and take the risk of business venture are engaged in entrepreneurship. Throughout history, many entrepreneurs have contributed to the economy. This is because small businesses are generally more creative and willing to take risks than large corporations (Greene, 2006:18). Roux (2007:3) refers to entrepreneurship as the efforts of that unique breed of people who are capable of recognizing the economic needs of others and are willing to harness the resources to meet those needs. He/she has to be adventurous, innovative, daring, willing to take calculated risks and must have a keen business mind. In this study, entrepreneurship is viewed as the creativity of an individual or a group of people setting up a business in order to meet the personal and economic needs of others.

## **1.6. Objectives of study**

The objectives of this study are:

- (a) To investigate the extent to which entrepreneurship skills are taught in traditional African schools.
- (b) To determine whether or not there is a link between theory and practice in the teaching of entrepreneurship skills.
- (c) To propose a model for the teaching of entrepreneurship skills.

## **1.7. Significance of study**

In undertaking this study, the researcher hopes to make the following contributions:

- (a) To provide valuable information about the extent to which entrepreneurship skills are taught in traditional African schools.
- (b) To empower educators with techniques of linking theory and practice in the teaching of entrepreneurship skills through insights gleaned from the research findings.
- (c) To provide findings and recommendations that proves to be significant for education upliftment through entrepreneurship.
- (d) Proposing a model for linking theory and practice in the teaching of entrepreneurship skills in schools.

## **1.8 Method of investigation**

The method of investigation will entail literature study and empirical investigation.

### **1.8.1 Literature study of available and relevant literature**

Literature search and study will be done systematically, with critical analysis (Mouton, 2001:105). This will serve to define and delimit the research problem, develop a clear research design and deepen the theoretical framework of the project. It will also serve to avoid unnecessary replication. The research study will involve existing literature, including newspapers, journals, articles, published books, internet search and magazines.

### **1.8.2 Empirical study**

Empirical research will be comprised of a structured questionnaire to be completed by educators and learners. This will be done in order to identify the gaps in knowledge about the discipline or the research area. Permission will be requested from the authorities of the Department of Education in the KwaZulu-Natal province to conduct this research in a sample of schools under their jurisdiction.

## **1.9 Population and sample**

Although the target population includes all South African Black public schools, research will be limited to KwaZulu-Natal schools. To maintain accessibility the research target population will be schools in the two districts of Obonjeni and Empangeni. Two circuits will be selected and from each district and one ward from each circuit. From each ward, six schools will be randomly selected. Ten educators in each of selected schools will form part of the study and will be randomly selected. The simple random sample of  $n=240$  teachers will be selected from the foundation phase, intermediate phase and senior phase, including grades ten to twelve in the two districts.

## **1.10 Pilot study**

De Vos (2004:337) notes that the purpose of a pilot study is to determine whether relevant data can be obtained from the respondents. The pilot test will be conducted among teachers in schools in the Mtubatuba ward under the Hlabisa circuit in the Obonjeni district. These schools will not form part of the sample. The pilot study will be done to check whether all of the questions and instructions are clear and easy to comprehend. The researcher will delete items that do not yield relevant data.

## **1.11 Analysis of data**

Data collected will be collated by computer and analyzed with the aid of the SPSS-X computer programme.

## **1.12 Chapter analysis**

### **1.12.1 Chapter One**

This chapter will provide a general orientation of the research, which includes the following: introduction, statement of the problem, definition of terms, purpose of the study, the research questions, significance of the study, method of investigation, target population, sample, the pilot study, and analysis of data and the chapter.

### **1.12.2 Chapter Two**

This chapter will provide a conceptual framework regarding the nature and scope of entrepreneurship as applied in schools. The theoretical background to the background of the study

will be laid in this chapter. The literature and the extent to which entrepreneurship had been taught in the schools will also be reviewed here.

### **1.12.3. Chapter Three**

This chapter will focus on research methodology and procedures used for collecting the data that used in the research. More information about the research design and methodology will be presented in this chapter, which will also include the method according to which data had been collected, the selection of respondents and the plan with regard to the sample and pilot groups.

### **1.12.4. Chapter Four**

Data will be analysed and presented in this chapter. Data presented in the form of tables will be accompanied by a brief explanation of each table. It is in this chapter that the research questions will be answered.

### **1.12.5. Chapter Five**

This chapter will present the summary, findings and the recommendations of the research work. It will also contain the conclusion of the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

The increasing complexity and uncertainty of business in South Africa and the world at large seems to be a wakeup call to make everybody aware of the limitations of traditional management paradigms. One can note that the ability to lead people through change and toward cooperation and innovation is an essential requirement for all institutions and organisations. Mandela said that education is the most powerful weapon which one can use to change the world. It is the cornerstone needed to build the South African rainbow nation. Without education it would be impossible to transfer knowledge, skills and respect. Thus the victory of democracy in South Africa is the common achievement of all humanity (Mandela, 2005:194). Dropping standards in the South African economy, insufficient development and lack of work are the main areas that need more focus and attention (Manyi, 2009:1). Poverty-stricken families seldom have access to high quality care for their children. High quality care enhances cognitive and social development. Poor children read less and spend more time doing nothing because they have less access to books, computers, libraries and museums, and they also seldom go on trips that can stimulate growth of their intellect. Most low income families lack resources (Woolfolk, 2007:168).

Today's and tomorrow's complex problems require creative solutions. Creativity is important for an individual's psychological, physical, social and career success. Teachers are expected to be creative in the classroom during their interactions with learners and this can be achieved more readily if they are prepared to accept unusual as well as imaginative answers and modelling, and if they encourage divergent thinking, make use of brainstorming and learn to tolerate dissent. It is through creativity that learners become imaginative and this is expressed in original thinking and approaches to problem solving because creativity enables them to conceive problems in different or new ways. Divergent thinking enables them to come up with many possible answers, whilst

with convergent thinking they tend to narrow the possibilities to a single answer. Brainstorming allows learners to generate ideas without stopping to evaluate them.

Many changes have taken place in the field of education in South Africa. Historically, a curriculum was developed according to a learning paradigm that was primarily based on obtaining knowledge and achieving learning goals. In today's education, abilities are said to be taught and assessed in the course of educational programmes that have been designed according to the competency-based learning paradigm (Chilsom, 2004:339). One has to scrutinize the link between theory and practice in teaching of entrepreneurship and the extent to which it is taught in traditional South African schools.

## **2. 2. Entrepreneurial thinking**

Entrepreneurial thinking involves being innovative, proactively searching for opportunities, ignoring the traditional, looking beyond the usual or customary solutions to problems and seeking potentially profitable risks. This is the ability to take advantages of generous settings and survive the antagonistic environments (Mohamed and Ziyae, 2009:42).

### **2.2.1. Determinants that foster entrepreneurial thinking**

Runyan, Droge & Swinney in Mohamed & Ziyae (2009:42) point out that the key to creating an entrepreneurial environment is to develop and articulate a specific strategy which will encourage innovative activity. In order to enable the formulation of an entrepreneurial thinking strategy, the following concepts need to be clarified, namely an entrepreneurial atmosphere, education, knowledge and communication.

#### **2.2.1.1. An entrepreneurial atmosphere**

Several elements are critical in order to create an atmosphere that is conducive to the creation of an entrepreneurial atmosphere. These include the presence of explicit goals, a system of feedback

and positive reinforcement, and emphasis on individual responsibility and rewards based upon results (Zahra in Mohamed & Ziyae, 2009:43). Skinner explains learning entirely in terms of outwardly observable behaviour. Outcome Based Education is based on some of Skinner's behaviourist thinking. For example, he suggests that learning is best demonstrated through what learners can do rather than what they know. He insists that we pre-define what kind of learning will be achieved by the end of a learning process in terms of outcomes or objectives. The environment stimulates learners to action, and the response of a teacher or of the environment will either reinforce that action or dissuade the learner from doing it again (Skinner in Moll; Gulting; Bradbury & Winkler, 2001:10). It is therefore important for everyone to understand learning in terms of a change in behaviour. It can be argued that behavioural change will occur because of the impact of the environment on the learner.

#### **2.2.1.2. Education**

Education could provide technical expertise and innovation. Education and training play a vital role in fostering an entrepreneurial spirit, particularly in knowledge-based and high technology firms. An organism is changed when exposed to contingencies of reinforcement and survives as a changed organism. Reinforcement can be used as a stimulus-response. Stimuli are used to elicit or evoke the response to be reinforced. An operant response stimulating the reflex eventually appears in the absence of the shock. The operant (learner's behaviour) that eventually emerges under reinforcement is not, strictly speaking, the response elicited by such stimuli, even when the topographies are quite similar. The teacher can also evoke behaviour to be reinforced by using the stimulus with a special effect when used appropriately which is called the prime behaviour. A familiar example of primed behaviour is imitation. Priming repertoires are misused when the teacher accepts the simple execution of behaviour as a goal regardless of whether the student is likely to behave in the same way after the primes have withdrawn. Learners respond to different stimuli taught to them, knowing 'how to' and knowing 'about' (Skinner in Moll et al, 2001:10)

Piaget in Moll et al (2001:17) argues that a child's development is different from learning, although learning and development are related. He explains how development occurs and explores the role of experience and action in this development. The level of a child's development lays the foundation for learning but is not the same as learning, which can be accelerated. He explains that equilibration, accommodation and assimilation are the important factors in learning. The development of knowledge is a spontaneous process which is tied up to the whole process of embryogenesis (embryogenesis concerns the development of the body as well as nervous system and the mental functions). Learning is provoked by situations. Knowledge is not a copy of reality, but to know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act on it. To know is to modify, to transform the object and to understand the process of this transformation and as a consequence to understand the way the object is constructed. An operation is never isolated, a logical class does not exist in isolation; what exists is the total structure of classification" (Piaget in Moll et al 2001:17).

According to Vygotsky (in Moll et al 2001:30) "learning is the internal development processes that are able to operate only when the child is interacting with people in his environment and in co-operation with his peers. Mediation of someone more knowledgeable is vital in learning. The zone of proximal development allows us to see how working with learners' potential through good teaching or mediation allows us to accelerate and deepen learning" (Vygotsky in Moll et al 2001:30).

### **2.2.1.3. Knowledge**

Entrepreneurs with new knowledge intend to commercialize the value of their knowledge which is the important foundation of entrepreneurial thinking (Mohamed & Ziyae, 2009:43).

### **2.2.1.4. Communication**

Industrial associations are there to provide regular updates on changes in government policies and new incentive schemes to enterprises (Bagherianejad in Mohamed & Ziyae, 2009:43).

### **2.2.1.5. Development of vision and policy framework**

There is a great need for the creation of a sustainable development vision, which can be described as a development process that meets the needs of the current generation without compromising the ability of future generations to meet theirs too.

### **2.2.2. Action learning as the entrepreneurial approach**

Action learning is an educational process whereby the participants study their own actions and experience in order to improve performance. This concept is close to learning-by-doing and teaching through examples and repetitions (Wikipedia 2010:1). It was originated by Revans (Wikipedia, 2010:2), who invented the following formula:  $L=P Q$ ; where L is Learning , P is Programming (or programmed knowledge with simulations ) and Q is questioning to create insight about what people see, hear or feel.

Action learning is a form of learning through practice and a means of problem-solving in the real life situation (Smith & O'Neil in Mueller; Liang; Hanjun & Thornton, 2006:163). Action learning is at times criticized for promoting practice at the expense of theory with no clearly defined roles of the mentors and tutors. Participants are questioned whether they gain any monetary or other value out of the course. It is said to lack a balance between knowledge and practice and to lack strategic framing, problem structuring and problem solving. One can argue that when action learning is used properly it will promote the collaboration between academia and reality of the work place. This strategy will in turn curb future long-term unemployment. Evidence from the countries (for instance China) that have used the method proves that this strategy indeed helps to solve long-term unemployment problems (Mueller, 2006:1). It is a more integrative strategy towards management education and focuses on the acquisition of action skills in practice. Skills and abilities are provided through real life experience through trial, error and reflection from outside academic institutions in mentoring students. Action learning as an entrepreneurship education technique advocates focusing on the learners rather than on the teachers (Mueller et al, 2006:163). Teaching frameworks should allow for the gradual development of entrepreneurial

knowledge and experience over time. Entrepreneurial philosophy should be included in all subject matter and ensure that presenters of entrepreneurship are promoting entrepreneurship and not merely teaching about entrepreneurship (GEM 2006 in Worthington-Smith, 2008:2)

Entrepreneurship educators are torn between the demands of industry for developing specific and practically relevant knowledge and the academic requirements for a well-grounded, widely applicable education. Entrepreneurship education has long been identified as a critical factor in preventing future high levels of long-term unemployment. There is evidence of a strong correlation between educational level achieved and high income over a lifetime (De Faoite in Mueller et al, 2006:162). The academia need to move closer to the reality of the work place (Mueller et al, 2006:162). A need exists for more interaction between educational environments and external organizations so that current business thinking can be introduced into schools. Management of education has been criticized for lacking reality. Traditional approaches have separated educational institutions and business organizations as two isolated learning arenas (Leitch & Harrison in Mueller et al, 2006: 163). Many entrepreneurial characteristics such as self-confidence, persistence and high energy levels cannot be easily acquired in the classroom but through engaging the student to perform in a real environment overcoming market resistance, structuring effective programmes and measuring their outcomes and demonstrating the results to executives. Today's knowledge-based economy means that learning must be seen as a lifelong process, supporting people to progress in their jobs by keeping up with new developments (Gordon & Qiang 2000:7).

One can view action learning as the model of education to be pursued since it entails action whilst learning. A learner will hardly forget what he learnt on his/her own rather than what is taught. There are countries like China that have applied it in their trainings and successfully achieved their intended outcomes.

### **2.2.3. The importance of entrepreneurship**

Entrepreneurship education seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Wikipedia 2010). Internationally and nationally it is the time for entrepreneurship (GEM 2007 in Worthington-Smith 2008:1). There is learning of new skills involved. The best way to learn something is just to do it. It is human nature to want to learn, but still enjoy the comfort zone. With entrepreneurship a learner is taught new management skills, strategic thinking, techniques to move towards increased responsibilities and the ability to create new business opportunities. Also, learners learn to view the world in a different perspective as different business practices. There is great need to be driven by values, striving for quality and relevance. Baets (2009:3) states that “emergent market economies are classified as having high degrees of uncertainty, high degrees of complexity and social inequality” (Baets, 2009:3).

### **2.3. Theories involved in the governance and financing of the education systems**

The traditional goal of education was citizen formation with few goals of skills formation. When citizen formation is the aim of education, the importance of the state is entrenched. Education, state formation and nation building are complementary. Conversely, as skills formation becomes the main focus of education, the role of the state declines (Classen in Lemmer, 1999:42). The proponents of Human Capital theory basically believe that the key to economic development is increased education of the human workforce as a capital investment. Thus education is not only a good investment for individuals but an educated population is necessary for industrial development and economic growth because such a population is more productive. Many developing countries, including South Africa, spend a high proportion of their national budgets on education, yet the result is simply more people who are both educated and unemployed. Africa spends more gross national product on education than any other country (Fay Chung in Lemmer, 1999:52).

The correspondence theory entails that the social relations of schools correspond to the social relations of production in the workplace. Pupils from different social backgrounds are provided with different types of education to fit the future role they will play in the workforce. The children of the elite groups go to the elite schools whose buildings and resources are superior and whose hidden curriculum emphasises leadership, superiority, separateness, independent thought, confidence and giving of orders. Children of the working class, on the other hand, go to schools to be taught routine subservience and taking of orders (Dale in Lemmer, 1999:117)

Liberation theory sees education as the means of liberation. Its proponents believe that education can never be neutral. People are educated either for domestication in an oppressive culture of silence or for liberation through conscientisation. Critical education is seen as a means of involving students in their own learning and interpretation of the world through dialogue, questioning, participation and discussion. The Chinese government, in the struggle involving the link between entrepreneurial practise and theory, have laid down certain policies that are supportive of this. In China, science parks and improvement in education are the main priority and are regarded as more important than funds, commercial infrastructure and incubators Kaho & Chan (in Agelasto & Adamson 1998:285). This message is equally valid for South Africa, in terms of economic development and innovation.

#### **2.4. An overview of education in South Africa**

The national norms and standards for school funding became the national policy in 1999, aiming at achieving equality and redressing poverty at schools in terms of non-personnel expenditure within the provinces. The norms are clearly progressive, with 60% of a province's non-personnel expenditure going to the poorest 40% of learners in public schools. The poorest 20% of learners receive 35% of non-personnel resources, while the riches 20% receive 5% (SA Government 2009:11). Formal education in South Africa is categorised according to three levels, namely General Education and Training (GET), Further Education and Training (FET) and Higher Education (HE). The GET band consists of the Reception Year (Grade R) and learners from Grade 1 up to Grade 9. The FET band consist of grades 10 to 12 in schools and all education and

training from the National Qualifications Framework (NQF) levels 2 to 4 and N1 to N6 in Institutions of higher education.

South African education still lacks in catering for real-life needs and in preparation for the outside world. This has resulted in many graduates lacking the necessary skills and unemployment. A learner who has completed Grade twelve cannot compete with another learner who has the same qualification from another country (Expanded Public Works Programme 2007:1). The government is spending money to restructure the system and to correct the imbalances that result in poor education that is without skills. Levels of unemployment are central markers of levels of poverty in South Africa. In 2004, 41% of working age people was unemployed according to the expanded definition of unemployment, and 26.2% according to the narrow definition. Unfortunately, over the last decade there has been a steady increase in levels of unemployment in South Africa. Unemployment increased from 34.3% of the total working age population in September 2000 to 40.5 % in March 2005 (Labour Force Survey 2005). The number of persons in the labour force decreased by 418 000 from 17, 5 million in second quarter of 2009 to 17, 1 million in third quarter of 2009 (Quarterly Labour Force Survey 2009: vi).

South Africa has adopted a cooperative approach on which to include the involvement of employer associations, labour unions and other organizations together with the government to ensure that vocational education and training is responsive to the changing demands of the labour market. The country is said to be one of the poorest in providing intermediate levels of skills, which has resulted in low productivity. Most of the blame for this can be attributed to the systematic exclusion of traditionally black South Africans from structured education and training programmes and the failure to link education and training to industrial skills demands. Traditional Black South Africans have been carefully relegated to the worst areas of this system, namely rote learning in technical colleges and on-the-job training in the lowest occupations with the least skill requirements. The country is currently experiencing a shift in thinking from education for employment and developing the ability to do a specific job to education for employability and developing the ability to adapt acquired skills to new working environments. This change in perception is leading to a broader transformation towards a longer term vision for life-long

education through an accumulative credit based qualification framework rather than the previous pass-fail system (Motala, 2009:1).

The current chairperson of the portfolio committee on basic education, Fatima Chohan, appealed to the public to make written submissions on issues affecting quality outcomes in primary and secondary schools. The concern was that, since 1994 after the attainment of democracy, much has been done to achieve government's goal of access to education, but there remains areas of concern, particularly with regard to equal access to quality education by all categories of learners, and questionable levels of learning outcomes. The public was invited to make written submissions on, to mention a few: curriculum content, teacher development, language barriers, values in education and orientation of schools towards specialisation (The teacher 2010:20). The Minister of Education, Angie Motshekga, wanted to review the implementation of the National Curriculum statements. She believed that education should play an important role in building on the learning of the past, but it must also develop knowledge and skills that allow children to be fully human in their engagement with the world. She believes that the biggest challenge in South Africa is that few children have access to such a kind of education (Potterton 2009:11).

Different kinds of assessments are used for different purposes. For instance, baseline assessment is conducted at the beginning of the class or the phase because all the learners in the same grade must be exposed to new topics while they also have to consolidate the previous year's work and show progress with the curriculum while keeping up with other learner interests and characteristics. Effective teaching should happen after the baseline assessment has been conducted in order to ensure that their needs and interests are catered for (Oxford Press 2010:1). The problem starts when learners in the same grade show imbalances in the knowledge that they have already acquired.

#### **2.4.1. The conceptual framework regarding the nature and scope of entrepreneurship as applied in South African schools**

Coetzee (2009:47) indicates that there is a serious problem in South Africa when it comes to talented, skilled workers. It is not only that fewer people qualify, but that there is migration of skilled workers from South Africa. SETAs have been put in place to facilitate training; however their effect is not what it could be. There is a great need of seeing more artisans coming out of technical training institutions (Coetzee 2009:47). It would seem that more intervention is needed from the government in order to increase the number of skilled workers and thus improve their working conditions so that they can remain in the country.

The universal basic aim of the school in general remains the preparation of children for their economic future, taking cognisance of a variety of aspects involved in such a future. Modernisation Theory of Development has its merits in a developing world, but it also has limitations. This particular theory proclaims a series of direct causal links, including the relationship between education and the state of the economy. This implies that if the education system is effective, the economy will grow. If the relationship between modernisation and Westernisation is to be modernised, this necessarily implies that people need to discard their own traditions and acquire modern Western values (Van Niekerk in Lemmer 1999:8). Since the introduction of Outcomes-based Education and Curriculum 2005, the curricula were intended to become more vocationally oriented. Classen in Lemmer (1999:38) argues that “being vocationally oriented does not imply a narrow focus in which the learner is trained for a single job, but with broad, portable skills which learners could carry from one job to the next. Education has become a mere handmaiden of the economy vulnerable to the cult of poor efficiency.” (Classen in Lemmer, 1999:38).

Economic and Management Sciences (EMS) is the learning area which is fundamental in preparing the citizens of South Africa for effective working environments. It is there to enable them to understand the critical importance of reconstruction, development and economic growth for a sustainable economic future. This learning area aims at equipping learners with the

knowledge and comprehension of economic and management skill and competencies that will enable them to play a vital role in the process of transforming the country's economic, social, political, technological, physical and demographic environments. Learners are introduced to an understanding of the wealth creation process by equipping them with the necessary South African background and knowledge in the different spheres of the economy, such as basic economics, management, finance, administration and institutions. The acquired knowledge, skills and attitudes will enable the learners to make a contribution towards the improvement of the standard of living, human development, justice, basic conditions of employment, fair labour practices, productivity as well as opportunities for all to realise their full potential.

In the intermediate (grades 4-6) level of education there is EMS. A learner starts this learning area in grade four. In EMS grades four to six, learning outcome three is “managerial, consumer and financial knowledge and skills” (Department of Education 2002:8). With this learning outcome the learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills. This will be achieved by measuring it with the assessment standards for grade four when the learner:

- participates in the management of classroom projects (planning, organising, leading, controlling)
- Distinguishes three different types of local businesses, that is trading, manufacturing and servicing
- Identifies different sources of personal income and plans spending and saving by drawing up a basic personal budget, and
- Investigates the use and purpose of a savings account.

Learning outcome four is entrepreneurial knowledge and skills. The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes. Assessments standards for grade four require that the learner must be able to:

- Identify different characteristics (abilities and talents) of entrepreneurs
- Explain how entrepreneurs combine labour (work), capital (money, machinery, tools) and natural resources (raw material) to gain profit

- Differentiate between the entrepreneurial actions of buying, selling and producing, and
- Participate in a fair or market day at school or in the community to practice and apply entrepreneurial knowledge and skills.

The researcher has only provided a glimpse of the learning outcomes and how to assess them in lower grades as early as grade four. The argument is that if the targeted area of entrepreneurial learning is done as early as grade four the learner is bound to have vigilant qualities of entrepreneurship by the time he/she reaches grade twelve. Also, these learning outcomes enable the learner to identify his or her skills which, in turn, assist him/her to to choose the correct career as early as possible and to follow an education that will groom him/her towards to such a goal.

At the senior (grade 7 – 9) level of education, learners do EMS also as a compulsory learning area with entrepreneurial knowledge and skills emphasised. For instance, learning outcome four is entrepreneurial knowledge and skills. The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes. Assessment standards for grade nine requires learners to:

- Generate through SWOT analysis (internal and external analysis which are strengths; weaknesses; opportunities and threats), possible business ideas to meet the need for manufactured goods or services Develop a business plan (including a budget) for a manufacturing, service or tourism enterprise based on the best business opportunity from the ideas generated
- Engage in the business activity planned and discuss the reasons for choosing a particular form of ownership
- Conduct a marketing campaign to promote a product and discuss the self-selected advertising media
- Research the role of small, medium and micro enterprises in wealth and job creation processes.

One can argue that if the above learning outcome is achieved together with learning outcome two, which is sustainable growth and development, the learner will be well versed with strategies for surviving in this challenging world. The learner will be able to demonstrate an understanding of

sustainable growth reconstruction and development, and will be able to reflect critically on related processes. As the learner progresses through the school system before completing grade twelve, he/she should be an economically responsible citizen of South Africa, since the grade nine assessment standards for this learning outcome require the learner to:

- Discuss how the national budget, regional and international agreement can be used to facilitate sustainable growth and development.
- Investigate and debate the success and shortcomings of the RDP.
- Explain the role of savings and investments in economic prosperity and growth.
- Discuss productivity and its effects on economic prosperity, growth and global competition.

It is only from grades 10-12 that learners select the learning areas of their choices according to their interests. One can argue that one pitfall found in the South African education is that there is no assessment done for placing the particular learner in a specific stream of curricula. If the above learning outcomes were achieved well, using the given assessment standards, the learner should be confident about the career he/she chooses, by merely looking at the entrepreneurial skills that she/he has demonstrated.

The South African Institute for Entrepreneurship (SAIE) has designed certain methods of improving the learning philosophy, classrooms, learning styles, developing educators and developing entrepreneurial mindsets. These are aimed at eradicating the tendency of learners to wait, accept and follow instructions by furthering a proactive approach and discovering mindsets. Rather than a learner being reactive, he has to take certain initiatives and embrace new learning (SAIE 2009:4). The South African Institute for Entrepreneurship have produced the Business Ventures programmes covering the EMS curriculum in schools. In this way, SAIE has contributed to improving education by providing much needed learning resources, teaching educators the content and systems of EMS and how to teach entrepreneurship using action learning methodologies, by developing an entrepreneurial mindset in both educators and learners, and by providing a platform for enterprise development and job creation for the future of the country (Worthington-Smith 2008:2). SAIE's partnerships with other stakeholders involve partners such

as the Department of Agriculture, Umsobomvu Youth Agency and Love Life teams. This partnership has improved the sustainability and effectiveness of SAIE.

#### **2.4.2. South African status in the teaching of entrepreneurial skills**

Education reform has been a priority in South Africa since the establishment of the Government of National Unity in 1994, and has played a key role in redressing the injustices of Apartheid (OECD 2009:1). Impressive progress has taken place in education legislation, learning areas and subjects that are offered at schools as well as in the implementation of new ways of curriculum delivery. The challenge for the national and provincial departments of education has been to promote and support changes that meet the needs of both the new economy and society as well as the interests of all young people and adults in the face of a shortage of financial and human resources (OECD 2009:1).

The Global Entrepreneurship Monitor (2008) report demonstrates that in 2008, South Africa was ranked 23rd out of 43 countries with a Total Early-stage Entrepreneurship Activity (TEA) rate of 7.8%. This is significantly below the average for all middle to low income countries (13.2%). The findings are consistent with South Africa's performance in previous years. In terms of new firm activity, South Africa also in the year, 2008 is ranked 38th out of the 43 countries with a new business prevalence rate of only 2.1%. This is significantly lower than the average of 4.6% for all GEM countries. The prevalence rate for established business owner-managers follow a similar disturbing trend – South Africa ranked 41st out of the 43 countries, with an established business rate of 2.3%, indicating a high failure rate for South African start-ups. This study has also highlighted that entrepreneurs in South Africa have poor business and management skills, and an inadequate enabling environment (GEM 2008 in Herrington 2008:1). One can argue in this regard that in some places entrepreneurship education avails itself of opportunities both theoretically and practically, whereas in other places knowledge is only imparted theoretically. Learners only benefit from the pruning process to the extent that the learning outcomes of the EMS and the assessment standards are used effectively.

Herrington (2008:1) states that “the low business prevalence rates remain a major concern for South Africa. The poor sustainability of start-ups in South Africa relative to other countries highlights the need for policy interventions aimed at supporting and mentoring entrepreneurs through the difficult process of the firm’s birth. South Africa’s National Small Business Strategy makes it explicit that a primary policy objective is employment creation, but too often the support offered begins and ends with the provision of a generic business plan. The quality of school-level and post-school entrepreneurship training is poor. There are 62% of the experts interviewed who in turn listed education and training as a key shortfall area. Of particular concern is the rating for the quality of entrepreneurship education and training after school, where South Africa achieved the lowest rating of all the ‘efficiency driven’ (the category SA falls under due to its phase of economic development) countries in this sample.” Herrington further adds that “the 2008 report reflects that South Africans were relatively positive about the country at the time of the data collection, and cautioned that the effects of the global economic crisis could change things – this would only become fully apparent in future GEM studies. Despite the encouraging highlights, the GEM 2008 findings broadly indicate that much remains to be done to accelerate entrepreneurship in South Africa. South Africa’s low levels of entrepreneurial activity are the result of environmental as well as personal factors. Improving the skills base and fostering positive entrepreneurial attitudes through the education system are critical. However, without a more enabling environment that encourages individuals to see entrepreneurship as a financially viable employment option, it is debatable whether South Africa will experience a significant increase in entrepreneurial activity. This is particularly the case in rural areas as well as the less developed provinces” (Herrington, 2008:2).

Since imbalance of education still prevails in South Africa, one may well wonder how baseline assessment can be done, since learners in the same classroom hail from different cultural, social, economical and political backgrounds. Potterton (2010:11) mentions that the results of learners in grade three and grade six writing the common assessment show that children are underperforming across the country. The impact of apartheid education has been greater than one could imagine. The grip of traditional practises on teachers has been strong, particularly around ideas of what a

real school should be. The real challenge does not lie just with the curriculum but also in the context of learning and with those charged with delivering the curriculum. The context in which many teachers continue to work cannot be overlooked. Poverty really impacts on South African schools and teachers have to deal with their learners' many emotional needs, while working in conditions that are draining on a personal level. Teachers have to deal with the harsh dramas of life, with sadness and tears and yet remain focussed on the curriculum (Potterton 2010:11). The abovementioned learning outcomes also challenge the educator per se to be well versed with the demands of life, economy, and social needs and thus to be updated with the latest resolutions. The training that educators get does not qualify them to facilitate such skills and knowledge. Potterton (2010:110) notes an important observation made by the minister's task team, namely that the implementation of Outcomes Based Education (OBE) was rushed, and that the training of teachers was superficial and the materials inadequate. The content and the delivery of the curriculum are intertwined. Teachers have to be knowledgeable about a range of topics and they have to know how best to get their knowledge across. Expert teachers know how to engage with content to create interest, manage a classroom full of children and understand whether children are learning. This is not easy and teachers need support in creating an environment that achieves this (Potterton, 2010:110).

Baets (2009:18) examines the emergent economy and views it as an economy with a high degree of uncertainty, complexity and inequality. Considering critically the causes of the current financial crisis, he says that "business as usual is no longer the way to achieve sustainable success" (Baets 2009:1). One can concur with him that day to day business is managed by acquired entrepreneurial skills and that the leader must train the whole team. The classical approach to business that has been observed in South Africa over the last few decades does not appear to work. In order to avoid the next crisis there is a need to deliver those courageous managers, leaders and individuals who are able and willing to think in the longer term. This will be a holistic approach to the world and in view of the context of the current economic turmoil values are the only sure foundation to build on. "The fact that people give lip service to certain knowledge, does not mean that such knowledge has become part of their outlook on life or that it

gives direction to their behaviour. Every human being or encounter develops, as the individual and holistically”. (Freire in Moll et al 2001:138).

The former model C schools do engage in entrepreneurial campaigns, such as the Entrepreneurs Club, the Mondi Art competition, participation in the best operating business in the Sapref/Mercury Entrepreneurs completion, open days for entrepreneurs and in the Business Women Association. Teaching entrepreneurship in schools is one of the state owned enterprises. It is designed to play a major role in reinforcing and improving performance in the sector. It is intended to improve the socio-economic development of South Africa to balance with commercial viability imperatives. This subject provides a strategic platform for a much-needed community of technical dialogue amongst the interrelated stakeholders. Learners are trained and infused with different individual experiences for different work contexts.

As soon as school classes are able to provide the tools for non-violent communication and greater self-esteem among the youngest members of the population, education is likely to produce not only better learners but more responsible citizens as well (Dell, 2010:10). In a more privileged learning environment there is clear evidence of more cooperative and less competitive playground behaviour. Children are given opportunities to explore their inner selves. The psychomotor education programme adopted by some educational trusts in Pietermaritzburg and Durban helps learners to channel aggression and promotes confidence by allowing a child to test physical and emotional boundaries. The authority vests upon the individual child to find personal solutions in non-judgmental non-competitive environments (Dell, 2010:10).

Education in South Africa has a central role to play in addressing social contradictions as part of the national democratic revolution. There should be provision of access to quality education and skills for all – particularly the poor (Lubisi, 2005:6). South African companies can help the country to get through the global economic crisis by continuing to invest in skills (Manyi, 2009:1)

The Umsobomvu Youth Fund (UYF) was set up in 2001 by the government to promote job creation and skills development among young people between the ages of 18 and 35 years. They

have introduced entrepreneurship education for learners from grade 8 to grade 10 and for the post-school youth. Kekana (2004:1) states that the UYF's plans are to roll out the entrepreneurship programmes with the Department of Education. Their preliminary assessment has shown that there is a huge need for investment and skills development (Kekana, 2004:1). The UYF's task has been to ascertain the extent to which entrepreneurship programmes are being implanted at schools. In their endeavor to elicit the implementation of entrepreneurship programmes they looked for dominant or leading schools, because the leading school would in all probability be the most likely school to implement entrepreneurship programmes. The UYF is also bounded by the directive for EMS with its learning outcome number four, which is entrepreneurial knowledge and skills and which stipulates that it is compulsory up to grade nine in all of the provinces. Their findings show that many schools have not introduced this very important element (Umsobomvu Youth Fund 2004:31). The UYF (2004:33) states that nothing is really happening in the rural areas with regard to entrepreneurship training. For example, only 25% of the rural schools offer entrepreneurship training programmes, while 52% of schools in urban areas offer the entrepreneurial programmes. One may conclude that even though the curricula guidelines are in place, very little is done at schools in the development and promotion of entrepreneurship and self-employment as alternative career choices (UYF 2004:33). The recommendations of the research team for UYF has identified substantial gaps in seven of the nine provinces investigated and has indicated that there exists even a greater need for entrepreneurship training and intervention methods in the rural areas. Due to geographical, economic and assumed financial constraints, the programme was initially offered in only three provinces, namely Eastern Cape, Limpopo and Mpumalanga. The question then arises: when will be the intervention for KwaZulu-Natal Province?

## **2.5. Entrepreneurship education in other countries**

The use of action learning is beginning to expand on a worldwide basis. Most Korean companies use action learning in their leadership development programmes. Countries like Singapore, the Netherlands, Nigeria, Malaysia, Australia, Thailand, Belgium and Japan have extensive action

learning programmes. The subsequent discussion will provide an overview of entrepreneurial education as it is taught in India, China and the Netherlands.

### **2.5.1. Entrepreneurship education in India**

Allaby (2005:31) notes that “the Indian government attaches great importance to the improvement of the education system. Studies have shown that if farmers receive four years of elementary schooling their productivity increases by an average 8.5%”. Education is a crucial component in the struggle to eliminate hunger. Education reduces inequalities and increases the share of national income earned by the poorest people. Teaching students have always had a focus on employability, which entrepreneurship offers an effective remedy with young ones opening their own business ventures (Dinesh, Vineet & Jindal 2008:1). Indian people are renowned for their entrepreneurial capacity. India scores highest among 28 countries in necessity-based entrepreneurship, while only achieving fifth position from the lowest in opportunity-based entrepreneurship. It came second among all nations in Total Entrepreneurship Activity as per the Global Entrepreneurship Monitor Report of 2002. India is the fifth largest economy in the world. It has the third largest GDP in the entire continent of Asia. It is also the second largest among emerging nations. The liberation of the economy in the 1990s has paved the way for a huge number of people to become entrepreneurs. India has followed a much more organic method and has concentrated more on the development of the institutions that support private enterprise by building a stronger infrastructure to support it. Its corporate and legal systems operate with great efficiency and transparency. The government encourages entrepreneurship by providing training and also facilitates to achieve successful outcomes, particularly in the rural areas. One style of innovation that really works in a country as large and diverse as India is grassroots innovation. This includes inventions for a milieu that is typically Indian. Entrepreneurs have developed the abundant supply of talent available in IT management and this has helped India to become the hotbed of services for all parts of the globe, allowing companies to reduce their costs without diminishing their quality. Entrepreneurs entered the “business of education” with a pure profit motive and most people from the South changed from being job-minded to being entrepreneurs (Venkat, 2006:4).

Indian teachers are driven by values, striving for quality and relevance. Misra (2009:219) attributes the concept of social entrepreneurship to teachers who have created social value in the contexts of socio-economic and educational deprivation. Their teachers develop innovative practices that are tailored to their situations, for instance addressing issues such as poor demand for education in the community, social barriers of enrolment, lack of resources for education and poor schooling environment. By the time that teachers were forming a new identity defined by a mix of educational and social leadership qualities, their social entrepreneurial and innovative behaviour tended to be circumscribed in its impact. Their policy of entrepreneurship focus encourages diffusion processes which are different from the innovative generation, as it allows the pooling and sharing of locally effective social entrepreneurial practices and contributes to wider social impact. Chand (2009:1) presents a reflective perspective on the scope that social entrepreneurship offers to non-governmental developmental work in the Indian context.

Entrepreneurs have increased investment in India in terms of quality and quantity. The Indian Government reduced the administrative burden on entrepreneurs and coordinate among their agencies to ensure that there are necessary resources which can be directed when needed. The Indian society is adapting to a more risk friendly environment while also looking for jobs in the private sector. Around the 1990s, India started to exert greater efforts towards the promotion and nurturing of entrepreneurship. These attempts fell under three main categories: mainly the removal of state-imposed barriers for starting business, the availability of finances, and education and nurturing. Entrepreneurship Education (EE) in India is aimed at the pursuit of national economic development with its core consisting of innovation; moderated risk-taking; alertness; decision-making and responsibilities-seeking; ambition; desire for independence; responsibility and self-confidence; need for power and personal value orientation (Rajendran 2006:2).

Politicians started to apply entrepreneurship programmes as the solution to problems at the tertiary institutions. They wanted to extend the trend towards advancing education by starting at the school level. The country at large excels in entrepreneurial spirit. This is one of the strengths of the nation and therefore the aim was to bring entrepreneurship to rural education. The special

labour eradication school in Laxmipuram, a village in Krishnagiri district (one of the more backward districts in India), has been the priority. The school is run in collaboration with a government of India programme against child labour. The government initiative has, however, become inactive and the programme therefore had to be continued by activist as promoters.

The proposed programme has four key components:

1. Profit motive to bring about an entrepreneurial spirit.
2. The use of effective management techniques to deliver quality education.
3. Good branding to attract quality teachers and ensure that more parents are attracted as “clients.”
4. Adequate funding from non-governmental independent sources (so that they complement income instead of having to fight for scarce funds for education earmarked within government).

The National Policy on Education (NPE), 1986, has provided for environmental awareness, science and technology education, and for the introduction of traditional elements, such as Yoga, into the Indian secondary school system. Secondary education covers children of 14-18 years old, which accounts for 88.5 million children according to the Census, 2001. However, enrolment figures show that only 31 million of these children were attending schools in 2001- 02, meaning that two-thirds of the population remained out of school. A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to lend support in vocational training. Another feature of India's secondary school system is its emphasis on profession- based vocational training to help students attain skills for finding a vocation of their choice (Total Entrepreneurship Activity, 2009:2).

Following independence, India viewed education as an effective tool for bringing about social change through community development. The administrative control was effectively initiated in the 1950s, when, in 1952, the government grouped villages under a Community Development

Block – an authority under the national programme which could control education in up to 100 villages. Ranganathan (2009:2) insists “that whatever one vividly imagines, passionately plans, sincerely desires must inevitably come true.” He argues that Indian entrepreneurs do not dare to dream big. He wants entrepreneurs to be unique and not imitating. Conscious differentiation is the key to the success of any enterprise (Ranganathan 2009:2).

As a part of the tenth five-year plan (2002–2007), the central government of India earmarked an expenditure of 65.6% of its total education budget of Rs. 438250 million, or (Rs. 287500 million) on elementary education; 9.9% (Rs. 43250 million) on secondary education; 2.9% (Rs. 12500 million) on adult education; 9.5% (Rs. 41765 million) on higher education; 10.7% (Rs. 47000 million) on technical education; and the remaining 1.4% (Rs. 6235 million) on miscellaneous education schemes. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), India has the lowest public expenditure on higher education per student in the world.

In recent times, several major announcements were made for developing the poor state of affairs in the education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) of the United Progressive Alliance (UPA) government. The announcements are: (a) to progressively increase expenditure on education to around 6 percent of GDP; (b) so as to support this increase in expenditure on education and to increase the quality of education, there would be an imposition of an education access over all central government taxes; (c) to ensure that no one is denied of education due to economic backwardness and poverty; (d) To make the right to education a fundamental right for all children in the age group 6–14 years; and (e) to universalize education through flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.

However, even after five years of implementation of NCMP, not much progress has been made on these promises or announcements. The public expenditure on education has actually declined from around 3.23 percent of GDP in 2000-2001 to 2.88 percent in recent times. As a proportion of total government expenditure, it has declined from around 11.1 percent in 2000-2001 to around 9.98 percent during UPA rule. A policy brief issued by the Network for Social Accountability

(NSA) entitled “NSA Response to Education Sector Interventions in Union Budget: UPA Rule and the Education Sector” provides significant proof of this fact. Due to a declining priority of education in the public policy paradigm in India, there has been an exponential growth in private expenditure on education. The private, out-of-pocket expenditure by the working class population for the education of their children in India has increased by around 1150 percent or around 12.5 times over the last decade (Ranganathan 2009:2).

Educators have created social value in the context of socio-economic and educational deprivation. These educators develop innovative practices that are tailored to their situations. Innovative practice is aimed at addressing issues such as poor demand for education in the community, social barriers to enrolment (particularly of girls), social problems that spill into the educational domain, lack of resources for education and poor schooling environments. While the teachers do tend to form a new identity which is defined by a mix of educational and social leadership qualities, their social entrepreneurship and innovative behaviour tend to be circumscribed in its impact. A policy entrepreneurship focus that encourages diffusion processes, which are different from those of the innovation generation, allows the pooling and sharing of locally effective social entrepreneurship practices, and contributes to wider social impact (Misra 2009:1). In order to analyze the level of entrepreneurial capability, a strategic six-step model is used for educational institutions to attain sustainability. These steps are: 1) creating awareness on entrepreneurship; 2) measuring entrepreneurship; 3) evaluating entrepreneurship; 4) planning for entrepreneurship; 5) improvement for entrepreneurship; and 6) diagnostic analysis. Every student is made to understand the above strategic steps and to appreciate it (Dinesh, et al 2008:1). Mandates for the education system find expression in a conception of what is desirable and legitimate for the education system to seek to bring about. The relationship between education and economic performance has long been a preoccupation of educational policymakers.

When one looks at entrepreneurship education as it is offered in India, there is a lot to be copied by countries that are also willing to apply entrepreneurship education in their curricula. A few of these include the restructuring of the infrastructure to suite the education needs adequately, training of educators and making learners aware of the entrepreneurship structures. Since the policymakers have made it their duty to relate education to economic performance, the Indian

economy stands a slight chance to deteriorate. One can assume that once the country has more talented skilled labourers, the economy of the country will balance.

### **2.5.2. Entrepreneurship education in China**

The sweeping changes in China, which involved the reformation, have brought disasters and problems anticipated and unforeseen. There has been no state religion or strong indigenous philosophy since the dethroning of the last emperor and the demise of Marxism-Leninism-Mao Zedong Thought. The People's Republic of China appears to have embraced the economic order and values that predominates in the West. National leaders could only appeal to the Asian values. The reconstruction of the nation's social, economic and educational structures through the reforms has been built on the rubble of ten years of anarchy and incorporates a fault line in human resources that runs through all of the system. Despite the weak foundations, the reform programme in education has clearly achieved notable successes (Agelasto and Adamson, 1998:401).

China has made a tremendous effort during the late 1970s and 1980s to erase the negative economic effects of the collectivisation policy implemented from 1955. Education was made compulsory in China in 1986 whereas it became compulsory in South Africa ten years later. China's growth has been fuelled by heavy doses of foreign direct investment. China Education and Research Network (2006:1) announced a milestone event in China's educational history when the Chinese Premier, Wen Jiabao, announced that the government would eliminate all charges on rural students receiving a nine-year compulsory education before the end of 2007. Funding was to go hand in hand with renovation of rural school facilities and a raise in rural teachers' salaries. Poor educational infrastructure, under-qualified and even unqualified teachers and financial constraints that have made it difficult to provide children with basic education in the rural areas. The Chinese government made it their responsibility to be concerned with what is taught in schools, without neglecting provision of adequate resources and infrastructure. They have ensured the relevancy of what is learnt, in order to help learners to reach their potential in their future

careers (Gordon & Qiang, 2000:11). The economy is being built on an industrial basis with stable and adequate food production and increasing trade with the United States, Western Europe and Japan (Lewis, 1989:11). One can note that what makes entrepreneurship education in China successful is that before a school becomes operational, the infrastructure must be adequate. This is of great advantage because it creates an enabling teaching environment.

Mueller et al (2006:1) reviewed more than 300 reports of students in China and other countries who have participated in a global action-learning programme to teach entrepreneurship and free market economics to their respective communities through Students in Free Enterprise (SIFE). The same results were used when they commented on the applicability of the PETE (Practical Entrepreneurship Teaching Engagement) model. Students have shown extraordinary commitment to the action-learning work and dedicate hundreds of hours to teach entrepreneurship principles to members of their communities. They felt that their learning expectations have been met or even exceeded, and they were willing to recommend this work to other students (Small Biz lab, 2009:1). The teaching staff confirmed the significance of the students' efforts, and particularly the career and the community benefits resulting from it. Teachers in China have to indicate that the hands-on learning projects are more effective than the case competitions. Chan in Mueller (2006:162) argues that "what management institutions teach is not what business organizations actually need, that have potentially cause a disconnection between business and universities".

Goddard (2004:9) states that "after Deng Xiaoping became the country's leader, China's economy grew at a rate of about 10% a year. This growth is faster than any other less economically developed country (LEDC). China has joined the World Trade Organization in 2001 and in May 2003 the new president, Hu Jintao, attended the Evian G8 summit." Most of the critics of action learning identified with participants in a similar position who also experience challenging situations through the introduction of SIFE, whereby students learn by reflection on actions being taken in solving real organizational problems. However, academic institutions and industries have always tried to ensure a practical integration of theory and practice (Leitch & Harrison in Mueller, et.al, 2006:165).

There are centres like CEIBS (China Europe International Business School) and YCIS (Yew Chung International School of Beijing) that organize industry forums and bring industry leaders, senior government officials and renowned academics together in an open neutral environment to discuss and debate hot issues facing China and the world. YCIS Beijing has a strong Chinese programme, including a focus on Chinese language and culture throughout the school. Each kindergarten and primary school class is co-taught by a Chinese as well as a Western teacher. Such co-teachers are fully qualified and provide the best of Eastern and Western education (CEIBS, 2009:1).

China has prospered, probably due to their unique adaptation to certain capitalist models. Kaletsky (2010:6) comments that wherever he goes governments and business leaders talk about the new Beijing consensus, the Chinese route to prosperity and power. He furthermore notes that in business practise China unambiguously favours domestic industries over Western exporters and investors. China's determination to run huge export surpluses and maintain an undervalued exchange rate gives America and Europe cheap consumer products. China seems very adamant in its rejection of Western-style democracy

Lewis (1989:21), in his analysis, views China as one of the leading economic countries since most of the population is involved in industry (Lewis, 1989:21). Many countries in the world seek to improve their economic performance by increasing their vocational education and training, but China is viewed as a leader in the entrepreneurial field – the ideal model to imitate. This is achieved through thorough examination of vocational education and in-house training within companies and on the shop floor. For example, much Chinese training is carried out informally by schools, the motivation being pride in doing the job well rather than a means to personal advancement.

One may note that entrepreneurship education in China lessens unemployment because employers are genuinely interested in recruiting people with specific kinds of knowledge and specific kinds of mental or manual skills. They are also interested in learners' general intelligence or capacity for effort. Academic achievement is taken as a proxy measure of important mental qualities. This

has caused learners and their parents to be more hesitant to opt for a type of school which might brand them as low achievers. They fear to worsen their job chances in the labour market.

Education and technology are the basis for reducing illiteracy in rural areas and stimulating economic productivity. The pupil-teacher ratios in schools located in rural towns and country sites are higher than in the urban schools, but educators manage to teach effectively. This is because teachers in rural areas are given more incentives than those in urban areas. There has been a transition from examination-oriented education to competence-based education. Educational innovations and policy development takes place in particular contexts. Thus, policy development cannot be isolated from implementation. Entrepreneurship education is boosted by the strong application of farming, so that learners will stay in the rural areas and contribute with their education to the economy of the country.

### **2.5.3. Entrepreneurship education in the Netherlands**

Educational developments in South Africa and the Netherlands have shown little mutual resemblance in the 20<sup>th</sup> century, but the quality of fairness about the Dutch educational system is of the highest interest (Sturm 1993:293). The Dutch education system has a long tradition and trustworthy reputation. The Netherlands have implemented entrepreneurship education and they have benefited a lot from it. Students have the choice to easily switch from one level to another. They begin their school careers in primary education at the age of four and primary education ends when they are twelve. There has been a major restructuring of secondary vocational and general secondary education offered in Netherlands in years 1999 to 2000. These changes mainly affected VBO (Voorbereidend Beroepsonderwijs) or Preparatory Vocational Education, which starts at age level twelve and runs up to age sixteen. Learners choose from one of four learning tracks or routes, depending on interest. Firstly is the theoretical route granting admission to long MBO or HAVO. Secondly the vocationally-oriented route grant admission to long training in secondary vocational education (MBO) or to short training programmes. Thirdly, there is a mixed educational route with a combination of general subjects and a vocationally-oriented subject.

Lastly a professional practice route oriented towards the labour market and aimed at a specific group for which VMBO is the last educational stage. This new system incorporates the senior secondary vocational educational courses (MBO) and apprenticeship training courses (*leerlingwezen*) that had existed before. Under the new system each level of qualification corresponds to a different type of course. Firstly '*assistentopleiding*,' training to assistant level, lasting 6 months to one year. Secondly, '*basisberoepsopleiding*,' basic vocational training, (2-3 years). Thirdly, '*vakopleiding*,' professional training, (2-4 years). At level four there is middle management training (3-4 years) and specialist training (1-2 years). Students can take these courses consecutively, the diploma for one course serving to gain entry to the next (Eurogates 2010:2).

The Dutch are leading world producers of dairy goods and also cultivate crops such as wheat, barley, oats and potatoes. Lacking in mineral resources has led them to depend more on natural gas (Lewis 1989:27). The Dutch VET systems are under constant pressure to respond to a changing economy (Onstenk 2008:187). It has been adapting to fundamental changes in job demands as well as to a strongly growing number of vocational students. The qualification system has been thoroughly restructured and various vocational learning paths and school types (the apprenticeship system and school based vocational education; initial and adult vocational education) are integrated into a single vocational education and training (VET) system. New content as well as new didactics for vocational schools have been implemented to respond better to the needs of a changing economy and labour market. Regional VET colleges are developing from industrial training centres into innovative learning centres in order to prepare students better for working life and lifelong learning. In order to reach that objective the challenge facing the Dutch system is making qualification structures educational targets and new educational practises, like problem solving based learning, more convergent rather than the current state of tension or even contradiction.

In this context, apprenticeship was discovered in the late nineties, but with new learning and working arrangements and with new connections between school and work-based learning. Carey, Ernst, Oyomopito & Theisens (2006:21) indicate that "the government is aiming at increasing the

domestic supply of scientists and engineers by 2010 and beyond using the ‘Deltaplan.’ This entails that education in science and technology from primary schools to universities is to be made more pupil-oriented to attract a wider and more diverse range of young people, including females.” Simultaneously, the government is working together with business to give younger people a better perspective on scientific and technological careers. The ‘Deltaplan’ also aims at increasing the attractiveness of research jobs by developing policies with initiatives to enlarge the influx of young talented researchers, a scheme oriented to women, the Innovation Research incentive Scheme and a programme oriented to persons from ethnic minorities, and the Netherlands Organisation for Scientific Research (NWO).

The Netherlands aims at fostering an entrepreneurial culture through education. In 2000 the Ministry of Economic Affairs in coordination with the Ministry of Education launched a specific programme on Education for Entrepreneurship and introduced a subsidy scheme to promote the development of projects. From 2000 to 2003 more than 103 projects were developed for all education sectors (OECD in Carey 2006:26). Different stakeholders have been involved in fostering social innovation and the Social Economic Council (SEC) is investigating how the process can be made an integral part of the agenda of the social partners in the middle to long term. Linkages between firms and knowledge institutes are strengthened to enhance the use of (scientific) knowledge in new products, processes and services. Education standard is maintained by allowing more private education suppliers to compete for public education funds so as to enhance the quality and diversity of courses offered. Also, in order to strengthen the application of new knowledge to new processes, more entrepreneurship, competition and social innovation have been established. More education programmes have been developed in favour of entrepreneurship (Hessels, 2007:2).

## **2.6. Conclusion**

Entrepreneurship education has been observed as growing very fast. However, the challenge remains the research issues addressed: assessing the design, content, audience and delivery of new programmes (Mueller et al 2006:164). The literature reviews has been conducted with the

intention to illicit views from, and engage in meaningful dialogue with, other countries that have also recently undergone similar or other drastic political and educational transformation processes. Entrepreneurship is there to be further expanded so as to set a norm and reach consensus on how to outgrow the recession and bring about successful implementation of economic strategies, which will hopefully result in phenomenal growth of the country, South Africa. Institutions are expected to avail themselves of innovative enterprise so that entrepreneurial education may foster awareness and entrepreneurial skills (Carey et al 2006:26). The entrepreneurial differences between China and India (the world's largest emerging economies) exhibit significantly different levels of high expectations and high growth entrepreneurship. The six-fold entrepreneurship programmes have been the basis of their differences. Entrepreneurship in the Netherlands is working for them, such that every little one as early as primary level knows exactly the career route she or he will follow.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND PROCEDURES**

#### **3.1. Introduction**

The literature on the teaching of entrepreneurship skills in the traditional rural South African schools was reviewed in the preceding chapter. Murray (2005:113) points out the limitations in the existing work on entrepreneurial skills development in schools, which the present study is attempting to fill. In this chapter an account of the research methodology used to conduct the empirical investigation is discussed. Questionnaires were used to collect data for the empirical research.

##### **3.1.1. Objectives of the study**

The objectives of this study are:

- (a) To investigate the extent to which entrepreneurship skills are taught in traditional African schools.
- (b) To determine whether or not there is a link between theory and practice in the teaching of entrepreneurship skills.
- (c) To propose a model for the teaching of entrepreneurship skills.

##### **3.1.2. Research questions**

- (a) To what extent are entrepreneurship skills taught in traditional African schools?
- (b) Is there any link between theory and practice in the teaching of entrepreneurship skills in traditional African schools?
- (c) Is there a model that can best link theory and practice in the teaching of entrepreneurship skills?

### **3.2. Research design and procedures**

The empirical data was compiled with the help of questionnaires distributed to educators. This was done after a thorough survey of suitable research methodology.

#### **3.2.1. Permission**

This study was conducted as a field study. In order to conduct research in the schools and among the educators involved in the teaching of entrepreneurship, it was necessary to request permission from the authorities. The following procedures were followed:

- (i) Correspondence with the Regional Chief Director requesting permission to conduct research in selected schools in the Zululand region. A letter was sent to the Regional Chief Director of the Zululand Region of the Department of Education – KwaZulu-Natal (Appendix A).
- (ii) A letter requesting permission from the school managers to conduct research in selected schools in the different wards (Appendix B).
- (iii) Copies of letters were given to the educators that were selected for the study (Appendix C).
- (iv) Copies of the questionnaires (Appendix D) were distributed firstly to the piloted schools and then to the main schools selected for main study. Arrangements to administer the questionnaire were made with the school principals.

#### **3.2.2. Population and sample size**

The KwaZulu-Natal Province is about 92 180 square kilometers big in size and consists of four regions, namely EThekweni, UMgungundlovu, UKhahlamba and Zululand. The study focused on the Zululand region. The Zululand region has three districts, namely Empangeni, Obonjeni and Vryheid. The research focused only on the Empangeni and Obonjeni districts. The researcher firstly defined the population to be studied (English; Fielding; Howard and Van der Merwe, 2006:297). This entailed considering what elements, people, incidents or events to be studied.

In selecting the respondents, the researcher had to consider that although the target population included all South African Black public schools, research was limited to KwaZulu-Natal schools. To maintain accessibility, the research target population was limited to schools in the two districts of Obonjeni and Empangeni. Two circuits were selected from the districts and one ward from each of them.

A list of all traditionally Black schools falling under the Empangeni and Obonjeni districts was obtained for the present study. Purposive sampling was employed in obtaining this list. Singleton et al in de Vos, Strydom, Fouche and Delport (2004:207) state that “purposive sampling is employed when the respondents are to be composed of certain most characteristic, representative or typical attributes of the population.” Concentration was on economic considerations and a specific sector of the greater geographical area. Since the focus was on the traditionally Black schools the researcher had to deliberately focus on these schools only, thereby eliminating schools with other races and the former model C schools. Schools that were closer to mines, factories and industries attracted the researcher the most.

To further limit the study, the researcher used a purposely selected list from the circuit office for each ward; then twenty-four schools were randomly selected. The researcher anticipated getting five educators in each of the selected schools. The sample of 48 schools were selected from the intermediate phase and from the senior phase, including grades ten to twelve from the two wards under two districts, namely Obonjeni and Empangeni. Kerlinger in de Vos et al (2004:201) succinctly states that random sampling is that method of drawing a portion or sample of a population so that each member of the population has an equal chance of being selected. Each member of the population received a number taken from tables of random computer-generated numbers. The researcher ended up distributing questionnaires to 240 educators. Out of the total sample of  $n=240$  the majority completed and returned the answered questionnaires, whereas some did not. The response rate was 90.8% educators from the schools, while only 9.2% did not respond. The response rate was therefore considered adequate.

### **3.3. Research instrument**

The researcher took care to construct the questionnaires carefully because careful design of the questionnaire instrument or form can greatly assist in the analysis of the data later on (English et al, 2006:301). Section 1, which attracted a high response level due to the design and layout of the questionnaire, focused on the demographic information of the respondents.

Respondents were asked to indicate their position on a four-point scale and the Likert scale was used to measure the results. They had to indicate whether they totally disagreed, disagreed somewhat, agreed somewhat or totally agreed with each statement. The researcher made sure that all of the questions were strictly relevant to the objectives of the investigation. Section 2 was made up of closed questions focusing specifically on achieving the objectives of the research and answering the research questions of this study.

### **3.4. The trustworthiness of the data**

The instrument employed made it possible to measure the trustworthiness of the data. Similar results were obtained as the same procedures were repeated. The questionnaire was formulated in a structured format so as to avoid possible bias and subjectivity in the researcher. Lincoln and Guba (De Vos et al, 2004), in viewing the soundness of qualitative research, refer to the questionnaire as reliable in establishing the truth value of the study, as it is consistent applicable and neutral (Lincoln and Guba in De Vos et al, 2004:351). Van Zyl in de Vos et al (2004:352) insists on research proving the credibility, transferability, dependability and conformability of research results as impeccable. It is however difficult for the researcher to guarantee reliability as reliability is, inter alia, affected by the following factors/situations:

- The respondent's mood or alertness which could be caused by his/her condition at a given moment, for instance illness and bad experience.
- Educators knowing nothing about entrepreneurship nor Economic and Management Sciences as a subject.

- Differences in understanding the questionnaire; thus respondents ending up giving answers without thoroughly considering the meaning.

However, the researcher believes that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability.

### **3.5. Administration of the questionnaire in the pilot study**

The researcher personally visited the sampled pilot schools and arranged with the principals to administer the instrument. The questionnaire was explained to the educators. Respondents were very curious and the researcher clarified everything to them. The researcher had to explain to the respondents the aim of the research, ensuring them of the confidentiality of their responses. The questionnaires were not all returned completely filled in.

The researcher conducted a pilot study prior to administering the questionnaire. The aim was to find out if the interpretation of the questions was clear and consistent with what the researcher intended. The pilot sample did not form part of the final sample of the main study. De Vos et al (2004:337) note that the purpose of a pilot study is to determine whether relevant data can be obtained from the respondents. The pilot test was conducted among teachers in schools in the Matubatuba ward under the Hlabisa circuit in the Obonjeni district. These schools did not form part of the final sample. The pilot study was done to check whether all of the questions and instructions were clear and easy to comprehend (Swann & Pratt 2003:24). The researcher deleted items that did not yield relevant data. During the pilot study, the respondents did not encounter any problems in giving answers to the questions, thus no adjustment were done for the final sample.

TABLE 3.1. DISTRIBUTION OF SUBJECTS IN THE PILOT SAMPLE (n = 24)

GENDER	FEMALE <b>14</b>	MALE <b>10</b>		
AGE	21 – 35 <b>10</b>	36 – 45 <b>12</b>	46 – 59< <b>2</b>	
LEVEL OF EDUCATION TEACHING	GRADES 4 – 6 <b>9</b>	GRADES 7 – 9 <b>10</b>	GRADES 10-12 <b>5</b>	
LOCATION OF SCHOOL	SEMI-URBAN <b>0</b>	TOWNSHIP <b>2</b>	INF.SETTLEM. <b>1</b>	RURAL <b>6</b>

### 3.6. The actual study

Prior arrangements were made with the ward managers, school managers and educators to participate in the research together with explanation of the purpose of the research and how the questionnaire will be collected. The researcher distributed the questionnaires to the educators of the sampled schools. Liaison with school managers was facilitated by the fact that the researcher was in the Obonjeni district as a school manager and could associate with the school managers in the circuit. Initially the researcher distributed 240 questionnaires; 22 questionnaires were not returned and therefore, in the analysis of data, responses came to 218.

TABLE 3.2. DISTRIBUTION OF SUBJECTS IN THE FINAL SAMPLE (n=218)

#### Gender

Gender	Frequency	Percent
male	93	42.7
female	125	57.3
<b>Total</b>	<b>218</b>	<b>100.0</b>

### Age group

<i>Age group</i>	<i>Frequency</i>	<i>Percent</i>
>21-35	24	11.0
36-45	135	61.9
46-59<	59	27.1
<b>Total</b>	<b>218</b>	<b>100.0</b>

### Level of grades which the respondents teach

Level at which they teach Entrepreneurship	Frequency	Percent
In Grades 4 - 6	102	46.8
In Grades 7 - 9	105	48.2
In Grades 10 -12	40	18.3
<b>Total</b>	<b>247</b>	<b>113.3</b>

TABLE 3.3. DISTRIBUTION OF SCHOOLS IN THE FINAL SAMPLE

Location	Frequency	Percent
semi-urban	17	7.8
township	21	9.6
informal settlement	1	.5
rural	179	82.1
<b>Total</b>	<b>218</b>	<b>100.0</b>

### **3.7. The processing of data**

The study was conducted using both qualitative and quantitative methods of research. Frequency distribution was used to organize data obtained from the questionnaire to simplify statistical analysis. The collected data was manually captured so that it could be analyzed and interpreted using the SPSS.

### **3.8. Limitations of the study**

The following factors significantly constrained the investigation:

- The sampling procedure was difficult, as the Obonjeni and Empangeni Circuits are very widely spread. The sample had to be monitored in the many wards and circuits of each district.
- The time frame for the study was also limited and it would be difficult to travel around all of the wards in the given time as the wards are geographically far apart. To overcome this limitation only two circuits were used, namely the Hlabisa circuit in the Obonjeni district, with Kwa-Msane and Shikishela wards. In the Empangeni district, the Lower Umfolozi (with Richards Bay and KwaMbonambi wards) was selected for the administration of the questionnaires.
- Identification of the traditionally Black schools was not randomly sampled. Assistance that the researcher received from the district offices made it easy to do purposive sampling.
- The timing of the study was problematic since the Education Department was in the process of announcing the five learning areas to be studied in the intermediate phase. Some schools simply identified EMS as one of the subjects to be dropped. The researcher was closely questioned by these educators about the decision of the Department of Education in as far as adjusting the curriculum was concerned. In order to overcome the limitations mentioned above, the researcher reminded the educators about the curriculum

news announced by the current Minister of Basic Education, Angie Motshekga, and stressed that she had not mentioned any subject to be dropped at that stage. It was explained as just a proposal that had been made as there are many learning areas in the intermediate phase.

- The timing of the study was also problematic since the questionnaire was approved after the school closed for the June holidays. The study had to be conducted during the time that the educators were on holiday. To overcome the limitation, the researcher had to extend the time span for questionnaires to be completed and returned. It was hard to work with educators individually, but fortunately assistance given by the school managers made the research possible. The school manager helped in distributing the questionnaires to his or her educators. Telephonic communication was greatly used.

### **3.9. Ethical consideration**

The empirical study was governed by the following ethical rules, as set out by Suter (2006:79):

- All respondents were given the right to refuse to take part in the research and the participants may freely withdraw at any time.
- Confidentiality and anonymity was built into the questionnaires by asking respondents to exclude personal and school names, addresses and telephone numbers.
- The researcher ensured that the research topic proposed is viable and that adequate research design was established together with adequate data collection techniques, which were appropriately chosen.
- There were neither deceptions nor any statements that might cause harm.
- Benefits of participating were structured such that benefits outweighed risks.

The researcher was ethically obliged to ensure that competency and adequate skills to undertake the investigation was displayed (De Vos et al, 2004:69).

### **3.9. Conclusion**

This chapter dealt with the planning and design of the empirical research. The researcher indicated how she organized her research, gained permission to conduct research and how she went about the selection of the respondents. The method and procedure for collecting data, as well as the instrument used for data collection, were clearly described. The researcher discussed the questionnaire as a research instrument that relies on trustworthiness. Limitations to the study were also mentioned.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1. Introduction

In this chapter the data collected will be interpreted, presented and analysed according to the following themes:-

- Demographical information
- Responses based on the research questions

#### 4.2. Analysis of demographic information

Demographical information pertaining to the respondents was analysed, including data on the gender of the educators, level at which the educators teach entrepreneurship, age group of the respondents and the location of the schools. Analysis of the demographical data is important in order to better understand the respondents, especially with regard to gender and age group, level at which entrepreneurship is taught and location of schools in which they teach.

##### 4.2.1. Gender of the educators

**Table 4.2.1. Frequency distribution according to gender**

Gender		
Gender	Frequency	Percent
male	93	42.7
female	125	57.3
<b>Total</b>	<b>218</b>	<b>100.0</b>

The above table indicates that female educators dominated in the sample (57.3. %). The data furthermore reveals that mostly female educators at the Obonjeni and Empangeni districts teach entrepreneurship.

#### 4.2.2. Level of grades in which the respondents teach

**Table 4.2.2. Frequency distribution according to levels of grades in which the respondents teach**

<b>Level at which they teach Entrepreneurship</b>	<b>Frequency</b>	<b>Percent</b>
In Grades 4 - 6	82	37.6
In Grades 7 - 9	85	39.0
In Grades 10 -12	51	23.4
<b>Total</b>	<b>218</b>	<b>100.0</b>

The above table indicates that respondents who teach Grade 7 to 9 were the majority sample group (39.0%). In any analysis comparing the number of the levels at which educators teach, the researcher noted the fact that grades 7-9 had more educators than other levels. This implies, according to the Post Provisioning Norm (PPN), that there are more learners in this level when compared to grades 10-12. This makes one wonder what happens to other learners: do they end up being dropouts? Also, by the time they drop out, are they fit to face the challenges of the economic world by being competitive, skilled and marketable?

#### 4.2.3. Age group of the respondents

**Table 4.2.3. Frequency distribution according to age group**

<b>Age group</b>	<b>Frequency</b>	<b>Percent</b>
Valid >21-35	24	11.0
36-45	135	61.9
46-59<	59	27.1
<b>Total</b>	<b>218</b>	<b>100.0</b>

The age profile of the respondents reflected in the above table shows that 61.9% of the respondents are in the middle age group, ranging between 36 and 45 years. The data indicates that the next age group consists of those who are about to retire. Because the younger age group comprises only 11%, gives reason for speculation that young educators are not working in the rural areas or that they are not joining the profession. This indicates that the profession is lacking in the necessary strategies to recruit young and energetic people.

#### 4.2.4. Location of the school

**Table 4.2.4. Frequency distribution according to the location of the schools**

<b>Location</b>	<b>Frequency</b>	<b>Percent</b>
semi-urban	17	7.8
township	21	9.6
informal settlement	1	.5
rural	179	82.1
<b>Total</b>	<b>218</b>	<b>100.0</b>

The above table indicates that the focus area of the research basically covered entrepreneurship teaching in the rural areas. The districts involved in the study are mainly rural, which accounts for so many rural schools.

### 4.3. Analysis according to the research questions

#### 4.3.1. Research questions

The research questions, compiled through empirical research, were grouped in three categories according to the research objectives:-

#### **4.3.1.1. To what extent are entrepreneurship skills taught in traditional African schools?**

The researcher intended to find out whether entrepreneurship, as a learning area, is given more priority than other learning areas, for instance with regard to time, during period allocation.

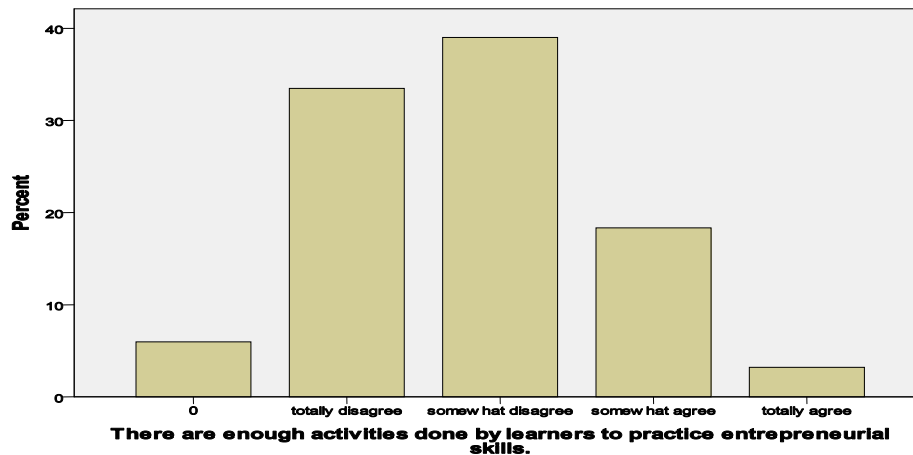
The data reveals that entrepreneurship is not among the prioritized learning areas in period allocation.

The researcher wanted to find out whether the educators were satisfied with the work schedule/programme for entrepreneurship as the most relevant and suitable for learners to become more competitive. The data was designed in such a manner that it will tell whether educators are sure of the fact that the information they impart to their learners really equip them with some of the skills required in the world of economy. 46.8% of the respondents disagreed about the relevancy of the work schedule, while 24.8% agreed.

The intention of the researcher was to determine whether educators have confidence in the teaching methods they use as effective tools to impart entrepreneurship skills to learners. Educators were asked whether the learners participated in sufficient activities to practice their entrepreneurial skills. This involves practical work for learners as a means of practicing their entrepreneurial skills. One has to agree with the respondents, when looking at the number of activities done by learners and extent to which entrepreneurship skills are taught in traditional African schools, that very few activities are actually performed. The following table and graph illustrates the situation regarding the promotion of entrepreneurial skills.

**Table 4.3.1.1.1. Activities done by learners to practice entrepreneurial skills**

	Frequency	Percent
Valid 0	13	6.0
totally disagree	73	33.5
somewhat disagree	85	39.0
somewhat agree	40	18.3
totally agree	7	3.2
<b>Total</b>	<b>218</b>	<b>100.0</b>



The above graph can be compared with the research question that involves the usage of excellent teaching methods employed for imparting entrepreneurship to learners. Educators rate the work they assign to their learners as a confirmation of practicing the skills they have acquired. One must, however, note that if the involvement of learners rates 18.3% very little has been done to improve entrepreneurship. The respondents who agreed that good teaching methods are practiced were 50.7%, whilst those who disagreed were 30%. This shows that educators are confident about the teaching methods they utilize. One would then have to ask whether these methods have contributed towards the empowerment of learners with entrepreneurial skills to make them marketable in the world of work. The respondents who totally agreed were 9.6%, those who agreed were 39.4%, whilst more respondents totally disagreed made up 31.2% and those who disagreed were 19.3%.

It was interesting to establish whether educators thought that they knew exactly what to teach learners in entrepreneurship using the relevant content and context. 44% of the respondents disagreed to this; 44% disagreed somewhat, whilst those who agreed were 36.7%. This shows that the educators are also behind insofar as the imparting of entrepreneurship, including the content and the context, is concerned.

The responses furthermore revealed dissatisfaction with the limited contact time scheduled for entrepreneurship. Those who agreed that sufficient time was allowed made up 27.5% of the respondents; those who disagreed were 3.8% and those who totally disagreed were 30.3%. On the question whether learners are given the opportunity to dramatize what they have learnt in entrepreneurship, 32.1% disagreed; 43.1% totally disagreed, 17.4% agreed and 6% totally agreed. One would argue that when one has learnt something with understanding, that such knowledge should be assessed with a practical demonstration. The researcher wanted to find out whether the participating schools conducted market days at which learners could demonstrate their skills in entrepreneurship. The findings of the survey revealed that 58.7% totally disagreed that market days were held, 16.1% disagreed, 19.3% agreed and 5% totally agreed.

The next question was whether educators were easily (or not) achieving the learning outcomes as set out by the Department of Education for this learning area. Respondents were asked whether or not it was easy to achieve the prescribed learning outcomes. The findings showed that 11% totally disagreed that it was easily achieved; 31.2% stated that they disagreed somewhat; 50% agreed that it was easy to achieve, and 7.3% totally agreed.

In order to conduct assessments, educators need to know exactly how to assess and what assessment standards to use. Those who disagreed with this numbered 51% and those who agreed were 49%. This shows that most of the educators are not sure of what they are doing when teaching entrepreneurship.

The research also revealed that work scheduled for the grade is not completed on time. Educators were asked whether work scheduled for their classes for the whole year was completed on time.

19.3% of the respondents totally disagreed, 43.1% disagreed somewhat, 23.4% agreed somewhat, whilst 13.8% totally agreed.

**4.3.1.2. Is there any link between theory and practice in the teaching of entrepreneurship skills in traditional African schools?**

This question intended to find out whether educators were able to go the extra mile by introducing some entrepreneurship projects in order to widen the learners’ creativity and to have such work assessed by external examiners.

**Table 4.3.1.2.1. Have you as an educator introduced new entrepreneurship learning projects to widen learners’ creativity which is assessed by the external examiners?**

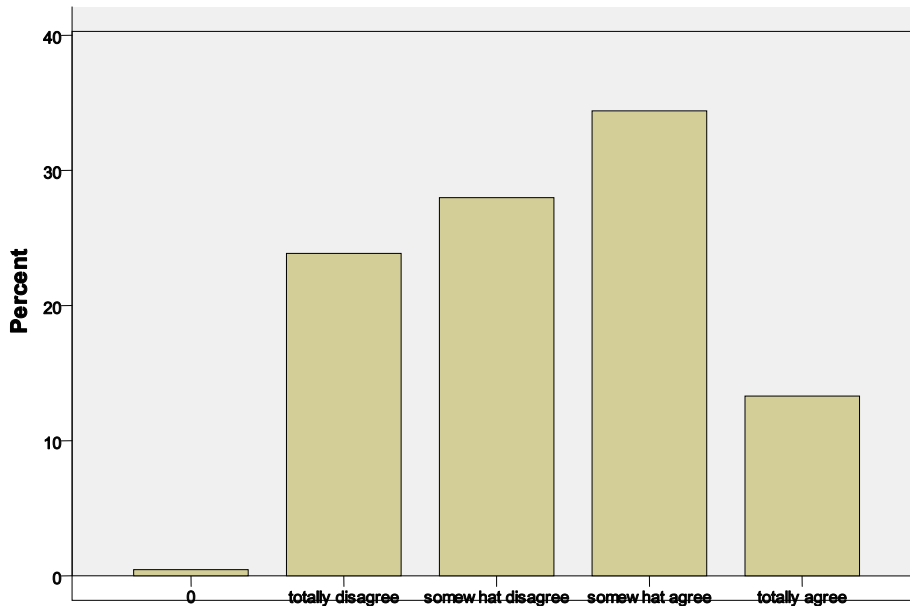
	Frequency	Percent
Valid 0	3	1.4
totally disagree	102	46.8
somewhat disagree	55	25.2
somewhat agree	48	22.0
totally agree	10	4.6
Total	218	100.0

The above table shows that educators have done very little to foster entrepreneurship amongst learners. Other questions looked at mentoring of learners by those already in the world of work. The researcher intended to find out whether guidance is properly done by merely involving mentors who are already in the workplace to guide learners properly with information at hand. Responses from educators’ show that 56.4% totally disagreed that any mentoring had taken place, 22% disagreed, 17 % agreed and 4.1% totally agreed. With regard to interaction between schools and workplace, the researcher wanted to find out whether any representative of the working sector contributed to the education of the learners. The questionnaire tried to find out if there were any

representatives from the companies, factories, industries and mining sector who visited the schools to explore learners' knowledge in relation to what is happening in the work place. Those who totally disagreed made up 24.8% of the respondents, those who somewhat disagreed 33.9%, those who somewhat agreed 33.5%, and those who totally agreed 7.8%. These percentages show that in most of the schools, representatives from companies and factories hardly visit the schools to explore learners' knowledge in relation to what is happening in the workplace.

The researcher reasoned that in order for the theoretical and practical sides of entrepreneurship to be linked, learners must be given the opportunity to explore the workplace through organized educational tours. The response showed that learners' exposure was limited. The respondents who totally disagreed were 36.2%, those who somewhat disagreed were 27.5%, whilst those who somewhat agreed were 26.1% and those who totally agreed were 9.6%. In relation to this questionnaire, further investigation was conducted to establish whether there were any learners who received orientation of the workplace through piece jobs or holidays and part-time work. This questionnaire revealed the hands-on knowledge of the theoretical part of education. If learners had an opportunity to be orientated to the workplace through piece jobs, during holidays or as part-time workers, one could proudly state that they gained entrepreneurship skills and knowledge while they were still at school. Learners are struggling on their own to become entrepreneurs. This is underlined by the results of the questionnaire: respondents who totally disagreed were 62.4 %, those who somewhat disagreed 19.7%, those who somewhat agreed 11% and those who totally agreed 6.4%. Apart from what learners do on their own, one also had to look at the industries themselves and find out whether the nearest companies, factories or mines to the school communities contributed anything, financially or otherwise. The response to this questionnaire revealed: those who totally disagreed made up 23.9 of the respondents, those who somewhat disagreed 28 %, those who somewhat agreed 34.4 %, and those who totally agreed 13.3%.

**4.3.1.2.2. Graph showing response of educators on whether communities and schools benefit or not from nearby companies, factories and mines**



The researcher furthermore investigated whether educators prepared their teaching relying on textbooks only for information on what to teach or not. Every educator needs to teach using relevant and suitable resources. This questionnaire intended to find out whether the departmental policy is followed or not. Results showed, educators who totally disagreed: 39.4%, those who somewhat disagreed: 26.1%, those who agreed somewhat: 22%, and those who totally agreed: 12.4%. The researcher thought that intervals should be provided for learners for observation purposes. Such intervals, administered by the industries for observation purposes, would serve as a yardstick to measure the interaction and link between education and skills empowerment. Also, the researcher investigated whether handouts or newsletters were given to schools by the industries, factories and mines for the schools to use in classes as relevant resources during teaching. Such handouts could be distributed intentionally to schools as relevant resources during

teaching-learning. Data in this regard would help to indicate the willingness of the industries and education sectors to work hand in hand in uplifting the education of the learners.

**Table 4.3.1.2.3. There are handouts or newsletters which educators receive from the industries that enable learners to have resources**

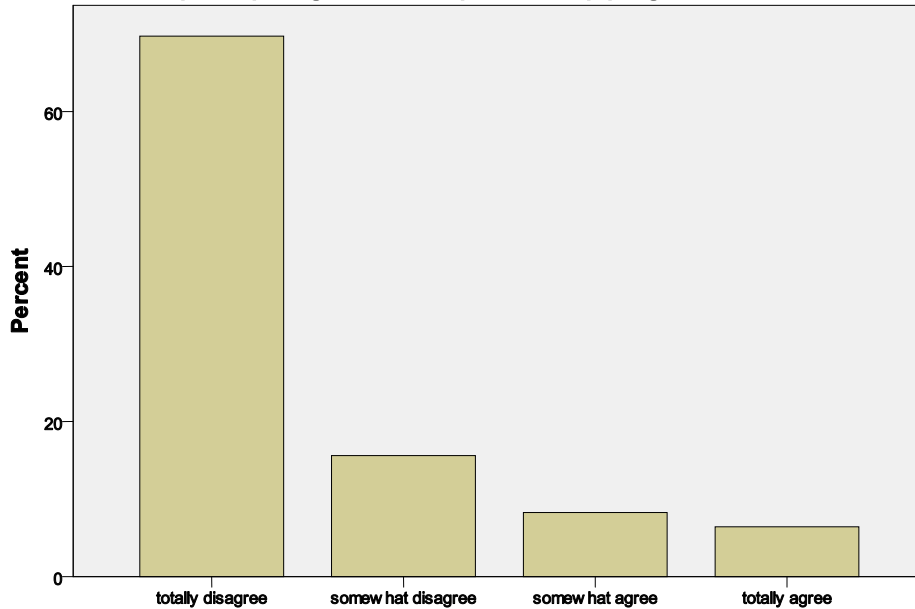
	Frequency	Percent
Valid 0	1	.5
totally disagree	97	44.5
somewhat disagree	47	21.6
somewhat agree	56	25.7
totally agree	17	7.8
Total	218	100.0

The researcher intended to find out the accessibility of industries, factories and mines to the learners by making resources easily accessible to learners for research and for referencing. These consist of materials made readily available for anyone who is willing to know more about what is happening in a particular firm, industry and factory. Data revealed that such references are hardly found at public libraries, not to mention school libraries. 50% of the respondents had not seen them anywhere. The intention of empowering learners could be demonstrated by at school awards days, when learners received prizes or scholarships after participation in entrepreneurship activities.

With this questionnaire the researcher wanted to find out the rate of practical intervention in the entrepreneurship. Data revealed that 69.7% totally disagreed that such exposure occurred.

**Table 4.3.1.2.4**

**There are learners that were awarded with prizes or scholarship after participating in the entrepreneurship programme**

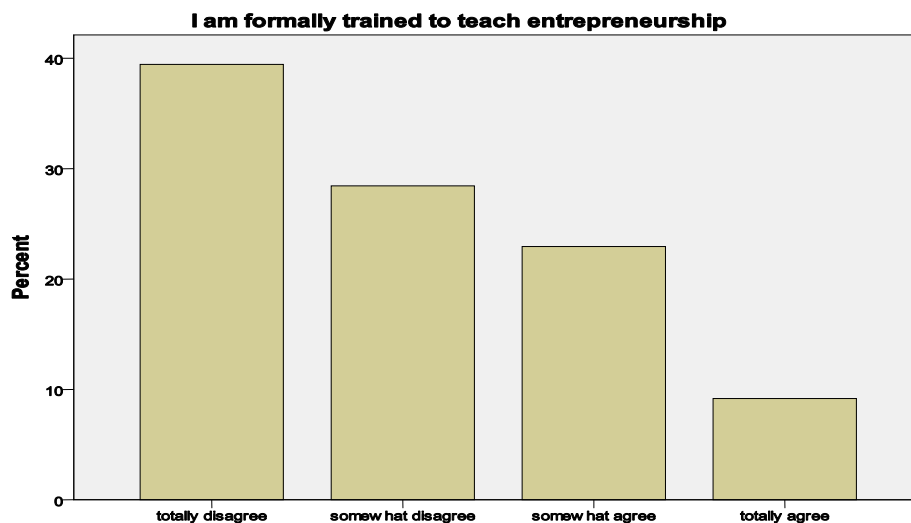


**4.3.1.3. Is there a model that can best link theory and practice in the teaching of entrepreneurship skills?**

The researcher intended to obtain data indicating whether there is any model that can best link theory and practice in the teaching of entrepreneurship skills. In trying to get this data, the educators were asked to indicate whether they underwent any formal training in order to teach entrepreneurship. Those who agreed to have undergone formal training were only 9.2%, which is a very small portion of the sample.

**Table 4.3.1.3.1 Are educators formally trained to teach entrepreneurship?**

	Frequency	Valid Percent
Valid totally disagree	86	39.4
somewhat disagree	62	28.4
somewhat agree	50	22.9
totally agree	20	9.2
Total	218	100.0



#### **4.3.1.3.1. The proposed model**

In China, for instance, there are centres of social indoctrination. They provide extra-curricular activities outside school hours and during the weekends. The activities that are available range from the arts and sciences through to sporting activities. Any child with an interest in any of them can become involved and naturally particular talents are especially fostered. Parents accompany their children and participate in the classes themselves so that they can subsequently help their children at home. The atmosphere is not just one of dedication, but of considerable happiness that is gained by all who are involved, including children, parents and organizations. Pupils need to be invited to spend some time in the next level of school during summer term prior to their

promotion to the next level of education. Teachers should adapt and capitalize on the children's feelings of excitement, challenge and change. This demands more in-service training for educators so as understand clearly their duties in entrepreneurship. There is a great need for commercial, industrial and professional organizations to become more closely involved with the educational system. Parents are encouraged to take part in the education of their children, especially at an early age.

The major obstacle is when a parent, for a variety of reasons, finds it difficult to take part in a child's early years of educational experience at institution of all kinds and during the different phases of education. Pupils need to have an awareness of the wider world outside school and home, in which they live and their parents work. Their degree of understanding and involvement will vary according to their age and stage of development and exposure they get to outside experiences. Many organizations are keen to become involved with schools at all levels and to devote time and resources to ensure that this happens at all levels and phases of education and not to wait for tertiary education.

#### **4.4. Conclusion**

In this chapter, an attempt was made to provide some order to the range of information provided by the educators in the completion of the questions in the research instrument. Data provided was used towards proposing a model for linking theory and practice in the teaching of entrepreneurship skills in schools. Analysis of the tables reflects the frequency of responses to each questionnaire as well as biographical information about the educators, as supplied in answering the research questions. The next chapter will contain the summary of findings, recommendations and the step for future researchers.

## **CHAPTER 5**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

#### **5.1. SUMMARY**

##### **5.1.2. Introduction**

This chapter contains the analysis, summary, findings and the recommendations of the research work.

##### **5.1.2. The problem**

In addressing the problem identified, the following research questions were formulated, which in turn lead the whole research project:

- (1). To what extent are entrepreneurship skills taught in traditional African schools?
- (2). Is there any link between theory and practice in the teaching of entrepreneurship skills in traditional African schools?
- (3). Is there a model that can best link theory and practice in the teaching of entrepreneurship skills?

##### **5.1.3. Aims of the study**

- (1.) To investigate the extent to which entrepreneurship is taught in traditional African schools.
- (2.) To determine whether a link exists between the theory and the practical part in the teaching of entrepreneurship.
- (3.) To propose a model for the teaching of entrepreneurship.

#### **5.1.4. Methodology**

The SPSS was used in analysing the data, but since the research was mainly qualitative, most of the analysis was presented in a qualitative manner. Frequencies, graphs and tables were analysed. A total of 240 questionnaires were distributed; however, the final sample was based on 218 questionnaires returned by the respondents.

## **5.2. FINDINGS**

The following is a summary of the findings from the empirical investigation:

### **5.2.1. Findings regarding the biographical data**

The purpose of presenting the analysis of biographical data is to give a clearer picture of the distribution of the respondents in the sample. This profile is provided in tables 4.2.1. to 4.2.4. of chapter four, and it indicates the following:

There were more female educators teaching entrepreneurship in the education system of Obonjeni and Empangeni districts. Females were equal to 57.3 % as opposed to 42.7% men. For every response that was received, the gender bias became an issue since the data tells that there were more female educators. One has to wonder about the reasons for the preponderance of females.

Educators teaching grades 7 to 9 dominated the sample group with 39.2%. For an analysis comparing the number of the levels at which educators teach, the researcher noted the fact that since there are more educators it indicates that there are more learners. This is in line with the Post-Provisioning Norm (PPN) in determination and distribution of the Educator Post Establishment of Public Schools in KZN used by the Education Department (ELRC 2006:1). The question is what happens on the learners' way to grade 12, since the educators teaching grade 10 – 12 are 23.4%. One has to note that there are many dropouts that do not complete grade twelve.

This leads to another question, namely that by the time learners leave school, are they ready to face the challenges of the world and contribute to the economy of the country?

The age profile of the respondents reflected in the table shows that 61.9% of the respondents are in the middle age ranging between 36 and 45 years. Data indicates that many of the respondents were about to retire. One has to wonder where the younger educators in entrepreneurship field are going to come from.

The location of the school table shows that the study is dominated by respondents from the rural areas in the sample group, which concurs with data under investigation in the field of entrepreneurship predominantly in rural areas of the traditionally Black schools.

### **5.2.2. Findings regarding the extent to which entrepreneurship skills are taught in traditional African schools.**

Data about the period allocation of the learning areas shows that entrepreneurship is not among the prioritized learning areas. Educators are not sure whether the information they impart on learners really equip them with some of the skills required in the world of economy. Education functions not only as a powerful vehicle for transferring knowledge but also for communicating cultural and social values. It is the main tool for development (Alam; Hoque and Oke 2010:1). 46.8% of the respondents doubted the relevance of the work schedule. The activities carried out by learners and the extent to which entrepreneurship is applied is not sufficient. This is seen in Table 4.3.1.1.1. of chapter four, where educators indicated whether or not there were sufficient activities for learners to practice entrepreneurial skills. The majority confirmed that there were not enough activities for learners to practice their entrepreneurial skills. This was important to note because the research question examined the extent to which entrepreneurship skills are taught in traditional African schools.

If educators are confident about the teaching methods they utilize, one would then ask whether their methods have contributed towards the empowerment of learners with entrepreneurial skills to make them marketable in the world of work. The responses show that 44% of educators do not know exactly what to teach learners in entrepreneurship in terms of relevant content and context. 74.8% of the respondents did not conduct market days in their schools. This is noted as a real problem for the growth of the learners, because they are not used to handling cash and have no skills in generating cash. This lack will certainly limit the learner when he/she is exposed to viable business ventures. Only 23.4% of the educators were able to teach their learners to dramatize entrepreneurship skills in the class and 57.3% of the respondents claimed to know and understand the learning outcomes that they are expected to achieve. This shows that the government has to set clear guidelines to be met. The problem is how to go about reaching those goals. Educators experience certain hindrances in assessment, with only 49% knowing what and how to assess. 62.4% of respondents did not manage to finish their work schedules in time. One can conclude that although entrepreneurship is taught in the traditionally Black schools, there are still certain gaps which have to be covered.

### **5.2.3. Findings regarding the link between theory and practice in the teaching of entrepreneurship skills in traditional African schools**

72% of the respondents did not give their learners opportunities to apply their knowledge in projects dealing with entrepreneurship. In investigating the interaction between schools and working place, the researcher found that there is very little evidence that representatives of the working sector ever visited learners with the aim of capacitating them in skills education. Responses from educators show that 78.4 % disagreed that any mentoring had taken place, whilst 21.1% agreed that it did. 35.7% of the respondents had engaged their learners in educational tours and excursions. Representatives from companies and factories hardly visited the school to explore learners' knowledge in relation to what is happening in the workplace. Knowledge is primarily subjective, imprecise and uncertain in nature; it is not an unbiased and impartial collection of

facts and an accumulation of an individual's or group's total collective experiences (Mueller, Liang, Hanjung and Thornton 2006:167). Learners are struggling to know what is taking place in the workplace. This is confirmed by 17.4% of educators, who state that their learners have piece jobs during weekends or school holidays. 47.7% of the educators agreed that communities around the schools benefited (financially or otherwise) from nearby companies, factories and mines. This shows that not much has been done by industries in uplifting the standard of living for the communities. In teaching entrepreneurship, educators are willing to use other reliable resources, including documents that are relevant and updated, to obtain the real picture of what is happening in the world of economy. The investigation showed that, in spite of the fact that educators are willing to use other resources to gain information, industries and factories contribute no reading material such as brochures to the school and its libraries to help inform them about what is taking place in the world of work. Chapter 4, Table 4.3.1.2.3, clearly reveals that 66.1% of respondents deny the availability of any handouts or newsletters from industries that would enable learners to have relevant entrepreneurship resources. 69.7% of the respondents deny that there is any form of exposure of their learners to competitions, awards and scholarships.

Data in table 4.3.1.1.1 reveal that there is very little linkage between the theoretical and practical parts of entrepreneurship in the traditionally Black schools. The Japanese seem to be distinctive in the way that they motivate the efforts of individuals to learn in order to gain in competence rather than self-marketability. Training departments also interpret their role as, primarily, to facilitate and catalyse efforts, the on-the-job training (Dore & Sako 1989:114). In order to ensure China's success in their new strategic plan, their government endeavours to make sure that funding, repair and renovation of rural school buildings are carried out and that rural school teachers' salaries are paid (China Education & Research Network 2006:2).

#### **5.2.4. Findings regarding the proposal of a model for linking theory and practice in the teaching of entrepreneurship**

The research and investigation conducted above shows that there was no linkage between the theoretical and practical parts of entrepreneurship in the teaching of entrepreneurship skills in the traditionally African schools. Educators who have undergone formal training in the teaching of entrepreneurship form 32.1% of the sample. The rest are not qualified to teach entrepreneurship. This then reveals the essence of the problem: the educators themselves received no training regarding the imparting of knowledge about entrepreneurship.

Outcomes Based Education (OBE) has been drawn from some of Skinner's behaviourist thinking. For instance, OBE suggests that learning is best demonstrated through what learners can do rather than what they know. Secondly, it insists that we pre-define the kind of learning that needs to be achieved by the end of a learning process in terms of outcome or objective. Skinner talks about the importance of understanding learning in terms of a change in behaviour (Skinner 1968 in Moll et al 2001:10). Great change is expected from the traditional Black schools in as far as the teaching of entrepreneurship skills is concerned.

One gets inspiration from surroundings and one therefore needs to be as relaxed and as comfortable as possible in order to develop entrepreneurial skills. The way one views life can be a huge barrier to one's creativity. Coetzee (2009:47) suggests that the educational strategies that the government has put in place are good long-term plans which should not be dropped, but that the country also needs a more immediate approach: for example, companies getting involved and training people. He suggests that with the focussed effort from government and the business sector, the human resources paradox in the South African market, where there are lots of jobs yet a high level of unemployment, can be balanced. The problem presently is that everyone is running in different directions trying to find solutions without common goals and strategies. Zuma (2011: 6) believes job creation must be put high on the agenda of all decision makers in the country. Mandates for the education system are made up of conceptions of what is desirable and legitimate for the education system to seek to bring about. The relationship between education and economic

performance has long been a preoccupation of educational policymakers, but this time it needs more urgent attention.

A child in Singapore undergoes six years of primary education, comprising a four-year foundation stage from Primary 1 to 4 and a two year orientation stage, from Primary 5 to 6. In order to maximise their potential, students are streamed according to their learning ability before advancing to the orientation stage. At the end of Primary 6, students sit for the Primary School Leaving Examination (PSLE). Singapore's primary school curriculum has been used as a model internationally, especially its teaching methods in Mathematics. Students attend four or five years of secondary education under the Special, Express or Normal Course. The Secondary education curriculum includes English, the Mother Tongue, Mathematics, Science and the Humanities. At Secondary level students opt for electives of their choice depending on whether they are in the Arts, Science, Commerce or Technical streams. The Institute of Technical Education (ITE) provides fulltime institutional training and traineeship for secondary school leavers (Mueller et al 2006:157). In India, politicians started to apply entrepreneurship programmes at the tertiary institutions as a solution. They extended this trend to education at the school level. The country at large excels in entrepreneurial spirit. As this is the strength of the nation, they also aimed at bringing entrepreneurship to rural education (Mueller et al 2006:8).

In South Africa the focus in basic education can be denoted by the symbol Triple T: Teachers, Textbooks and Time. The administration must ensure that every child has a textbook on time, and that teachers are assisted to create the right working environment for quality teaching to take place. State owned enterprises are urged to play a key role in skills development and to help provide the technical skills needed by the economy. To address these concerns, 2011 has been declared the year of job creation through meaningful economic transformation and inclusive growth (Zuma 2011:7). Although the State of the Nation has been proclaimed, one is still left with the question of how strategies of skills development will be carried out in South African education. Improvement of entrepreneurship in traditionally Black schools demands that efforts should also be made to improve communities in the rural areas. The government has pronounced the creation of job opportunities that are short termed because people lack the necessary

qualifications to specialize in certain fields. Short-term job creation will not sustain South Africans' lives.

### **5.3. RECOMMENDATIONS**

The findings, above, were used in order to make the recommendations and to formulate the discussion below.

#### **5.3.1. A model of linking theory and practice in the teaching of entrepreneurship in the traditional African schools**

Swann and Pratt (2003: 151) indicate that the concept of research means putting ourselves in practice rather than putting theory into practice. "Skills can be developed coherently throughout the curriculum, subject to teachers accepting the principle of shared responsibility" (S.A. the Good News (2008:16). The national curriculum requires that skills be systematically and consciously fostered across the whole curriculum (Herrington 2008:57)

##### **5.3.1.1. Involvement of all the stakeholders**

Many organizations are keen to become involved with schools at all levels and devote time and resources to ensure that entrepreneurship takes place. Schools are realizing the need to market their establishment positively to their local community so as to achieve the right relationships and the required degree of involvement. A number of initiatives have been started to introduce an entrepreneurial ethos. Zuma (2011:3) indicated that, on the international front, South Africa is greatly honoured to join the Brazil-Russia-India-China-South Africa forum. It is an important bloc of emerging economies. Many things that made these countries successful need to be copied from this bloc. The country should adopt market-economy principles into educational policies so

as to eliminate rigid bureaucracies. There is a vast need of business links. There is a need for commercial, industrial and professional organizations to become more closely involved with the educational system. The state owned enterprises are urged to play a key role in skills development and help to provide the technical skills needed by the economy. The focus of higher education will be to expand access, especially for children from poor backgrounds (Zuma 2011:6).

Pupils need to be invited to spend some time in the secondary school during June holidays, while they are still at primary school. Teachers should adapt and capitalize on the children's feelings of excitement, challenge and change. In this way learners will know that education is not only their right but an asset (Alam et al 2010: 12). There must be competitions sponsored by business and professional institutions. All ventures with valuable links in the continuity chain of entrepreneurship are to be promoted; this includes primary and secondary liaison, a cross-curricular approach and careers advice and guidance.

#### **5.3.1.1.1. Parental Involvement**

Parents are encouraged to take part in the education of their children, especially at an early age. Coetzee (2009:47) insists that working mothers need to take afternoons off to fetch their children from school. The major obstacle is when a parent, for a variety of reasons, finds it difficult to take part in a child's early years of educational experience. Pupils need to have an awareness of the wider world outside school and home, in which they live and their parents work. Their degree of understanding and involvement will vary according to their age and stage of development and the exposure they get to outside experiences. School governing bodies have some local representation from local businesses, particularly in the secondary and tertiary sectors. They have to set up steering committees to ensure that the subject content and methods taught relate to commercial needs.

### **5.3.1.1.2. Educators' development**

South Africa will invest in teacher training, especially in mathematics and science (Zuma 2011:4). Evidence from data confirms that educators have not received thorough entrepreneurship training. Staff development of skills and abilities must be promoted through activities, programmes and events. These will maximise their potential and increase productivity. Educators must work hand in hand with the curriculum planners in order to identify, implement and evaluate the available training and learning needs. Staff development can be done using the following programmes as suggested by Dore & Sako (1989:123):

- Employee Professional Development

This procedure will outline parameters for the professional development of departmental employees, including processes for planning, monitoring and reviewing educational professional development, guidelines for the school/work unit and individual professional development plans. This will help to prevent having educators teaching without being properly qualified.

- The teacher exchange programme

The teacher exchange programme will provide an opportunity for teachers to further develop their skills by participating in exchanges with different teaching systems and new environments. The exchange programme can be carried out between South Africa and countries such as China and India, because they have done well in entrepreneurship education. The exchange term will vary according to the institutions' needs. This will help in having educators who understand entrepreneurial skills, and not only in the classroom situation.

- Educator induction

Procedures to define and assign responsibilities for the educator induction/orientation process must be drawn up for every entrant. Teachers in all sectors and curriculum areas must be provided with the means to link student learning and teaching with the world of work.

## **5.4. CONCLUSION**

This chapter brings together, in the form of the synthesis, specific recommendations and sets out how the policies could be addressed system-wide, linked with the priorities and issues of access and equity, governance and the efficient use of resources. The literature survey of this thesis (towards a model for linking theory and practice in the teaching of entrepreneurship skills in traditional African schools) intended to demonstrate the researcher's conversation with the field of entrepreneurship by making use of evidence from the literature to focus enquiries. This was achieved by selections from a plethora of authors who are considered significant in the field. A critical review is offered of the work of the authors mentioned in the literature survey, especially in respect of the focus of, and relevance to, the current research. There was support or illustration of statements and contentions made by the researcher using quotations from the literature. It is concluded that there is a great need for a model that will link theory and practice in the teaching of entrepreneurship skills in schools. Such a model is therefore proposed to improve the teaching of entrepreneurship skills in traditional African schools.

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APPENDIX A1

P. O. Box 3028  
MTUBATUBA  
3935  
21 June 2010

The Chief SEM  
Lower Umfolozi Circuit

Dear Sir

Re: Letter requesting to conduct research in your circuit

I am Lindiwe Carol Buthelezi-Mthethwa, a Masters student from the University of Zululand. My course requires me to research about the application of theory and practical part of entrepreneurship in schools. This requires me to work with experienced educators – people with the necessary expertise in the subject. Although the topic has been researched in education, I would like to take the opportunity and explore it further.

I, therefore, hereby request to do a research in Richards Bay and Kwa-Mbonambi wards from your circuit in this regard. May I ask for your permission to work with your educators distributing questionnaires that will take about 20 minutes.

Anonymity and non-traceability will be assured. No real names of persons or institutions will be used in the write-up of the findings of this study. The participants are free to withdraw from the study any time they wish to do so. The findings from the study will only be used for the purpose of this study.

If you have any queries regarding this study please do not hesitate to contact my supervisor, Dr S. Vilakazi at 083 4595 839 / svilakazi @ pan.uzulu.ac.za or me at 083 4296 729 / lindiwe-buthelezi @ yahoo.com.

Yours Faithfully

L.C Buthelezi-Mthethwa (Mrs)

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Attachments: Copy of the research instrument that will be used.

APPENDIX A2

P. O. Box 3028  
MTUBATUBA  
3935  
18 March 2010

The Chief SEM  
Mtubatutuba Ward  
Hlabisa Circuit  
Mtubatuba  
3935

Dear Sir

Re: Letter requesting to conduct research in your ward

I am Lindiwe Carol Buthelezi-Mthethwa, a Masters student from the University of Zululand. My course requires me to research about the application of theory and practical part of entrepreneurship in schools. This requires me to work with experienced educators – people with the necessary expertise in the subject. Although the topic has been researched in education, I would like to take the opportunity and explore it further.

I, therefore, hereby request to do a research in few schools from your ward in this regard. May I ask for your permission to work with your educators and also engage learners in conducting interviews that will take about 30 minutes.

Anonymity and non-traceability will be assured. No real names of persons or institutions will be used in the write-up of the findings of this study. The participants are free to withdraw from the study any time they wish to do so. The findings from the study will only be used for the purpose of this study.

If you have any queries regarding this study please do not hesitate to contact my supervisor, Dr S. Vilakazi at 083 4595 839 / svilakazi @ pan.uzulu.ac.za or me at 083 4296 729 / lindiwe-buthelezi @ yahoo.com.

Yours Faithfully  
L.C Buthelezi-Mthethwa (Mrs)

APPENDIX A3

P. O. Box 3028  
MTUBATUBA  
3935  
21 June 2010

The Chief SEM  
Hlabisa Circuit  
Mtubatuba  
3935

Dear Sir

Re: Letter requesting to conduct research in your circuit

I am Lindiwe Carol Buthelezi-Mthethwa, a Masters student from the University of Zululand. My course requires me to research about the application of theory and practical part of entrepreneurship in schools. This requires me to work with experienced educators – people with the necessary expertise in the subject. Although the topic has been researched in education, I would like to take the opportunity and explore it further.

I, therefore, hereby request to do a research in Mtubatuba, Shikishela and KwaMsane wards from your circuit in this regard. May I ask for your permission to work with your educators distributing questionnaires that will take about 20 minutes.

Anonymity and non-traceability will be assured. No real names of persons or institutions will be used in the write-up of the findings of this study. The participants are free to withdraw from the study any time they wish to do so. The findings from the study will only be used for the purpose of this study.

If you have any queries regarding this study please do not hesitate to contact my supervisor, Dr S. Vilakazi at 083 4595 839 / svilakazi @ pan.uzulu.ac.za or me at 083 4296 729 / lindiwe-buthelezi @ yahoo.com.

Yours Faithfully  
L.C Buthelezi-Mthethwa (Mrs)

APPENDIX B

P.O Box 3028  
MTUBATUBA  
3935  
22 June 2010

The Principal

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir / Madam

Re: A request to conduct a research at your school

I am Lindiwe Carol Buthelezi, a Masters student from the University of Zululand. My course requires me to research in application of theory and practical part of entrepreneurship in schools. This requires me to work with experienced educators – people with the necessary expertise in the subject. Although the topic has been researched in education, I would like to take the opportunity and explore it further.

I, therefore, hereby request to do a research in your school in this regard. May I ask for your permission to work with your educators distributing questionnaires that will take about 20 minutes.

Anonymity and non-traceability will be assured. No real names of persons or institutions will be used in the write-up of the findings of this study. The participants are free to withdraw from the study any time they wish to do so. The findings from the study will only be used for the purpose of this study.

If you have any queries regarding this study please do not hesitate to contact my supervisor, Dr S. Vilakazi at 083 4595 839 / svilakazi @ pan.uzulu.ac.za or me at 083 4296 729 / lindiwe-buthelezi @ yahoo.com

Yours Faithfully  
L.C Buthelezi-Mthethwa (Mrs)

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.....  
Please read and sign

I.....principal of ..... fully understand the conditions of this project. I also understand that participation is voluntary and that confidentiality and anonymity in this study will be assured.

Signature

Date

.....

.....

Dear Educator

Re: Letter of consent

I am Lindiwe Carol Buthelezi, a Masters student from the University of Zululand. My course requires me to research in application of theory and practical part of entrepreneurship in schools. This requires me to work with experienced educators like you, people with the necessary expertise in the subject. Although the topic has been researched in education, I want to take the opportunity and explore it further.

I am asking you to take part in this project by answering the interview questions which will take about 30 minutes. Please be as truthful as possible in answering the questions.

Anonymity and non-traceability are assured. No real names of persons or institutions will be used in the write-up of the findings of this study. You are free to withdraw from the study any time you wish to do so. The findings from the study will only be used for the purpose of this study.

If you have any queries regarding this study please do not hesitate to contact my supervisor, Dr S. Vilakazi at 083 4595 839 / svilakazi @ pan.uzulu.ac.za or me at 083 4296 729 / lindiwe-buthelezi @ yahoo.com

Yours Faithfully  
L.C Buthelezi (Mrs)

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.....  
Please read and sign

I....., fully understand the conditions of my participation in this project. I also understand that this participation is voluntary; I can withdraw anytime I feel it is necessary to do so. I also understand that confidentiality and anonymity in this study will be assured.

Signature

Date

.....

.....

APPENDIX D

**QUESTIONNAIRE FOR EDUCATORS**

**Section1. Demographic information**

Please place a cross in a space next to the alphabet which represents your answer in this section.

1.

<b>Gender</b>		
Male	A	
Female	B	

2.

<b>Level at which you teach Entrepreneurship</b>		
In Grades 4 - 6	A	
In Grades 7 - 9	B	
In Grades 10 -12	C	

3.

<b>Age group</b>		
>21 -35	A	
36 -45	B	
46 – 59<	C	

4.

<b>Location of the school</b>		
Semi-urban	A	
Township	B	
Informal settlement	C	
Rural	D	

## Section 2.

Please indicate to what degree do the statements below correspond to you?

- KEYS: 1. Totally disagree  
 2. Somewhat disagree  
 3. Somewhat agree  
 4. Totally agree

	1	2	3	4
a) Representative from the companies, factories, industries and mining visit the school to explore learners knowledge in what is happening in the working place.				
b) I have introduced new learning projects based on entrepreneurship to widen learner's creativity which are assessed by external examiners.				
c) Communities around the schools benefit (financially or otherwise) from nearby companies, factories or mines.				
d) I have empowered learners with entrepreneurial skills to make them marketable in the world of work.				
e) There are handouts or newsletters which we receive from the industries, factories and mines that enable us to use them in the class as the relevant resource during teaching.				
f) I am satisfied with the contact time scheduled for entrepreneurship.				
g) Learners are given the opportunity to dramatize what they have learnt in entrepreneurship.				
h) There are learners who get orientation of the work place through piece jobs or holidays and part-time workers.				
i) The learning area where I teach entrepreneurship is given more priority than other learning areas.				
j) When I assess learners I know exactly how to assess, using which assessment standards?				
k) Work scheduled to my class for the whole year is completed on time.				
l) I am satisfied with the work schedule/program for entrepreneurship as the most relevant and suitable for our learners to become good entrepreneurs.				
m) There is mentoring of learners by those already in the world of work.				
n) The teaching methods that I use in teaching entrepreneurship are excellent.				
o) I have given learners the opportunity to explore the working place through some educational tours.				
p) I know exactly what to teach learners in entrepreneurship using the relevant content and context.				
q) I rely on text books only for information on what to teach.				
r) Industries give intervals to learners for observation purpose.				
s) In our school we have conducted market day/s.				
t) There are handouts or newsletters which we receive from the industries, factories and mines that enables our learners to use while researching or their references.				
u) There are learners that were awarded with prizes or scholarship after participating in the entrepreneurship program.				
v) There are enough activities done by learners to practice entrepreneurial skills.				
w) I am formally trained to teach entrepreneurship.				
x) It is easy to achieve learning outcomes which are set by the department of education in this learning area.				