Gordon Institute of Business Science
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Entrepreneurship education at foundational level: a critical curriculum consideration

Dimakatso Masedi
Student number: 17394105

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ABSTRACT

Entrepreneurship education at higher levels of education from secondary school education though business courses such as Economic and Management Sciences (EMS) within the South African context, is evident across the globe. A literature review was done to make sense of the studies performed related to this study to obtain a thorough knowledge of the concepts and empirical evidence. However, the foundational level entrepreneurship education is limited, if at all present for many countries. This study **aimed to explore the opportunities of implementing entrepreneurship education at the foundation level, that is pre-primary and primary school level and how this could be achieved.**

The study employed a qualitative research design, whereby 15 semi-structured interviews were conducted to explore the critical curriculum consideration for entrepreneurship education at the foundational level. The results showed possible opportunities, entrepreneurial skills, how and why entrepreneurship education at the foundational level is necessary. This study is limited to the South African context.

This study has added value to the literature on entrepreneurship education at the foundation level and methodological contribution. It has also proposed a simple model of implementing entrepreneurship education at the foundation level.

KEYWORDS

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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Dimakatso Masedi

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CHAPTER 1

INTRODUCTION TO RESEARCH PROBLEM AND PURPOSE

1.1   Introduction

Laying a solid foundation is a critical component in building any structure. Likewise, this applies to develop children from an early age, especially regarding their education. Entrepreneurship entails creativity, innovation and growth among many other factors. Again, in laying a solid foundation for these aspects, it is critical to start from an early age. Education of entrepreneurship ordinarily begins somewhat at the top, being at higher education level, contrary to the belief and practice of building solid foundations early on. Yet, people wonder why it is difficult to achieve economic growth. Economic issues such as unemployment in a country such as South Africa keep rising, and scorching poverty and inequality remain deepening. Linking entrepreneurship with economic growth is apt (Amorós, Bosma & Levie, 2013). An exploration of entrepreneurship education at the foundational level is therefore of utmost importance for theoretical learning and practical application to solve socio-economic issues and solidify the foundation.

This research aims to explore the opportunities of implementing entrepreneurship education at a foundation level, that is pre-primary and primary school level, and how this could be achieved in the South African context. Foremost is the aim to answer why entrepreneurship education is relevant to the society for this to be applied.

Education and entrepreneurship were classified as two of the seven pillars of inclusive growth and development framework by the Global Competitiveness Report (Schwab, 2015). This emphasised the critical consideration of education and entrepreneurship for the globe, countries and various institutions. Having taken that report into account, this study of entrepreneurship education was founded on these two factors of growth combined. The basis of the study was first to understand what entrepreneurship education is, while noting that it has been growing at higher levels globally (Martin, McNally & Kay, 2013).

The researcher aimed to obtain an understanding of implementing entrepreneurship education within the curriculum from the foundational level, that is pre-primary and primary school level, and the opportunities it has. Understanding of implementation of entrepreneurship education was done by intensely understanding literature, formulating

research questions from the literature and interviewing different expert quotas to get rich data from entrepreneurs, pre-primary school principals, primary school principals and entrepreneurship field experts. Through the understanding, the researcher found rich opportunities of foundational level implementation of entrepreneurship education, and this research contributes to the somewhat limited study of entrepreneurship education at this very niche, yet critical focus – foundational level.

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1.2 Research Problem Background

The issue of what is meant by entrepreneurship education has been under review and remained complex due to lack of understanding of entrepreneurship itself (Berglund & Holmgren, 2013; Kuratko, Morris & Schindehutte, 2015; Shane & Venkataraman, 2000). Carlsson, Braunerhjelm, McKelvey, Olofsson, Persson and Ylinenpää (2013, p. 916) referred to entrepreneurship as an economic activity of creating new opportunities within a socio-economic environment, while taking decisions related to that economic activity, resulting in "economic growth and human welfare". This definition is, therefore, encompassing various institutions involved in a socio-economic environment such as suppliers, customers, government institutions and other stakeholders involved in the creation of new opportunities. Environmental conditions (Walter & Block, 2016, p. 217), people and other resources that result from the decisions that are taken also need consideration, such as; "country's institutional environment", what economic activity to take part in, where to locate the activities, how processes flow and much more. From the definition of entrepreneurship, the education of entrepreneurship can be regarded as entrepreneurship education (Carlsson et al., 2013).

Bae, Qian, Miao and Fiet (2014, p. 218) referred to this concept of entrepreneurship education as "education for entrepreneurial attitudes and skills". These views recognised that it is not all about starting a business, while others viewed it as starting a business. The definition adopted for this research is the process of "making students more creative, opportunity oriented, proactive and innovative" (Lackeus, 2015, p. 6). This definition has a broad meaning, which applies to any individual at any stage of their life learning entrepreneurship. The adopted definition had more relevance for the objective of the study.

1.3 The Research Problem

The problem identified is that although entrepreneurship education exists, it is started at a later stage of learning and predominantly at an optional level such as higher education – business schools, colleges, universities, and alike. Thus, consideration from a curriculum's perspective is needed.

Literature has shown the need for a robust intellectual foundation for entrepreneurship education, theoretically and methodologically (Hornsby, Messersmith, Rutherford & Simmons, 2018; Lackeus, 2015). Also, the fact that entrepreneurship education was regarded as a powerful engine of social and economic transformation from decades back (Jones & Iredale, 2010; Lackeus, 2015) evidenced more work required in this field. Berglund and Holmgren (2013, p. 17) stated that "It is by entrepreneurship that the researcher can provide for growth and new jobs so that the researcher can keep our welfare society", emphasising the opportunities this concept provides. Therefore, entrepreneurship education is very crucial to society economically. For decades, various countries have shown interest in the introduction of entrepreneurship education, given the potential opportunities it provides. These recent developments probed for the introduction of entrepreneurship education to be at a foundation level to progress it in the education system from an early stage (Lackeus, 2015).

Interestingly, a study for the early introduction of entrepreneurship education was done in the Netherlands; this was explicitly for children aged 11 and 12 through an experiment of five days, the outcomes were positive in that development at an early age of non-cognitive entrepreneurial skills is essential (Rosendahl, Sloof & Praag, 2014). What was different with that study was that the early age referred to age 11 and 12, which further ascertained a need for this study to explore this development or introduction from pre-primary school level, children at that level are far younger.

Also, Kolstad and Wiig (2014) found that additional education for primary schools with limited access to education increased profits by more than 20% for entrepreneurs, their study was for Malawi. Thus, providing additional education at foundational level increased profits for entrepreneurs and therefore it is vital. The argument of this study is that implementation of entrepreneurship education at foundational level could be an addition to the curriculum through curriculum consideration, specifically for; the curriculum, skills to be attained, level of introduction thereof and perceived opportunities.

According to the South African National Development Plan (NDP) 2030, education and innovation have crucial roles in solving socio-economic issues goals such as "eradicating poverty, reducing inequality, growing the economy by an average" of five percent, and "cutting the unemployment rate to 6 percent by 2030" (National Planning Commission, 2011, p. 296-297). The rules of the game set by institutions encourage or discourage entrepreneurship (Walter & Block, 2016). Given this, relevant institutions need to be considered as to whether or not they encourage entrepreneurship and if so, to what degree.

The kind of studies that have been carried out in this field have predominantly been quantitative (Bae et al., 2014; Hoppe, 2016; Lima, Lopes, Nassif & da Silva, 2015; Ruskovaara & Pihkala, 2015; Vanevenhoven & Liguori, 2013) and thus qualitative studies are necessary to add to the body of knowledge in this field.

Therefore, the purpose of this research is to analyse the opportunities of implementing entrepreneurship education at a foundation level, referring to pre-primary and primary school level and to assess the potential opportunities of implementation thereof at that level.

1.4   Research Questions

Research questions that aim to explore critical curriculum consideration for entrepreneurship education at the foundational level are as follows:

1. **Research question 1:** What possible effect does entrepreneurship education at the foundational level have in the economy and society?
2. **Research question 2:** What are the necessary skills learners could develop to be entrepreneurial?
3. **Research question 3:** How could entrepreneurship education at school level possibly provide opportunities for solving socio-economic issues?

1.5   Purpose of research

The purpose of this research is to understand how the implementation of entrepreneurship education at the foundation level can be achieved, that is pre-primary and primary school level, and understand the opportunities of thereof. In examining the

purpose of the study, an understanding of entrepreneurship education, entrepreneurial intent and skills and primary school curriculum was obtained from the literature. Research questions were then developed from the relevant literature to answer the critical questions that aim to understand how entrepreneurship education can be implemented at the foundation level and what opportunities could arise from implementation at this level.

The study contributes to the academic work of when entrepreneurship education is implemented and how it can be done. Vanevenhoven and Liguori (2013, p. 324) probed for future studies to work on the design of entrepreneurship education by stating "one can better design curriculums to meet their ever-changing needs"; this validates the question of how entrepreneurship education can be implemented. A recent study was done (Moodley, 2016) on whether education creates entrepreneurs or enables entrepreneurship in South Africa; it recommended to policymakers that entrepreneurship exposure should be initiated from primary schooling and mentioned that experiential learning is a critical component to facilitate this. Thus, the relevance of this study was also driven by recommendations of prior studies suggesting for future studies in this field. Furthermore, Lackeus (2015, p. 35) probed on when entrepreneurship education needs to be implemented by stating "a need to increase awareness of entrepreneurial education as a pedagogical approach relevant to all students and on all levels of education", validating the stage of implementation.

This study aims to address the purpose of obtaining the perceptions of key experts in the field of education and entrepreneurship, young entrepreneurs, and principals of pre- and primary schools. The business phenomena of this research are inherent in the creation of an entrepreneurial society, which in turn results in more entrepreneurs created in the future. The more entrepreneurs there are, the more the economy collectively sees opportunities from job creation, economic success, globalisation, innovative abilities and solving societal issues such as poverty, unemployment and inequality (Carlsson et al., 2013; Isaacson, 2011; Lackeus, 2015). This does not only address the technical competencies, but the nontechnical competencies such as confidence, motivation, identity, attitudes and behaviours (Carlsson et al., 2013; Hoppe, 2016; Lackeus, 2015; Vanevenhoven & Liguori, 2013). This need for the early stage introduction of entrepreneurship brings with it opportunities for other institutions; corporate and government institutions will also have entrepreneurial-minded individuals who join them in future from schools that teach entrepreneurship, and with innovation being at the forefront of entrepreneurial thinking, there is a need for an innovatively-minded workforce.

Individuals who do not access higher education and are in the market for employment after secondary school level will also be entrepreneurial as opposed to the norm currently of learning to be entrepreneurial only from the higher education level onward. Those who drop out of the system before completion of their studies, some for reasons as complex as parenting siblings, having learnt to be entrepreneurial has high possibilities to change their lives because they can open businesses to feed themselves and other dependents. The development of the study was logical and addressed a business need (Creswell & Creswell, 2018). Thus, the purpose covers the universal business need and addresses the theoretical problem of the need for entrepreneurship education.

1.6   Research Scope

The scope of this study was for the South African context, exploring four expert groups that are knowledgeable of the subject fields. These were identified as young entrepreneurs, experts in the entrepreneurship field, and pre-primary and primary school principals. Rich insights can be drawn from the diverse views from these sub-groups. A clear scope of the study was set as foundational level, which is a pre-primary and primary school level critical curriculum consideration, specifically for entrepreneurship education. This was cognisant of the fact that the curriculum has multiple subjects, which were not critically considered for the scope of this research. This study contributes to the research field of study.

1.7   Conclusion

This chapter introduced the research background and problem, from thereon outlined the purpose and substantiation of why the research is essential. Literature in Chapter 2 provides arguments on a detailed understanding of theories and existing insights, which formulated research questions outlined in Chapter 3 addressing the purpose of the study, which is to explore the opportunities of implementing entrepreneurship education at a foundation level, being pre-primary and primary school level and how this can be achieved. Chapter 4 relates to the methodology of the study for gathering data with appropriate defended choices. Chapter 5 presents the results from the gathered data, followed by Chapter 6 with discussion and analysis thereof. In conclusion, Chapter 7 highlights the main findings of the study and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review that follows herein provides an understanding of theories, existing insights, current debates and formulation of the research questions in Chapter 3 relevant for this research on a critical curriculum consideration for entrepreneurship education (Hoppe, 2016; Lackeus, 2015) at the foundation level, that is pre-primary and primary school level and the opportunities thereof. The field of study is entrepreneurship.

A literature review is a search of books, publications from journals (Zikmund, Babin, Carr, & Griffin, 2012), especially peer-reviewed journals as these are a body of built knowledge. This helps in focusing the study and remaining grounded to the topic without ignoring debates and significant authors.

The purpose of an in-depth literature review is to demonstrate a solid knowledge for the chosen field of study; this is through acknowledging the history of a field and other related fields, if necessary (Randolph, 2009). This solid knowledge is for a topic chosen and recent debates of the problem identified for the study (Randolph, 2009). This process also informs a researcher about the theory of constructs and grounds these constructs, methodologies followed in the studies previously done (Randolph, 2009), and relevant empirical results (Zikmund et al., 2012).

The importance of the literature review is to determine the need for a study of a chosen topic, which is the basis of the study (Creswell & Creswell, 2018). Without this need being identified with literature, there would be no need for the study to be done because the research problem may already have been addressed (Zikmund et al., 2012), hence this is very critical. The literature review also provides insight and relevance about what has been studied before within the field of study (Creswell & Creswell, 2018). With that knowledge, the strengths and limitations of previous studies (Creswell & Creswell, 2018) are identified to build on the literature and to have focused research.

The constructs identified from the literature review are entrepreneurship education (Lackeus, 2015) and entrepreneurial intent and skills (Bae et al., 2014), primary school curriculum, opportunities for entrepreneurship and entrepreneurship education on socio-economic issues. These constructs were defined and discussed with the theory and

methodologies adhered to, then argued within the sections that follow. The arguments addressed the purpose of the study, given the differing views of how entrepreneurship education is taught and learnt as per the following literature. This study was relevant to explore perceptions of how the possible implementation of entrepreneurship education can be achieved at the foundational level and the perceived opportunities of the introduction of entrepreneurship education at that level. Literature review for this study was conducted through a review of publications and books relevant for the study.

Thus, this literature looked at the primary purpose of the study which is to understand how the implementation of entrepreneurship education at foundation level can be achieved, that is pre-primary and primary school level, and understand the opportunities of thereof.

2.2 Definitions of Concepts

2.2.1 Education

Education entails gaining knowledge in a field (Walter & Block, 2016).

2.2.2 Entrepreneurship

In examining entrepreneurship education, it was essential to understand entrepreneurship through the literature review to build on this study of critical curriculum consideration of entrepreneurship education. While entrepreneurship discipline has been used for hundreds of years (Kuratko et al., 2015), the entrepreneurship field has only emerged critically through the past few decades (Wiklund, Davidsson, Audretsch & Karlsson, 2011). With this gap between usage, which started earlier, and the emergence of the entrepreneurship field, one can realise why the importance of entrepreneurship remains relevant conceptually and empirically. The importance of entrepreneurship has seen an increase in research and usage of the Global Entrepreneurship Monitor (GEM), which provides trusted entrepreneurship data because of its extensive and global empirical studies (Global Entrepreneurship Research Association, 2018). Amorós,

Bosma, and Levie (2013) evidenced an increase in scholar usage of GEM data and globally through GEM reports.

With the emergence and growth of entrepreneurship, the definition thereof has not been consistent for many experts and scholars in the field. Carlsson et al. (2013, p. 914) referred to entrepreneurship as an economic activity of creating new opportunities within a socio-economic environment while taking decisions related to that economic activity, resulting in "economic growth and human welfare".

As mentioned in Chapter 1, the definition of entrepreneurship education adopted for this research is the process of "making students more creative, opportunity oriented, proactive and innovative" (Lackeus, 2015, p. 6), considering the focus of the study as a critical curriculum consideration for entrepreneurship education at a foundational level. A single relevant definition had to be selected for the purpose of defining it in the context of carrying out this study. This definition indicates the futuristic and visionary factor of entrepreneurship as it defines a continuous process with the word 'making'. This factor was also echoed in the definition of entrepreneurship by Shane and Venkataraman (2000, p. 218) as the academic "examination of how, by whom, and with which effects opportunities to create future goods and services are discovered, evaluated, and exploited". This definition is widely used. Not only are these definitions futuristic and visionary factors of opportunity, but innovation, exploitation and more are also considered. The definitions of the concept are summarised in Table 1: Entrepreneurship definitions Table 1 below.

Table 1: Entrepreneurship definitions

Definition	Author/s
Entrepreneurship as an economic activity of creating new opportunities within a socio-economic environment while taking decisions related to that economic activity, resulting in "economic growth and human welfare" (p. 914)	Carlsson et al. (2013)
as the academic "examination of how, by whom, and with which effects opportunities to create future goods and services are discovered, evaluated, and exploited" (p. 218).	Shane & Venkataraman (2000)

Another factor is that entrepreneurship can be useful for individuals who have started their businesses by putting theory into practice, in that way gaining creativity, motivation, self-confidence (Sánchez, 2013). The difficulty in these differing views is that there are assumptions on how these skills can be attained, which is possible in a structural or practical manner. Moreover, the limitation is on the level of where to start, foundational level learners are not only learning structurally and do not own businesses for them to partake in entrepreneurship education.

2.2.3 Entrepreneurship education

The lack of clarity on defining entrepreneurship education was considered through various literature. Hoppe (2016) summed up that entrepreneurship education does not have a clear structure of how it could be implemented theoretically and practically. Earlier literature's perspective countered this by stating that experiential learning increases entrepreneurial competencies and also intention (Sánchez, 2013). With the increase in knowledge through research, given that the discipline of entrepreneurship has been used for hundreds of years (Kuratko et al., 2015), it could have been expected that clarity had deepened.

Walter and Block (2016, 217) defined entrepreneurship education as "the efficacy of formal education in nurturing entrepreneurial knowledge and motivation". Earlier Bae, Qian, Miao and Fiet (2014, p. 218) referred this concept of entrepreneurship education as "education for entrepreneurial attitudes and skills". These definitions and others from the literature are presented in

Table 2 below. It was essential to look at various definitions to ascertain how various scholars define it and see the overlaps that make the definition clear for this study.

Table 2: Entrepreneurship education definitions

Definition	Author/s
"education for entrepreneurial attitudes and skills" (p. 218).	Bae et al. (2014)
"making students more creative, opportunity oriented, proactive and innovative", this is done "to create value for other people" (p. 6)	Lackeus (2015)
as "the efficacy of formal education in nurturing entrepreneurial knowledge and motivation" (p. 217)	Walter & Block (2016)
does not have a clear structure of how it could be implemented theoretically and practically	Hoppe (2016)
experiential learning increases entrepreneurial competencies and intention	Sánchez (2013)

However, these differing views show that there is still a lack of clarity in terms of the structure of entrepreneurship education. The question remains whether there is a general prescriptive structure theoretically in the form of set methods on how to teach or learn entrepreneurship; or whether practical implementation thereof is the way to go; or even whether the application of both theory and practical teaching and learning of entrepreneurship education is more suitable. Apart from the structure, the question of when the theoretical and practical implementation is done, remains under consideration (Lackeus, 2015), being at which level of education could entrepreneurship education be introduced to learners. Hence, this study remained as a critical curriculum consideration for entrepreneurship education, with a narrow focus at the foundational level.

The theoretical constructs discussed herein formulated the research questions, which this research is based on.

2.3   Entrepreneurship Education

Entrepreneurship education and entrepreneurial education were used interchangeably in literature; the study herein referred to the former. Stakeholders such as education policymakers, educators, academics and students are said to be interested in entrepreneurship education; this is due to the perceived opportunity to combat socio-economic issues (Mwasalwiba, 2010). According to Mwasalwiba (2010), there is shared interest in attaining entrepreneurship education, given the shortage of employment supply, and the need to use interventional tools for self-employment. The perception about opportunities is there, what remains to be clarified is what these opportunities entail, especially at a foundational level consideration of the curriculum.

2.3.1   Innovative and entrepreneurial effects of entrepreneurship education

Entrepreneurship education is aimed at assisting individuals to become more entrepreneurial or innovative, where they work (Dreisler, Blenker & Nielsen, 2003) or will work in future and their personal lives. However, Middleton (2013, p. 24) specified that "Students who learn about entrepreneurship do not necessarily proceed into entrepreneurial careers". This perception limits the opportunities of entrepreneurship education to be aimed at entrepreneurial careers instead of a broader perspective of entrepreneurship education opportunities, to include other opportunities such as innovative capabilities as mentioned by Dreisler et al. (2003). Mwasalwiba (2010) acknowledged that practicalities of entrepreneurial teaching methods – curriculum, demonstrated the complexity and incongruence of entrepreneurship education. Therefore, this study aims at a consideration of the curriculum on how entrepreneurship education can be implemented. The limitation from the review by Mwasalwiba (2010) about learning entrepreneurship education was that the focus was on students at higher education level rather than at the foundation level.

An earlier study by von Graevenitz, Harhoff and Weber (2010) on the effects of entrepreneurship education concluded that entrepreneurship education could be informative to students in making career choices. This study could not quantify the socio-economic impact and because of that fact, further conclusions were made that increasing entrepreneurial activity, which one can assume could be in implementing entrepreneurship education more, especially at a foundational level, may not achieve good results, by not being "a good objective" (von Graevenitz et al., 2010, p. 22). Furthermore, von Graevenitz et al. (2010) also mentioned that it is not worth including in

the curriculum (von Graevenitz et al., 2010). In addition to supporting this point, later evidence by Amorós et al. (2013, p. 134), looking at ten years of GEM data, concluded that increase in entrepreneurial activity for economies "may not be the best policy", but rather economies could look for policies that necessitate the suitable level of "entrepreneurial activity" for each economy contextually. Instead, Amorós et al. (2013) noted that entrepreneurship could improve education and savings within societies when they learn basic skills.

The conclusion by von Graevenitz et al. (2010) does not make sense because good results could come in many ways, including the acknowledgement made therein that it could be informative for career choices, with entrepreneurial careers resulting therefrom or not. One could consider this aspect alone to be important made by other scholars, including the same authors, von Graevenitz et al. (2010) as they mentioned that through entrepreneurship education, students discover their unique abilities. Hence, the view that it may not have satisfactory results and that is not worth considering for the curriculum's perspective is counter-argued with this study. This is because it is also contrary to the defined concept that education entails gaining knowledge in a particular field. Gaining knowledge in the field of entrepreneurship is more likely to develop confidence to be entrepreneurial and overcome challenges that come with entrepreneurship or entrepreneurial activity, such as regulation within the environment in which they operate (Walter & Block, 2016).

Given that studies have contrary perspectives on the socio-economic effects and the opportunities entrepreneurship education has, this study aimed at exploring the possible effects and opportunities entrepreneurship education could have in the society, with the curriculum consideration at the foundational level.

2.4   Entrepreneurial Intent and Skills

The familiar premise that learning entrepreneurship will lead to the creation of entrepreneurs is addressed below, as it is not always the case. Entrepreneurial intent and skills explain this better.

A meta-analytical review done by Bae et al. (2014) focused on the relationship between entrepreneurship education and entrepreneurial intentions; the results of the study found a robust small correlation, meaning that there was a strong yet minimal correlation of entrepreneurship education leading to the intention to be entrepreneurial. To further

enrich the study, other factors were included as moderators, such as family background and culture. These factors are fundamental to consider since students may be provided with the same content when taught, but with such considerations, they absorb and learn differently, thus context matters. The factors that impact learning entrepreneurship were also noted to be of consideration for the entrepreneurial intentions; these also include gender, personality traits, duration and level of education.

Entrepreneurial intention definition emphasised the desire to become a business owner (Bae et al., 2014); this aspect is crucial as it does not form part of entrepreneurship education based on the definitions in

Table 2 above; instead, the mentioned definitions highlighted the entrepreneurial intention. That was the definition according to Sánchez (2013), which emphasised learning of entrepreneurship experientially leading to increased entrepreneurial intention and skills. Thus, when one is taught entrepreneurship, it does not always result in having the desire and ultimately owning a business (Liñán, 2008). However, given that some individuals learn entrepreneurship and are motivated to become entrepreneurs through the learning process, the implementation of entrepreneurship education at the foundation level has the potential to provide solutions to societal issues. Societal issues include poverty, crime and unemployment (Amorós et al., 2013).

A meta-analysis was done by Martin et al. (2013) of entrepreneurship education and training, and entrepreneurship outcomes, which include entrepreneurial intent and skills. The meta-analysis noted a significant relationship between entrepreneurship education and training; and entrepreneurship outcomes (Martin et al., 2013). A significant relationship was particularly found for formal entrepreneurship education interventions comprising of academic and related interventions rather than for informal interventions, which are training and related (Martin et al., 2013). This suggested that entrepreneurial skills and intent are possibly critical outcomes of entrepreneurship education. Entrepreneurial skills and intent include motivation and attitudes, which could be instilled at a foundational level through entrepreneurship education for young people to evoke the interest of entrepreneurship as a career choice (Solesvik, 2013).

Adverse effects of the early introduction of entrepreneurship education on entrepreneurial intentions were noted by Rosendahl et al. (2014) in the experiment performed of children aged 11 and 12 for five days. It was found to be difficult to measure the effect of entrepreneurship education on the entrepreneurial intention for young people in the short-term. Similar effects were proved by Fayolle and Gailly (2015) for an experimental programme introduced to students at a higher level of education, masters-level specifically, for 24 hours over three days. The imperative results and argument about difficulty in measuring for the effects only for young people was in line with other studies for older people as per both findings and as per studies done by Bae et al. (2014) and Martin et al. (2013), as they also could not measure effects for higher levels. Thus, these similarities on the effect of entrepreneurship education on entrepreneurial intent for young and older people is remarkable, as the relevance of this study is for young people at the foundational level. As it has been proven that entrepreneurship education does not effect entrepreneurial intent, the aim of the study is not to prove such intent, but to get perspectives on the skills necessary that learners could obtain when studying entrepreneurship education.

This study thus emphasises exploring the consideration of a foundational level curriculum in introducing entrepreneurship education and the possible effect and opportunities this could have in the economy and society.

2.4.1 Creation of entrepreneurs through skills attainment and entrepreneurship education on the intention to be entrepreneurial

Entrepreneurship education is considered to be a key aspect of increasing entrepreneurial attitudes, which contributes to skills developed in entrepreneurs (Ahmad, 2013). Due to this consideration, many countries have opted to invest highly in entrepreneurship education to improve entrepreneurship activities (Sánchez, 2013; Walter & Block, 2016). A study done for 32 countries found that generally, entrepreneurship education was effective in creating entrepreneurship; this result was with more than 11 000 individuals in those countries, where the institutional environment was supportive of entrepreneurship (Walter & Block, 2016). Further proof of creation of entrepreneurs through skills attainment was evidenced by Sánchez (2013) in that those who participated in the longitudinal experiment by electing to be on the entrepreneurship programme for close to a year had significantly improved scores on entrepreneurial intention, for specifically measured aspects "self-efficacy, proactiveness, risk-taking, and intention of self-employment" (Sánchez, 2013, p. 454). Therefore, knowing from the above that entrepreneurship creates entrepreneurship intention in various aspects, this research aimed to understand what skills learners could obtain at the foundational level to be entrepreneurial and the effect this could have in the economy and society.

The aspect of deciding to become an entrepreneur was explained by the theory of planned behaviour (Liñán, 2008). Personal attitude and various perceptions that one has around business success, or failure and social environment support or lack thereof have an effect on the decision to become an entrepreneur (Amorós et al., 2013; Liñán, 2008). According to Liñán (2008), the perception of having entrepreneurial skills also influences the entrepreneurial intention, with a significant effect on three motivational concepts; "personal attraction, subjective norms and perceived behavioural control" (Liñán, 2008, p. 267). Therefore, having the relevant skills has a fundamental impact on having awareness on starting a business and deciding to open a business. One does not have to do both, awareness alone could be sufficient. Earlier literature suggested that early childhood entrepreneurial skills have a positive influence on becoming an entrepreneur,

because of those early childhood entrepreneurial skills together with support from the family environment and personality traits (Schmitt-Rodermund, 2007).

2.4.2 Entrepreneurship education provides limited intention to be entrepreneurial

Contrary to many research studies affirming a relationship between entrepreneurship education and entrepreneurial intention, Lima et al. (2015) and Moberg, (2014) found no such relationship. According to both studies, entrepreneurship education did not serve as having a significant effect on entrepreneurial intentions. Lima et al. (2015) found a significant adverse effect of entrepreneurial intention on the students' need for entrepreneurial education. Therefore, students confirmed the need to entrepreneurship education; however, not specifically for intending on being entrepreneurs. Moberg (2014) found the effect of non-cognitive entrepreneurial skills (Moberg, 2014), which include motivation, social skills, behavioural skills and other skills that are not intellect abilities, not influencing entrepreneurial intentions. More in-depth studies were proposed by Lima et al. (2015) on contextualised improvements on delivering entrepreneurship education; students who formed part of the study by Lima et al. (2015) suggested improvement in the content. Therefore, a gap exists in the literature on starting the process of entrepreneurship education at an early age – foundation level, and how the right content could be introduced as part of the curriculum. Perhaps consistency would be critical to cover the content of entrepreneurship education, and this could be achieved by starting to introduce the content from the foundation level. Entrepreneurial skills are not only essential for becoming an entrepreneur, but also for companies to gain from these skills when employing people with these skills, this is the positive rub-off from the concept of intrapreneurship (Carlsson et al., 2013)

Having considered the insights, it was important to explore, whether those in the education system and experts in entrepreneurship perceived any opportunities in implementing entrepreneurship education as part of the curriculum and from which level. A research question was formulated from this.

2.5 Primary School Curriculum

With a thorough understanding of what entrepreneurship education is and how it relates to the entrepreneurial intent and skills, questions then remained on how the curriculum promotes learning entrepreneurship and the complexities thereof.

2.5.1 The development of the curriculum

The development of the curriculum of entrepreneurship has been the debate for decades and has continued in recent years for college and primary school level (Berglund & Holmgren, 2013; Carlsson et al., 2013; Hoppe, 2016). It is interesting that there has been the introduction of entrepreneurship into the curriculum because innovation requires robust development. The curriculum needed to be addressed by analysing the possibility of incorporating entrepreneurship education with traditional subjects such as language, history and other subjects within the national policies of each country. This led to formulating the research question on what necessary skills learners could develop to be entrepreneurial.

2.5.2 A framework for teaching the entrepreneurial mindset

An increase in entrepreneurship education has been noted even in recent literature. Hornsby et al. (2018) and Kuratko and Morris (2018) noted a growing interest in the theory and that many universities have programmes fostering entrepreneurship. That was evident in the fact that those programmes were not all within the field of business studies, but included diverse fields such as law, art, engineering and pharmacy. What the programmes aimed to do by fostering entrepreneurship education was to "engage in entrepreneurial thinking and activity" (Hornsby et al., 2018, p. 4). Kuratko and Morris (2018) formulated a complex theoretical trajectory of teaching entrepreneurial mindset shown in Figure 1 below.
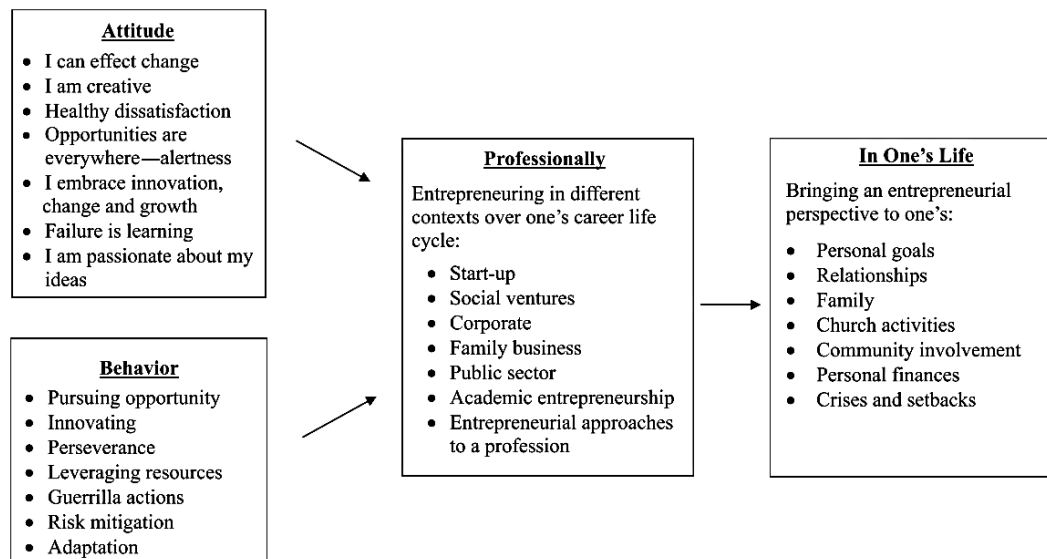
Figure 1: A framework for teaching the entrepreneurial mindset

(Kuratko & Morris, 2018, p. 15)

The trajectory of the framework by Kuratko and Morris (2018) suggested that attitude and behaviour, which cover thinking and acting, respectively, are important in the development of entrepreneurs. What was covered as attitude was for example, "I am creative" and "failure is learning" (Kuratko & Morris, 2018, p. 15). The behaviour aspects, as explained by Kuratko and Morris (2018, p. 15), included factors such as, "pursuing an opportunity", "perseverance" and "adaptation". These were said to be critical for teaching an entrepreneurial mindset, which would lead to contributing to the development of professional entrepreneurs at any stage of life, including the application of these skills in personal lives.

Figure 2 below illustrates how progress and focus can be developed from pre-school to work life; this shows that initial learning can be through entrepreneurship and progress to learning about entrepreneurship. Learning through entrepreneurship is more about practice and developing entrepreneurial skills, for example, this can be children in a pre-primary school selling cupcakes, while learning about entrepreneurship is more business focused and learning theories of entrepreneurship, such as accounting, marketing, macroeconomics, finance and another course including entrepreneurship (Lackeus, 2015).
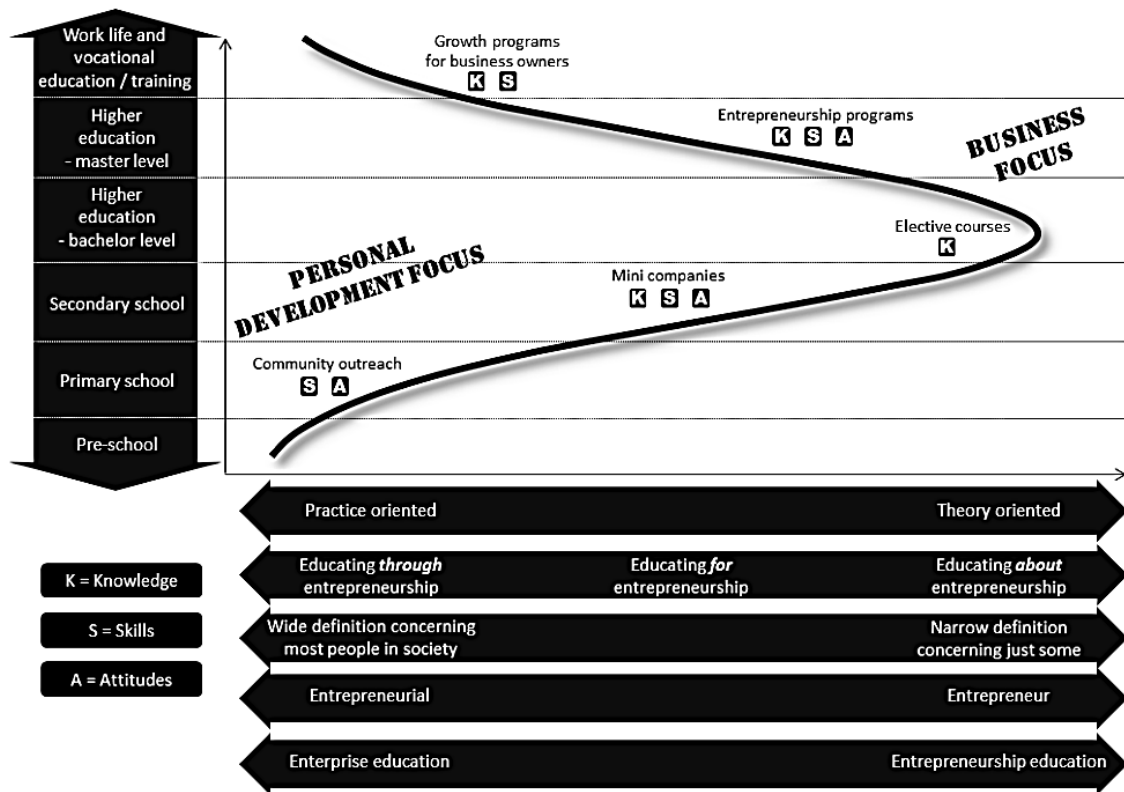
Figure 2: Overview of terms and definitions used in entrepreneurship education (Lackeus, 2015, p. 8)

There are different methods of teaching entrepreneurship at various stages. Various literature has seen the relevance, higher uptake and success of entrepreneurship education for higher level education (Lackeus, 2015) and less at the start of the education level, pre- and primary level and also secondary level. Kolstad and Wiig (2014) argue that primary school's general subjects provide entrepreneurial skills and that if the quality of that education is good, where there is limited access to this education, it would yield good entrepreneurial skills required for entrepreneurs. Limited access to quality education in South Africa is in public schools (National Planning Commission, 2011); hence, this study for curriculum consideration was carried for public schools.

2.5.3 Laying a solid foundation - early development

Consideration of early development was to solidify learning and because that was said to lay a foundation that could be progressed for the rest of the schooling years (Ahmad,

2013). So, students who progress with the entrepreneurial intent could decide to pursue professional learning of entrepreneurship with the right attitude and behaviour, while those who do not have the intent would apply the attitude and behaviour in their lives (Kuratko & Morris, 2018).

Therefore, the importance highlighted by this framework and shown in Figure 1 above was that being entrepreneurial starts with basics, which raises the argument as to whether these could be daily lessons that could be started at an early stage. Ahmad (2013) raised the fundamental consideration of foundational education on progression of the educational system and that encouraging entrepreneurship education at foundational level could improve attitudes for development in daily lives of Malaysians and others in developing countries. That study by Ahmad (2013) was based on relevant issues in the field through conceptual analyses, but no empirical evidence was provided. Lackeus (2015) recommended future research on entrepreneurship education at the foundational level through integration into the existing curriculum.

2.5.4 How to teach the content

On the argument of content and whether or not the mindset can be taught, Kuratko and Morris (2018) placed emphasis on the critical aspect of reinforcement of the content in the form of business basics in a new venture management context, core entrepreneurial content and the entrepreneurial mindset. Content can be as complicated as coming up with business plans; however, other simplistic methods such as idea diaries and in-class games could be incorporated into existing subjects (Kuratko & Morris, 2018). Therefore, the researcher agrees that this makes sense because for the content of entrepreneurship to be taught, it may require reinforcement, and this can be achieved with development from the foundational level onward, which makes allowance for the build-up of content at each phase. Research, therefore, was necessary to ascertain the perceived progression of entrepreneurship education from foundational level, how that could be learnt and the relevance thereof.

2.5.5 Teachers' perceptions of entrepreneurship education

The content cannot be considered on its own; the teacher's perceptions are highly crucial in assessing whether the incorporation of entrepreneurship education with existing

subjects would be viable (Berglund & Holmgren, 2013; Hoppe, 2016). Teachers had discomforts with the experimentation of entrepreneurship education as discovered by Berglund and Holmgren (2013, p 20), with a typical response that stated: "Should everyone now start a company all of a sudden?". The teachers' perceptions were contrasting with policymakers' perceptions, where policymakers regarded entrepreneurship education as required for economic growth and solving societal issues (Berglund & Holmgren, 2013). The perceptions by teachers can be explained by their personal contexts and exposure to entrepreneurship education and skills (Kuratko & Morris, 2018; Ruskovaara & Pihkala, 2013). Simply put, teachers who are exposed to entrepreneurship education or any form of entrepreneurship find it easy to incorporate it when teaching. Therefore, training teachers to gain the skills promotes their ability to teach entrepreneurship for them to have context.

Literature questioned the role that head teachers had on entrepreneurship education and that research into this aspect is required (Ruskovaara, Hämäläinen & Pihkala, 2016). Head teachers are defined as the leaders of schools, principals and deputy principals (Deakins, Glancey, Menter & Wyper, 2005; Ruskovaara et al., 2016). For this study, the term head teacher was no different to those referred to; the critical factor was the leadership role held by those in question. Further from the overall view of teachers considered for their perceptions and training (Ruskovaara et al., 2016), found teachers with more influence in the implementation of entrepreneurship education to be head teachers. This influence can be interpreted as setting the tone at the top for the activities of schools and connecting the relevant parties in making things happen, the connecting role also noted (Deakins et al., 2005). Hence, it can be argued that for implementation of entrepreneurship education, head teachers or principals play a critical role and this role includes effecting changes in the curriculum that is ultimately implemented by all teachers. The researcher agrees with the notion that principals have a critical role and explored how the implementation of entrepreneurship education at the foundational level can be achieved.

Hoppe (2016), and Berglund and Holmgren (2013) highlight the need for further research into understanding whether entrepreneurship can be learned and how so, given the complexity, especially from an early age. It is evident that a gap in the literature exists in this area and so this study aims to gain an understanding of how the entrepreneurship education at the foundation level can be implemented as part of the curriculum. The critical question to answer is why there should be possibilities to implement

entrepreneurship education at the foundation level, research on the perceived opportunities could answer this.

2.6   Opportunities for Entrepreneurship Education

This section covers the most crucial element of entrepreneurship education, which is why entrepreneurship education is worth the consideration. Many may ask questions specifically to understand why entrepreneurship education should be necessary at the foundational level when the individuals are so young. The new index by GEM, which was launched in the latest 2017/18 report - GEM Entrepreneurship Spirit Index (GESI) looked at three dimensions quantitatively: entrepreneurial awareness, self-efficacy and the perception of opportunities of entrepreneurship. It was imperative to gather qualitative perceptions about entrepreneurial awareness, self-efficacy and opportunities (Singer, Herrington & Menipaz, 2018). GESI looks at a broader perspective of these dimensions and not detailed specifically on education thereof. More specifically, the index mentioned knowledge under entrepreneurial self-efficacy, but not the attainment of the said knowledge. It was then considered imperative to note what the index found because of socio-economic opportunities that result from entrepreneurial intent and skills that come with entrepreneurship education (Bae et al., 2014).

Accordingly, the index found some countries improving on the entrepreneurial spirit or culture based on conditions that include entrepreneurship education at school level and tertiary level, country policies and finance (Singer et al., 2018). These conditions form part of a collaboration for growing economies and communities through entrepreneurship as an opportunity. Furthermore, the index highlights the societal aspect of having entrepreneurship as a career choice based on necessity on the one hand, and opportunity on the other. So, based on the context of each country, some countries have many entrepreneurs or an entrepreneurial culture due to people having no option but to be entrepreneurs. In some contexts, entrepreneurs were driven by opportunities. For both contexts, job creation was expected, and that contributes to socio-economic growth (Singer et al., 2018)

In summary on opportunities for entrepreneurship education, not only was it important to gather qualitative data of the opportunities, but also because this aspect of perceived opportunities continued to be the latest debate. As stated, the index has three dimensions: entrepreneurial awareness, self-efficacy and perceptions about

opportunities. While this index is important because of its empirical measure in 54 countries, the measure has no qualitative results about these dimensions. There is a gap as the index does not explore the opportunities from teaching entrepreneurship, which is the argument of this study, especially from an early age, since there has been an increase in investment in entrepreneurship education with the expectation of increased entrepreneurial activities (Walter & Block, 2016). Therefore, this study is essential to understand the qualitative aspect of what opportunities entrepreneurship education has.

2.7   Entrepreneurship Education on Socio-Economic Issues

Challenges of the current failure of the education system could be considered a hindrance for countries such as South Africa, Nigeria, Tanzania and Ethiopia as they are ranking very low on education at 72, 122, 129, 130, respectively, therefore impacting future skills negatively (Schwab, 2016). However, looking at the opportunities for entrepreneurship education, consideration may be plausible for factors such as innovation (Carlsson et al., 2013), which was highlighted as a competency of the future and highly critical in the ever-changing world (Vanevenhoven & Liguori, 2013). Reforms of innovation are needed, and since entrepreneurship promotes innovative mindsets (Obschonka, Silbereisen & Schmitt-Rodermund, 2010), consideration thereof is vital for economic growth (Berglund & Holmgren, 2013; Carlsson et al., 2013; Schwab, 2015, 2016). Societal (Hoppe, 2016) issues such as unemployment and moving people out of poverty-stricken backgrounds form part of the opportunities that can be achieved. With these in mind, there seemed to be a plausible reason why entrepreneurship education requires research. Thoughtful consideration at a foundational level for implementation thereof is critical.

Demonstration of attitudes such as creativity from an early age (Ahmad, 2013) shape the future of businesses and communities, and also the environments in which businesses operate. In building various entrepreneurial environments in schools, children learn skills that are required to be self-motivated and enabling to be self-employment, moreover these can create jobs and solutions.

The entrepreneurial culture was also said to be a possible motivating factor to implement entrepreneurship education for the society to benefit positively (Liñán, 2008). Walter & Block (2016) performed an empirical test on culture and verified only institutional values having positive outcomes for consideration of entrepreneurship education. However,

Bae et al. (2014) anchored that cultures nationally could have varying effects of entrepreneurship education more so than family background. The discussed aspects of the society suggested that a critical curriculum consideration was necessary. Therefore, we can conclude that it was necessary to consider the social effects of entrepreneurship education.

Changes in curriculum require resources such as training and time, which may be seen to be costly; however, they should rather be seen as investments as long-term opportunities could be realised in societies (Ahmad, 2013).

2.8 Conclusion

The literature review in this chapter has provided critical insights in this field of study focused on these construct: entrepreneurship education, entrepreneurial intent and skills, education of entrepreneurship and primary school curriculum. Given the insights and arguments within the entrepreneurship field (Shane & Venkataraman, 2000) that persist on whether and how entrepreneurship education could be introduced at foundational level including the opportunities this holds, an opportunity arose for this research to be conducted.

The argument on entrepreneurship education being critical is consistent, more so for the foundational level because there are limited studies available at the foundational education level. The skills aspect of entrepreneurship education, which are entrepreneurial skills, were focused on the entrepreneurial mindset (Kuratko & Morris, 2018) through a framework. How the skills are developed and the level of such education was illustrated with an overview by Lackeus (2015), looking at stages of teaching entrepreneurship.

Based on the research problem and literature review, this study aims to explore perceptions of the possible implementation of entrepreneurship education at the foundational level and the perceived opportunities contained therein. The lessons from this study could provide guidance in this field for future studies.

In summary it can be noted that entrepreneurship education at the foundational level requires critical curriculum consideration. Chapter 3 that follows highlights the purpose

of the research in the form of research questions, which were formulated from the literature review in this chapter.

CHAPTER 3

RESEARCH QUESTIONS

3.1 Introduction and the Objective of the Research Questions

Research questions for the study were articulated from the literature review presented in Chapter 2. Chapter 3 addresses the purpose of the study highlighted in Chapter 1, which was to explore the opportunities of implementing entrepreneurship education at a foundation level, that is pre-primary and primary school level and how this can be achieved.

Three research questions were formulated, using the insights gathered, and are based on the gaps identified in the literature review within the field of study.

3.2 Research Questions

3.2.1 Research question 1: What possible effect does entrepreneurship education at the foundational level have in the economy and society?

Research question 1 aims to understand perspectives on the level at which entrepreneurship education could be introduced and why the specified level. This research question also explores what opportunities could arise from teaching entrepreneurship education at the foundational level. Lastly, this research question explores the challenges that can come with the implementation of entrepreneurship at a foundational level. The reasons why this research question aims for exploring the mentioned aspects is because the literature review in Chapter 2 provided different views on the level of introduction, a gap was also identified that the perceived opportunities of introducing it, specifically at a foundational level, were not very clear according to literature. Lastly, the researcher considered what literature had shown on the challenges of teaching and learning entrepreneurship education; a gap was identified at higher levels and more for implementation at the foundational level.

3.2.2 Research question 2: What are the necessary skills learners could develop to be entrepreneurial?

Research question 2 aims to explore what the perspectives are on what entrepreneurial skills learners are currently obtaining, based on the curriculum. It also explores the skills learners could obtain from the implementation of entrepreneurship education at the foundational level. This is considering the level of when the skills can be acquired and if progression is necessary and relevant in this field of study. Lastly, this research question explores how to introduce entrepreneurship education at the foundational level. From the literature, it was identified that the skills are perceived differently, and thus the researcher aimed to find out what skills are perceived to be vital at a foundational level. How the skills are delivered was also to be questioned, given the dominant focus was found at higher levels; therefore with this study, the researcher found it necessary to explore how entrepreneurship education could be introduced at foundational level.

3.2.3 Research questions 3: How could entrepreneurship education at school level possibly provide opportunities for solving socio-economic issues?

Research question 3 aimed at exploring the perceived possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues. Also, the perceptions around the environment, resources and tools were considered for schools to teach entrepreneurship education. The literature review provided insights for opportunities when entrepreneurship education is provided at higher educational levels, and with this study it was necessary to identify possible opportunities to solve socio-economic issues at the foundational level. Additionally, as the consideration was made for the curriculum, the researcher wanted to find out what could be required to teach entrepreneurship education.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

Chapter 3 set out research questions relevant for the study, which were formulated from the literature review in Chapter 2, and which will answer the overall objective of the study; exploring the opportunities of implementing entrepreneurship education at a foundation level, that is pre-primary and primary school level and how this could be achieved. This chapter provides the details and defence of the research methodology used. It is outlined as follows: the research design, the population, the sampling method and size, the unit of analysis, the measurement instrument, the pilot study, the details of how the data were collected, the process of data analysis, the data reliability and validity, research ethics and finally the limitations of this research study. The chapter ends with the conclusion of this chapter.

4.2 Research Design

When new perspectives and contributions are required for a research problem, qualitative research is relevant to gain new insights (Creswell, 2014; Zikmund, W., Babin, B., Carr, J. & Griffin, 2012). Hlady-Rispal and Jouison-Laffitte (2014) reviewed 111 qualitative articles from three leading entrepreneurship journals and identified qualitative methodological practices, specifically methodological challenges in designing and conducting qualitative research in entrepreneurship, resulting in limited published qualitative and diverse methodological articles on entrepreneurship. Therefore, the field requires additional research and this study provides new insights into the phenomena (Allen, 2017; Hlady-Rispal & Jouison-Laffitte, 2014; Saunders & Lewis, 2012).

The purpose of the study was to gain new insights on entrepreneurship education, gain perspectives, and formulate an understanding of the possibilities and possible opportunities of entrepreneurship education at pre-primary and primary school level. The results of the study could be used for possible changes of the curriculum in future. (Saunders and Lewis (2012) and Kumar (2011) refer to this as obtaining the viewpoint of the objectives of the study. This research aimed to gain perspectives from young

entrepreneurs, experts in the entrepreneurship field, pre-primary school principals and primary school principals. These participants were purposefully selected as they were best suited for the research on an entrepreneurship education curriculum and were expected to provide the best insights for this study's questions (Creswell & Creswell, 2018). An exploratory approach was therefore relevant.

Mono method (Saunders, Lewis & Thornhill, 2009; Zikmund et al., 2013) was used for the study as no quantitative research was needed to serve the purpose of the study. Based on the objective and the required study analysis of obtaining perspectives, in-depth interviews were best suitable.

The purpose of the study was provided to the potential participants when the consent letters were sent in requesting interviews for exploration (Saunders & Lewis, 2012; Zikmund et al., 2013) purposes. See Appendix 1 for the informed consent letter. Accordingly, Zikmund et al. (2013) emphasised narrowing of the scope to have clear objectives in a study. The objectives of this study were articulated and narrowed in Chapters 1 and 2. Thus, the research questions in Chapter 3 were also well articulated and narrow, which were included in the informed consent letter for participants to understand the context of the study. Consent forms, see Appendix 2, were signed before the interview was carried out.

The objectives of the study depicted the proper methodology design as qualitative research, and an exploratory method (Saunders & Lewis, 2012), which addressed the below research questions:

Research question 1: What possible effect does entrepreneurship education at the foundational level have in the economy and society?

Research question 2: What are the necessary skills learners could develop to be entrepreneurial?

Research question 3: How could entrepreneurship education at school level possibly provide opportunities for solving socio-economic issues?

The questions asked were easy to understand and yet adequate to get the insights of the participants. The results thereof are rich and reliable as participants answered what they understand as the content of each question; it also implies that the responses are accurate.

A cross-sectional study (Saunders & Lewis, 2012), that is at a snapshot at a point in time, in practical terms related to the short period when the interviews were done. The study performed was representative of the population. This was a benefit on time and resources for the researcher (Kumar, 2011).

The phenomenological orientation (Kruger, 1988; Zikmund et al., 2013) relies heavily on conversational interview tools; the one applied for this research being face-to-face interviews , which resonated in getting the answers in every real sense of what the participants said and meant. In doing so, research questions were used to formulate interview questions, see Appendix 3 for the interview guideline, which depicts the interview questions that were asked of participants. The interview questions were more elaborate so that insights could be specific and not just broad questions. However, these answered the broad research questions (Silverman, 2016). Therefore, there was a clear distinction between research questions and interview question, while ensuring that the interview questions addressed the research questions and ultimately covered the objective of the study.

4.3   Population

The population for the study comprised experts in education and entrepreneurship in Gauteng, South Africa. These experts were identified using subgroups relevant for this study because there was no full list of the entire population available and because it was necessary to narrow the focus of the study down. The identified subgroups were young entrepreneurs between the ages of 18 and 35, pre-primary school principals, experts in the entrepreneurship education field and public primary school principals in Gauteng. While these subgroups were necessary, Kumar (2011, p 180-181) countered by stating that the "basis of selection does not cover the sampling population accurately and completely". This is a known characteristic of a qualitative study; therefore, it did not affect the relevance of the study because the literature review guided the narrow focus and influencers of the topic.

Young entrepreneurs were those who are not in school, whether they have completed matriculation or not, between the ages of 18 and 35 and who have their own businesses. This was based on the premise (Saunders et al., 2009) that those individuals had new relevance of what they have learnt in school and were more in the know of which skills

they apply in business. Saunders et al. (2009) further highlight the importance of considering sub-group data rather than all possible cases. The sub-groups selected were expected to have similar, but not the same responses as they had experience (Kruger, 1988) in the phenomena of this study; a critical curriculum consideration at the foundational level. Experience for this research was found critical to attaining views of those who know exactly what they are responding to (Kruger, 1988). Experience and exposure of the subgroups was invaluable in this regard as a minimum: young entrepreneurs provided a perspective as to whether they would have realised opportunities if they had received entrepreneurship education at an early age; primary school principals provided perspectives as they were within the system of providing education. Similarly, the pre-primary school principals provided perspective being in the early childhood development education system, and experts in the entrepreneurship education field were included to provide insights from an implementation point of view.

Therefore, sub-groups selected were relevant, realistic and eliminated consideration of other sub-groups that were not experts in the field, and those excluded sub-groups may have had different behaviour patterns or effect to this study. To emphasise the difference sub-groups make with an example, Ramírez-Pérez (2015) performed a study examining the effects of two age groups of entrepreneurs (18-25 years and 26-35 years) and different training methods (coached and not coached) on employability skills. The study results showed that the groups had varying effects on employability skills. The premise made of the age for young entrepreneurs was that entrepreneurs who were younger than 18 years and those over 36 years would have had significantly different perceptions for the role entrepreneurship education has; hence, they were not part of the study.

In bridging the gap of having unrealistic and irrelevant sub-groups, deep insights were obtained from young entrepreneurs, pre-primary school principals, primary school principals and experts in the entrepreneurship field. These covered influencers who believed there were opportunities in the education curriculum that created new possibilities and saw the potential of implementation of entrepreneurship education (Lackeus, 2015). These were relevant for the study as they played a significant role in the potential implementation of the studied method of teaching. They bridged the gap of education on effectiveness and non-effective methods, also on innovative ways of improving the teaching methods (Lackeus, 2015). Primary school principals are perceived to influence the implementation at the school level and department level. However, the departmental policymakers may be more influential. Arguably, the head teachers and principals are closer to the ground, experiencing first-hand effects of

societal issues that impact learning, therefore, more inclined to have granular information for the study.

Primary school principals used for this study were those within the public schools, the reason being the effects of entrepreneurship education changing societal issues such as unemployment and poverty were more prevalent in public schools within disadvantaged backgrounds (OECD, 2012). Public schools have a massive number of learners and are performing poorly with about 80% of them being dysfunctional. Unlike private schools, the majority of public schools compose of non-fee paying schools, whereas private schools are fee-paying and consequently have more resources (South African Institute of Race Relations, 2017). However, the results of this study may have a premise on both.

4.4   Sampling Method and Size

The plan was to interview a sample of 20 participants; however, saturation was reached at 15 participants. The reasons for the sampling method and size are explained in this section.

Nonprobability sampling methods were relevant as the likelihood of each case being selected was unknown, given that there was no full list of the population and sub-groups identified. Four sub-groups were interviewed, primary school principals from public schools, pre-primary school principals and young entrepreneurs and experts in the entrepreneurship education field, as mentioned earlier under the population. Multiple non-probability methods were used for the study to cover the purpose of the study and to narrow the focus. These were quota sampling through use of specific subgroups, and purposive sampling to remain focused on the purpose of the study, using insights from literature and application of judgement of who were insightful participants within the subgroups based on participants' experience, the time horizon and geographic limitations. The selection was judgemental, also considering the availability of individuals during the periods the researcher had available as well to perform interviews. For this research, a small sample was regarded as 20 individuals with a quota presented in

Table 3 below. 20 participants were selected explicitly because this number allowed for saturation to be reached.

Overall, initial participants were selected based on the researcher's and supervisor's network and referral from experts within the field of study. The expert participants were purposefully selected, based on their thorough knowledge and/or practice of entrepreneurship and education. For example, the researcher's primary school principal quota network included individuals from schools that the researcher had previously tutored at. Also, for that quota the researcher utilised the network from innovation and design at the Gordon Institute of Business Science (GIBS), Master of Business Administration (MBA) course assignment sponsor, an entrepreneur who founded a company focused on entrepreneurship education, given this individuals expertise of working in the field of entrepreneurship education. He provided some referrals of participants. The entrepreneurs' quota network included current GIBS students, alumni and their referrals. Snowballing techniques were used to carry on from those initially selected individuals and referrals. For example, experts in the entrepreneurship field were referrals from entrepreneurs and the GIBS network. Likewise, pre-primary school principals were approached to participate from networks and referrals.

As part of the judgement, the researcher used snowballing to get the required number of participants for the quotas identified. The qualitative interview approach generally has a low sample with a minimum of about 12 until reaching saturation (Fusch & Ness, 2015; Saunders, M. & Lewis, 2012; Zikmund et al., 2013). This is when there are no new insights or themes attained from interviews. The intention was to interview 20 individuals as mentioned; however, saturation for this study was reached at interview 15 and interviews concluded at that point. When a study fails to reach saturation, it questions the validity of a study and makes the quality of a study to be doubtful (Fusch & Ness, 2015). Thus, the sample was found to be adequate for the study.

One of the disadvantages of performing interviews was that participants were partially limited to make an independent judgement of when to provide insights, given the requirement to have the researcher and participant agree on availability and obtain these insights. This is opposed to questionnaires that are mailed out and which entail providing ample time for responses in the tune of days or weeks. The age of the entrepreneurs played a role for the objective of the study. There is no age bias for other sub-groups. The scope covered any gender accordingly as snowballing progressed.

Table 3: Sample quotas

Young entrepreneurs	Public primary schools principals	Experts in the entrepreneurship field	Pre-primary school principals
Participant 1	Participant 6	Participant 11	Participant 16
Participant 2	Participant 7	Participant 12	Participant 17
Participant 3	Participant 8	Participant 13	Participant 18
Participant 4	Participant 9	Participant 14	Participant 19
Participant 5	Participant 10	Participant 15	Participant 20

4.5 Unit of Analysis

The unit of analysis was individual perceptions and opinions of trustworthy and credible experts. These were justified in the sampling method and size as four quotas, being young entrepreneurs who are out of school, pre-primary school principals, experts in the entrepreneurship field and principals in public schools.

4.6 Measurement Instrument

Face-to-face semi-structured in-depth interviews were performed, with a few open-ended questions that aimed to obtain developmental insights from the participants (Creswell, 2014; Saunders et al., 2009). The specific interview guideline was used for this study, see Appendix 3. The guide was structured from the introduction to questions asked of participants. Semi-structured interviews were performed for this study to allow for follow-up questions where relevant. Interviews are said to be purposeful discussions by Creswell (2014). Therefore, considering the value gained from the semi-structured interview, these were chosen as the appropriate form of research design. Furthermore, according to Saunders et al. (2009), the benefit of using interviews is evident when the participant does not answer a question at first; the question can be rephrased to provide clarity and to ensure that the participant answers. This is in contrast to sending questionnaires out, where the participants may not answer all questions.

A list of questions to be asked was obtained from the literature review to make the questions more specific for the study. These questions were customised to suit the study, they were precise and allowed participants to respond appropriately.

4.7   Pilot Study

A pilot study was carried out with two participants, an entrepreneur and a pre-primary school principal who also was an entrepreneur because she has two pre-primary schools. This pilot study was done to test whether the research questions stated in Chapter 3 were able to be answered with the help of the semi-structured interview questions set out in Appendix 3. Relevancy of the research questions for a full study was also tested and the simplicity of the language used. The two pilot interviews went successfully. Therefore, it was evident that the interview guideline was useful for the study and to guide the interview, but not limit interviews to the guideline. The two participants' results were transcribed and coded; it was found that the interview questions were answering the research questions and providing explorative data required for the study. Thus, the results were valid for the study and are included as part of the full study as no changes to the questions were required.

The risks associated with semi-structured interviews are that not all participants may necessarily be articulate and perceptive (Creswell & Creswell, 2018). These risks were probed in this pilot study to limit these risks and ensure that experts in this field were able to answer the questions and provide their perceptions.

4.8   Data Gathering

According to Creswell and Creswell (2018), data collection types for qualitative studies include observations, interviews, documents and digital audio-visual materials. Interviews may be categorised as structured, semi-structured and unstructured (Saunders & Lewis, 2012). Semi-structured interviews are carried out for exploratory studies and when the researcher has themes and questions for interviews (Saunders & Lewis, 2012). As the purpose of the study was exploratory, the data collection type chosen was semi-structured interviews. This allowed for additional questions to be asked

during interviews according to the flow thereof and for the researcher to explore research questions in detail.

The chosen data collection method was an advantage for the collection of data for the objective of this study because participants had the opportunity to think of things that they had previously not considered (Saunders & Lewis, 2012) and they expressed gratitude for being part of the study. For data collection through semi-structured interviews, informed consent letters were sent out to invite participants to form part of the study, see Appendix 1. This included the objective of the study in the form of research questions to be answered in the interview.

Consent forms as per Appendix 2 were signed by the participants before the interviews were conducted. Also, participants were requested to be audio recorded to enable validation of written information gathered from the interview. Availability of the interview records allowed documentation of in-depth data. Physical notes recorded during the interviews were scanned and kept as soft copy for easy access and backup, and for both the audio and written soft copy files backup was maintained on the cloud. Interviews were all in Gauteng for convenience purposes and were mainly conducted during the day, both business working days and weekends. Participants were asked for a convenient place to meet, and the researcher allowed for travel time and familiarity of the place to take opportunity of arranged interviews. The logistics enabled the researcher to meet the timelines of the project plan, which allowed for each stage of the study to be carried out appropriately and sufficiently.

A set of interview questions that were open-ended to ensure new insights (Saunders & Lewis, 2012) were prepared as per Table 4 below, which aligned to the overall research questions according to Chapter 3. Participants were asked these questions, using the interview guideline, and not all questions were asked, where participants had already answered them unprompted and insights were obtained in the order of the guideline. Appendix 3 is a presentation of the mentioned guideline. Participants were then allowed time to respond, while the researcher was paying attention, taking notes, keeping eye contact to fully engage with the participants and probed participants where necessary to obtain insights for the research questions. The researcher made sure that participants remained within the context of the study; this was done by, for example, defining entrepreneurship education as an opening of the interview questioning according to literature as "making students more creative, opportunity oriented, proactive and innovative" (Lackeus, 2015, p. 6). Another example of staying within the context, was that the researcher acknowledged what participants answered when out of context and

further asked questions to get their perceptions regarding the narrow research focus (Saunders & Lewis, 2012).

Table 4: Alignment of research questions to interview questions

RESEARCH QUESTIONS	INTERVIEW QUESTIONS - DATA COLLECTION TOOL
Research question 1 What possible effect does entrepreneurship education at the foundational level have in the economy and society?	1. At what level would you say entrepreneurship education can be introduced to learners and why? 2. What would you say are the opportunities that could arise from teaching entrepreneurship at foundation level? 3. What are the challenges that can come with implementation thereof at foundational level?
Research question 2 What are the necessary skills learners could develop to be entrepreneurial?	4. Based on the current curriculum, what skills do learners currently obtain? 5. If, entrepreneurship education was to be implemented at foundation level, what are the skills that the learners can obtain? 6. How could you introduce entrepreneurship education at the foundation level?
Research question 3 How could entrepreneurship education at school level possibly provide opportunities for solving socio-economic issues?	7. What would you say are the possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues? 8. What kind of environment and tools do schools need to teach entrepreneurship?

Participants were asked questions that included their perceptions and insights about the status of the education curriculum and future possibilities of the curriculum regarding entrepreneurship education. Interviews ended with an opportunity provided for participants to provide closing remarks and commentaries. What was interesting about this closure was how this opportunity opened further insights to the study and served as a reflection for the participants in their expertise. Others spoke about how the interview provided them with things to start working on to change the status quo that they never explored before.

4.9   Data Analysis

The interview audio recordings were transcribed soon after each interview was done, by no later than a week after the interview. The transcribed interviews were added on ATLAS.ti; this assisted in determining the outcome of interviews and identifying common themes from interviews. Thus, thematic analysis was performed, which relates to the identification of common themes that come up from interviews when investigating new insights and phenomena (Allen, 2017). The themes were noted for reoccurrence (Allen, 2017), and this helped in interpreting the data gathered, while keeping close to data and identifying patterns of the results and coding them into themes or topics (Saunders et al., 2009). The importance of this practice allowed new insights to be established and noted, assessing saturation and whether the questions served as a purpose to carry on further with interviews. Triangulation (Saunders & Lewis, 2012) of data was necessary for the study, and this was achieved because interview records served as 'live' data that were not modified.

Additionally, the four sub-groups triangulated data as opposed to interviewing one group. Data triangulation ensured data saturation (Fusch & Ness, 2015). Direct comments or quotes are insightful and therefore were used in presenting data gathered, analysing and interpreting data (Kumar, 2011; Zikmund et al., 2013). Braun and Clarke's (2006) steps of thematic analysis were used in analysis of data gathered from the interviews, see Table 5 below.

Table 5: Phases of Thematic Analysis (Braun & Clarke, 2006, p. 87)

Phase	Description of the Process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.

5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Furthermore, the steps from Table 5 above were cross-checked, using the 15-point checklist in Table 6 below of Braun and Clarke (2006). The checklist used ensured that there was adequate planning, presentation and interpretation of data.

Table 6: A 15-point checklist of criteria for good thematic analysis Process (Braun & Clarke, 2006, p. 96)

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analysed - interpreted, made sense of - rather than just paraphrased or described.
	8	Analysis and data match each other - the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organized story about the data and topic. 10 A good balance between analytic narrative and illustrative extracts is provided.

		Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Overall	11	
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done - i.e., described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as active in the research process; themes do not just 'emerge.'

Questions recommended by Creswell (2014) presented in APPENDIX 4: CHECKLIST FOR QUESTIONS FOR DESIGNING A QUALITATIVE PROCEDURE validates the qualitative procedures for the proposed research methodology and design. These questions serve as a checklist to identify gaps and the relevant procedures to be followed. For example, the question, "Is there evidence that the researcher has organised the data for analysis?" Creswell (2014, p. 202) speaks to data analysis; this has been addressed by detailing the thematic analysis of organising data. While another question from the checklist states, "Are the procedures for recording information during the data collection detailed?" (Creswell, 2014, p. 202). This was addressed under data gathering and tools.

A limitation from data analysis was the researcher's presence bias (Creswell & Creswell, 2018), being present for data collection in interviews poses a bias to some limited extent, as a few participants wanted to answer by seeking validation from the researcher. The researcher's presence bias was avoided by the researcher listening and probing with questions and not commenting on the interview. Data transcripts and audio recordings also validate the mitigation of the bias because they comprise the participants' perspectives.

4.10 Data Credibility and Trustworthiness

The trustworthiness of data requires attention; this refers to whether or not other researchers would come to a similar conclusion when performing the study (Silverman, 2016). With face-to-face interaction, body language or nonverbal communication (Saunders et al., 2009; Zikmund et al., 2013) plays a crucial role in what the participants and interviewer say and mean. Thus, in preparation of the interviews, it was also imperative to prepare and not show bias by providing own views, leading participants and using an appropriate tone (Saunders et al., 2009). Also, appropriate body language was used with the aim of obtaining reliable data. The participants' nonverbal responses were also noted and probes were added where needed. In addition, trustworthiness was ensured by having accurate transcripts – this was done by listening to the recordings after transcribing, and corrections were made where needed. This was done before coding the data.

One of the benefits of qualitative research is credibility; this was achieved by obtaining many perspectives of themes from the four sub-groups or quotas (Creswell, 2014). Credibility was also attained with piloting the study, and as mentioned, two interviews pilot-tested the credibility of the study. As the two interviews achieved the objective of the pilot, it was valid for the study to be carried out as originally planned. As part of credibility, quotations were used from the participants; this is with an exception of interview 11 for part of the recording that was missed by the recording device. However, detailed notes were taken and because this was realised immediately after the interview, the transcription of that interview was done immediately after the interview as the information provided was still very clear and because it was not the whole recording missing.

4.11 Research Ethics

Ethical clearance was obtained before gathering data from the MBA Research Ethics Committee of GIBS which followed the University of Pretoria's research ethical principles, see Appendix 5. The participants were invited to participate through the provision of the informed consent letter, see Appendix 1, which detailed the purpose of the study, confidentiality of participants and voluntary participation. A consent form, see APPENDIX 2: CONSENT FORM, was presented and signed by the participants before undertaking the interview and obtaining authorisation to record the interview for record keeping and for in-depth performance of the study using the records. We can assume that participants provided truthful information, given that they provided consent and were

ensured confidentiality (Zikmund et al., 2013), and thus, understood what was required of them for the study. The researcher also maintained ethical standards throughout the study.

4.12 Limitations

There was an expected sampling framing error (Zikmund et al., 2013) as there was no complete list of young entrepreneurs and pre-primary school principals available, as for both, there were informal ones, which were not all identified. Therefore, not all quotas of the population will be represented in the sample.

Informal respondents who were not known did not have chances of being selected. Availability of data has limitations as the expectation is that the population is not all on databases.

Generalisability is a limitation for qualitative research (Saunders et al., 2009). There was a limited number of participants, resulting in no generalisation of unrepresented perspectives. For practicality purposes and consideration of the time and geographical factors (Saunders & Lewis, 2012; Zikmund et al., 2013) requests for interviews were sent to individuals in Gauteng. Therefore, there was bias in that regard. Given this limitation, future studies can perform this study elsewhere in South Africa and across the world to validate findings.

Another limitation was the researcher's presence bias (Creswell & Creswell, 2018), being present for data collection in interviews does pose to be of bias to some limited extent, as participants would want to answer by seeking validation from the researcher. The researcher's presence bias was avoided by the researcher listening and probing with questions and not commenting in the interview. Data transcripts and audio recordings comprises the participants' perspectives. Articulation and perception (Creswell & Creswell, 2018) were imperative to ensure that the data collected is usable. English was the language used to conduct the study. However, the researcher was cognisant of the fact that not all participants used English as the first language, so the language used was plain English for participants.

The methodology applied was deemed relevant for the purpose of the study and therefore served as a guide for sampling, data gathering and measurement, which led to data analysis. The methodology was specific and described the process followed.

CHAPTER 5

RESULTS

5.1 Introduction

Chapter 4 presented the appropriate and relevant methodology followed for the study together with the substantiation thereof; this chapter presents the results of the study performed. These results were gathered from 15 participants within the selected four quotas: young entrepreneurs, pre-primary school principals, primary school principals and entrepreneurship experts. The participants' responses were transcribed and analysed using ATLAS.ti. The presentation of the results starts with the description of the participants to provide the context of who was interviewed. Second, the results are presented for each of the three research questions as formulated in Chapter 3. This chapter ends with a conclusion.

5.2 Description of Participants

Participants were diverse and heterogeneous, given that there were four quota categories, being; 1. young entrepreneurs, 2. pre-primary school principals, 3. primary school principals and 4. experts in the entrepreneurship field. Requests were sent to participants to participate in the study, based on the known quota they represent. For example, a request was sent to an expert in the entrepreneurship field, based on snowballing. What was interesting when collecting data was that during requests for participation in the study or during introductions for a selected quota, 33% of participants were found to be interrelated to another quota of the study, which made them more relevant as it can be said that 33% of the participants were providing views from two different perspectives. This interrelatedness was firstly for all pre-primary principals who fit another category of entrepreneurs as they were founders of pre-schools. However, all pre-primary school principals did not fit the description entirely of young entrepreneurs because of age. Reasons for selecting entrepreneurs according to their age as 18 to 35 was explicit in Chapter 4 in sampling and size section. Table 7 below illustrates

participants, the quota and industry they represent. Secondly, most of the entrepreneur experts were also entrepreneurs.

Table 7: Sample quota representation and industry representation

Participant	Quota categories	Industry and brief description
Participant 1	Pre-primary school principal and entrepreneur	Principal and founder of two pre-school centres who has over 15 years' experience of entrepreneurship and a role as a pre-primary school principal.
Participant 2	Entrepreneurship education expert and entrepreneur	A social entrepreneur whose business is in entrepreneurship education that has a social impact in Sub-Saharan Africa by promoting entrepreneurial orientation. Specific expertise in entrepreneurship education with a focus on secondary schools in South Africa and incubating entrepreneurs.
Participant 3	Entrepreneur	A young entrepreneur, Chief Operating Officer, with over 11 years' experience of entrepreneurship, part of the business is in education. Has helped several schools in implementing improvements in educating secondary school learners and building socially responsible citizens.
Participant 4	Primary school principal	A primary school principal who has fulfilled this position for a reasonable number of years and has served this role for multiple township schools.
Participant 5	Primary school principal	A primary school principal who has credibility for leading schools successfully as a principal and forms part in various regions of schools.

		This principal has led the school for a reasonable number of years.
Participant 6	Primary school principal	A primary school principal who has fulfilled this position from an early age when generally compared to many of her peers.
Participant 7	Pre-primary school principal and an entrepreneur	Principal and founder of a preschool centre with over 30 years of experience.
Participant 8	Primary school principal	A primary school principal who has fulfilled this position for a reasonable number of years, prior experience includes teaching the foundational level learners and being a head teacher.
Participant 9	Entrepreneur	A young entrepreneur, Chief Executive Officer, who leads developing digital strategies within fleet management. This young entrepreneur holds postgraduate degrees in Business Informatics and Business Administration.
Participant 10	Entrepreneur	A young entrepreneur, Chief Executive Officer, with over ten years' experience of social entrepreneurship. Has continuous social initiatives that have operated with schools from the inception of the business.
Participant 11	Primary school deputy principal	A very knowledgeable primary school deputy principal with a teaching and leading experience of over 29 years in the field of education at the foundational level. Formed part of implementing (Curriculum Assessment Policy Statements) CAPS curriculum by training teachers.
Participant 12	Entrepreneurship education expert	Doctor of Philosophy and Master of Business Administration with a focus on

		entrepreneurship. Faculty member of a leading business school with a specialisation in entrepreneurship education field.
Participant 13	Entrepreneurship education expert and an entrepreneur	An entrepreneur who is a founder of a business that helps develop and grow social entrepreneurs. Expert in entrepreneurship through working with entrepreneurs at various stages of business.
Participant 14	Entrepreneurship education expert and entrepreneur	An entrepreneur with over 22 years of entrepreneurship field experience working with entrepreneurs and corporates develop and implement strategies. Also, a lecturer of a leading business school who mentioned seeing emerging growth of social entrepreneurs at the business school.
Participant 15	Entrepreneurship education expert	Lecturer at a university since 2012 teaching introduction to business management, from 2016 adored international business. From 2017 teaching more specifically entrepreneurship or social entrepreneurship to the postgraduate students. This lectuturer has entrepreneurship as a field of research focus with a post-graduate diploma in it, shares expertise in the field in various forums. Prior experience includes working for a private equity fund where most of the clients were entrepreneurial firms, small to medium-sized businesses and is related to many entrepreneurs, specifically raised by entrepreneurs.

Table 7 above presents a detailed description of participants who provided data for the research. Table 8 below was formulated to provide a true picture of participants interrelatedness and quotas they represent. In Chapter 4, corroboration of the planned

sample was for 20 interviews, which were allowing for saturation to be reached. However, saturation was reached at interview 15, but because of the insight found that the interviews represented other quotas, in substance the insight informs that the total representation of participants is 20.

Table 8: Presentation of participants in quotas and total representation of the sample

Participant	Entrepreneurs	Public primary school principals	Experts in the entrepreneurship field	Pre-primary school principals	Total representation
Participant 1	x			x	**2**
Participant 2	x		x		**2**
Participant 3	x				**1**
Participant 4		x			**1**
Participant 5		x			**1**
Participant 6		x			**1**
Participant 7	x			x	**2**
Participant 8		x			**1**
Participant 9	x				**1**
Participant 10	x				**1**
Participant 11		x			**1**
Participant 12			x		**1**
Participant 13	x		x		**2**
Participant 14	x		x		**2**

Participant 15			x		1
Totals	**8**	**5**	**5**	**2**	**20**

5.3 Presentation of Results per Research Question

The results of the three research questions are presented per the research question in this section. This presentation is in line with the research questions that were formulated in Chapter 3. The chosen presentation was selected to present data logically. Considerable time was spent on this chapter to interpret data with precision and to gather insights from the 15 interviews.

5.3.1 Research question 1: What possible effect does entrepreneurship education at the foundational level have in the economy and society?

Research question 1 aimed to understand perspectives on the level at which entrepreneurship education could be introduced and why. Secondly, this research question explored opportunities that could arise from teaching entrepreneurship education at the foundational level according to themes that emerged from the interviews. Lastly, challenges that could come with the implementation of entrepreneurship at a foundational level were sought to be understood.

5.3.1.1 Level of introducing entrepreneurship education

Participants were asked at what level would they say entrepreneurship education could be introduced to learners and why. From the 15 interviews, pre-primary and primary school level, which is Grade R and earlier to Grade 7 is mentioned 19 times, see Table 9 below. The reason that the number of times the level is higher than the number of participants is because some participants mention multiple levels with the reasoning given for multiple levels. For example, one participant starts by saying *"we can introduce entrepreneurship from Grade R and 1 on an informal basis"*, therefore already that illustrates that it can be introduced from two grades simultaneously within the context of

a school that has those grades. The participant further provides another grade to introduce entrepreneurship education on a formal basis saying, "*Grade 4*". Given this in-depth data analysis, the level is mentioned 19 times, although there were 15 participants.

High school level is mentioned once, which is at Grade 9 specifically. As the question is open-ended for the level to be provided, the participants were allowed to respond based on their interpretation of level. What emerges is grade and age or level such as early phase or higher level. Table 9 below presents the grade to introduce entrepreneurship education.

Table 9: Grade to introduce entrepreneurship education

Grade	Number of times mentioned	Count of participants
Grade R and earlier	9	4
Grade 2	1	1
Grade 3	2	2
Grade 4	4	3
Grade 5	1	1
Grade 7	2	2
Grade 9	1	1

Grade R and earlier

In addition to the specific Grades, direct quotes were identified for what was interpreted as early introduction of entrepreneurship education. Four participants mention Grade R and earlier more than once during the interview; this shows how important their views are about the grade. For example, in a different interview question, one participant mentions that earlier than Grade R would work even though initially for this question the grade mentioned is Grade R. Therefore, participants explore other perceptions they have for the grade of introducing entrepreneurship education This was formulated from 13

quotes that were said, see Appendix 7. Quotes such as the below three illustrate this interpretation:

"Obviously at the youngest possible ages." (Interview 10)

"Can be brought in at an extremely young age." (Interview 13)

"It should be introduced right from the very beginning of formal schooling." (Interview 14)

Table 10: School level

School level	Number of times mentioned	Count of participants
Pre-primary and primary school level	19	13
Secondary school level	2	2

Pre-primary and primary school level

Within codes that were formulated from results, code groups for pre-primary and primary level, and secondary school level are evident, with a high inclination for pre-primary and primary school level possible introduction phases. See Table 10 above for the results thereof. Specifically, based on the grades level, it is mentioned 19 times by 13 participants that entrepreneurship education could be introduced in pre-primary and primary school level. The reason for the number of times mentioned being more than the participants is the same reason provided for grades to introduce entrepreneurship education in Table 9 above.

Participant 13 says that *"I would say from the minute that they're old enough to speak",* furthermore in the interview said *"[it] can be brought in at an extremely young age".* Both

responses provided form part of the construct of early introduction and for Grade R and earlier, further in interpretation of data that form part of the pre-primary and primary school level.

Secondary school level

Secondary school level is mentioned twice, with one participant specifically stating Grade 9 and another participant saying:

>"*Definitely at secondary school level." (Participant 15)*

Furthermore, the participant who mentions secondary school level acknowledges both the possibility of it being done much earlier, based on country differences and that it may pose as a challenge at that level.

As mentioned in addition to the above question that asked participants on the level that entrepreneurship education could be introduced to learners, reasons for perspectives on the specified level were asked to enrich data on what informs the level of introduction.

Table 11 below illustrates the reasons for the early introduction of entrepreneurship education at the foundational level.

Table 11: Reasons for early introduction of entrepreneurship education at the foundational level

Rank	Construct	Number of times mentioned
1	Early introduction is necessary	19
2	Early childhood development is necessary	12
3	The need to understanding of business	8
4	The need for entrepreneurial mindsets	7
4	Develop mindset and thinking abilities	7
5	Creating awareness	6
6	The need to understanding entrepreneurship	2
7	Children understand far more than we give them credit	1

It is worth noting that the top two reasons are early introduction and early childhood development.

Table 11 above was formulated from 13 of the 15 interviews, which are those who provide pre-primary and primary school level grades and early phase quotes.

Two participants provide reasons for not introducing it at pre-primary and primary school level, but rather at secondary school level with one stating that:

> *"I think at secondary school level because students will understand better what they are being taught and we can also make more use of the notions we know already about entrepreneurship education. I think to introduce it much earlier it will … be more challenging." (Participant 15)*

The interpretation of the data then attests that more times than not early introduction is necessary. However, there could be minor challenges that could be experienced. Although the challenges are raised by two participants who give reasons for not introducing it at the foundational level, when asked at what level could they say entrepreneurship education could be introduced to learners and why, there was a specific question that probed all participants to provide possible challenges that could come with the implementation of entrepreneurship education at the foundational level. This probed all participants to think of possible challenges, highlighted in section 5.3.1.3 Challenges of implementation at the foundational level.

Table 12: Importance of foundational level

Rank	Construct	Number of times mentioned
1	Gradual Implementation	7
1	Progressive learning	7
2	It almost becomes a habit	4
3	Learning from a foundational level makes it easy to adapt	2
3	Prepares for the future	2
4	start at an early age informally	1
4	Good precedent	1

The importance of introduction from a foundational level emerges from the participants with two main emphases, that is, implementing entrepreneurship education gradually and progressive learning Table 12 above.

The first emphasis on implementing entrepreneurship education gradually is coupled with views that illustrate the significance of gradual implementation. Participant 10 mentions that:

> *"The younger you are, the easier it is to absorb things."*

5.3.1.2   Opportunities for introducing entrepreneurship education at the foundational
          level

The opportunities identified in

Table 13 below from the data gathered highlight entrepreneurial mindsets and career choices as two main constructs. Ranking number one and two, respectively, these are top-ranked compared to other identified opportunities. Further from identifying constructs, themes for the opportunities emerge as individual opportunities and societal opportunities. These developed themes are presented in Table 14 below. The process of identifying this pattern is looking at the opportunities provided and these were grouped in the identification of where the opportunities fall into, individual or societal opportunities.

Table 13: Opportunities for introducing entrepreneurship at the foundational level

Rank	Constructs	Number of times mentioned
1	Entrepreneurial mindsets	14
2	Career choices	8
3	Teaching a learner how to own a business	6
4	Employment creation	5
4	Endless opportunities	5
5	Innovative learners	4
6	View challenges as opportunities	3
6	Confidence	3
6	Job creation opportunity	3
6	Appreciation	3

6	Identifying opportunities	3
7	Save money	2
7	Opportunity to implement entrepreneurship education	2
7	Focus on interests	2
7	Creating opportunities for the future	2
7	Life skill	2
8	Values	1
8	Exploiting the opportunity	1
8	Creating streams of income	1
8	Create new economies	1
8	Learn from children	1
8	Opportunity outside of the education system	1
8	Emerging identity	1

Table 14: Who could benefit from opportunities of introducing entrepreneurship education at the foundational level

Theme	Count of individual and societal opportunities constructs	Percent
Individual	14	70%
Societal	10	30%

The number of constructs that form from

Table 13 above were grouped into individual opportunities and societal opportunities as per Table 14 above, refer to Appendix 8 for details of formulating these themes. 70% indicate opportunities for individuals, meaning that when learners are to be taught entrepreneurship, many of the opportunities that could arise would be for the individual and 30% would be for the society.

5.3.1.3   Challenges of implementation at the foundational level

The challenges of implementation at the foundational level are outlined in Table 15 below. The two main challenges are the curriculum and policy; and resources. Another challenge that sparks as a discussion point is limiting children's abilities. The spark of this challenge is because the responses comes from primary school principals. Primary school principals are at the forefront of implementation, being closest to children of all those interviewed for this study. However, not all primary school principals share this view. Thus, this must not be taken as a total representative view, but only as a surprising view worth noting because it speaks to how some of those who effect change in schools' view children's abilities.

Table 15: Challenges of implementing entrepreneurship education at the foundational level

Rank	Construct	Number of times mentioned
1	Curriculum and policy	14
2	Resources	11
3	Change management	8
4	Lack of support from parents	4
5	Skills	3
5	Limiting children's abilities	3
6	Not a business	2
6	Lack of teaching experience in that area	2
6	Passion	2

7	Policy about entrepreneurship education	1
7	Trust	1
7	Our system is not fully developed	1
7	Schools will not have control	1

Limiting children's abilities

Surprisingly, Participant 6 and Participant 4, two primary school principals emphasise a lot about how, from a schooling point of view, children's potential, abilities and talents are undermined.

A perspective by Participant 4 describes introduction of entrepreneurship education as *"a futile exercise."*

Drawing from this, principals as leaders may not see the reason and practicality of implementing entrepreneurship education at the foundational level. This is contrasted by many of the views of other three primary school principals who believe that this is something that they have not considered much and that it holds the potential to provide opportunities for teaching learners to own a business and consider entrepreneurship as a career choice. Additionally, other quotas; pre-primary school principals, entrepreneurs and entrepreneurship experts do not share the same challenge of undermining children's abilities. However, they express other challenges, the two main ones themed as change management challenge, and curriculum and policy challenge.

Interestingly, the question on challenges of implementing entrepreneurship at a foundational level, results in three of the participants raising a challenge for not introducing it at a foundational level primarily because a young person's creativity is better than that of an older person, therefore alluding to the difficulty of introducing it at secondary, tertiary and higher level if the foundation missed it.

Pre-primary school principals and primary school principals do not raise challenges from the teacher's point of view; they raise other factors. This is contrasting the views of most of the entrepreneurship experts and entrepreneurs who are not pre-primary school principals.

Curriculum and policy

Ranking number one as a challenge is the curriculum and policy. There are many views as to why they hold this view. This aligns with the practicality and flexibility of the curriculum and the policy.

> *"The curriculum… as far as that is concerned is failing us in a practical aspect of delivering the knowledge and I think we have to start somewhere." (Participant 10)*

Another point made is:

> *"Our curriculum is limiting because we are all taught in the same way, even though we are different in our own right. There are interesting developments in education, some of them are starting to address some of the problems we have faced with the current curriculum or the previous one. School of Happiness to be opened in India. The school is not going to limit kids by teaching them in the old way … are going to be exposed to different things and are not going to use classrooms. It focuses on happiness, not results … how they … happy are they. People strive to do what they love. A lot of things are changing in the education space, and I think that's where we need to go." (Participant 9)*

5.3.2 Research question 2: What are the necessary skills learners could develop to be entrepreneurial?

This research question aimed at exploring the perceived possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues. Also, the perceptions around the environment, resources and tools were considered for schools to teach entrepreneurship education. Insights for possible opportunities to solve socio-economic issues through entrepreneurship education at the foundational level are presented. Additionally, the research question sought to find out what could be required by the curriculum to teach entrepreneurship education.

5.3.2.1   Entrepreneurial skills currently obtained by learners based on the curriculum

Table 16: Views on the current entrepreneurial skills obtained from the current curriculum

Participant	There are entrepreneurial skills obtained from the current curriculum	There are minimal to no entrepreneurial skills obtained from the current curriculum
Participant 1	X	
Participant 2	X	
Participant 3		X
Participant 4		X
Participant 5	X	
Participant 6		X
Participant 7	X	
Participant 8	X	
Participant 9	X	
Participant 10		X
Participant 11	X	
Participant 12		X
Participant 13	X	
Participant 14		X
Participant 15	X	
Totals	**9**	**6**

Views are shared by the participants on the current entrepreneurial skills obtained from the current curriculum, see Table 16 above. Of the 15 interviews, nine hold views that there are currently entrepreneurial skills obtained by learners. The views are mixed for having minimal to no entrepreneurial skills obtained from the current curriculum. It is difficult to ascertain skills because entrepreneurship education is taught only by a few schools.

Participant 12:

> "W*e really have a few schools that are teaching entrepreneurship. So, it will be hard to tell what are the kinds of skills that they are teaching, but people should be… taught how to identify opportunities."*

Of the few schools that teach entrepreneurship education, the majority are private schools; this is from views shared such as;

> "*I know at private schools they start at a very young age." (Participant 6)*

Table 17: Skills currently obtained

Ranking	Construct	Number of times mentioned
1	Basic skills	10
2	Technical skills	5
3	No entrepreneurial skills	1

Participants were asked about current entrepreneurial skills obtained, this was general, and this question wanted to ascertain current entrepreneurial skills. It is obvious that there are three above constructs as shown in Table 17 above. Those are the constructs that exclude entrepreneurial skills, the entrepreneurial skills participants mention are included in

Table 18 below.

Basic skills

Basic skills include teaching skills such as maths and reading. These basic skills are regarded to be introduced first before introducing entrepreneurship education. Because the question mentions entrepreneurial skills, they contrast these skills with entrepreneurial skills to a limited extent.

> *"At foundation, you focus at reading and writing, not focusing on entrepreneurial skills." (Participant 4)*

> *"[The skills] are not supposed to be complex skills." (Participant 12)*

However, the basic skills construct is not consistent because what the participants regard as basic skills includes entrepreneurial skills such as exploiting of opportunities. Participant 12 continues to say:

> *"The basic skills that a person is to have from identifying the opportunity and now exploiting the opportunity and making that opportunity into a reality and now knowing how to go about executing it and selling."*

Another response is:

> *"I think that certain subjects that tie into entrepreneurship, like literacy, financial literacy, English and other languages, communication skills and maths skills. But there are very few schools that have entrepreneurship module. Even if it is, it's very academic, and it's rare to find experiential entrepreneurship programmes, maybe largely because of time and constraints around capacity when you have classes of between 40 and 70 kids." (Participant 13)*

In closure, what basic skills are essential therefore remains questionable and perhaps broad.

Technical skills

The interpretation from current entrepreneurial skills obtained suggests that entrepreneurial skills are not generally known at a foundational level. Entrepreneurial skills are interpreted differently. Surprisingly, the question was probing, and many participants find it difficult to articulate the skills, and even when articulated, there are many variations.

> *"Some of the schools do not have enough resources to host the market day, one-day integration is not enough. Some schools don't do that component of the market day." (Participant 2)*

5.3.2.2 Skills learners could obtain from the implementation of entrepreneurship education at the foundational level

Table 18: Skills

Rank	Construct	Number of times mentioned
1	Communication skills	7
2	Technical skills	5
3	Interpersonal skills	4
3	Risk-taking	4
3	Skills learnt are important for the community	4
4	Saving	3
4	Autonomy	3
5	Entrepreneurial skills	2
5	Life skill	2
5	Critical thinking	2
6	Tenacity	1
6	Attitude	1
6	Negotiation skills	1
6	Technological skill	1
6	Innovative skills	1
6	Social skills	1
6	Skills to be better citizens	1

6	Meta-skills	1
6	Resilience	1
6	Unique skills	1

Communication skills

Communication skills are top-ranked for skills that learners need to acquire to be entrepreneurial, see

Table 18 above. This is because selling one's vision is important.

In conclusion, an array of entrepreneurial skills are suggested. Entrepreneurial skills are interpreted differently, ranging from life skills to communication skills, attitude and many more. In Chapter 2, a framework for entrepreneurial mindsets by Kuratko and Morris (2018) includes some of the entrepreneurial skills that are flashed out from this study.

5.3.2.3   How to introduce entrepreneurship education at the foundational level

Entrepreneurship days

Entrepreneurship days also referred to as market days are part of the curriculum. All the primary school principals share insights of what and how it happens. Entrepreneurship day is an annual event, many of the schools hold it at Grade 7. This annual event was on 7 September 2018; it coincided with the period when the researcher was carrying out the interviews. Therefore, it is interesting that the practical element of it is presented by the principals as it was about to take place. One primary school principal passionately explains part of the process as follows:

> *"Learners are taught how to sell, on the 7th they will be selling, and they bring money from home, which is considered as a loan. They calculate the total amount that they have made and subtract the loan from the profit so that they have to pay back the loan. They will be able to calculate profit they have received."* (Participant 5).

This principal further explains that:

"Only Grade 7 learners [will be involved]. We started with this group from Grade 2 as the pilot, and currently, we are assessing if they gained the correct skills and [understood] the basics of entrepreneurship. We taught them how to save, and we engaged with [a bank] to give them empty money boxes since June and we tell them that by the end of the year, each learner will have to open their money box and calculate how much they have saved and the one with more saving is remunerated or given a prize." (Participant 5).

Pre-primary school principals mention that the pre-primary schools also have a similar practice. While this is an annual event for Grade 7, some of the schools mention that they hold it also for other grades. Entrepreneurship day is also not only mentioned by principals; entrepreneurship experts and entrepreneurs are also aware of it.

5.3.3 Research question 3: How could entrepreneurship education at school level possibly provide opportunities for solving socio-economic issues?

5.3.3.1 Possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues

The aim of this question was to establish the possible effect that entrepreneurship education at foundational level could have in the economy and the society. It was necessary to understand this because in most cases, entrepreneurship and its effect are looked at from operating businesses' perspective. So, participants were asked: What would you say are the possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues?

It is interesting that participants start answering this question by saying:

"I mean, you just said it, opportunities that arise, it would be to solve socio-economic issues." (Participant 12)

"Well, I think the opportunities are huge. I don't have any direct evidence of this yet, but I think that if you are in a developing country context and you're growing up in a deprived community, it's very natural to want to use your entrepreneurial skills to solve social problems." (Participant 14)

"I think quite obviously the one issue would be unemployment." (Participant 15)

Such responses are highlighting what may seem as an 'obvious reason' for teaching entrepreneurship education.

Another interesting factor that is noted is that most participants have some social impact interest in their business or community (13 of the 15 participants). Only two of the participants are not noted to have any social impact according to their description. This is noted in the descriptions of participants and populated in

Table 19 below. Pre-primary school and primary school principals are interpreted as having social impact because of the role they serve in the society of teaching learners. This factor of social impact is noted also with the below comment.

> *"I do think a great deal of entrepreneurship in our context is actually driven by the need to make a social impact. It's not actually about personal wealth creation. We've seen this really starting to emerge certainly here at [the business school], that people are much more likely to pursue entrepreneurship to solve a social problem or make a social impact." (Participant 14)*

The South African context is therefore inclined to social impact entrepreneurship, this is a key factor for socio-economics.

Table 19: Participants explicit social impact as per description

Participant	Explicit social impact
Participant 1	Yes
Participant 2	Yes
Participant 3	Yes
Participant 4	Yes
Participant 5	Yes
Participant 6	Yes
Participant 7	Yes
Participant 8	Yes
Participant 9	Not noted
Participant 10	Yes
Participant 11	Yes
Participant 12	Not noted
Participant 13	Yes
Participant 14	Yes
Participant 15	Yes

Table 20: Possible opportunities that could arise from teaching entrepreneurship education to solve socio-economic issues

Rank	Construct	Number of times mentioned
1	Curb unemployment and poverty	12
2	Employment creation	10
3	Understanding of business	8
4	Less crime	4
4	Innovation and creativity	4
4	Skills learnt are important for the community	4
5	create new economies	3
6	Productive and engaged society	2
6	social impact	2
6	Creating opportunities for the future	2
6	Enable competitiveness with other countries	2
7	Career choice	1

Table 20 above shows the various constructs identified that are possible opportunities that could arise from teaching entrepreneurship education to solve socio-economic issues. The top-ranked one is curbing of unemployment and poverty. The second-ranked is employment creation.

5.3.3.2 Environment, resources and tools schools need to teach entrepreneurship
education

5.3.4 Other comments or closing remarks

Comments and closing remarks brought about interesting perceptions of the possibility
of introducing entrepreneurship education at the foundational level. Table 21 below
illustrates themes that emerge.

**Table 21: The Perceived possibility of the introduction of entrepreneurship
education at the foundational level**

Construct	Number of times mentioned	Theme
It could be done	10	It could work
Given a chance, it could work	3	
It is interesting	3	
This will open opportunities for the new world of work	2	
It can play a crucial role	1	
Not many entrepreneurial skills can be achieved at the foundation level	2	It could not work

CHAPTER 6

DISCUSSION OF RESULTS

6.1 Introduction

In this chapter, the results detailed in Chapter 5 of the study are discussed about the three research questions that cover the overall purpose of this research and in accordance with the scope of the research. The discussion relies on literature in Chapter 2 to analyse what literature has highlighted and what the collected data articulates. The analysis was done to respond to the purpose of the research of exploring the opportunities of implementing entrepreneurship education at a foundation level, that is pre-primary and primary school level, and how this can be achieved. The core themes formulate the discussion in this chapter.

6.2 Discussion per Research Question

The chapter discussed the results per research question in relation to the study objectives and literature, assessing the responses of the research questions.

6.2.1 Research question 1: What possible effect does entrepreneurship education at the foundational level have in the economy and society?

6.2.1.1 Level of introducing entrepreneurship education

To understand perspectives on the level, at which entrepreneurship education could be introduced and reasons, research question 1 sought to deepen the understanding.

Laying of a solid foundation was introduced in literature, according to Ahmad (2013), stating that solidifying the foundation progressively throughout schooling was crucial. The results of this study on the level of introducing entrepreneurship education at the foundational level agreed with literature. The two main reasons for the early introduction of entrepreneurship education at a foundational level were presented in Table 11 in

Chapter 5. The first ranked reason from the results was that early introduction is necessary, while the second-ranked reason was that early childhood development has a critical role in introducing entrepreneurship education.

The necessity of early introduction

In Chapter 5, a summary of the reasons for early introduction of entrepreneurship education at a foundational level was provided. The top-ranked reason was the necessity of early introduction of entrepreneurship education. One of the reasons for the necessity of early introduction was articulated as per below:

> *"From an early age and that can cognitively gear them to start thinking about making their own money and* start *"businesses." (Participant 9)*

This is in line with the framework by Lackeus (2015) in Figure 3 below who recommended for future studies to be done on entrepreneurship education at the foundational level. Lackeus (2015) also recommended for integration thereof with the existing curriculum. To ground the theme, Ahmad (2013) raised the critical consideration of progression for educational systems to encourage entrepreneurship education at the foundational level. The results in Table 12 in Chapter 5 showed the importance of the foundational level as allowing for gradual implementation and progressive learning, these being the two top ranked reasons for entrepreneurship education at the foundational level. In favour of gradual implementation was the belief that it should tested:

> *"Another reason why potentially a phased approach is important because that allows you to test it and … lack of resistance, so it can also be counted by looking for support from other sectors." (Participant 13)*

In conclusion, the necessity of early introduction of entrepreneurship education from a foundational level was raised as a topic for research by literature in Chapter 2, such as that of Hornsby et al. (2018), Lackeus (2015), Kolstad and Wiig (2014) & Jones and Iredale (2010). The aim was to explore the opinions of entrepreneurs, experts, pre-primary and primary school principals about that. This proved to a necessity by the study.

Early childhood development

Schmitt-Rodermund (2007) suggested a positive influence of early childhood entrepreneurial skills on becoming an entrepreneur. To become a business owner or to

become an entrepreneur goes with having an entrepreneurial intention (Bae et al., 2014). The positive influence of early childhood entrepreneurial skills are not the only skills required to become an entrepreneur, but support from the family environment and personality traits are necessary to jointly encourage the growth of entrepreneurs (Schmitt-Rodermund, 2007). The results of the study showed that early childhood development is not only necessary, but it is necessary for wider skills development. Teaching creativity, innovation, imagination and personal development, other skills form part of the skills development, in line with the definition of entrepreneurship education adopted for this study, that says entrepreneurship education is "making students more creative, opportunity oriented, proactive and innovative" (Lackeus, 2015, p. 6). It was argued that this starts at home, see the quote:

> *"When it comes to the organisation like schools [children have developed] what they have learnt at home and what we are teaching them here [adds on to what they have developed to enhance it]." (Participant 1)*

Therefore, it is critical to have a collaborative approach to developing learners, where the home contributes, but so does the school, the teacher and the principals, enhancing the learners' development.

6.2.1.2   Opportunities for introducing entrepreneurship education at the foundational level

Entrepreneurial mindsets

Table 13 in Chapter 5 showed the opportunities for introducing entrepreneurship at the foundational level, and the two reasons that ranked first and second were entrepreneurial mindsets and future career choices.

Career choice

Von Graevenitz et al. (2010) alluded to the theory that entrepreneurship education could be informative to students in making career choices. This emerged from this study as well as highlighted in

Table 13 in Chapter 5 because helping in information about future career choice ranked top together with teaching a learner how to own a business as a possible opportunity of implementing entrepreneurship education. Some participants explained this by saying:

"They must make a choice when [they grow up]. If we teach them in the nursery school and in primary school and high school, then at the end of the day, they will know what their interest is." (Participant 7)

"It is important because I grew up with the certain career paths that were glorified and like anyone else, you want to do something that people will appreciate you for. So, I think discovering what you are good at when you are young allows you to focus and disregard anything else you waste your time at, so the younger you are the better." (Participant 10)

"So, I mean being an entrepreneurial, we can apply it to business [and] we can apply to life. And I think we can see a bit more of an entrepreneurial culture or way of thinking and way of doing from the very little things of ordinary life, then even career possibilities … provided we have the right ecosystem, so that is also very important." (Participant 15)

It is evident that career choices are critical from an early age, this goes with the creativity of children. What is created in their minds relies heavily on what options they are exposed to. Thus, entrepreneurship education at foundational level allows for exposure to career choices available and entrepreneurial culture may increase (Amorós et al., 2013; Liñán, 2008; Singer et al., 2018).

However, some warning comments were also raised by authors such as von Graevenitz et al. (2010) that increasing entrepreneurial activity may not necessarily yield positive results and that teaching entrepreneurial skills at the foundation level does not necessarily yield more entrepreneurs.

6.2.1.3   Challenges of implementation at the foundational level

Curriculum and policy

Curriculum and policy came out as a top theme for challenges of implementing entrepreneurship education at the foundational level. This aligned to insights from multiple research and recent debates by Berglund and Holmgren (2013), Carlsson et al. (2013) and Hoppe (2016). Therefore, this study supports the notion that the curriculum and policy of entrepreneurship education should be reconsidered to address the need for entrepreneurship education at the foundational level. However, this is in contrast to beliefs by von Graevenitz et al. (2010) and Amorós et al. (2013) who, as already stated,

believed that entrepreneurship education is not worth including in the curriculum. The choice to support reconsideration of the foundational level curriculum was made with evidence of results this study found.

Reconsideration could be in the form of gradual implementation and progressive learning as per Table 12 presented in Chapter 5. Insights from data for progressive learning include:

> *"So, it's elementary; then you go to secondary school, it has to continue up until your tertiary…" (Participant 12)*

> *"If we teach them in the nursery school and the primary school and in high school, then at the end of the day, they will know what their interest is." (Participant 7)*

A detailed insight for gradual implementation of entrepreneurship education at the foundational level was stated in a manner that describes how this implementation can be done practically and the reason why this is important:

> *"Giving children project-based learning methods. Give kids a problem and ask them [to] tackle it in their way of understanding and measure the results from there. Also, give them opportunity try to do small business by selling fruits or anything that can be consumed by other people or use their talent to produce things, e.g., some are talented in arts, they must be given an opportunity to improve on it. Kids need to be rewarded or officially recognised with the talents they have, and that can motivate kids to start focusing on their talents. Even if it's not entrepreneurship, but they will realise that if their talent serves a particular need in society… that's when they can commercialise it." (Participant 9)*

In conclusion, the foundational level entrepreneurship education should be considered for its important role as part of early childhood development, because of the opportunities this creates for the learners as individuals and the role they will play in future as part of society, holding their place in the future of the economy (Singer et al., 2018).

Resources

The second-ranked challenge faced when considering widening the curriculum to include education on entrepreneurship was resources as per Table 15 in Chapter 5. Comments included:

"An entrepreneurship module [would be] very academic and it's rare to find experiential entrepreneurship programmes, maybe largely because of time and constraints around capacity when you have classes of between 40 and 70 kids." *(Participant 13)*

"Already our resources are very limited." *(Participant 6)*

The above comments allude to different resources; time, capacity as a challenge affects the teacher's resources and an entrepreneurship module if it is to be implemented would come at a cost. Thus, resources are a challenge from that perspective. This would also have to address yet another field or topic the teachers would have to learn as pre-primary and primary school teachers are generalists and not specialists. Thus, there could be teacher resistance to cover ever more material.

6.2.2 Research question 2: What are the necessary skills learners could develop to be entrepreneurial?

6.2.2.1 Entrepreneurial skills currently obtained by learners based on the curriculum

As mentioned in Chapter 5, it was suggested that entrepreneurial skills are not generally known at a foundational level. Despite participants having discussed the type of skills being part of entrepreneurship, they found it difficult to describe, which of those skills are currently obtained or would have to be part of entrepreneurial education at the foundational level as part of the curriculum.
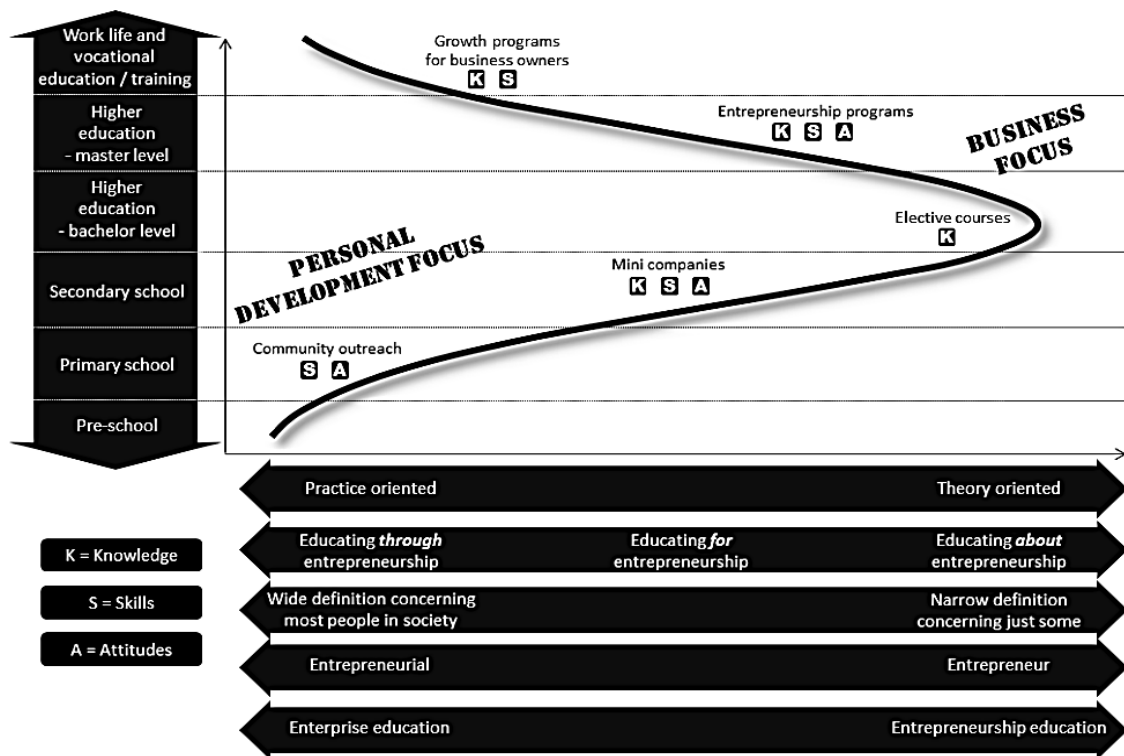
Figure 3: Overview of terms and definitions used in entrepreneurship education (Lackeus, 2015, p. 8)

6.2.2.2 Skills learners could obtain from the implementation of entrepreneurship education at the foundational level

From Figure 3 above, which was discussed in Chapter 2, the foundational level, meaning pre-primary (noted in the figure as pre-school) shows that practice-orientation takes place at foundational level through community outreach and thereby leaners gaining skills and attitudes. For focus and more clarity for the foundational level see Figure 4 below.
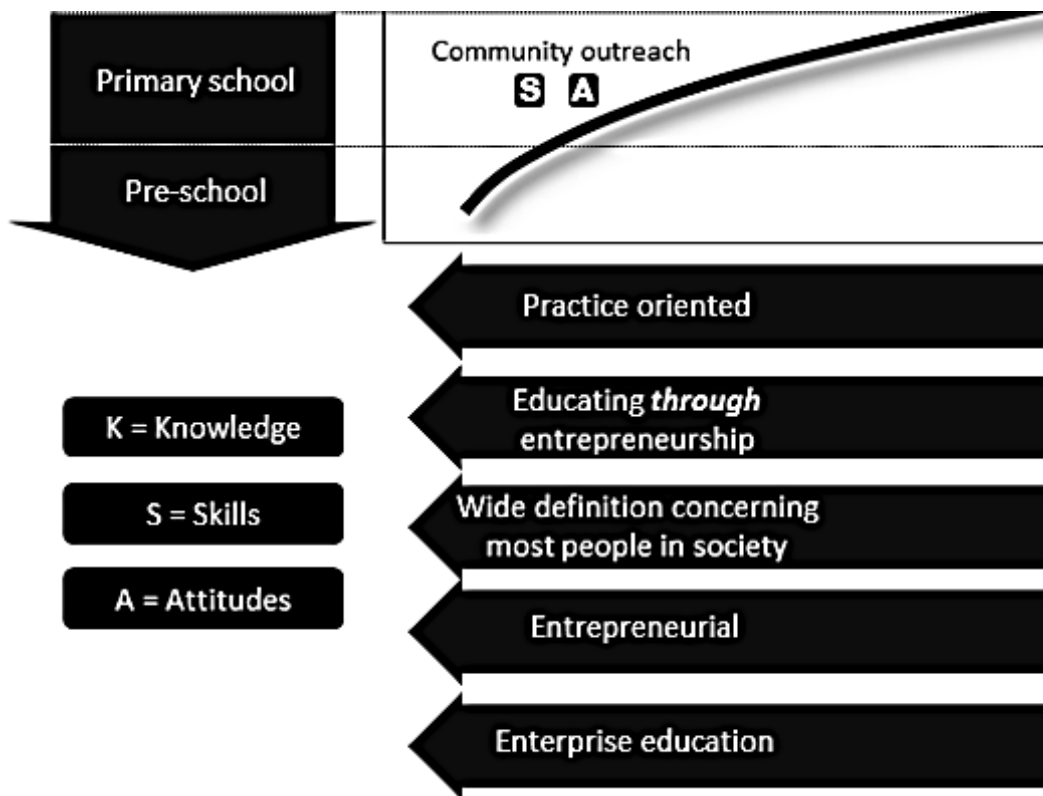
Figure 4: Foundational level (pre-school and primary school) focus (Lackeus, 2015, p. 8)

Based on the data presented in Chapter 5 on skills learners could obtain from the implementation of entrepreneurship education at the foundational level, it emerged that participants were not sure what such skills would be.

Lackeus (2015) recommended integration of entrepreneurship education into existing curriculum. However, von Graevenitz et al. (2010) and Amorós et al. (2013) did not agree with that notion.

This study suggests there is a distinct possibility for the integration of entrepreneurship education at foundational level with the rest of the curriculum, in line with Kuratko and Morris (2018) & Walter and Block (2016). However, how that can be done depends on the context of where it is implemented. For example, different contexts were township schools versus urban area schools; pre-primary schools versus primary schools. This is supported by responses received about the specific environment of the schools, their resources, class sizes and tools.

6.2.2.3   How to introduce entrepreneurship education at the foundational level

Community outreach

To enrich the insight of how skills could be introduced based on what Lackeus (2015) provided, there will have to be a community outreach. A theme that emerged from data collected on how to introduce entrepreneurship education at the foundational level, is that it provides entrepreneurial skills, can involve most of the society and is practical. One participant explained how to introduce entrepreneurship education as:

> *"I think it'll go back to like a simple task of selling. How do you teach young people to sell? You can use … like the practical example about the community. Where do you buy bread? I mean, you want to make it as practical as possible because if it's theoretical, they wouldn't really understand what you're talking about."*

Collaboration

Another participant also had a similar practical example that included collaboration with key partners, parents and other learners:

> *"The most basic way possible. Encourage parents and kids to be involved by creating things of own liking or own making. Kids to have a buying feel of what another child created. Kids can also engage in a project, draw what they think and like, entice them to feed their creative imagination. It does not even have to be something that exists. There must be no right or wrong creation to ensure that they exercise their imagination to share with others in a group."*

The presented process in Chapter 5, by Participant 5, section 5.3.2.3 also attested to collaboration. Key partners included parents, teachers and external sponsors such as a bank that donated money boxes. The cohesion that forms when there is collaboration is critical; hence, this holds a key role in how to introduce entrepreneurship education at a foundational level. This can be done at schools in different contexts and how they see fit to do it, given their resources. There is no fixed process of doing practical programmes or projects, flexibility is critical. Project learning is in line with Sánchez (2013) and Mwasalwiba (2010).

Autonomy

Autonomy is an interesting concept because it links to societal aspects, which are part of research question 3 below. The importance thereof was detailed in the below response:

> *"Autonomy… I also think in South Africa… it has its good and bad sides, but in terms of entrepreneurship, maybe a bit of a bad side. What I see is sometimes the community-oriented view of life makes us think there is always someone we can go to help us, and I think that is fine, but I think it is important we see a bit more autonomy together with that. So, at the same time, yes, I trust my community might help me, but I also want to do things as if I was the only one responsible and in charge and dependable on this project, be it a business or whatever it is. So, kind of like thinking it out on your own, being a go-getter and just depending on one's resources. I think this forces someone to be more entrepreneurial [and think] 'now I have to come up with a plan' versus 'someone thinking will help or will provide'. I think that is really important." (Participant 15)*

Although collaboration is critical, it is contrasted with autonomy. This study suggests that there needs to be a balance between collaboration and autonomy. Although learners should learn autonomy to be entrepreneurial, that could be balanced through collaboration with the key partners such as the community, people they will "sell to", "buy from", work with, share ideas.

6.2.3 Research question 3: How could entrepreneurship education at school level possibly provide opportunities for solving socio-economic issues?

6.2.3.1   Possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues

Table 20 in Chapter 5 showed a possible long-term benefit of such education being curbing of unemployment and poverty; and employment creation as the two most important possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues in South Africa. This aligns to the NDP's (National Planning Commission, 2011) aims for the country. Education and innovation have crucial roles in solving socio-economic issues goals such as "eradicating poverty, reducing inequality,

growing the economy by an average" of five percent, and "cutting the unemployment rate to 6 percent by 2030" (National Planning Commission, 2011, p. 296-297). Contrary to the NDP's goal to cut unemployment to 6% by 2030, unemployment has been increasing and Schwab (2016) mentioned the unlikeliness for the unemployment rate to reduce due to other factors affecting South Africa, which ranked 47th out of 138 countries on global competitiveness.

Curbing of unemployment and poverty

Regarding the poverty factor, a comment was made that:

> *"There is a difference between being faced by poverty and unable to rise above it, unlike when you are able to find a solution. It helps from a psychological point of view being able to contribute in the economic well-being of a family and for themselves." (Participant 2)*

> *"We have [to] engage on the South African context, socio-economic issues ranging from poverty, rate of unemployment, crime, etc. If we are breeding a community of creators, thinkers, entrepreneurial people, this will be challenging on status quo." (Participant 3)*

Thus, there is an elevated level of essential collaboration and ideally, people becoming entrepreneurs to add value for others in a context, where there is a necessity for entrepreneurship. This was also noted by Singer et al. (2018).

Employment creation

Perspectives shown in Chapter 5 have highlighted the 'obvious need' for teaching entrepreneurship education for a possible opportunity of employment creation. This could contribute to the socio-economic solutions, if self-employment as an entrepreneur and job creation (by hiring other people) were to follow education on entrepreneurship from an early age. While there were some authors (as stated above) who did not believe that entrepreneurial education at any age would automatically translate into people planning a career as entrepreneurs, at least there would be a better chance for these learners having open minds towards creating self-employment rather than joining the endless lines of the unemployed.

6.2.4 Other comments or closing remarks

Themes emerged from closing remarks as shown in Table 21. A primary school principal was adamant throughout the interview and raised strong opinions that entrepreneurship education at foundational level could not work, believing that it would be too academic, stretching resources of overcrowded classrooms and burdening the currently stretched curriculum. For the question on the level of introducing entrepreneurship education at foundational level (as per Table 9 and Table 10), the same principal was, however, clear that it must be introduced at a secondary school level, specifically Grade 9. However, it was interesting how, through exploration, the principal closed with the perception that entrepreneurship education – even at the foundational level − could work, after all:

> "*This could be a good programme… what is key is to be able to know at what Grade we have to introduce it so that it becomes a fruitful exercise. It's a very good programme, if it could be given a chance.*"

Other encouraging remarks emerged in the theme that entrepreneurship education at foundational level could work, a few participants quotes shared from different quotas are:

Entrepreneurship education expert and an entrepreneur

> "*I think that this is something that needs to happen, and I hope you do it.*" (Participant 13)

Primary school principal

> "*You made me to think a little because I do believe that it is more important than I have thought of it before, as we always hear about entrepreneurs or about brilliant people or people who have that skill. Who put that interest in them in the first place? Where was that nurtured? Did it come from home, teachers or were they born with that? I find that interesting and want to read more about it.*" (Participant 8)

Pre-primary school principal

> "*You know this interview has made me to look at things differently now. Especially [because] we want kids to know how to colour, we want kids to know how to paint, we're forcing them into doing and knowing [what] we think is right for them…From this interview, I saw that we have been limiting the kids' ability. I think this interview … this opened my mind now that the things that I've said I must start to even implement that myself, seeing that I can bring the uniqueness of the learners for who they are and not for what I want them to be.*" (Participant 1)

Young entrepreneur

"With all [the] challenges we have in South Africa, I do believe that we have amazing people who are willing to head on, challenge, face and conquer the problems that we are facing with entrepreneurship education, also, what we teach in entrepreneurship, which is entrepreneurship education matters. We have a bright future." (Participant 3)

6.3 Conclusion

This chapter has achieved the aim of its analysis to respond to the purpose of the research of exploring the possible opportunities of implementing entrepreneurship education at foundational level and how this can be achieved.

This research has contributed through the development of a simple model of implementing entrepreneurship education at the foundation level, that is pre-primary and primary school level. How this can be achieved in the South African context will be discussed in the concluding chapter that follows.

CHAPTER 7

CONCLUSION

7.1 Introduction

The aim of this study was to explore the opportunities of implementing entrepreneurship education at a foundation level, that is pre-primary and primary school level and how this could be achieved in the South African context.

Literature review was done for understanding published research regarding the implementation of entrepreneurship education within the curriculum from an early introduction, using studies such as that of Rosendahl et al. (2014). What was different for this study and that of Rosendahl et al. (2014) was methodological and the level of introduction:

- Rosendahl et al. (2014) did an empirical study through an experiment of five days and the level was for children aged 11 and 12;
- This study was theoretical, a qualitative study was performed with 15 participants and proposed a simple model of implementing entrepreneurship education at the foundation level, thus pre-primary and primary aged children include a broader scope than that of Rosendahl et al. (2014).

The opportunities entrepreneurship education has were looked at from various literature such as Berglund and Holmgren (2013) and credible reports such as that of Singer et al. (2018) on the GEM report.

A thorough understanding of literature, current debates and the kind of studies that have been done formulated the gaps and reasons for this study.

From thereon, an understanding of literature formulated research questions, which were used to collect data from 15 participants. The researcher deliberately interviewed diverse experts (quotas) to obtain their perspectives. The quotas were entrepreneurs, pre-primary school principals, primary school principals and entrepreneurship field experts.

7.2   A Recap of the Research Problem

The problem was identified that although entrepreneurship education exists, it is started at a later stage of learning and predominantly at an optional level such as higher education; that is at business schools, colleges, universities, and alike. Thus, consideration to start such education at a foundational level curriculum was necessary.

Over the years, the curriculum of entrepreneurship has been developed and debated (Berglund & Holmgren, 2013; Carlsson et al., 2013; Hoppe, 2016), asking for further studies on the curriculum for foundational level, for the conxtext of this study that is pre-primary and primary school level. This is contrary to earlier studies that were not of the view that the school curriculum could include entrepreneurship education (von Graevenitz et al., 2010). Recently though, Hornsby et al. (2018) and Kuratko and Morris (2018) noted a growing interest in the theory and that many universities have programmes fostering entrepreneurship. This is particularly important in the light of growing unemployment, digitalisation meaning that more people without specialised education will find it difficult to find jobs and the whole Fourth Industrial Revolution changing the employment landscape. Future generations will have to think out of the box, finding their particular niche in life, believing in their own skills and talents and making sure that they earn a living without formal employment.

Qualitative studies were recommended to add to the body of knowledge in this field by literature because most of these studies in this field had been quantitative studies. Most of the literature revealed quantitative studies such as those by:

- Bae et al. (2014)
- Hoppe (2016)
- Lima et al. (2015)
- Ruskovaara and Pihkala (2015)
- Vanevenhoven and Liguori (2013)

A gap was identified for this study to be performed based on the above rationale.

7.3 Principal findings, implications, contributions and recommendations of the study

A simple model of implementing entrepreneurship education at the foundation level was developed to enable an understanding of a critical curriculum consideration
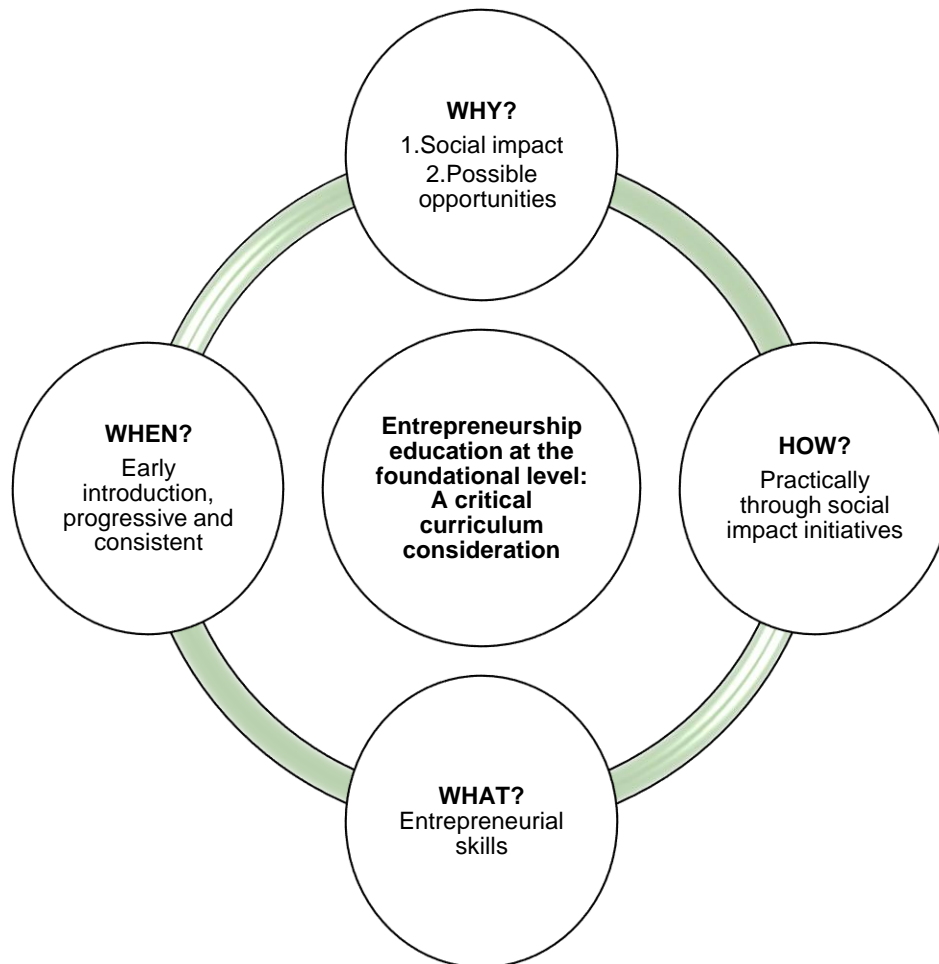

Figure 5: A simple model of implementing entrepreneurship education at the foundation level

Figure 5 above summarises the principal findings of the study in the form of a simple model of implementing entrepreneurship education at the foundation level. Each of the elements of the model and outcomes are shown and discussed below in Table 22. Social impact drives entrepreneurship in South Africa, which is contextual and based on the necessity (Amorós et al., 2013) of entrepreneurship for South Africa to solve socio-economic issues, which could improve education and savings within societies when learners and students learn basic entrepreneurial skills.

Table 22: Principal findings of a simple model of implementing entrepreneurship education at the foundation level

Research questions	Principal findings
Research question 1 What possible effect does entrepreneurship education at the foundational level have in the economy and society? ➕ **WHEN?**	➕ Entrepreneurship education is best implemented at foundational level, from pre-primary and primary school level. Reference: Table 10 ➕ This was found to be important and alluded to gradual implementation and progressive learning. Reference: Table 12 ➕ The major challenges are; curriculum and policy and resources. Reference: Table 15
Research question 2 What are the necessary skills learners could develop to be entrepreneurial? ➕ **WHAT?**	➕ The necessary outcomes are entrepreneurial mindsets and career choices. Reference: Table 13 ➕ This has positive individual and societal outcomes. Reference: Table 14
Research question 3 How could entrepreneurship education at school level possibly provide opportunities for solving socio-economic issues? ➕ **HOW?**	➕ Social impact struck as a theme to curb unemployment and for employment creation. ➕ How this could be introduced practically through social impact initiatives, which had three dominant constructs evident, community outreach programmes, collaboration and autonomy. Reference: Table 20
Emerging theme ➕ **WHY?**	➕ A theme emerged that entrepreneurship education at foundational level could work and thus inspired the formulation of a simple model of implementing entrepreneurship education at the foundation level was developed to enable an understanding of a critical curriculum consideration. Reference: Table 21

7.3.1 Theoretical contribution

This study has contributed to the emerging literature of entrepreneurship education at the foundational level. It was found that the topic needs more debate in a country such as South Africa, where there are both social necessities and opportunities for solutions such as addressing unemployment. Social entrepreneurship drives the culture of entrepreneurship and economic growth. The debates are suggested to include representation of the society to have diverse contributions and collaboration of key partners; these are as follows:

- Businesses;
- Entrepreneurs;
- Entrepreneur field experts and policymakers;
- Primary school principals;
- Pre-primary school principals.

7.3.2 Entrepreneurs and businesses

Entrepreneurs are encouraged to have social impact and further emerge from business schools and alike, while partnering with foundational level schools. This emergence holds crucial for the socio-economic growth of South Africa, given the country's context.

7.3.3 Entrepreneurs, field experts and policymakers

Experts and policymakers are advised to consider the contributions of this study for the foundational level curriculum. Research that is carried out within the Department of Education and related bodies are advised to use the insights gathered for future policies and curriculum perspectives.

7.3.4 Pre-primary school and primary school principals and teachers

Primary school principals and teachers are encouraged to remain consistent in building a solid foundation of the future of South Africa. They contribute a critical function to the individual learners and society. This is through encouraging learners to have entrepreneurial mindsets and be positive participants to achieve a social impact.

7.3.5 Collaborator of early childhood development

The results of the study attested to the fact that early childhood development is critical. Furthermore, it was highlighted that there are key partners or collaborators that are needed to enhance early childhood development. These are key partners such as parents or guardians because childhood development starts at home. Therefore, those who are part of the home environment play a key role in developing learners in collaboration with the schooling environments.

7.4 Limitations of the Research

This study does not represented all quotas of the population, there was an expected sampling framing error (Zikmund et al., 2013) because there was no complete list available of the population. A limited number of interviews were carried out, 15 participants participated in the study; hence, this resulted in no generalisation of unrepresented perspectives, geographically as well because the study was carried out in one province of South Africa.

The proposed model - a simple model of implementing entrepreneurship education at the foundation level, is conceptual and was never tested empirically for this study. Future studies are recommended to perform empirical studies using this model.

7.5 Recommendations for Future Research

The context of this study was South Africa and data were gathered predominantly in Gauteng. However, since participants selected represented four diverse sub-groups: public primary schools principals, pre-primary school principals and young entrepreneurs and experts in the entrepreneurship field in townships and urban areas, this may serve as a geographical and sector bias; for example, individuals who are working and living in other parts of South Africa such as the rural areas may provide insights that are specific for their context. Future researchers may focus on isolated areas and a more diverse focus.

Future research in South Africa is suggested to perform longitudinal studies as this study was cross-sectional, given the limitation of the time this study had to be performed within. These longitudinal studies could focus on entrepreneurship education at the foundational level and measure progression as learners build on the knowledge and practical elements. Quantitative studies would cover wider contexts and larger sample sizes, including international geographical areas.

Future research is recommended for assessing entrepreneurship education from the collaborators' perspective, especially from the home environment. This would provide insights on:

1. What would entail having entrepreneurship education at the foundational level from the home environment perspective? Does it add a burden or will it become an opportunity for some level of autonomy by learners?
2. Why is it important to have entrepreneurship education at the foundational level as seen by teachers at the secondary educational level? Does it make their teaching easier, something to build on or is it not related?
3. How would the collaboration of key partners work for the enhancement of entrepreneurship education at the foundational level?

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APPENDICES

9.1   APPENDIX 1: INFORMED CONSENT LETTER

Researcher: Dimakatso Masedi CA(SA), The Gordon Institute of Business Science MBA student

Email: dimakza@yahoo.com

Phone: +27 81 271 9384

Dear: Participants name and surname

I am conducting research on entrepreneurship education and this study is done to understand how this be taught and learnt at pre-primary and primary school level and what opportunities it holds. Our interview is expected to last about an hour. **Your participation is voluntary, and you can withdraw at any time without penalty**. All data provided in the interview and your identity will be kept confidentially. If you have any concerns, please contact my supervisor or me. Our details are provided herein.

The aim of the research is to answer the following questions:

Research question 1: What possible effect does entrepreneurship education at foundational level have in the economy and society?

Research question 2: What are the necessary skills learners could develop to be entrepreneurial?

Research question 3: How could entrepreneurship education at school level possibly provide opportunities to solving socio-economic issues?

Research Supervisor

Hayley Pearson

Pearsonh@gibs.co.za

Phone: +27 11 771 4180

Lecturer

The University of Pretoria's Gordon Institute of Business Science

Signature of Participant: _____

Date: _____

Signature of researcher: _____

Date: _____

(Gordon Institute of Business Science, 2018)

9.2 APPENDIX 2: CONSENT FORM

Name of Participant: _____

Organisation of Participant: _____

1.   I confirm that I understand what the research is about and that I have had the opportunity to ask questions

2.   I understand that my participation is voluntary and that I can withdraw at any time without giving reason

3.   I agree to take part in the research

4.   I agree to my interview being audio recorded

5.   I agree to the use of anonymised quotations in publications

Participant's Name: _____   Signature: _____

Researcher's Name: _____   Signature: _____

Date: _____

9.3 APPENDIX 3: INTERVIEW GUIDELINE

Name:	
Organisation and occupation:	
Date:	
Start time:	End time:

- ❖ Introduction
- ❖ Request to record the interview and sign consent form
- ❖ State the purpose of the research
- ❖ Assurance of confidentiality of the individual and the conversation

Questions are open-ended

1. At what level would you say entrepreneurship education can be introduced to learners and why?

2. What would you say are the opportunities that could arise from teaching entrepreneurship at foundation level?

3. Based on the current curriculum, what entrepreneurial skills do learners currently obtain?

4. If, entrepreneurship education was to be implemented at foundation level, what are the skills that the learners would obtain?

5. How would you introduce entrepreneurship education at foundation level?

6. What would you say are the possible opportunities that could arise from teaching entrepreneurship to solve socio-economic issues?

7. What are the challenges that can come with the implementation of entrepreneurship at foundational level?

8. What kind of environment, resources and tools do schools need to teach entrepreneurship?

9.4 APPENDIX 4: CHECKLIST FOR QUESTIONS FOR DESIGNING A
QUALITATIVE PROCEDURE

Are the basic characteristics of qualitative studies mentioned?
Is the specific type of qualitative design to be used in the study mentioned? Is the history of, a definition of, and applications for the design mentioned?
Does the reader gain an understanding of the researcher's role in the study (past historical, social, cultural experiences, personal connections to sites and people, steps in gaining entry, and sensitive ethical issues) and how they may shape interpretations made in the study?
Is the purposeful sampling strategy for sites and individuals identified?
Are the specific forms of data collection mentioned and a rationale given for their use?
Are the procedures for recording information during the data collection detailed (such as protocols)?
Are the data analysis steps identified?
Is there evidence that the researcher has organized the data for analysis?
Has the researcher reviewed the data generally to obtain a sense of the information?
Has the researcher coded the data?
Have the codes been developed to form a description and/or to identify themes?
Are the themes interrelated to show a higher level of analysis and abstraction?
Are the ways that the data will be represented mentioned—such as in tables, graphs, and figures?
Have the bases for interpreting the analysis been specified (personal experiences, the literature, questions, action agenda)?
Has the researcher mentioned the outcome of the study (developed a theory, provided a complex picture of themes)?
Have multiple strategies been cited for validating the findings?

9.5 APPENDIX 5: ETHICAL CLEARANCE APPROVAL

Ethics Letter

Rembuluwani Mulaudzi <MulaudziR@gibs.co.za>

To: dimakza@yahoo.com

Cc: Jennifer Theodoridis

Jul 4 at 4:01 PM

Dear Dimakatso

Attached please find your ethical clearance letter.

 Kind regards,

MBA Ethical Clearance Committee

Rembuluwani Mulaudzi
MBA Research and Career Officer
The University of Pretoria's Gordon Institute of Business Science

Ethical Clearance Approval- Masedi Dimakatso.pdf

70.7kB

04 July 2018

Masedi Dimakatso

Dear Dimakatso

Please be advised that your application for Ethical Clearance has been approved.
You are therefore allowed to continue collecting your data.

Please note that approval is granted based on the methodology and research instruments provided in the application. If there is any deviation change or addition to the research method or tools, a supplementary application for approval must be obtained

We wish you everything of the best for the rest of the project.

Kind Regards

GIBS MBA Research Ethical Clearance Committee

9.6 APPENDIX 7: QUOTATIONS FOR TABLE 10

Quotation Content	Interview
"I think education can be introduced to learners from as early as a year"	Interview 1
"I think once there is life in a human being, it means that person has to learn, a child will be taught different things"	Interview 1
"Should start from early learning"	Interview 2
"Secondly the system should also encourage learners to start learning about business from the early age"	Interview 2
"Introduced right at the bottom process"	Interview 3
"You can start with babies. Babies can also be developed in a play-play situation"	Interview 7
"Nursery school (Grade R)"	Interview 8
"From an early age and that can cognitively gear them to start thinking about making their own money and making their own businesses"	Interview 9
"Obviously at the youngest possible ages	Interview 10
'Introduced at an early phase"	Interview 12
"I would say from the minute that they're old enough to speak"	Interview 13
'Can be brought in an extremely young age"	Interview 13
"It should be introduced right from the very beginning of formal schooling"	Interview 14

9.7 APPENDIX 8: THEMES FOR TABLE 14

Construct	Number of times mentioned	Theme
Entrepreneurial mindset	14	Individual
Career choices	8	
Teaching a learner to own a business	6	
Innovative learners	4	
Confidence	3	
Appreciation	3	
Identifying opportunities	3	
Save money	2	
Focus on interests	2	
Creating opportunities for the future	2	
Life skill	2	
Values	1	
Emerging identity	1	
Employment creation	5	Societal
Endless opportunities	5	
View challenges as opportunities	3	
Job creation opportunity	3	

Opportunity to implement entrepreneurship education	2	
Exploiting the opportunity	1	
Creating streams of income	1	
Create new economies	1	
Learn from children	1	
Opportunity outside of the education system	1	