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HIGH SCHOOL LEARNERS' PERCEPTION OF THE EFFICACY OF ENTREPRENEURSHIP EDUCATION: THE CASE OF SELECTED HIGH SCHOOLS IN THE WESTERN CAPE, SOUTH AFRICA

Percepcija učenika visokih škola o efikasnosti preduzetničkog obrazovanja: slučaj odabranih visokih škola u Južnom Kejpu, Južna Afrika[▽]

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Abstract

Proactive educational institutions have introduced entrepreneurship education in their curricula to improve the employability of their learners. Using learners as the lens, the aim of this paper was to assess the efficacy of such programmes in the context of South African high schools and taking into consideration the ethnic and income dynamics of such schools. We argue in this paper that entrepreneurial intention should be complemented with other measures such as frequent enterprise visits and school business projects especially in the context of junior learners. Purposive sampling was used to select the schools for the case study. Learners (N=403) were drawn from high, medium and low income schools for the study. Quantifying and non-quantifying data analysis methods were used to interpret the data. Descriptive and inferential statistical techniques were implored to analyse the survey data. The data set was subjected to chi square tests and

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multivariate analysis using the SPSS software. It was revealed that an overwhelming majority (62%) of the respondents indicated that they would like to start up a business after their studies. Of these numbers, the overwhelming majority (81%) were black learners. It is also worth noting that a significant proportion (73%) of those that want to become entrepreneurs actually came from the middle income schools.

Keywords: *Entrepreneurship education, School learners, South African High Schools, Entrepreneurial intention and activity theory*

1. Introduction

Notwithstanding the remarkable progress made on a number of fronts, unemployment is still one of the major challenges that South Africa faces post democracy. Hovering in double digits, unemployment has persisted between 27% - 40%, with youth unemployment at even higher levels (South Africa Social Investment Exchange (SASIX) 2012). Not so long ago, Statistics South Africa (2013) estimated the unemployment to be 25.2%. As usual, these statistics are expected to raise more concerns when it becomes evident that over 70% of the unemployed are youths (Maas & Herrington, 2008). Focusing on the youths alone, GEM (2013) puts the unemployment rate amongst the youths in South Africa to be around 40% (expanded definition). In reiteration, Horn (2006) notes that less than 8% of successful Grade 12 learners gain access to formal employment.

Regrettably, business start-ups that are depended upon to offer succour to the unemployment problem is not being established fast enough. Steenekamp, Van der Merwe & Athayde (2011) add that the possibility of long-term employment after school shows a really dismal picture for social development and the future for the South African youth. It is not surprising, therefore that entrepreneurship has come forth as the means through which employment and economic revitalisation can be achieved in South Africa (Co & Mitchell, 2006).

As Kuratko (2005) concurs, business start-ups let many people, including youngsters to achieve economic success. For this to happen, the youth will need the necessary skills; which can be acquired through education. Hence, many would agree that education plays a fundamental role in reducing unemployment. In the case of South Africa, the persisting unemployment has been partly attributed to a number of flaws in the education system (Orford, 2004). It has been noted that one of such weakness relates to the poor or non-integration of entrepreneurship into education curricula (Tengeh, Iwu & Nchu, 2015). In fact, Shay and Wood (2004) maintain that the education programme plays an important role in developing entrepreneurial skills and shaping entrepreneurship attitudes. Particularly for South Africa, the fore mentioned statistics tend to cast doubts as to the efficacy of the many entrepreneurship education initiatives embarked upon since democracy.

Whilst education cannot thoroughly prepare burgeoning entrepreneurs to become successful business owners, it improves the likelihood of success Nicolaides (2011). The promotion of entrepreneurial thinking and action at an early stage like to high school learners, will in essence create employment, which is much needed for the large number South Africans that are unemployed (Nicolaides, 2011). More so, the provision of entrepreneurial skills influences a learners' perception of entrepreneurship as a career. Nicolaides (2011) affirms that being in an educational setting where

entrepreneurial ideas are generated and tested enhances the learner's entrepreneurial experience. Given the enormous efforts and an initiatives made by the South African government in recent years to improve entrepreneurial education, through the lens of activity theory, this study investigates learners' perception of entrepreneurship education in transferring entrepreneurial knowledge and skills and the efficacy of this process.

2. Background to the research problem

In the past few years, the South African government has deplored systems that promote and nurture youth entrepreneurial activities. The main aim of the various formal and informal programmes in entrepreneurship education is to teach pupils to become creative and to develop their entrepreneurial skills (North, 2002). Underlying this initiative is the need create jobs for the economically active persons in South Africa, especially school leavers, who now face the growing challenge of economic survival.

Albeit the concession that education influences people's attitudes towards starting their own businesses, the impact of entrepreneurship education as distinct from general education, is not yet clear (Krueger &Brazeal, 1994; Peterman & Kennedy, 2003). This notwithstanding, research in entrepreneurship education in the universities has gained traction than it has for pre-university entrepreneurship education research (Gorman, Hanlon, & King, 1997). This has thus, given impetus to the renewed interest in research that focusses on the advancement entrepreneurship education in primary and secondary schools (Donckels, 1991; Krueger & Brazeal, 1994).

Cognisant of the positives mentioned earlier, many would acknowledge that, entrepreneurship presents opportunities to harness the energies of the South African youth, and to redress the past social and economic differences among her citizens. However, the lack of efficient educational and professional training in entrepreneurship is hampering the ability of South Africa to benefit from the opportunities associated with sustainable small business development.

Customarily, the effectiveness of entrepreneurship programmes have been gauged in terms of the outcomes. Focusing on the direct outcome of entrepreneurship education, this cohort of studies gauge the start-ups and/or intentions to start-up a business as the end result of entrepreneurship education. This angle of scholarship is mostly anchored on Ajzen's theory of planned behaviour. In South Africa, a number of studies have measured the impact of entrepreneurships programs (see Fatoki& Obi, 2014; Steenekamp et al, 2011; Mahadea, Ramroop & Zewotir, 2011). Heeding the call for complementary studies made by the just mentioned authors, the current study utilised a moderate sample size; was based in the Western Cape; included a diverse category of schools in terms of ubanisation, and racial background and was anchored on activity theory. The fore mentioned provided impetus for this study and mapped its uniqueness.

Current research highlights two issues with the assessment of entrepreneurship education programmes: the selection of evaluation criteria on the one hand and their effectiveness on the other (Fayolle et al. 2006). As with any educational program, evaluating entrepreneurship programmes provide a measure of how well learners have understood the techniques and concepts set forth in the programs. One way of evaluating the programme is by gauging students' interest, awareness, and intentions (Fayolle et al. 2006).

Drawing on activity theory, which places the learner at the center of the learning process, this study used the learner as the lens to gauge the effectiveness of the entrepreneurial courses taught to them. Thus, the problem that this study sought to address revolved around high school learners' perception of the impact of entrepreneurship programmes on their intentions and ability to start and/ or operate a business. Accordingly, the objectives of this paper were twofold:

- To assess the entrepreneurial intentions of learners studying business studies in selected high schools in the Cape Town.
- To assess learners perceptions on the effectiveness of entrepreneurship training in transferring entrepreneurial knowledge and skills.

3. Literature review

Entrepreneurship continues to play an important role in the South African economy, just like it does for many developing nations across the world (North, 2002). It is believed that entrepreneurship nurtures viable and sustainable businesses that promote economic growth, job creation and the general prosperity of nation (Nicolaides, 2011). To achieve the foregoing at a significant level, North (2002) posits that the entrepreneurial support of everyone (including the youth) be tamed to ensure that the country's full potential for economic growth is unleashed.

3.1. Entrepreneurial activity in South Africa

In an attempt to measure the prevalence of entrepreneurial activity, the Global Enterprise Monitor (GEM) conducts country-to-country assessments. The Early-stage Entrepreneurial Activity measures that percentage of the population that is willing and able to undertake entrepreneurial activities. Profiling South Africa's stock of entrepreneurs, the 2012 GEM report re-enforces the increasing need for new firm start-ups (Bosma & Harding, 2007; Turton & Herrington, 2012). The study revealed that the early-stage entrepreneurial activity for South Africa was only 7% compared to 35%, 28%, 20%, 15%, and 13%, for Nigeria, Bostwana, Peru, Brazil, China and USA, respectively (Turton & Herrington, 2012). The implication of this statistics is that South Africans are not creating enough businesses and this can be partly attributed to a lack of entrepreneurial skills which can be gained through entrepreneurship education.

3.2. Importance of entrepreneurship education

The economic development of a nation is partly dependent on the levels of education in the country provided that education creates the pool of skilled personnel necessary for production. In South Africa, there is an undeniable need for education institutions to play the lead role in addressing school leavers' employability challenges and the entrepreneurship education crisis. As Govender (2008) puts it, there is a need to promote entrepreneurship activity among students as this in turn creates skilled and opportunity driven entrepreneurs. Thus appropriate professional and academic training that provides entrepreneurial skills are essential.

It is believed that the primary goals of most entrepreneurship programmes are to; develop skills and proficiency in learners related to entrepreneurial activities; improve learners' belief in their capabilities and foster an enterprise culture on a broad scale.

However, Fayolle et al. (2006) cautions not everyone who undertakes entrepreneurial training aims to start up a business (at least not in the short run).

Drawing on the unemployment statistics seen earlier, one would expect that a significant proportion of young people would undergo training in entrepreneurship (Aarthi & Ramana (2011) since this may encourage them to become job-creators instead of job-seekers (Nieuwenhuizen & Groenewald, 2008). At the individual level, such training will equip learners with entrepreneurial skills and abilities to deal with current challenges and future uncertainty not limited to unemployment. At a broader level, their contribution to development through business sustainable startups will be enhanced. Nieuwenhuizen and Groenewald (2008) assert that individuals who have attended entrepreneurial courses are more likely to start up their own businesses as compared to those who do not. Further highlighting the relevance of entrepreneurship training, Ladzani and Van Vuuren (2002) concur that entrepreneurship education provide critical support to small businesses and recommend that entrepreneurship education be made a basic requirement for starting and managing a business.

Entrepreneurship education is essential to enterprise success. Ladzani and Van Vuuren (2002) concur that entrepreneurship training plays an important role in supporting small businesses and they advocate that entrepreneurship education be seen as a requisite for starting and managing a business. Entrepreneurship education enables entrepreneurs to develop innovative approaches to problem solving, and to be more flexible, self-reliant and creative (Henry, Hill & Leitch, 2005). Given that the just mentioned attributes provide a platform for economic development, there is a need for a focused approach to the development of entrepreneurial skills. Thus, theoretical knowledge gained in entrepreneurship courses enhance the ability to dissect, reflect, learn and act on critical incidents (Sullivan, 2000).

Elmuti et al. (2012) emphasises that the objective of entrepreneurial education should be to equip school leavers and prospective entrepreneurs with the necessary skills to face the challenges in designing and implementing a new business venture. Notwithstanding the importance of entrepreneurship education and the need to embed it into general curricula (Tengeh et al., 2015) it has been reported that there is no consensus with regards to what is taught under the banner of entrepreneurship (Solomon, 2008; Van der Kulip &Verheul, 2002). This thus questions the intentions and outcome of entrepreneurship programmes.

3.3. Entrepreneurship education in South Africa

The question of whether entrepreneurship can be taught has become obsolete according to Elmuti et al. (2012). A growing number of researchers concur that entrepreneurship can be taught effectively (Kapalan & Waren, 2010; Henry et al., 2005; Kuratko et al., 2004). What is not yet clear is how entrepreneurship education should be taught and the content of programmes education should be taught?

As a variant of entrepreneurship, Business Studies was introduced into the education curriculum of secondary schools in South African in the 2000s. Entrepreneurship forms part of a compulsory subject Economic Management Science (EMS) as proposed by the Department of Education (Horn, 2006). From 2005, entrepreneurship has also been introduced into the curriculum for Grades10, 11 and 12 as part of an optional subject, Business Study (Horn, 2006). 2008 saw the first Grade 12 learners matriculating with a formal entrepreneurship education qualification. According to Centre for Innovation and Entrepreneurship (CIE) at the University of

Cape Town only 35 percent of young South African men believe they have the right skills to start up a business as compared with 60 percent of young men in India and 70 percent in Brazil and Argentina. The CIE also maintain that South Africa's young school leavers simply do not have the skills they need to start a business.

The South African education curriculum at school level, as well as at Higher Education level, needs to be transformed so as to make entrepreneurship one of the most important subjects that should be taught (DoE, 2001).

3.4. Education and perceptions of Entrepreneurship

There is overwhelming evidence in support of the relationship between entrepreneurship training and the propensity of engaging as an entrepreneur (Noel, 2001). Knowing that entrepreneurship training programmes can change intentions is interesting considering the relevance of entrepreneurial activity in today's economies as noted by a growing number of authors (Volery & Mueller, 2006).

It is hoped that providing the relevant skills and motivating individuals to turn opportunities into successful ventures will go a long way to foster entrepreneurship. As such, educational institutions may play a mediating role in the effort to change the mindset, skills and ability of learners toward adopting entrepreneurship as a career (WU & Wu, 2008). It is in line with this that proactive institutions continue to initiate new courses and programmes that aim to address the growing need for entrepreneurial skills.

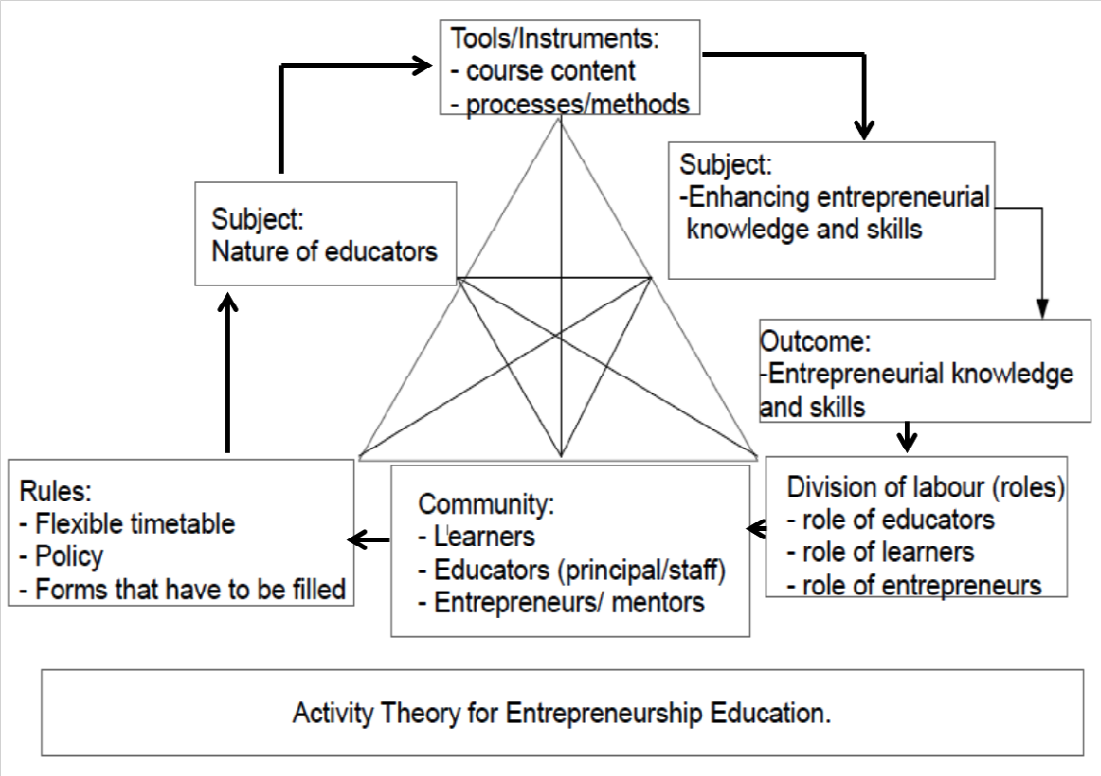
The evaluation of entrepreneurship education confronts economic and academic challenges. On the one hand the entrepreneurship education programme stakeholders need to validate and assess the nature and the socio-economic impact of these programmes (Hytti & Kuopusjarvi, 2004).

Current research highlights two issues with the assessment of entrepreneurship education programmes: the selection of evaluation criteria on the one hand and their effectiveness on the other (Fayolle et al. 2006). As with any educational program, evaluating entrepreneurship programmes provide a measure of how well learners have understood the techniques and concepts set forth in the programs. One way of evaluating the programme is by gauging students' interest, awareness, and intentions (Fayolle et al. 2006).

3.5. The theoretical anchor of the paper

Drawing from activity theory, the study sees the learner as an important participant in the process of acquiring knowledge with other participants being the teachers and the broader society. This study adopts second and third generation activity theory. Activity theory was applied in evaluating the entrepreneurship education programme. As noted in figure 1, the subject is the teacher, the object is enhancement of entrepreneurial knowledge and skills gained by the learners; and the tools refer to the course materials, teaching and learning methods. The community refers to the subgroups who share the same general object (Engeström, 2001) which in this case is to transfer entrepreneurial knowledge and skills to learners. The rules are school policies on teaching and conventions that constrain actions. The division of labour looks at the role of each member in the community of practice and refers to horizontal division of tasks between members and the vertical division of power and status (Engeström, 2001).

Figure – 1: Activity theory for entrepreneurship education



4. Methodology

This paper adopted an exploratory approach with the aim of applying a subjective approach to choosing a sample from the population. Collis and Hussey (2003) identify the quantitative and the qualitative paradigms as they two main research philosophies. The quantitative method was utilised in this study.

In essence, quantifying and non-quantifying data analysis methods were used to interpret the data. Descriptive and inferential statistical techniques were implored to analyse the survey data. Hence, the data set was subjected to chi square test and multivariate analysis using the SPSS software.

The locus of the study was the Cape Town Metropolitan area in the Western Cape Province of South Africa. A case study approach was used to evaluate students' perceptions of the current entrepreneurship education in order to better understand the effectiveness of such programmes (Leedy & Ormrod, 2005).

As a non-probability method, purposive sampling was preferred, given that it is valuable in a study where validated instruments are used on a specific target group. Thus, nine (9) high schools in the Cape Town Metropolitan area were selected for the study. Both Public schools and Private schools with an enrolment of more than 100 learners for Grade 10-12 were suitable for selection. Furthermore, a school had to offer Business Studies in its curriculum for Grade 10-12 to be selected. Concerted efforts were made to present the income dynamic that characterizes the South African schooling landscape. Using school fees as a measure of income, the schools were classified into high, middle and low income school. On these grounds, three low income (fees), three middle income and three high income schools were selected. This ensured

that schools from the predominantly black and coloured townships, the "Model C" schools and the upper class suburbs in Cape Town were selected.

Following the selection of the sample size, self-administrated questionnaires were administered to all the Grades 12 that did Business studies in the selected schools. The questionnaire was used to determine the effectiveness of the current entrepreneurship education in High Schools and learner's perception in developing entrepreneurial knowledge and skills.

4.1. Limitations of the study

This research study covered: 9 different High Schools in Cape Town Metro Central according to financial income status of the schools (school fees). Only Grade 10-12 learners as well as 9 Teachers of Grades 10 – 12 were considered. Business Studies was considered a proxy for entrepreneurship.

5. Results

5.1. Demographic profile of the learners

Capturing the dynamics of the schools, three categories of schools were noted (Table 1). The moderate income schools paid fees in the range R700-R1500 per month and made up the majority (65%) of the learners for this study. This cohort included public schools as well as semi-private schools. The high income school (where the school fees paid exceeded R1500 per month) made up 22% of the sample. This group of schools is mostly privately owned. The low income schools (fees paid is below R700 per month) made up 13% of learner sample and comprised of comprised of Government owned schools as well as semi-public schools.

In terms of the gender of the participants, the Table 1 also notes that 61% of the learners doing the subject business studies are female and 39% are male which reflects the population distribution in South Africa. This finding is also reflection of the significant strides made in the transformation and women empowerment processes in South Africa post democracy. In fact, Herrington and Maas (2007) affirm that an increasing number of female entrepreneurs have entered the South African Market between since 2005.

Relating the ages of the participants it was highlighted that the majority (36%) of the learners were 18 years old, whilst the representation from the 16, 17, 19 and 20 age groups were 20%, 24%, 13% and 4% respectively. Only 3% of the learners were above 20years of age. These figures clearly indicate that the average age at which school leavers enter the labour market is 18 years.

Highlighting the ethnic background of the learners, it was noted that 25% were whites, 36% were blacks, 35% were coloureds, 2% Indians and 2% for others such as Chinese. This is so because the majority of the black learners came from the moderate income schools.

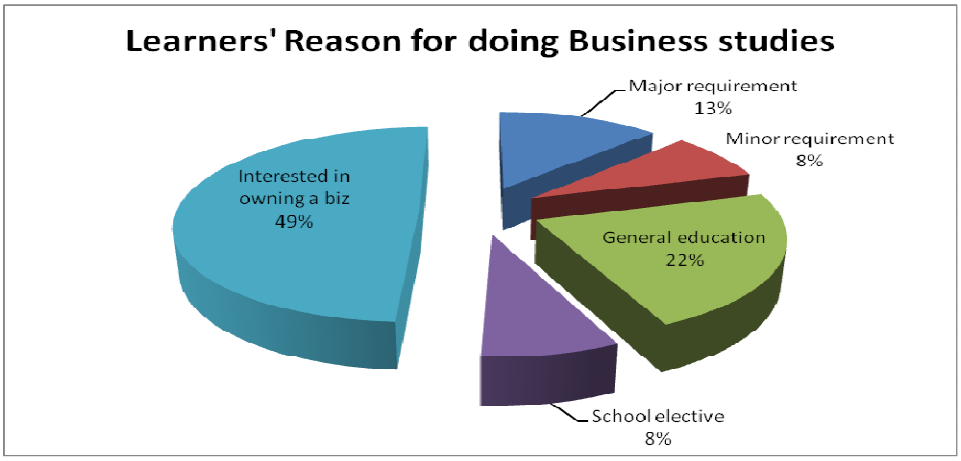
Table – 1: Demographic profile of the Learners

Characteristics	Category	Frequency	Percentage
Gender	Female	246	61
	Male	157	39
Total		**403**	**100**
Age	16	81	20
	17	97	24
	18	145	36
	19	52	13
	20	16	4
	Above 20	12	3
Total		**403**	**100**
Ethnic group	Asian	16	4
	Black	145	36
	Coloured	141	35
	White	101	25
Total		**403**	**100**
School Type	Lower Income	52	13
	Moderate Income	262	65
	High Income	89	22
Total		**403**	**100**

5.2. Learners' (Community members) reasons for doing the subjects

Learners engage in business studies for different reasons. The results as illustrated in **Figure – 2** below, indicate that a majority of the learners (49%) studied the subject because they are interested in starting a business. This is followed by 22% that took up the subject simply for the purpose of obtaining a general education.

Figure – 2: Learners reasons for choosing the subject Business studies



Turning to the ethnic composition of the learners who indicated an interest in business studies (49%), because of their intentions of owning a business in the future, it was noted that a significant proportion (63.1%) of the learners were blacks (**Table – 2**). This is followed by 20% Whites, 1.1% Indians and 14.1% coloureds. With respect to the total percentage of Indians who participated in the survey (2.2%), it was noted that almost half of them showed interest in running their businesses. This is in contrast to the coloured population that constituted 35% of the learners surveyed with only 14.1% indicating similar interest in running a business.

Table – 2: Ethnic distribution of learners who chose the subject because of their interest in Business

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

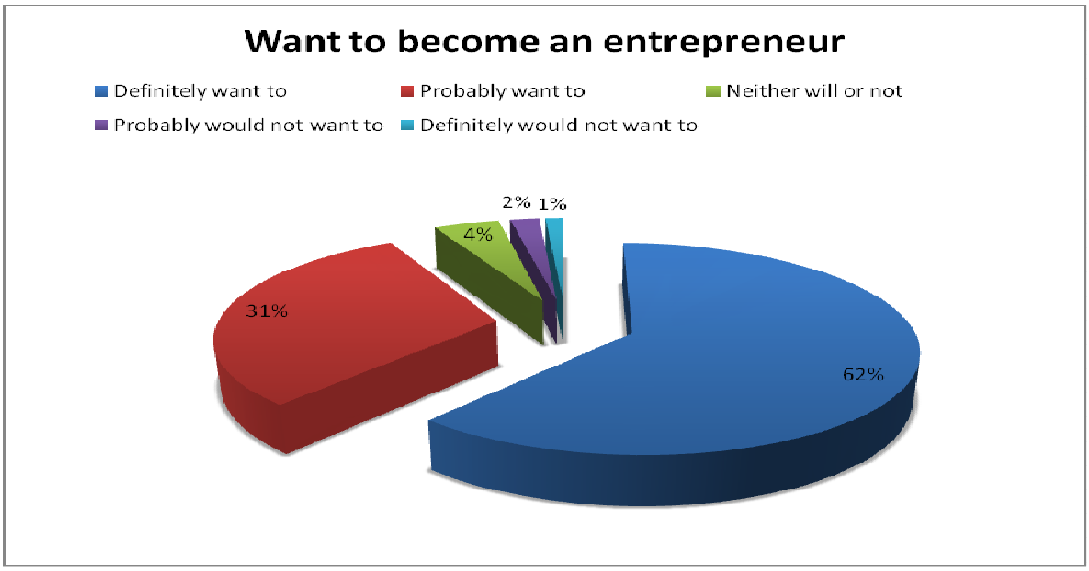
Number of learners interested in the subject because they want to become entrepreneurs (N=198).

5.3. Learners' entrepreneurship intention (as part of the community in the Activity theory)

In the learner's questionnaire, they were asked if they would want to become an entrepreneur. **Figure – 3**, illustrates their responses to this question. It was noted that

62% of the learners would definitely want to become an entrepreneur. This is followed by 31% who would probably want to become entrepreneurs in the near future as opposed to 3% of learners who would definitely not want to become entrepreneurs. Just 4% of the learners had mixed feelings of whether they would want to be an entrepreneur. These results may contradict famous reports such as the GEM 2004 report which notes that South Africans are less inclined to start their own business and are more focused on acquiring a job with a fixed salary (Shay & Wood, 2004). However the discrepancy was cleared by a follow up question to teachers. Teachers explained that recently published business study text books describe the characteristics of entrepreneurs by referring to well-known figures like Cyril Ramaphosa, Patrice Mosepe, Oprah Winfrey and Richard Branson and that the learners like to emulate these famous people as their role models.

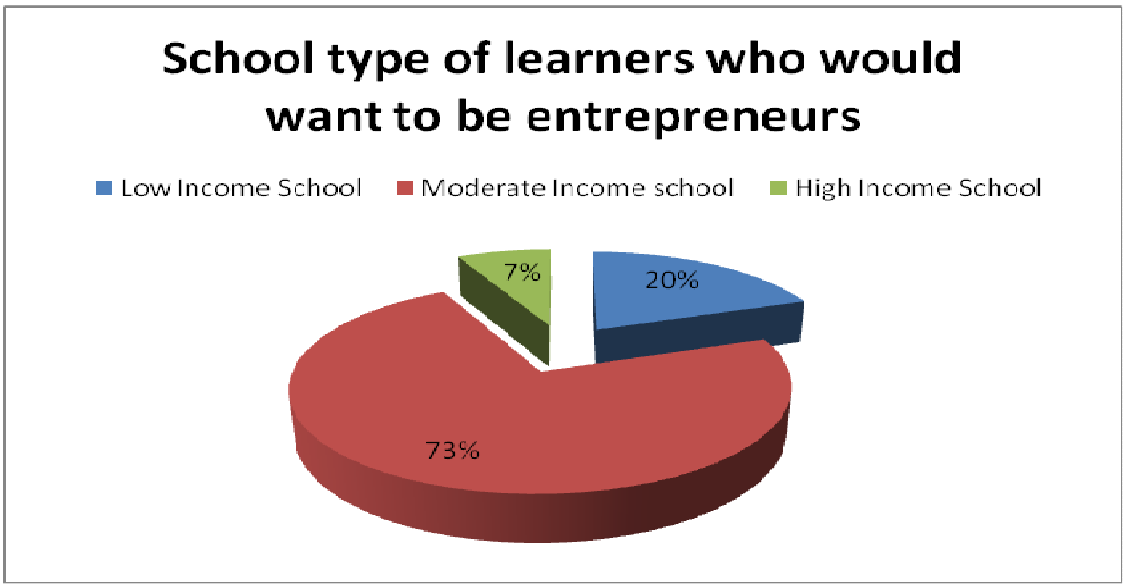
Figure – 3: Learners' entrepreneurship intention



From the 62% of learners who said they would definitely want to become an entrepreneur, 81% of those learners were from the black ethnic group. A chi test was performed to see if their responses were influenced by their race. It was revealed that the results was statistically significant (df = 5; X2 = 8.6; P <0.005) meaning the ethnic group of the learners did influence their response.

Furthermore, the results indicated that of 62% of learners who said they would definitely become entrepreneurs (see Figure 3), 73% of those learners were from moderate income schools including Model C schools and the least percentage 7% were from high income school (private, independent schools). These results are consistent with the literature that notes that diversity in educational background influences entrepreneurial intentions (Wu & Wu, 2008).

Figure – 4: School type of learners who would definitely want to become entrepreneurs



The data was also subjected to statistical testing (**Table – 3**) to determine whether the school type highly influenced the response of those learners who said they would definitely want to become entrepreneurs. And the results showed that there was no statistical significance (P> 0.01) when a Kruskal-Wallis test of Mann-Whitney pairwise comparisons was performed, in their responses with regards to the type of schools of the learners. It was noted that the level of income of the school did not influence their choice of definitely wanting to become entrepreneurs.

Table – 3: Kruskal-Wallis Test: School type and who would definitely become an entrepreneur

Statement	**Category (school Income level)** **Scale (Mean ± SE)**			**Kruskal-Wallis**
	Low	Moderate	High	P-Value
Definitely want to be entrepreneurs	6.0±0.4	6.6±1.1	6.5±0.7	0.15

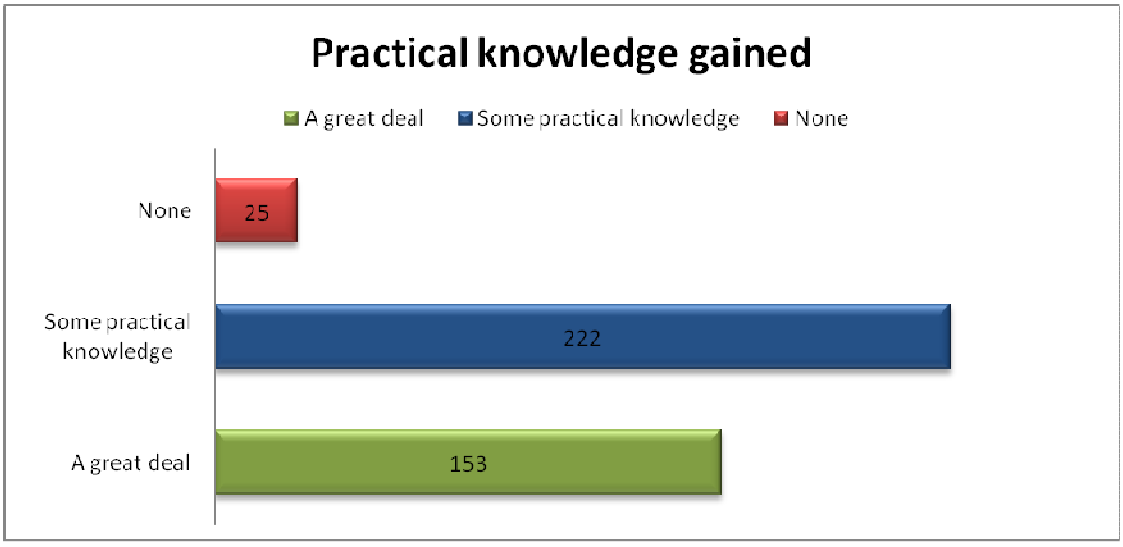
There was no statistical significance (P > 0.01) in the response of learners who would definitely become entrepreneurs with regards to the school types

5.4. Learner's perceptions of the knowledge and skills gained from Entrepreneurship education (form Tool/outcome in the activity theory).

In order to understand how much entrepreneurial knowledge and skills are transferred to the learners. They were asked how much practical knowledge gained from this subject. In **Figure – 5**, thirty-eight percent (38%) of the learners acknowledged that they received a great deal of practical knowledge while 55% (222) of the learners

confirmed that they gained some practical knowledge from the subject. Six percent (6%) of the learners noted that they did not gain any practical knowledge from the subject.

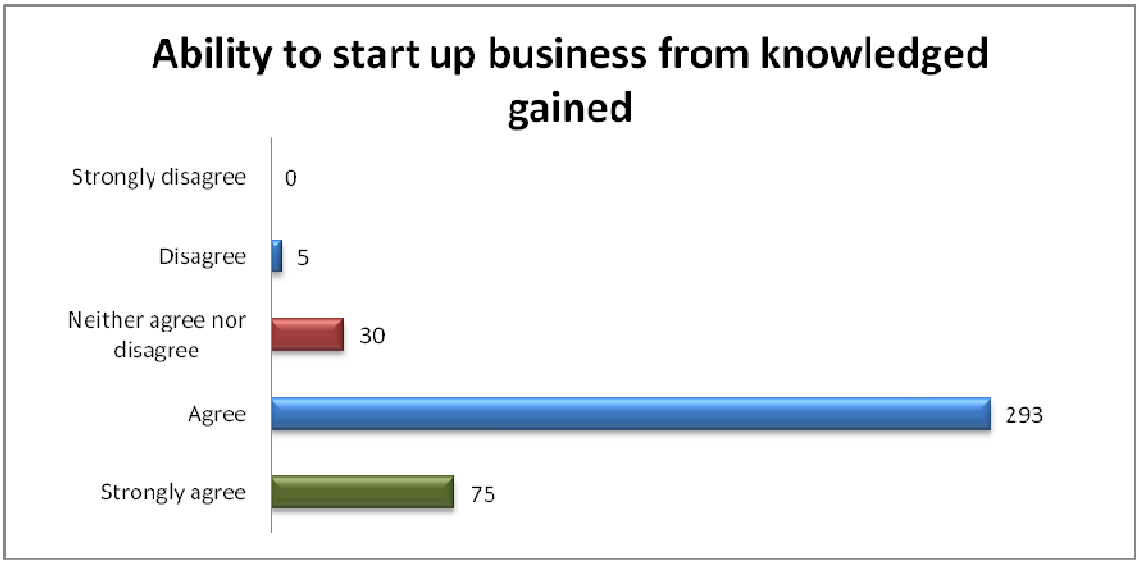
Figure – 5: Practical knowledge gained in Business studies



5.5. Learner's ability to start up a business from the knowledge and skills gained (Tool/outcome link).

As a tool and outcome in activity theory, the transfer of entrepreneurial knowledge and skills has been achieved. An overwhelming majority (73%) of the learners concurred that the knowledge and skills gained from the entrepreneurship classes is sufficient to motivate them to start-up a business. And 19% of the learners strongly agreed that they would be able to start a business with the knowledge gained.

Figure – 6: Ability to start-up business



Only seven percent (7%) of the learners were uncertain whether they would be able to start up a business with the knowledge gained. Another one percent (1%) of the learners disagreed that they would be able to start up a business with the knowledge gained (See **Figure – 6**). Hoping that the learners were not over optimistic, a follow-up question was directed at the teachers and they explained that although entrepreneurship education provides the necessary knowledge and skills, learners nonetheless require more time to practice these skills and to refine their knowledge before being able to start their own business.

There was a statistical significance (df = 2; X^2 = 15.0; P <0.001) following the Chi Square(X^2) performed on the responses of the learners who strongly agreed that they would be able to start-up businesses with the knowledge and skills acquired from entrepreneurship education as opposed to those learners who did not strongly agree. A majority (89.7%) of the learners who strongly agreed to be able to start up a business was from the low income schools and this was significantly different or higher than those from other school income type (**Table – 4**).

Table – 4: School type of learners who strongly agreed that knowledge gain can enable them start up a business

School type	Total Number of learners	Total number of learners who strongly agreed	Percentage of learners who strongly agreed
Low income school	88	79	89.7
Moderate income school	249	172	69.0
High income school	58	45	77.5

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

5.6. Learners' general evaluation of the course (Tools)

Entrepreneurship education as a course is seen as a tool within activity theory used to attain a certain goal or purpose. From the results presented in **Table – 5**, the general evaluation of the course, 76% of the learners agreed that the course objects were clear and 71% of the learners indicated that the amount of home work was useful.

Table – 5: General evaluation of the course

Statement	Agreement to the statement		
	Negative	Neutral	Positive
The course objectives were clear	3%	21%	76%
The course procedures supportcourse objectives	8%	25%	67%

The amount of reading I was asked to do was appropriate	14%	21%	65%
The amount of homework I was asked to do was useful	9%	20%	71%

Note: N=403. Data were originally coded on a 1-5 rating scale and have been recoded to1-2 = positive, 3=Neutral, 4-5=negative.

5.7. Learner's expectation from the course

Learners were asked if studying the course Business studies met thier expectations. The results as illustrated in **Table – 6**, show that 80% of the learners said that all their expectations were met when studying the subject and 67% of the learners said that the difficulty of the subject was in line with their expectations.

Table – 6: Learners' expectations from the course (Tool/object link)

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

Note: N=403. Data were originally coded on a 1-10 rating scale and have been recoded to1-4 = negative, 5-6=Neutral, 7-10=positive.

6. Discussions

6.1. Learners desire to start business

Current research acknowledges the impact that entrepreneurship education has on a learner's attitude and entrepreneurial intentions (Do Paco, Ferreira, Raposo, Rodrigues &Dinis 2008). Learners were asked what they would like to become after the leave high school. A significant proportion (62%) of learners indicated that they would like to start their own business (see **Figure – 3**). The vast majority (73%) of the learners that showed interest in becoming entrepreneurs were from middle income schools as illustrated (**Figure – 4**). In terms of ethnic representation, there was a sizable representation of the various groups with Indians and Chinese visible. This result concurs with the literature that notes that diversity in educational background influences entrepreneurial intentions (Wu & Wu, 2008).

It isinteresting to note that, eighty-one (81%) of the learners interested in starting up businesses were from the black ethnic group. This illustrates the fact that the black ethnic group learners from middle income schools are pushed towards entrepreneurship as a result of their historical background and family circumstances which do not allow them to get paid employment.

The fore going results are contrary to other studies, especially the 2004 GEM Report which noted that South Africans are less likely to start a business than their counterparts in other developing countries due to a number of reasons (Shay & Wood, 2004). Furthermore it has been noted that South Africans tend to aviod risks and prefer paid jobs over self-employment Kroon and Meyer (2001).

6.2. Develop entrepreneurial skills and practical experience

In an attempt to gauge the degree of practical knowledge gained in entrepreneurship courses, a question was posed accordingly. It was observed that 38% of the learners concured that they gained a great deal of practical knowledge, while a majority of the learners said they gained some practical knowledge (**Figure – 5**). This indicates that more practically oriented activities such as business creations, enterprise visits, and on the job training during schools holidays should be included in the curriculum.The current study also found that the entrepreneurship education programmes offered in the FET phase of high schools made no mention of an entrepreneurship model. This explains the incorrect emphasis on capital, business plans and ideas as the most important requirements to start a business.

Interestingly, it was also found that the syllabus does not distinguish between an idea and an opportunity. Timmons and Spinelli (2007) maintain that it is important for an entrepreneur to distinguish between an idea and an opportunity as a good idea is not necessarily a good opportunity.

6.4. Start your own business from knowledge and skills gained

The result of this study as portrayed in Figure 6 illustrates learner's ability to start-up a business from the knowledge and skills gained in school. A total of 293 learners (73%) agreed that, they would be able to start up a business with the knowledge and skills gained from the subject. This result was found to be over optimistic and contradictory given a slight majority of learners 55% (**Figure – 6**) expressed their concern at the lack of practical activities that provided practical experience in a follow up question.

That notwithstanding, the results in Figure 6 indicates that 19% of the learners strongly agreed that the knowledge and skills gained would enable them to become entrepreneurs. From this 19%, 89 % (**Table – 4**) of the learners were from low income schools and from the chi test, there was a statistical significance ($P < 0.001$) in terms of the school type of the learners. This means that the school type (low income school) contributed to the high response noted by the learners who strongly agreed that the knowledge and skills gained could enable them to become entrepreneurs. These findings may help us to understand the notion that the introduction of entrepreneurship education into schools positively impacted on entrepreneurial activity in most countries such as the USA and China. Kuratko (2005) maintains that despite the expansion of entrepreneurship and remarkable developments in the field of entrepreneurship education it remains a challenged discipline. However, it depends on how countries deal with the challenges of entrepreneurship and entrepreneurship education that could determine future economic success.

Learners responded positively to the general evaluation of the course (80%) in **Table – 6.** with accordance to their expectations which is the outcome of the activity to acquire entrepreneurial knowledge and skills. In **Table – 5** the results indicated that the learners were satisfied with the course outcomes, 76% of the learners said the course objects were clear while 67% said the course procedures met with the course objectives. This indicates that there is a mis-alignment in the course procedures to meet the course

objectives. Some suggestions include the introduction entrepreneur's day at schools where learner show case their business ventures and be rewarded. Such activities are in line with experiential learning, as proposed by Gibb (2002).

7. Conclusion

The current study focused on the efficacy of entrepreneurship education in transferring entrepreneurial knowledge and skills and in the long run addressing unemployment among the youth of the Cape Town and South Africa as a whole. The entrepreneurial intent of school leavers predominantly from low and middle income schools and from black ethnic group is very high. More school leavers are prepared to take calculated risks and are ready to venture into business on leaving school or in the near future. This is contrary to their teachers who are not risk takers. Furthermore, the school leavers have a high achievement orientation as the majority aspire to further their studies at a tertiary institution.

On the positive side, the study found that entrepreneurship education is offered at high schools and that entrepreneurial knowledge is being developed. An overwhelming majority (62%) of the respondents noted their inclination to start a business soon. From an ethnic perspective, an overwhelming majority (81%) were black learners. It is also worth noting that a considerable proportion (73%) of those that want to become entrepreneurs actually came from the moderate schools.

However, the study also found that entrepreneurship education at school level does not receive the high priority that the South African context requires. Entrepreneurship is still not a subject on its own in high school; it is still as a topic under Business studies. Thus, the study concluded that various policy changes and changes to the entrepreneurship education curriculum are required to achieve the goal of entrepreneurship education.

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

The manner in which entrepreneurship education is offered does not create a desire among school leavers to start their own business after school. Rather, it prepares them for the world of work and encourages them to seek employment with a fixed salary. Interestingly though a vast majority of the learners are enthusiastic about becoming entrepreneurs.

8. Recommendations

Besides tests and exams, learners should also be assessed on practical activities that are not limited to launching their own business at school. Owners of successful businesses within the local communities can be engaged in the assessment process. It is worth mentioning that the aforementioned initiatives will be meaningless if schools fail to acknowledge and promote the entrepreneurial achievement of learners.

Entrepreneurs within the local community who can relate to the learners can be utilized as role models. The role models could be invited to talk to and mentor learners. Such entrepreneurs could be asked relate to their success stories as well as the challenges encountered in the process. In a similar context, past leaners who have accomplished entrepreneurial success may be requested to share their success story with the learners. If properly done, this will enhance the transfer of entrepreneurial knowledge to learners given that they would be able to relate the theory to practice.

Furthermore, entrepreneurship programmes should have a component of community embedded into them, given that this will present the opportunity for learners to gain firsthand experience on how to run a business. In line activity theory, networking between all the relevant stakeholders and participants becomes a requisite if improvement in the educational system is to be achieved.

To encourage entrepreneurial activities among learners at a broader scale, the Department of Education in South Africa could initiate a competition that will award prizes to learners who develop the best business plan or who has launched the best in-school business. Local businesses can assist in judging the competitionactivities.

9. Scope for future research

This paper suggests that future research should look at the design, development and implementation of entrepreneurship curriculum and course content as a stand alone subject in high schools.

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Apstrakt

Proaktivne obrazovne institucije uvele su preduzetničko obrazovanje u nastavne planove i programe za unapređenje zapošljavanja svojih učenika. Koristeći učenike kao objektiv cilj ovog rada je bio da proceni efikasnost takvih programa u kontekstu srednjih škola Južne Afrike uzimajući u obzir etničku pripadnost i dinamiku prihoda. Ističemo u ovom radu da namera preduzetničkog obrazovanja mora da ide zajedno sa drugim merama, kao što su česte poste preduzećima i školama za poslovne projekte, posebno u kontekstu mlađih učenika. Korišćena je metoda ciljanog uzorkovanja za odabir škola za studije slučaja. Odabrani su učenici (H=403) u školama sa visokim, srednjim i niskim prihodima. Kvantifikacija i metode analize nekvantifikovanih podataka korišćeni su za interpretaciju podataka. Opisne i statističke tehnike korišćene su u analizi podataka. Dakle, skup podataka je podvrgnut hi-kvadrat testu i multivarijacionoj analizi korišćenjem SPSS softvera. Rezultati su pokazali da velika većina ispitanika (62%)želi da započne neki posao nakon studija. Od ovog broja, ogromna većina (81%) su crni učenici. Takođe, značajno je napomenuti da veliki deo (73%) onih koji žele da postanu preduzetnici su zapravo iz škola sa srednjim prihodima.

Ključne reči: *preduzetničko obrazovanje, učenici, južnoafričke visoke škole, preduzetnika namera i teorija aktivnosti*