

**THE ROLE OF SCHOOL MANAGERS IN
DEVELOPING ENTREPRENEURIAL
SKILLS OF GRADE 9 LEARNERS**

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**THE ROLE OF SCHOOL MANAGERS IN DEVELOPING
ENTREPRENEURIAL SKILLS OF GRADE 9
LEARNERS**

by

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I declare that **THE ROLE OF SCHOOL MANAGERS IN DEVELOPING ENTREPRENEURIAL SKILLS OF GRADE 9 LEARNERS** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Me E.V. van Zyl

20 October 2006

SYNOPSIS

The Department of Education in South Africa altered the concept of teaching and learning from a traditional method to a new outcome based approach. The new curriculum prescribes certain outcomes that the learners must successfully master.

One of the outcomes Grade 9 learners must manage is to become an entrepreneur and to be able to administer the small business as a profitable unit. The school managers, educators, parents and learners of the primary schools are eager participants in Market or Entrepreneur days.

However, in the secondary schools, the enthusiasm and commitment to such an event, does not exist. The teaching and learning environment between the two institutions are worlds apart and launching such a day in secondary schools, is basically impossible. As a result learners, including the Grade 9 learners, have limited opportunities, to practise their entrepreneurial skills.

Despite the various attempts made by the school managers and educators to compromise, secondary school learners are deprived of chances to exercise their skills within the school's safe environment.

KEY CONCEPTS

Curriculum 2005

Entrepreneur

Critical outcome

Market day

School manager

Outcomes Based Education

Qualitative research

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CHAPTER 1

ORIENTATION, PROBLEM STATEMENT, AIM AND PROGRESS OF THE STUDY

1.1 Introduction

The learner in modern South Africa is challenged with a variety of obstacles before he/she enters the labour market. Although the economy has shown improvement, and job opportunities have increased slightly, national realities in South Africa are still workforce changes, skills shortages and high unemployment levels, as stated by Schenk (2003:86). According to Kroon et al (2001:1) only about 7% of school leavers find employment in the formal sector whether they can present a Grade 12 certificate or not.

According to a report published in the National Edition of Entrepreneur South Africa (2005:1), the Global Entrepreneurship Monitor (GEM) conducted a survey that measures the total entrepreneurial activity that revealed South Africa has relatively low levels of entrepreneurship compared to other low-income developing countries in the world. GEM conducts an annual study of entrepreneurial activities in countries using the Total Entrepreneurial Activity (TEA) index as its main measure.

A total of 34 countries participated in this GEM study in 2004. Findings were that, generally South Africans do not have enough confidence and knowledge to be successful entrepreneurs. This is mainly due to factors such as low levels of education and skills required to start and run a business.

The majority of South African organisations also lack the competitive spirit in the industry and commerce (Nasser 1993:1). The situation is worsened by several factors such as demands for higher salaries, insufficient training to

employees in government posts and big businesses, the increased use of information technology and the under utilization of human resources potential.

The demands of the modern economy also make it inevitable for people to change career paths several times during their lives. This requires access to education at any time and to be a life long student (Nair 2003:70). The emphasis should be placed on the implementation of an integrated curriculum by broadening the occupational aspects with applied knowledge. This brings the dimension of lifelong education to the foreground. While vocational education focuses on preparing a student for one specific job or occupation, lifelong education is much broader and continuous, and is aimed at the acquisition of specific skills or characteristics. Nasser (1993:3) states that learners must be educated to manage success in spite of the turbulence in the economy.

In South Africa, after the 1994 elections the whole educational process changed (Gouws 2002:4). The former traditional method consisted of a teacher lecturing traditional subjects from a textbook to the pupils as prescribed by the Department of Education. Pupils were, apart from listening, not actively involved in the lesson. Traditional learning should be developed into action learning.

Action learning means:

- To take action (being an entrepreneur); and
- Personal development (being successful).

Du Preez (2003:2) describes the new educational process as one where the educator is responsible to teach the “whole” learner, i.e. the individual in total. The new curriculum, Curriculum 2005 (C2005), follows a transformational outcome based educational approach (OBE) where the content is not structured around disciplines but rather around themes and real life problems.

The educator is no longer strictly bounded by the syllabus, but free to expand teaching horizons (Du Preez 2003:2). The educator can be creative and innovative while compiling the learning material in order to equip the learner for real life situations.

The new approach to education places enormous responsibility on the shoulders of educators today. With the support of the school manager, educators must be able to utilise their unique skills to reach their full potential (Van der Westhuizen 1999:114). Educators must assist the learners to become well-adjusted citizens of South Africa who can improve their lives, and those of other members of society according to the Constitution of South Africa (RNCS 2002:3). All divisions of the past should be addressed and democratic values and social justice should be promoted.

Educators must assist learners to reach critical outcomes previously established by the Department of Education. These outcomes are broad and generic and will equip an individual as a well-adjusted, competent citizen of South Africa. The outcomes are supposed to be introduced to learners as early as Grade R and continue throughout their school career up to their exit from secondary school.

The outcomes include all aspects of life across all learning areas. The outcomes are:

1. Problem solving skills: Identifying and solving problems in which responses display that responsible decisions have been made using critical and creative thinking.
2. Team ship: Working effectively with others as members of a team, group, organization and community.
3. Self -responsibility skills: Organizing and managing oneself and one's activities and responsibilities.

4. Research skills: Collecting, analysing, organizing and critically evaluating information.
5. Communication skills: Communicating effectively using visual, mathematical and/or language skills in the modes of oral or written persuasion.
6. Technological and environmental literacy: Using the science and technology effectively and critically, showing responsibility towards the environment and health of oneself and others.
7. Developing macro vision: Demonstrating an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.
8. Learning skills: Reflecting on and exploring a variety of strategies to learn more effectively.
9. Citizenship: Participating as responsible citizens in the life of local, national and global communities.
10. Cultural and aesthetic understanding: Being culturally and aesthetically sensitive across a range of social contexts.
11. Employment seeking skills: Exploring education and career opportunities.
12. Entrepreneurship: Developing entrepreneurial opportunities and business skills (RNCS 2002:4).

It is clear by looking at Outcomes 1, 2, 5, 6, 8 and 10 that school managers have a responsibility towards the learner to accomplish these outcomes. Activities in school should be directed in such a manner that learners get exposed to these outcomes. However a huge responsibility lies with the learner, (Outcomes 3, 4, 7, 9, 11 and 12) to empower him/her to being a well-adjusted citizen.

1.2 Problem Statement

1.2.1 Formulation of the main research problem

What is the role of the educator and relevant school managers in developing learners to become successful entrepreneurs?

1.2.2 Formulation of sub-problems

According to Leedy (1993:13), to make the research problem manageable, the problem could be divided into sub-problems. By resolving the sub-problems, the researcher will ultimately solve the main problem. Therefore, the following sub-problems have been identified:

- Is it possible for an educator to teach business skills without little or any personal experience?
- Is the role of the school manager or principal of any essence when it comes to teaching business skills?
- Can the secondary schools accommodate sufficient time and programs to promote entrepreneurship skills in their hectic time- table?
- Besides the formal school curriculum, where do learners get education and experience in business skills?

1.3 Aim of Study

In view of the above main research problem and sub-problems, the following aim and objectives are identified:

Aim

The main aim of this study is to determine the role of the educator and

relevant school managers in developing learners to become successful entrepreneurs who will make a positive contribution to the economy and labour force of South Africa.

Objectives

The objectives identified are:

- To determine whether an educator who doesn't have personal experience in running a business can transfer that knowledge to learners.
- To identify the essence of the school manager or principal when entrepreneurship is planned.
- To determine if it is possible for secondary schools to accommodate any programs outside the curriculum to assist the learners in mastering entrepreneur skills.
- To identify instances or professional business people who can assist learners to run a business successful.

1.4 Terminology

- **Assessment:** a process of using a variety of appropriate methods and techniques to measure the learner's level of achievement against clearly defined outcomes. Assessment standards are grade specific and show conceptual progression from one grade to another (RNCS 2002:7). Assessment standards address learning outcomes for a specific learning area, but can also be integrated in a number of learning areas simultaneously eg : EMS Outcome 1: Knowledge of the economic cycle. This knowledge is also appropriate in Mathematics and the vocabulary of the cycle can be useful in Languages.

- Entrepreneur: A person, who is able to look at the business environment, identifies opportunities, bring together resources and act to take advantage of opportunities (Gouws 2002:3). Being an entrepreneur is not a skill, it is a mindset. Entrepreneurs do not operate in the pre-scribed method, instead they make a plan and create an opportunity. Reddy (1999:19) quotes Clem Sunter from Anglo American Corporate that entrepreneurs are like foxes: flexible and open-minded.
- OBE: Outcome Based Education is a school system that utilises all available channels of information, communication and social action to educate people in an creative manner life skills and knowledge (Du Preez 2003:2). Internationally (Australia, New Zealand and America) OBE is promoted as an educational system where learners are challenged to think creatively and outside the rigid boundaries of the traditional method of education (Combrinck 2003:55). It is a philosophy of education that emphasises results-oriented, learner-centred, activity-based education with its focus on **what and whether** learners learn and not **when and how** they learn (Spady et al 1991:8).
- Outcomes: measurable achievements that reflect the learner's knowledge and skills. These are the final results that should be achieved by learners at the completion of the learning process. (RNCS 2002:6). Outcomes should be fully described at the commencing of a learning process in order to make the results to be achieved clear to the learners. Outcomes progress in the development of concepts, values and skills (Blignaut 2001:120).
- Critical outcomes: outcomes derived from the Constitution that envisages learners who WILL be able to apply certain skills and values to real life situations e.g. identify and solve problems and communicate

effectively. These outcomes are generic and across all learning areas and grades and have a life-long learner in mind

- Developmental outcomes: outcomes contained in the S A Qualifications Act (1995:4) and visualises learners who ARE able to apply certain attitudes e.g. to be culturally and aesthetically sensitive, participate as responsible citizens and develop entrepreneurial skills. The outcomes are contained in the S A Qualifications Act (1995) and in the National Qualifications Framework (NQF) policy statement (Dreyer 2000:2).

1.5 Method of Research

Ary et al (1990:32) states that the method of research refers to the general strategy followed in gathering and analysing the information to resolve the question at hand. The method employed in this study includes:

- A review of literature on outcomes-based education, entrepreneurial skills and knowledge and the various roles of the school managers and educators (Smit 1995:9).
- The collection and interpretation of relevant information from circulars, booklets and newspaper articles based on outcomes-based education and entrepreneur skills.
- The qualitative method of research will be used to understand the problem or issue from the participant's perspective as it is related to reality (McMillan and Schumacher 1997:15).

Strauss and Corbin (1990:17) regard the qualitative method of research as the kind of research that produces findings not arrived at by means of quantification. The qualitative approach is usually concerned with the understanding of social phenomenons and the participants are the prime source of information (McMillan and Schumacher 1997:392). Hoberg

(1993:51) supports the meaning by suggesting that the qualitative method investigates the meanings and concerns people give to events based on their beliefs, ideals, thoughts and actions.

Researchers use the qualitative method when there isn't a hypothesis to test scientifically or mathematically and when research is done and data collected through contact with people in settings where they normally spend their time. Qualitative research is therefore descriptive and words and pictures are more important than numbers (Bogdan and Blikken 1992:29). Qualitative researchers are more focused on the process than the outcomes or result of products being tested (Tuckman 1994:367).

Research is conducted in six schools (two primary and four secondary schools) in Nelspruit. The schools were chosen because of their accessibility but also because of the diversity of learners and the various socio-economic backgrounds. As stated by Wolcott (1995:174), these schools are "in some important way" like the majority, although it can't be claimed that these selected schools are the most typical of schools in Nelspruit.

As promoted by Van Dalen (1979:159), individual interviews allow the subjects to freely express themselves fully and truthfully. Individual interviews are conducted with school managers and Heads of Departments of Commerce. Each school manager has a unique setting at his institution and problems experienced need not be discussed with other school managers present.

Interviews will be conducted with two school managers of primary schools where entrepreneur days are held throughout each year. Participating learners at these schools are also rewarded according to their creativity, business plan and profit to be made. The reason why the primary school managers will be interviewed is to determine the influence of this positive approach on learners before they enter the secondary school.

Simultaneously, interviews will be conducted with the school managers of the secondary schools. According to De Vos (2002:297) the guided interviews will consist of in-depth open-ended questions where the respondents involved can explain the different methods used in their institutions to prepare the learner from an early age to be a competent entrepreneur. The individual's opinions vary due to their differences in knowledge, experience and feelings (Glesne and Peshkin 1992:23). Notes were taken during the interviews and direct observations were made of the school managers' activities, behaviour and actions towards the question involved. The data were sorted afterwards.

The interviews will reflect whether the educators and learners are given opportunities to practise entrepreneurial skills in order to equip the learner effectively to start his/her own small business on completion of their school careers. Close interaction between researcher and school manager was required (Best 1993:190). Attention will be given to the management's role to ensure that proper (and sufficient) opportunities exist for the learners in all the phases of their school career.

Workshops and courses attended by the educators that may assist and benefit them as to alter or improve the current system will be mentioned. One of the roles of the educator as stated by the RNCS (2002:7) is that of life-long learner and researcher. This upgrading is vital for the educator of today and the school's management must encourage all parties involved to attend these aids.

The opinion of the school managers and educators of the schools will also be included in the case study to view their opinion on the issue of promoting entrepreneurial skills amongst the learners. Du Preez (2003:40) states that the school manager is one of the most important people in the professional life of the educator. School managers must encourage freedom of choice and support the educator to develop to their full potential. The trust of the school

manager as experienced by the educator will encourage the educator to lead the learner to his/her full potential.

1.6 Analysis of the data

Analysing the data is a process of bringing order, structure and meaning to the collected data. According to Marshall and Rossman (1995:111) it is a time-consuming yet fascinating process with the result of findings that can be presented.

When the researcher interviews people, the actual words of the person have to be captured carefully. The interviews were transcribed verbatim immediately after the interviews had been conducted. Van Wyk and Mothata (1998:164) warns that the danger does exist that the transcribed words may lose some of their true meaning as tone of voice, volume and body language cannot be portrayed. It is essential to transcribe the spoken words as soon as possible and as accurate as possible after the interviews. Patton (1990:350) emphasises that the data collected should be analysed and interpreted during the transcription.

1.7 Division of chapters

The study is divided into 5 chapters. The chapters are:

Chapter 1

This chapter provides an orientation to the problem, problem formulation, aims and methodology to be followed.

Chapter 2

This chapter consists of a review of the relevant literature that forms the framework of the study. The different roles of the educator and school managers are reviewed. Involvement of parents and other related programs to assist the school managers and educators will be investigated. The chapter will include a comparison with the system in New Zealand, Australia and America.

Chapter 3

Chapter 3 deals with the research methodology and the procedures followed in the study. The selection of the participants and the manner in which the interviews took place, are discussed. In this chapter, the focus is on the collection of data for the study.

Chapter 4

Chapter 4 deals with the findings of the research. The findings are reported and discussed. Literature findings, as well as findings from the qualitative research will be reported and discussed.

Chapter 5

In Chapter 5, a conclusion is drawn. The conclusion suggests what the role of the school manager should be in the developing of entrepreneurs in Grade 9. Recommendations are made and problem areas are discussed.

1.8 Conclusion

The study will reveal whether learners, educators and school managers are aware of the seriousness of the labour crises in South Africa and whether they

are committed to find alternative ways to assist in finding a solution to this problem. According to Davies (2001:2) learners must be equipped with practical business skills and the lecturing body (educators) needs to act as the role model.

The only way young South Africans can survive economically is to increase productivity and competitiveness. The responsibility to reach this goal lies with the educator (Cembi 2002:16).

In Chapter 2, a literature study of the differentiated roles of the educators and school management in the Secondary schools will be done to determine their involvement in developing entrepreneurs. The chapter will focus on:

- the prescriptions of the OBE curriculum and relevant policies and documents;
- what does it mean being an entrepreneur?
- the role of the educator (specifically the Economics and Business related learning areas in the secondary school);
- a comparison between OBE education in South Africa and other countries abroad e.g New Zealand and Australia;
- the role and assistance of relevant school managers; and
- the assistance the educator can offer the learner to venture into the unknown world of an entrepreneur.

CHAPTER 2

AN ANALYSIS OF THE DIFFERENT ROLE PLAYERS IN DEVELOPMENT OF ENTREPRENEURS

2.1 Introduction

Reform in schools had to take place with the introduction of OBE. This represented numerous challenges and demands. The way in which the new system was implemented in a school, was to a great extent the responsibility of the school manager. The school manager played an important role in translating the department policies into workable practise. School managers are the best or worse tools in the facilitation of change (Davidoff and Lazarus 1997:161). Vakalisa (2000:20) mentions that change in a school system from a traditional method of teaching to an OBE approach took place in a number of countries such as New Zealand, Australia, United States of America and although at a later stage, also in South Africa.

Due to the new approach, school management had to be re-organized. The role of the school managers changed drastically and a new, instructional role was added to the responsibilities of the school manager.

2.2 The adjusted instructional role of the school manager

Boyd (1996:64) states that a school is primarily responsible for education, but for a school to carry out this function effectively, it is demanded from the school manager to fulfil an instructional role. According to Marsh (1992:390), instructional leadership is the ability of the principal to carry out developmental supervision and simultaneously provide curriculum leadership in the school. Curriculum leadership can also be described as instructional leadership. This implies that the principal is actually a manager and should be able to provide a

vision, mission and direction to competent staff members. The school manager in his/her role as manager must also be able to delegate responsibilities successfully to the staff (Van der Westhuizen 1999:41).

School managers influence instruction and learning whether they intend to or not. Smith and Andrews (1989:23) describes the school manager as instructional leader as the one who has to:

- provide the necessary resources for the school to reach its academic goals;
- be a skilled orator and communicator in situations varying from one-on-one, small groups and larger groups. The school manager must also be able to communicate to learners of different age-groups and to adults whether it is his staff, parents or other relevant groups of the community (Hart 1994: 10).
- possess skills and knowledge in the curriculum and relevant instructional matters. Educators must have the confidence to interact with the school manager and experience the advice and knowledge of the school manager of such standard that it leads to improvement of their surroundings; and
- have a clear vision and transcribes this vision to his/her staff, learners, parents and members of the community at physical as well as philosophic levels concerning what the school is all about.

Everhard and Morris (1996:216) state that both experience and training are vital to provide the school manager with the qualities of a successful instructional leader. They stress that true proficiency comes only from practical experience coupled with reflective learning. True to the principles of OBE, even the school manager has to remain a life-long learner. Some of the states in the USA have mandated all school managers and supervisors of educational institutions to attend state-approved instructional leadership

programmes. The completion of these programmes was compulsory as a condition to continue employment and to act as evaluators of educators.

Combrinck (2003:60) concludes in his study that educators and school managers in various schools New Zealand and Australia were sent for in-service training specifically to master OBE principles and combine the new system with the general management of their educational institution. However, the unanimous feeling was that the training was insufficient and inadequate which made them feel incompetent.

The New Zealand Education Department promoted the idea that schools should develop an education policy according to the national policy. The role of the school manager during this transitional phase can be summarized as:

- Being responsible to support and advise his staff. To fulfil this role demanded, first-hand and up-to-date knowledge is expected from the principal. Eyre (1993:234) states that the school manager must see to it that his/her staff has a common purpose which requires staff improvement, continuous education, personal and professional growth.
- Implementing the new policy and making sure his staff understands all aspects of the new policy. Educators in the three countries abroad requested that the school manager should also make provision for a support system until all stakeholders are confident with the regulations of the new policy, even if it takes some time. If the process is rushed, it will lose value (Hart 1994:17).
- Developing a relevant and adjusted assessment policy to include all the prescriptions of the new policy and introduce it to his staff. Diversity in assessment should be part of the school manager's suggestions to his staff. The school managers in Australia and New Zealand felt they would have been better equipped if they were issued with an official policy regarding diversity (Borich and Tombari 1997: 430).

- Reporting back to the governing body, members of the community involved and parents regarding the success of the new policy in his/her school (Combrinck 2003:59).
- Implementing a program of quality assurance between all parties involved to maintain a high standard of educating and constant upgrading amongst his/her staff and the general managing of his/her school. Schools in the USA planned an inter-school program to ensure high standards would remain in tact (Borich and Tombari 1997:437).

The school manager has a very broad and multi-phased task to run his/her institution correct and successful. However, the influence of the educators can not be overlooked. In developing entrepreneurs, this study focused specifically on the role of the Grade 9 educator.

2.3 The role of the educator

As stated by the RNCS (2002:6) all learners in South Africa should be competent entrepreneurs by the end of their Grade 9 school year. The learners must be educated from the Junior Phase to acquire basic business skills. In primary schools learners are given the opportunity to practise their business skills in the form of market days or entrepreneur days.

School managers and educators of the secondary schools are fully aware of the outcomes, as stated by the Department of Education (RNCS 2002:5) that have to be reached by the Grade 9 learners. However, there might be practical problems that they are faced with when it comes to implementing an entrepreneur day at the various schools. Although practical experience is necessary in being an entrepreneur, the main focus of the educator is still to promote classroom learning and academic knowledge. Kgomoewana (2001:25) also stresses the importance of formal education but also links it with practical experience. Educators need to ensure that basic and supplemental material is used in their learning area and subject. Due to the

new OBE policy, the educator has to design a lot of material from scratch. The RNCS document specifies that one of the roles of the educator is that of designer of new and relevant learning material (RNCS 2002:19).

The timetables of the secondary schools are of such nature that it is already difficult just to manage all the academic prescriptions of the department. Grade 8 and 9 learners have all the OBE learning areas (EMS, Social Science and Life Orientation) and additional, career orientated subjects (Business Economics, Tourism and Biology). Learners have EIGHT different learning areas. Educators have to ensure that the curriculum content is consistent with both instructional objectives and the ways of assessment to master the prescribed outcomes. With the guidance of the school manager and a support system, educators need to establish programme evaluation procedures and apply these evaluations on a regular basis.

Most of these learners have not yet decided on a career and are lectured in a wide variety of subjects to introduce them to a lot of different possibilities. This is done to assist learners when having to make a career choice at a very young age. Usually learners also have little knowledge of what will be expected of them to reach a certain qualification but it is expected of them to choose six learning areas after completing Grade 9. The choice they will make is a final decision and altering any of the learning areas in the three remaining years of school, is very complicated.

The downside to this policy is that learners are overwhelmed with information. An in depth knowledge of the learning areas is lacking although educators teach the learners as thorough as possible and complete all the prescriptions of the curriculum. This also applies to the EMS learning area. The Grade 8 and 9 learners are educated to run a small business in EMS, Accountancy and Business Economics but they only touch the surface of this complicated task. Kgomoeswana (2001:25) gives credit to the educators but admits they are faced with an over-whelming responsibility. A fundamental understanding of

business is essential to compete effectively in today's markets and lacking proper knowledge is fatal (Saunders 1996:25).

Educators try to fit into the syllabus as much as possible to educate the learners in this field, but apart from the limited amount of time, educators are also confronted with obstacles such as:

- Class size and composition where large numbers of learners in a class (38 – 42 learners), restrict an easy-flowing, relaxed learning atmosphere. The educator is faced with disciplinary problems due to the large numbers and quality teaching time is wasted (Kruger and Van Zyl 2000: 432).
- Distribution of work where the educator usually is responsible for teaching more than one learning area to various grades of learners. The complication regarding this matter is that educators must divide their time to prepare lessons and material to accommodate all aspects of his/her teaching field. It is however true that the educator is often forced by this way to expand his/her knowledge about other learning areas. However, with time being so limited and with the focus on preparing the learner for the future, it is more of a disadvantage than a positive aspect (Vandeyar & Killen 2003:119).

Learners only have a limited amount of periods during each cycle and educators have far from enough opportunities to teach them effectively about all the aspects of a learning area, not to mention the skills of running a small business.

The educator in South Africa is trained to teach content and book knowledge and has little experience of business innovation for entrepreneurship. Kroon et al (2001:2) states that the majority of educators come from a conservative background in which business and profit are often perceived with a lack of

enthusiasm. Buying and selling from a young age was not encouraged by parents as it is still the case in most instances today.

In the past the educational system in South Africa used to lean towards a teacher/production culture rather than a learner/experimental learning culture. The curriculum focused too much on left-brain linear thinking and very little on creativity and the right hemisphere of the brain. Learners were seldom challenged to think critically, be creative and explore various alternatives (Jacobs 1999:3).

Educators promoted a career with financial and job security, a pension plan, medical aid and other benefits and taking risks were to be avoided. Learners are therefore not used to take initiative and set challenging personal goals and objectives – they are followers, not leaders. Learners imitate the actions, ways of thinking and feeling patterns of those they look up to (Kgomoeswana 2001:25).

In C2005 the focus of the educator has changed. The curriculum now prescribed the teaching of basic entrepreneurial skills and guidance to help the youth to understand the real world of the labour market and small businesses. The school and educator must provide the learners with opportunities to practice their entrepreneurial skills. An “in school business” could be launched to link the classroom knowledge and practical experience (Gouws 2002:4).

Educators must promote networking and mingling with successful businesses and people. Learners must know the strengths of the businesses but also see the futility of worrying and depression. Experts can share information; business links and may even guide the learners to market access (MacGillivray 1999:18). Such exposure does take place in the two secondary schools interviewed. The learners planning to manage a business are thus given the opportunity to experience the reality of buying-and-selling.

Research done in the USA showed entrepreneurial studies could be introduced to the learners at a very early age. Research showed that the supportive programs aimed specifically at training entrepreneurs on how to start and run a business effectively. When comparing the economic situation in South Africa and the USA, it is clear that the situation in South Africa, however showing improvement, is still at a disadvantage.

Gouws (2002:2) states that one of South Africa's greatest limitations to economic development is definitely the shortage of entrepreneurs. The ration of entrepreneurs to other workers in South Africa is currently 1:52, while in most developed countries it is 1:10. It is therefore essential that South African school managers and educators have to lead learners to be confident to start a small business and become a successful entrepreneur. The benefits of entrepreneurship should be promoted and learners must become excited about their future. Learners must be aware that entrepreneurship is a mindset, not only a skill.

Educators at the secondary schools interviewed are regularly attending enrichment courses and workshops. This is to equip them with knowledge and skills to adhere to the prescriptions of the OBE education policy. One of the roles of the educator is that of a designer of learning material and it is vital that educators must incorporate new information, teaching techniques and assessment strategies to meet the new challenges.

Teaching is no longer a simple didactic, and teaching entrepreneurship will not come from memorising theories of Economics or Business Economics textbooks. Stated by Kgomoewana (2001:26), teaching entrepreneurship means instilling a sense of innovative thinking at the sight of an opportunity. Educators must be prepared to do research and contribute valuable material to the information prescribed by the Education Policy, linking it to real life

situations. Educators must give learners guidance to explore and move away from waiting for instructions all the time.

The academic content of school education as such is not to be denied. The very basic skills that will be needed by entrepreneurs are learnt at school. Reading, writing, communicating and adding are skills incorporated in the basic education plan, but chalk-and-talk method must be altered to an awareness of future economic possibilities. The school system must meet the needs of a competitive economy (De Jager 2001:14).

2.4 The qualities of an entrepreneur

Nair (2003:68) explains the whole scramble to create entrepreneurs in South Africa due to the high unemployment levels and constant changing workforces that leads to retrenchments and lay-offs. Young South Africans should be educated to have a new set of values and focus on self-employment and do away with the idea of finding a “suitable and steadfast career” like the previous generation did. Kroon et al (2001:1) states that only 7% of school leavers find employment in the formal sector and has an 80% change of being forced to make a career move at some stage. Factors to initiate a career move can be due to increased use of information technology and the under-utilization of human resources potential. Learners have a tendency to follow the traditional belief of completing a degree and getting settled in a good career. Kgomoeswana (2001:25) mentions that this seldom happens. Even with a degree, diploma or other qualification, economic reality is unemployment and occupational scarcity.

To secure an income for oneself, an entrepreneur needs to take risks, breaks new ground and play an innovative role in the South African economy. De Villiers (2005:7) describes an entrepreneur as someone:

- with a global competitive perspective;

- who has a focused outlook on development and improvement;
- who isn't scared to take risks; and
- who has tolerance and acceptance that failure is often only another step towards success?

The motivational speaker Dr David Molapo (2005:10) encouraged upcoming business people to look beyond the horizon and focus on a bigger picture than originally taught at school. Visualisation is a powerful tool and is vital to survive in the small business world. He describes the qualities of an entrepreneur as a person who:

- seeks, see and seize opportunities and is aware that great change and challenges don't come gift wrapped;
- can channel his passion into his new profession, career or business;
- is inquisitive, asks a lot of questions and turn information inside out;
- learns to co-operate with other people, respect their opinion and listen to their ideas and suggestions;
- has knowledge that overnight success is a myth and has therefore perseverance and persistence; and
- is optimistic, yet realistic, and believes dreams aren't always as hard to reach as often expected. A flexible imagination is necessary to create a new business opportunity. However, Davies (2001:4) states that the majority of South Africans have grown up with little or no home experience of business and have little notion of themselves as "resource creators or mobilizers."

2.5 Conclusion

Training entrepreneurs is a task which requires specific knowledge and skills. The school manager therefore needs to be trained and supported to understand and present the principles of OBE and entrepreneurship. School

managers need to know their role as instructional leader and they need to be able to manage their schools and educators effectively.

In Chapter 2 an in-depth look was taken at the role of the school manager as instructional leader of his/her school. OBE and the related requirements were explored. Chapter 3 deals with the research methodology followed to compile this study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter sets out the research methodology and design of the study. A closer look will be given to the various methods of data collection and the qualitative method of research as mentioned in Chapter 1. The objectives of the research is to investigate if the school manager in the secondary school succeeds in managing all aspects in his/her school to ensure that learners do get proper exposure to OBE and guidelines to becoming an entrepreneur.

According to Cozby (1985:20) before any research project could be conducted, the researcher need to have a thorough knowledge of earlier findings. Even if the basic idea has been formulated, a review of past studies will aid the researcher to clarify his/her idea and will assist in designing the study.

The participants of the study, the school managers, are the prime source of information and the criteria for the selection of them and their schools will be explained.

As previously mentioned, interviews were conducted with four secondary school managers and HOD's teaching at those schools. An interview was also conducted with one of the managers of an institution supporting young entrepreneurs, the NPI, to determine the level of support the secondary schools could expect from institutes, should any support be required.

3.1.1 Method of research

The qualitative method was used because there isn't a hypotheses to test and the results will not arrive from numbers or experiments.

Prior to the interviews, as part of the Literature study, various articles, texts and other relevant material to the topic were read and summarised to form a framework for this case study (Smit 1995:9). Study of the literature forms a fundamental and integral part of the planning and undertaking of this research project. Prior knowledge to the subject is vital before any direction can be given to the research. The qualitative research method is relevant in this study, because the importance of management towards entrepreneur skills is a social phenomenon, which includes feelings, thoughts and actions of individuals.

3.1.2 Method of Data collection

The choice of data collection from a quantitative approach can be categorised into interviews, questionnaires, checklists, indexes and scales (De Vos 2002:171).

According to the New Dictionary of Social work (1995:51), "an interview can consist of a set of questions which is asked by the researcher and answered by the respondent with respect to a research project". Interviews and questionnaires can be applied in various ways, and must be conducted in a pre-decided method. Proper structure and well-phrased questions are necessary to make sure the interview or questionnaire is a success. However, a rigid plan and procedure isn't advisable. Patton (1990:59) states the qualitative research method has five features to form a framework for the researcher to collect data. The features are:

- the research must take place in a natural setting;

- the process rather than the process is the concern of the researcher;
- the process is descriptive, thus words and explanations are more important to the researcher than numbers and percentages;
- the answers and their meanings from the interviews is of vital importance to the researcher; and
- data is analysed in a logical way and the answers given by the participants lead to new and additional ideas.

The qualitative method of research can be conducted in three ways. Data can be collected through:

- Direct observation where the people's reactions and activities are noted down in detail. All aspects of a person's behaviour related to the research are observed by the researcher who must act as data collector and interpreter of the data (De Vos 2002:280).
- Documents which are written and supply useful information through quotations, reports, official recordings and memoranda.
- Interviews: in-depth and open-ended interviews with the people can reveal their opinions, experiences and knowledge (Patton 1990:10).

The method of collecting data in this study was by conducting interviews. Interviews allowed the researcher to be in close interaction with the participants. Individual interviews were used. Prior to the interviews, an interview guide was structured to strengthen the researcher's position during the actual questioning of the participant. During the interviews thorough descriptions were taken of the participant's actual words, expressions and behaviour. The format of the interview is based on a set of carefully selected questions and statements to initiate reaction from the participants. Questions to be used in interviews can be categorised as:

- Open questions: questions are carefully worded and arranged in such manner to minimise variation because although the topic is known, the answers cannot be predicted or anticipated (De Vos 2002:297).
- Closed questions: responses will either be “yes” or “no” and no further comments are expected. These questions should be avoided. Participants must have freedom to give their opinions. If the response is slow or not satisfactory, the researcher may use follow-up questions to pursue the implications of answers back to the main questions (Smit 1995:25).
- Statements: well-informed individuals about the phenomenon are requested to react to assist the researcher in obtaining facts and opinions about the topic (Creswell 1990:162).

The questions asked in the interviews for this research were based on all the above-mentioned categories (Smit 1995:26). The interviews were completed orally and in a personal meeting opposed to mailed or telephonic interviews. The advantage of this method is respondents don't easily refuse to cooperate, in contrast with a questionnaire that has to be completed by hand and in the respondents' time. Van Dalen (1979:158) states people are more willing to communicate orally than in writing. Information will be provided easier in an interview than completing a questionnaire. Respondents prefer the researcher to take the information than completing it themselves.

Questions, terminology or the aim of the question can be explained when the respondent and researcher meet face-to-face and when the participant is hesitant to reply. When terminology and concepts are explained, more information can be gathered than with other ways of collecting data. Data is immediately gathered, allowing a rapid follow-up procedure. The analysing of the various responses can be dealt with immediately while the researcher can still recall certain gestures and expressions of the people interviewed (De Vos 2002:173).

3.2 Interviews with the school managers

To obtain the necessary information for this study, interviews were conducted with the school managers of various schools in the area. Most of the questions asked, were open-ended questions to give the school managers opportunity to respond openly and expand their answers with their own personal views of events presently occurring in their schools (De Vos 2002:171).

Two Primary school and four Secondary school principals in Nelspruit were interviewed. Two HOD's were also interviewed. The school managers were interviewed individually due to the difficulty of finding a suitable time for all managers. The school managers also provided personal information regarding their schools and were willingly to share that information in a personal interview. Interviews were held with school managers as they are the managers of the school and have an expert opinion to the situation in the schools. Most of the questions were specifically directed to the managers of the Secondary schools. However, the Primary school managers provided valuable information to the study. The school managers described the activities and management at their schools, and their responses to the interviews were used to conclude this study.

3.3 The role of the researcher

The researcher has to be absolute sure of his/her duties. Although Creswell (1990:163) mentions that the researcher in the qualitative research is mainly that of data collector, De Vos (2002:296) states that the researcher has a dual-task to fulfil: the first role is to guide the interview with the participant and the second role is that of data-collector. By no means is the researcher a passive bystander.

The researcher can remain a learner and listen attentively to the answers given by the participants. The researcher can expand his/her professional relationship with the participants by building a relationship of trust and respect and being anti-biased (Measor 1985:57).

The researcher in this study is an educator who interacts with school managers, fellow-educators, learners and parents on a daily base at a school in Nelspruit, Mpumalanga. In this regard the researcher is presently in a good position to gain information about the attempts to educate entrepreneurs in school. Being true to the principles of OBE (RNCS 2002:8), the researcher is a life-long learner who is willing to listen to the opinions, ideas, beliefs and expectations of the participants during the interviews.

According to Bogdan and Bliklen (1992:58), the researcher should proceed as if he/she has limited information about the topic and must attempt to cleanse themselves from any pre-conceptions. This will ensure the participants in the interviews will supply proper, complete and valuable answers and not feel intimidated, ignored or misled by the researcher.

3.4 The validity of the research

The validity and reliability of the research are the two most important aspects of any research regardless of the disciplines and methods that were used to conduct the research. The collection of the data must apply to a certain standard. The data must be accurate and the conclusion or result of the research must represent reality (Ary 1990:196). The success of the validity and reliability of a study can be linked to the skills of the researcher.

Validity is concerned with the accuracy of the findings. The instrument that was used during the research, must measure what it is suppose to measure. Exact measurements are vital.

Reliability is the consistency of the instrument used to measure. According to Van Dalen (1979:196) reliability is the extent to which the measures that represent the theoretical concepts are accurate and constant when used in educational studies. For a study to be reliable, the researcher should provide a complete description of the research process. This will enable other researchers to use the same procedures in similar settings.

Patton (1990:11) suggests that the validity and reliability of qualitative data depends on all aspects of the methodology, skills and the integrity of the researcher. Therefore, if the data obtained by a researcher is not valid or reliable, doubts could arise regarding the results of the study. A combination of data types can compensate for possible weaknesses in a study. The strengths of one method could supplement the shortcomings of another method (Marshall and Rossman 1995:99).

3.5 The research design

Research design refers to the plan of the researcher to obtain information regarding the study and how to proceed until a conclusion was drawn. De Vos (2002:77) states that the research design is a detailed plan to guide the researcher to obtain evidence and to answer the research question. According to McMillan and Schumacher (1997:33) the design describes the procedures the researcher has to follow to conduct the study and to describe the choice and method of data collection. The research design indicates how the research is set up, what happens to the participants; explain the method used to collect data and specify the problems were experienced, if there were any.

This study is done in a qualitative manner. The qualitative approach focuses on exploration. This study is exploratory due to the matter that the researcher wants to understand the issue around entrepreneur skills amongst learners and the aid school managers provide to assist the learners in their schools.

The researcher did not manipulate the variables or participants. This research was done in a natural setting and complied with the three characteristics of successful interviewing as suggested by McMillan and Schumacher (1997:40). These are:

- The interviews are conducted with individuals to capture the participants' viewpoint on the research problem.
- The interviews are semi-structured with open-ended questions to provide the participants to express their true and foremost opinion.
- Words and phrases from the interviews are analysed to contribute to the findings and conclusions.

This study is descriptive because it describes the plans and efforts of the school managers to enrich the school curriculum to assist the learners into entrepreneur skills and knowledge.

3.5.1 Status of the researcher

Patton (1990:470) states that the researcher in the qualitative study is an instrument who conducts enquiries and who must maintain the trust of the participants. It is thus important to include information about the researcher.

The researcher is an educator at a school in Mpumalanga. She is familiar with the concepts of OBE and was a facilitator who assisted educators and school managers in the bridging years with the implementing of the new curriculum to the schools. The researcher entered this study as “learner” with a concern about learners and the unemployment rate in South Africa. The researcher has knowledge of several learners who left school and struggled to find an occupation. The researcher has two children of her own, soon to be challenged with the same uncertainties of a proper career.

The researcher is fluent in both Afrikaans and English and the interviews were conducted in these two languages. The researcher is familiar with the opportunities for careers in Mpumalanga, specifically in Nelspruit, because of residency in the area for six years. The researcher is also familiar with four of the six principals interviewed. The majority of the interviews were conducted in a relaxed, yet professional atmosphere.

3.6 Choice of schools

In an attempt not to disrupt the tasks of the school managers, interviews were held after school hours or at the beginning of the day before any other meetings or obligations of the school managers. The researcher is also familiar to a majority of the schools. The researcher has previously personally interacted with four of the six managers and has open communication channels with these managers. The researcher was accepted at all the schools without hesitation and the researcher felt at ease to conduct the interviews with these school managers.

However, disadvantages in this situation are that the school managers can feel the researcher is comparing or investigating certain aspects of the schools and programmes.

3.6.1 The six schools chosen

All the schools chosen are in Nelspruit and easy to reach. The schools are in a radius of 20km from each other, but the schools are in different suburbs and sections of the greater Nelspruit. The learners arrive at the schools in various ways:

- Parents drop the learners and fetch them again later the day.
- Learners travel by taxi to and from school.

- Learners walk on foot, travel by bicycle (Primary schools) or motorcycle (Secondary schools).
- Learners are in school dormitories and remain on the schoolyard during the week (Secondary schools).

All the schools have decent buildings and proper fences. Some of the schools have security guards at their gates. All the schools have good facilities such as classrooms, proper furniture and teaching material, toilets and running water. Most of the schools have well-kept sport grounds. Two of the schools can however clean the grounds and plant new or extra grass to improve the fields. These schools also don't have as many sport grounds as the remaining four schools. Several cultural events are presented at the schools.

The schools all have tuck shops on the premises. All the tuck shops sell food, sweets and soft drinks during breaks and after school. At five of the schools, the tuck shops are private businesses owned by parents or people outside the school. One school has a tuck shop that belongs to a franchise group. The schools get a monthly rental income from the shop owners. At the secondary schools, the tuck shops were all at some stage run by learners but it only lasted a short period of time before alternative measures were introduced.

The medium of instruction varies at the schools. The two primary schools are double-medium schools and the classes are conducted in Afrikaans as well as English. Two of the secondary schools are Afrikaans medium and the other two are English schools. All the schools have large numbers of learners and can be classified as medium-to-large schools. All the schools are following a proper OBE learning programme and the educators are familiar with the outcomes and expectations of the OBE curriculum. All the schools have a school manager, or school principal, and all of them have a permanent appointment. There are no acting principals. All the school managers are male.

All the schools have a team of educators who are well qualified in the learning area they are teaching. They all have either teaching diplomas or degrees. The teaching staff consists of male and female educators. The secondary schools' educators are from various racial groups. All the schools have competent administration staff. This ensures a smooth running school day at the various schools. It also contributes to the role of the school managers as they are always informed of meetings, appointments or any other matter regarding the general operation of their schools.

The school managers and HOD's were informed of the interviews to be taken by the researcher and the researcher was accepted in the pre-scheduled time without any hesitation. A decent amount of time was set aside for the interviews to be conducted and the conversation between school manager and researcher took place without any interruptions. The interviews were all conducted in the offices of the school managers and in either Afrikaans or English. Four principals are Afrikaans and two answered in English. One HOD was Afrikaans speaking and the other HOD's English speaking. Their interviews were conducted in their offices at school. The answers were taken down in written form but the note taking did not interfere with the spontaneous nature of the interview (Hoberg 1999:141).

3.7 The Interview guide

According to Patton (1990:283), an interview guide is a list of questions or issues that will be investigated or explored during the interview. McMillan and Schumacher (1997:445) state that the interview guide makes sure the same information is obtained in each interview from each person to be interviewed. The researcher has to pay attention to the exact words, phrases and questions to be asked. The sequence of the questions must also be determined before the actual interviews take place.

The advantages of an interview guide is the researcher has to plan carefully to use the limited time available of the interview to get as much information as possible and the interviews are systematic and structured by deciding in advance on the issues that need to be addressed (Patton 1990:283). Participants were allowed to raise their own issues and expand on answers because the interview guide didn't dictate the interviews.

3.8 Analysis and transcribing of data

3.8.1 Transcribing of data

The actual words of the participant need to be captured or the whole research fails (Patton 1990:347). The researcher transcribed all answers directly after the interviews and all keywords, abbreviations, notes and cryptic sentences used by the researcher was transcribed properly and saved. Although this researcher, or any other researcher who uses the qualitative research method, tries to be as accurate as possible in transcribing the answers, Van Wyk and Mothata (1998:164) warn that the words might lose their meaning. This happens because tone of voice, volume, facial and body gestures cannot be portrayed. Care was taken in this study to transcribe the answers as soon as possible after the interviews when the information given was still easy to recall from the notes and the researcher's memory. The researcher transcribed the answers personally. She believes she will understand the answers, notes and context of the answers the best.

3.8.2 Data analysis

Smit (1995:72) recommends that the researcher needs to organise the information directly after the data has been gathered. Analysing the data is a process where information from the interviews' need to be arranged and carefully transcribed. After the research has been done, the analysed information must be presented in such a way that other researchers could use

the information for their own research or just read what has been discovered (Bogdan and Blikken 1992:153). The completed research need to be understandable, have meaning and be sensible.

Analyses of the data mean to break the gathered information into themes or patterns that are related to each other. The researcher needs to try and establish any overarch themes or patterns. According to De Vos (2002:127) analysing the data commences as early as the conducting of the interviews. The researcher has to re-arrange the questions during the interview into themes. All the material has to be sorted and categorised directly after the interview is completed. The researcher has to establish a pattern from the answers to offer an accurate, detailed interpretation of the research. Patton (1990:380) states the researcher needs to focus on the questions from the interviews and the interpretation of the data afterwards to establish patterns or themes. The formal analysis can only take place once all the data has been collected and all the gaps in the research had been filled.

As suggested by Creswell (1990:155), the researcher of this study transcribed all information gathered during the interviews even if the answers seemed to be irrelevant to the topic. In this study, the researcher started re-writing the answers from a cryptic manner to proper, full sentences. The researcher did this personally because she understands the meaning of the codes and shortcuts used during the interviews and she understands the context in which the answers were given. The researcher read through the answers given and the transcribed answers more than once to ensure all detail was included and to make the researcher familiar with the content of the answers to facilitate with the coding and themes of the answers. Major themes or codes must distinguish a specific idea or concept and can be divided into sub-themes or – codes.

3.8.3 Processing of valuable data

Before the data could be processed, the collection and analysis of the data should be completed (Van Dalen 1979:380). Only then will the researcher know which data is relevant to process for an outcome to the research topic. The researcher must identify useful data from the transcribed answers and convert this information to complete the study. The researcher and the participants must experience the same meaning when events unfold during the research and interviews (McMillan and Schumacher 1997:391). To increase the validity of data, the researcher focuses on:

- The time spent to collect the data.
- The language used during the interviews. Both researcher and participant understood all the words and phrases used.
- The research took place in a natural setting (Smit 1995:28) where the participant felt at ease, but the researcher was also relaxed.

3.9 Conclusion

In Chapter 3 the meaning and use of the qualitative method were explained. A description of the method to obtain information was given. The research design was described and the way by which the data were analysed, transcribed and processed. Chapter 4 deals with the findings of this particular study.

CHAPTER 4

A DISCUSSION OF THE RESEARCH FINDINGS

4.1 Introduction

In this chapter, the data gathered during the interviews will be presented. Interviews were conducted with six principals and two Heads of Department's (HOD's). The HOD's are the heads of the Commercial Courses at the schools and interviews with them were conducted to determine the correlation between the school manager and the teaching staff. The two interviews had proven the structure to be in tact.

One of the roles of the educator according to OBE is that of Learning programme developer (RNCS 2002:6), but with a complicated aspect such as entrepreneurship, educators and school managers might not be capable of covering all the facets of the topic. Assistance can be obtained as there are various institutes focusing on one topic only: Training entrepreneurs in S.A.

4.2 Characteristics of the participants

4.2.1 The participating schools

Six schools are chosen for this study. Two schools are primary schools and four are secondary schools. The primary schools are included in this study due to the fact that entrepreneurial skills are based in the primary schools, as early as Grade R or pre-school age. The learners in these schools are educated in Afrikaans and English. However, the learners are from various racial groups. The two schools are well cared for and learners wear school uniform. The two primary schools accommodate learners from Grade R to Grade 7 and each grade consists of three or more classes per grade.

The four secondary schools are completely different from each other. One of the schools, the largest in the number of learners, is an Afrikaans medium school, has dormitories for the learners but hosts various racial groups with diverse Home languages. The second school offers education in Afrikaans and English, has a variety of racial groups attending the school but don't have dormitories. The third secondary school is an English medium school with dormitories and a variety of racial groups with different home languages. The fourth school is a combined school, varying from Grade 1 to 12 with English as teaching medium, no White learners but a number of other groups in the school. The fourth school doesn't have dormitories.

All the secondary schools are maintained properly and the learners are all wearing school uniform to school. All four schools have good facilities and a lot of extra-mural activities. Three of the schools compete against each other on sport level. All four schools offer Academic, Commercial and Technical courses to the learners with educators fully trained and of proper experience to present the learning area or subjects.

4.2.2 The participating school managers

All the school principals the researcher interviewed are males. The school principals have been appointed in a permanent position at their schools. Four school managers are Afrikaans speaking but also fluent in English. The remaining two principals are English speaking, but can understand and express themselves good in Afrikaans. All participating school managers, apart from one, are White. The six school managers are all educated with degrees and amongst them there is a doctorate and masters degree.

The school managers are fully aware of the policies of the Department of Education. Grade 8 and 9 follows the OBE approach, while Grade 10 to 12 focuses on Further Education and Training (RNCS 2002:34). Simultaneously,

they manage the course as well. The school managers are in frequent meetings with their academic staff and the governing body of the school. Decisions regarding the school are not taken without consultation and input from either teaching staff, governing bodies or parents.

The HOD's included in the research are also qualified to administer the Commercial course at a secondary school. They all have the necessary degrees and attend courses offered by the Department of Education to familiarise themselves with any changes in the curriculum. Although they are also in a managing role, they do actual teaching as well and are responsible for teaching specific classes at the various schools.

4.3 The different schools involved in the study

4.3.1 The primary school

Information gathered from the interviews with the primary school managers indicated that these entrepreneur days are major events in the school's activities. All the learners in each grade are given the chance to participate in this event. Specific days are kept aside for these market days. There is usually six or seven market days indicated on the school calendar.

Learners are informed well ahead of time to give them sufficient time to prepare themselves for their specific grade's entrepreneur day. The schools follow a policy of "something - for- something". This means that learners must provide a service or product in exchange for money. Services could be face painting, taking photographs or decorating hair. Products could include food, drinks, jewellery or toys. The selling of live-stock is however not allowed at any of the schools.

Discussion

As stated by the RNCS (2002:6) all learners in South Africa should be competent entrepreneurs by the end of their Grade 9 school year. The learners must be educated from the Junior Phase to acquire basic business skills. In primary schools learners are given the opportunity to practise their business skills in the form of market days or entrepreneur days.

4.3.2 The role of the primary school managers

All the school managers interviewed followed the same method to plan their entrepreneur days. The School Governing Bodies (SGB) is aware of the outcomes of the curriculum and encourages the school and educators to successfully present these entrepreneur days. The SGB gives the school permission to have these days but is thereafter no longer involved in the process. The school managers don't decide on their own about such matters. The schools don't really benefit financially from these market days but are aware of the importance of the exercise to encourage future entrepreneurs.

At least two hours are allocated to this activity to give all learners a fair chance to buy and traders enough time to sell. The school managers make sure the learners get the best possible opportunity to sell all their products on these market days. The school makes provision for two entrepreneur days in each quarter. Participation in the Junior Phase is excellent but seems to be less popular in the more senior grades. The schools have therefore decided to group two grades together (Grade 4 and 5) if the entries are not sufficient from one grade alone. Grade 1 learners are usually the first group to start the entrepreneurial cycle of the year, followed by the other grades in no fixed order. All grades know well in advance when it will be their turn and educators and parents can plan thoroughly for this event. Occasionally a theme is connected to an entrepreneur day, before Valentines Day most items will be

red or white in colour and heart-shaped or Spring Day with the focus on flowers and bright colours.

The Economical Management Science (EMS) educator must assist the learners with this complicated exercise, teaching them to take all aspects of their small business in consideration, focusing to achieve the relevant outcome of EMS. Learners are encouraged to do market research ahead of time to determine whether there will be a demand for their product or service. They must also think of ways to promote their product as unique, should there be a few of the same in a range of products. All aspects of a real-life business must be taken in consideration. One of the school managers pointed out during his interview learners' benefit from using the school grounds and security isn't necessary. However, in running one's own business, these are factors that have to be dealt with.

The educators of each grade must encourage all learners to take part. Educators in the Junior Phase are more involved than those in the Intermediate and Senior Phase who merely act as supervisors. The Junior Phase educators must assist the learners on their market day with the handling of money. Younger learners get confused when giving change while under pressure during a transaction and some older learners may take advantage of this situation. When buying this licence, learners commit themselves to the entrepreneur days. All participating learners must submit a detailed calculation of their costs and indicate the price of their product or service. The reason being that the learners must gain confidence in working out costs and trying to estimate their profit for the day. Both school managers agree although it is a lot of fun for the learners, it definitely teaches the learners to plan and focus on business skills.

The displayed posters play another role at school. They remind the learners of the remaining grades of the school of the market day. This can be seen as advertisements and marketing for the entrepreneur. The learners are

informed of the products that will be for sale and then decide on the amount of money they want to bring to spend. They also learn to work according to a budget. The vendors must be prepared to bargain better deals if sales do not go as favourably as expected by reducing their original price yet still making a profit. Problems must be seen as opportunities (Kgomoeswana 2001:25).

Discussion

The school managers, educators and parents are responsible to ensure that each market day becomes a reality. The educators and school managers of the school, plan in advance which days will be allocated to the various grades. Days before a long weekend or school holidays are rated as the best days for trading. The normal school activities on that particular day are reduced in order to gain suitable time for the entrepreneurial activities.

Although entrepreneur or market days at primary school level are very basic, it is a joyful event supported by a large number of learners. The educators are committed to present these days and the management of the schools encourage the symbiosis it brings between learner, parent and educator.

4.4 The role of the secondary school

4.4.1 The absence of market days

Interviews, as discussed in Chapter 3, held with school managers and HOD's from two of the secondary schools in Nelspruit, made it clear that there is no such event as a market or entrepreneur day in their schools. One school manager implies at his institution Grade 8 and 9 learners do have an entrepreneur day during the year. He admits it is often only one day per grade per year, but in the past they managed these events more often. The Grade 10 to 12 learners are not interested in entrepreneur days, but they do support this event actively. The School Governing Bodies, school managers and

Heads of Department are all aware of the importance of these days. Regrettably, they don't realise.

According to all the school managers interviewed, there are two main reasons for the absence of the entrepreneur days in the secondary schools:

- The first reason is a lack of interest from the learners. Learners do not want to manufacture products or food, they just want to purchase.
- The four school managers agreed they experience a lack of time to fit this activity into the extremely busy schedule. The school managers stated that at present it just wasn't worth the effort to try to make such an event possible.

Three school managers give permission to individual learners who sell produce or approved articles on the school premises. These learners usually sell these products to benefit an extramural activity or school organisation. The learners just receive permission from the school, no further assistance is provided. Learners can sell their merchandise during breaks, before or after school. No time during official educating hours is granted. These individual sales don't occur too often and only limited success is experienced. If any educators are involved, it is because they are in some way connected with this group, being the coach, manager or organizer and the role of the educator is as supervisor. Grade 11 learners are usually responsible to generate funds for the farewell function of the Grade 12 learners. Active involvement from the learners, educators and parents are experienced in this instance.

4.4.2 The current situation of Grade 8 and 9 learners

While interviewing the school managers of the secondary schools, it became clear that they are fully aware of the outcome on entrepreneur skills (RNCS 2002:5) that has to be reached by the Grade 9 learners. There are practical problems that they are faced with when it comes to implementing an entrepreneur day at the various schools for all grades. They all feel this task is

challenging and complex. They address the situation with enthusiasm, motivation and dedication to reach a positive outcome. As promoted by Wilkens (1998:43), the school managers involve all parties and ensure that all stakeholders receive the correct information on policies and relevant material. The major constraints in the secondary schools are the time factor and timetable. The timetables of the secondary schools are of such nature that it is already difficult just to manage all the academic prescriptions of the department. Grade 8 and 9 learners have all the OBE learning areas (EMS, Social Science and Life Orientation) and additional, career orientated subjects (Business Economics, Tourism and Biology). Learners have EIGHT different learning areas and they follow the CTA curriculum.

Most of these learners have not yet decided on a career and are lectured in a wide variety of subjects to introduce them to a lot of different possibilities. This is done to assist learners when having to make a career choice at a very young age. Usually learners also have little knowledge of what will be expected of them to reach a certain qualification but it is expected of them to choose six learning areas after completing Grade 9. The choice they make is a final decision and altering any of the learning areas in the three remaining years of school, is very complicated.

The downside to this policy is that learners are overwhelmed with information. The Grade 8 and 9 learners are educated to run a small business in EMS, Accountancy and Business Economics but they only touch the surface of this complicated task. The interviewed school managers all agree on this point. They realise a fundamental understanding of business is essential to compete effectively in today's markets and lacking proper knowledge is fatal (Saunders 1996:25), but they experience a feeling of defeat when it comes to the Grade 8 and 9 learner.

Educators try to fit into the syllabus as much as possible to educate the learners in this field, but the major restraint is the time factor. Learners only

have a limited amount of periods during each cycle and it is far from enough to teach them effectively about all the aspects of a small business. All the secondary schools follow a cycle timetable and not a weekly timetable.

Although it is stated in the national education policy that learners may determine their school career after completing Grade 9, this seldom becomes a reality at the schools involved in this study. (It may differ in other schools and regions.) Learners are normally only 14 or 15 years of age when completing Grade 9 and tend to rather remain at school for at least one more year. Learners sometimes quit school at the age of 16 or after completing Grade 10. Most learners however remain at school until they have completed Grade 12.

This tendency brings about that learners are not fully committed to gain all the knowledge they can while still in Grade 9. The experiences they can gain from entrepreneur days does not interest them. Learners also tend to focus on careers that already exist, instead of venturing in a unique, new business opportunity. Davies (2001:4) states that the majority of South Africans have grown up with little or no home experience of business and have little notion of themselves as “resource creators or mobilizers”. Combrinck (2003:59) concluded in his study in three overseas countries, although OBE initiates creativity and higher thinking skills in learners, they still need assistance and support from professional people.

According to Mashile et al (2003:135) learners must make use of skills and new knowledge; think differently, or have a new set of values and beliefs. Only a few learners have that insight at such an early age. All the school managers confirmed that learners, although in financial need, are not willing to put serious effort in improving their situation. Some learners do generate extra funds by doing part-time occupations, but it is only to supplement their allowance. It is not a successful small business with a proper business plan.

Discussion

With little or no experience in that field themselves, the educator is expected to change the mindset of the learner, instilling a sense of innovative thinking at the sight of an opportunity - which can easily be seen as a problem to the average mind (Kgomoeswana 2001:25). The primary school educator is expected to be just as involved in the process of training entrepreneurs as the secondary school educator.

An extra responsibility is added to the already packed workload of the educator that is to try to motivate learners to take part in these entrepreneurial activities. Market or entrepreneur days are not compulsory or prescribed by the curriculum. Educators and school managers should perhaps continue to focus on opportunities outside the school itself and accept the attitude of the learners.

4.4.3 The situation of the Grade 10 to 12 learners

Learners from Grade 10 to 12 no longer follow the OBE learning areas but focuses on six or seven individually chosen subjects. These learners have more educational time per subject during the teaching cycle and are working towards a possible profession previously decided on, or a course on tertiary level they want to complete. The learners master the school content, but often do not have the skills to solve practical problems.

Only few of the learners have interest in a market day, as they tend to follow the traditional belief of completing a degree and getting settled in a good career. Kgomoeswana (2001:25) mentions that this seldom happens. Even with a degree, diploma or other qualification, economic reality is unemployment and occupational scarcity.

4.4.4 The secondary school managers and educators

The educator in South Africa is trained to teach content and has little experience of business innovation for entrepreneurship. Kroon et al (2001:2) states that the majority of educators come from a conservative background in which business and profit are often perceived with a lack of enthusiasm. Buying and selling from a young age was not encouraged by parents. All the school managers agreed none of the educators or HOD's involved with commerce at the various schools, had any first hand knowledge on running a business. The knowledge transferred to the learners was content based.

All the educators were trained to educate that specific learning area and often attended courses to enrich themselves. This is to equip them with knowledge and skills to adhere to the prescriptions of the OBE education policy. One of the roles of the educator is that of a designer of learning material and it is vital that educators must incorporate new information, teaching techniques and assessment strategies to meet the new challenges. Even with courses available to attend, educators still need the assistance from outside professional people to give the learners first hand knowledge. This is also the feeling of educators from England and Australia (Combrinck 2003:61). The HOD's invite speakers to the schools, to address learners in the Commercial course about the economy and related issues.

In the past the educational system in South Africa used to lean towards a teacher/production culture rather than a learner/experimental learning culture. The curriculum focused too much on left-brain linear thinking and very little on creativity and the right hemisphere of the brain. Learners were seldom challenged to think critically, be creative and explore various alternatives (Jacobs 1999:3). Educators promoted a career with financial and job security, a pension plan, medical aid and other benefits and taking risks were to be avoided. Learners are therefore not used to take initiative and set challenging personal goals and objectives – they are followers, not leaders. Learners

imitate the actions, ways of thinking and feeling patterns of those they look up to (Kgomoeswana 2001:25).

In C2005 the focus of the educator has changed. The curriculum now prescribed the teaching of basic entrepreneurial skills and guidance to help the youth to understand the real world of the labour market and small businesses. The school and educator must provide the learners with opportunities to practice their entrepreneurial skills. A suggestion was an “in school business” could be launched to link the classroom knowledge and practical experience (Gouws 2002:4). When asking the school managers about their school’s tuck shop, they all mentioned learners did previously try to manage it. The efforts were not successful and the tuck shops were privatised.

Educators must promote networking and mingling with successful businesses and people. Learners must know the strengths of the businesses but also see the futility of worrying and depression. Experts can share information; business links and may even guide the learners to market access (MacGillivray 1999:18). Such exposure does take place in three of the secondary schools’ interviewed. The learners planning to manage a business are thus given some opportunity to experience the buying-and-selling strategies, yet it isn’t sufficient exposure to equip them completely.

Research done in Australia and New Zealand showed entrepreneurial studies or any other OBE related courses could be introduced to the learners at a very early age. This is also applicable to the situation in England. When comparing the economic situation in South Africa and other countries abroad, it is clear that the situation in South Africa, however showing improvement, is still at a disadvantage. Gouws (2002:2) states that one of South Africa’s greatest limitations to economic development is definitely the shortage of entrepreneurs.

The ratio of entrepreneurs to other workers in South Africa is currently 1:52, while in most developed countries it is 1:10. It is therefore essential that South African school managers and educators have to lead learners to be confident to start a small business and become a successful entrepreneur. The benefits of entrepreneurship should be promoted and learners must become excited about their future. Learners must be aware that entrepreneurship is a mindset, not only a skill. The school managers stated that some learners are working on a part-time base, but none as entrepreneurs. Three school managers could recall some learners running a small business, but those learners were older than Grade 9.

Teaching is no longer a simple didactic, and teaching entrepreneurship will not come from memorising theories of Economics or Business Economics textbooks. As stated by Kgomoeswana (2001:26), teaching entrepreneurship means instilling a sense of innovative thinking at the sight of an opportunity. Educators must be prepared to do research and contribute valuable material to the information prescribed by the Education Policy, linking it to real life situations. Educators must give learners guidance to explore and move away from waiting for instructions all the time. School managers need to give the educators opportunity to achieve this goal. Reality in South Africa, England, Australia and New Zealand is that educators carry such a heavy workload, they just don't manage to attend to the finer detail required (Combrinck 2003:59).

The academic content of school education as such is not to be denied. The very basic skills that will be needed by entrepreneurs are learnt at school. Reading, writing, communicating and adding are skills incorporated in the basic education plan, but chalk-and-talk method must be altered to an awareness of future economic possibilities. The school system must meet the needs of a competitive economy (De Jager 2001:14). As the school managers manage their businesses, the individual schools, the learners need to receive that same opportunity.

Discussion

Although the school managers and educators from the schools interviewed strive to guide the learners in the best way possible, there are a lot of shortcomings in the system. The questions asked in Chapter 3 were directed to determine the possibilities the secondary school managers and educators have, to overcome the barriers in order to achieve successful entrepreneurship. Entrepreneur SA (2005:1) stressed in its report the need for education as the key to unleash the entrepreneurial capabilities in South Africa. According to this report entrepreneurship education should be taught as part of the curriculum from primary school to Grade 12.

Educators at the secondary schools interviewed are regularly attending enrichment courses and workshops. This is to equip them with knowledge and skills to adhere to the prescriptions of the OBE education policy. One of the roles of the educator is that of a designer of learning material and it is vital that educators must incorporate new information, teaching techniques and assessment strategies to meet the new challenges

4.4.5 Parent and professional involvement

Parents are allowed to assist the Junior Phase learners. They can help with the actual selling due to the learner's inexperience in handling money. Parents may also assist learners with their market research. However, parents are requested to allow learners to manufacture their own products or to provide the service the learners offer themselves. The products or services can be very basic yet interesting and attractive. Parents are no longer as involved in the more senior phases but the schools prefer it this way. Learners must be encouraged to work independently from parents and educators. Older learners are better skilled in handling money and already have a few years experience of market days to give them the necessary

confidence to manage on their own. Both school managers agree that the more senior learner has intriguing ideas and games and tend to move away from selling food and drinks. This was confirmed by some of the school managers.

Learners have also progressed in knowledge and confidence to run a small business in grades higher than Grade 9. Learners from the one secondary school, who still have entrepreneur days, get competitive and creative. They see the involvement of other learners as a challenge. Learners in the more senior phases tend to work in pairs or small groups and share the expenses and the profit. Each member of the group has a specific task to fulfil and the group effort gets evaluated. The assessment mark is calculated to the EMS year mark.

4.5 Conclusion

Entrepreneur days are to date a successful exercise and the school managers agree that this is definitely going to remain at their institutions. The management of these primary schools realize it is vital to teach young children to think like an entrepreneur as this may result in them being creative, autonomous and critical citizens who will promote economic growth and create employment to meet the rising economic expectations in South Africa (Gouws 2002:5).

For the learner to be able to reach this outcome, an enormous responsibility rests on the shoulders of the educators and school managers. With the implementing of Outcome Based Education, educators are no longer just “teachers”. They have a variety of roles that they must adhere to. Educators are responsible for developing new material that requires research, being able to use the latest technology and attending courses to expand their knowledge (Nkadimeng 2004:19). Educators must be able to teach learners to start a

small business, manage it successfully and even create labour opportunities for other people.

The question rises whether educators and school managers are really equipped for these new roles that are expected of them. Educators who are often financially secure must now motivate learners to take calculated risks, experiment and become entrepreneurs (Nasser 1993:139).

The researcher has tried to describe the schools included in this study. She also tried to give valuable information on the issue around the educating of entrepreneur skills in the secondary schools. The position of the learners in Grade 9 has been investigated to determine if the researcher can find a solution, or suggestions to solutions, for the research topic.

Chapter 5 will focus on the support that is available to address the research topic. An in depth look will be taken in Chapter 5 at the programmes and guidance that could be utilized by the school managers to assist the learners. Focusing specifically on the youth of S.A., these institutions such as the NPI, offer trained personnel, programmes and competitions to promote and familiarise entrepreneurship amongst the youth. Recommendations for further research will be made.

CHAPTER 5

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS OF THIS STUDY

5.1 Introduction

The purpose of this study was to examine the feasibility of Grade 9 learners being capable to exit formal education and be entrepreneurs as stated by the National Education Policy of South Africa (RNCS 2002:5). The intention of this specific outcome is to interest learners in taking control of their future and create a profitable career while simultaneously addressing the issue of unemployment in S.A. (Nkadimeng 2004:19).

Learners in South Africa are not used to the concept of self-employment and have to be given guidance towards this tendency. Kgomoeswana (2001: 25) states from an early age, learners can observe from their parents how to be money-wise, but that knowledge alone is not sufficient to take on the risks of managing a small business. Both the primary and secondary school must commit itself to educate learners in the skills of entrepreneurship.

5.2 Overview of the study

5.2.1 The role of the school manager and educator in developing entrepreneurs

Basic life skills have to be lectured to the learner in school. Reading, writing and calculating are skills that no learner can do without. It is the task of the educator to ensure the learners master these basic skills. With the current situation of unemployment world-wide, the educator has the responsibility of educating the learner in thinking creatively and changing obstacles into

opportunities (Reddy 1999:19). To the educator this is a new and unknown area that has to be mastered and then transferred to the learner.

Educators are learning area specialists, e.g. Business Economics, who can transfer specific knowledge to learners. The specified knowledge in each learning area is vital to the learner, as he/she must be familiar with the terminology, concepts and procedures of each learning areas. This forms the foundation of his/her education. This process starts in Primary school and continues throughout Secondary school.

After 2000, Education in South Africa changed radically. Educators were challenged with new education policies, a different teaching style and a whole new approach towards the learner (Favish 2003:24). It is essential for the educator to master new information in his/her learning area, e.g. the altered tax laws. Previous methods of teaching and assessing have to be adjusted and the centre of focus has to be switched towards the learner developing into a mature citizen of South Africa (RNCS 2002:4). The responsibility of the school manager and educator is to ensure the learner masters all the outcomes of all the learning areas prescribed by the Education Policy.

The school managers' is faced with an enormous and multi-level task. School managers need to manage his school as a business (one school manager specified the concept of his school as his business). The school manager also has a leadership role to fulfil. He has to implement OBE and needs to activate plans of action to ensure continuity amongst all stake holders involved in the school. Stakeholders are:

- The educators who need guidance from the school manager to address OBE successful,
- learners must feel at ease and willing to approach the school manager with obstacles that may experience,

- the SGB who needs to be consulted when decisions must be made regarding the school,
- the parents as OBE requires active parental involvement , and
- members of the community who can assist the school with expert advice and support the school financially.

5.2.2 School managers and educators need to provide specialized assistance in creating entrepreneurs

Educators and school managers can provide the learner with basically all the knowledge there is from prescribed texts. However, to act as entrepreneurs, learners need to practise their skills as well. The role of institutions and/or professionals to assist the learner can't be overlooked. The learners will then have the acquired knowledge.

Support from professionals to master the skills, and a positive attitude, might enable the learners to become future contributors to the standards of living and productivity (Nkadimeng 2004:19).

5.2.3 The research design

The necessary background to school managers and their role to assist in the developing of entrepreneurs was described in Chapter 2 of this research design. It provided a thorough discussion of the role of the school manager, as well as OBE and the requirements of the new educational policy. The qualitative approach was used for this study to explain the role of the school managers in schools in Nelspruit.

Two primary schools and four secondary schools were targeted and the principals and HOD's interviewed. Individual interviews were conducted. An interview was done with a member of a support group to create entrepreneurs,

the NPI. After the interviews were conducted, the data was analysed, grouped and transcribed. The major themes in this study relate to the role of the school manager, the task of the educator and the support that is offered to the benefit of the school and the constraints.

5.3 Synthesis of findings and recommendations

The findings derived from the qualitative research relate to the role of the school managers and their guidance and support when developing entrepreneurs in their schools.

5.3.1 Policy changes in schools

Combrinck (2003:59) states that educators need constant in-service training. This scenario is the same in South Africa, England, Australia and New Zealand. Although school managers and educators attend courses to empower themselves, they still feel overwhelmed by all the new prescriptions of OBE. School managers are committed to a successful OBE education in their schools, but the extra workload accompanying OBE seems to restrict the results they strived for. Educators have to educate learner's skills which they also don't have.

5.3.2 Recommendations

It is advised that school managers use the assistance provided by supporting institutions, e.g. NPI, SETA and NICRO. Role players should accept that they don't have first hand experience to develop entrepreneurs, but should supplement the shortcomings with the available programs.

Kgomoeswana (2001:26) declares that in order to teach entrepreneurship among the younger generation, a complete paradigm shift in thinking and teaching has to be made. A long-term approach with short bursts of

experimental across-the-curriculum enterprise education has to be introduced in the schools.

Economic literacy is vital to enable the learner to understand the terminology, concepts, skills and calculations of the global economy. This knowledge is effectively and thoroughly lectured at the secondary schools. Apart from academic knowledge, the learner must be given the opportunity to practise this knowledge by venturing into the business world and assume responsibility for their success or failure. Learners must be encouraged to sell their newly acquired skills (MacGillivray 1999:17). Regrettably, it is in this area that the secondary schools don't comply sufficiently.

To erase the gap presently experienced by the learners, school managers should consider the adoption of the expertise programmes offered to them. Never overlooking the practical implications of such an adoption, the school manager is faced with an enormous problem to materialise this. The school manager's role is one of providing. Provision should be made for:

- Professional institutions e.g. SETA to give guidance to educators and learners to manage entrepreneurial skills.
- Educators to attend enrichment courses to upgrade themselves with the latest policies and teaching material.
- Businesses and business people to share expert information with educators and learners.
- Parents to encourage learners to consider a career as an entrepreneur.
- Learners to obtain a high standard of education to manage life skills.
- Learners to gain confidence to venture in business-like exercises.

Saunders (1996:23) mentions the various support programmes have already made the distinction between the symptoms (apparent problem) and the

causes of the symptoms (real problem) in the training of entrepreneurs. The apparent problem is resistance to the unknown territory of self-employment, and the real problem is the lack of opportunity to alight the uncertainties of this field. Government Policy has changed in favour of small, medium and micro – enterprises (SMME) to encourage entrepreneurship.

The value of institutional business assistance centres is that they can provide:

- Information on local businesses and policy making;
- Service activities to new development;
- Support in the development of industrial infrastructure;
- Technical assistance to new SMME;
- Assistance to remain positive when experiencing competition; and
- Skill upgrading (Davies 2001:33).

The above-mentioned services are just as important as knowledge gained from formal education to successfully manage a small business. Unfortunately, these services are not provided within the school and it only highlights the importance of coherency between the school and professional institutions.

5.4 Valuable business assistance centres

5.4.1 The National Productivity Institute

The NPI (National Productivity Institute) offers a variety of support programs to assist young entrepreneurs. An interview done with Dr. Nswaki Mnguni explained the operations of the NPI. The institute is based in Midrand, Gauteng, but is involved in projects with the government offices of 8 provinces in South Africa (The Limpopo Province is currently not part of their support system).

As stated by Nkadimeng (2004:19), the NPI is one of the leaders in South Africa when it comes to benefiting the youth and their struggle to become entrepreneurs. Focusing on the strategies and interventions decided by the youth, the NPI:

- Work with youth development organizations in order to identify growth industries and their correspondence to provincial economic plans in all provinces.
- Identify the interest, motivation and potential of young people.
- Incubate enterprises through coaching and mentorship guidance.
- Identify and establish resources to assist the young entrepreneurs.
- Incubate enterprises through coaching and mentorship guidance.
- Identify and establish resources to assist the young entrepreneurs.

To successfully reach their outcomes, the NPI appointed Productivity Advisors who, after they are trained and evaluated, present courses and train people in entrepreneurial skills. Once the novice entrepreneurs are confident and competent in this field, the advisors act as coaches for the entrepreneurs in a specific area or community.

This system ensures that a qualified, support group remains within reach of new, struggling entrepreneurs, giving them advice and encouraging them to take charge of their own futures (Cembi 2002:15).

5.4.2 The NPI and the Secondary school

Another program offered by the NPI specifically targets Secondary Schools. The Creativity Correction Program of the NPI is offered to assist the management, educators and learners of secondary schools to master the concepts of entrepreneurship. The NPI works in association with the local Department of Education.

School managers and educators can benefit from this program by approaching the Department in their region. The program includes presentations to the educators and learners. It also gives guidelines on entrepreneurship. A competition is held within the school where future entrepreneurs challenge one another under supervision of officials of the NPI.

Recommendations

The main focus of the NPI is to improve the business skills of young people, which is in harmony with the outcomes of the Education Policy. However, not all managers of schools are aware of these programs. Excellent opportunities to help Grade 9 learners, or any other learner, to become entrepreneurs, are overlooked. School managers should become familiar with programs like these.

5.4.3 The Sector Education and Training Authority in South Africa (SETA)

It has been five years since the establishment of SETA in order to assist and create a skilled workforce in South Africa. Apart from identifying skills requirements of business sectors, SETA also got creative in getting training in small and medium businesses. All aspects of the training are taken care of, from finance to administration to certification (Entrepreneur SA 5002:4). Skills development and support to entrepreneurs are the main focus of SETA.

SETA assists entrepreneurs to focus on their field of expertise (the product or service), while a training provider evaluates the businessman to determine his/her personal shortcomings and abilities which would be addressed or reinforced to ensure a total success of the business. The SETA training providers are highly motivated staff members, taking action in establishing and maintaining entrepreneurial businesses. There are presently 25 SETA's, but not every province in SA has a SETA service station. Their absence means

that institutions represent the issues of skills development are limited or just void to a large group of entrepreneurs.

SETA has been facing a number of challenges during the past five years. The service providers are often lured away to other companies, leaving SETA without their star performers. This affects the level of confidence and partnership between the entrepreneur and SETA as the entrepreneur has to build a new relationship with the new training provider. Another problem faced by SETA is the lack of cooperation between the 25 units. The pro-active plan is to reduce the number of service stations to 10 or 12 and establish at least one unit in each of the nine provinces.

A senior researcher of SETA, Mr. Paul Lundall, states that SETA is planning definite steps to support skills development to entrepreneurs (Entrepreneur SA: 4). Plans involve close cooperation with the National Skills Authority (an autonomous advisory body to the Minister of Labour comprised of representatives from business, labour, government and education providers), a better generation of funds available and active support to new entrants. According to Mr. Dennis Lamberti of Media Works, SETA is positive about the future and cites the next five years as five years of deliverances and ongoing support to entrepreneurs.

Recommendation

The school managers must identify the actual stakeholders in the system, the need of the stakeholders must be defined and focus will be shifted to deliver demand-driven end products. The task of the school managers is to maintain open communication channels with all stakeholders and project the learners from his school and their talents back to the business sector.

5.4.4 NICRO

One of the school managers coordinated a workshop for the Grade 10 Business Economics learners. As a combined project with the Life skills Learning Area, learners attended course where they were introduced to unemployment, crime but eventually rehabilitation. The school manager mentioned in his interview that learners were shocked when faced with a small section of reality of SA.

They experienced the rehabilitation of the people very positive. The idea behind the project was:

- to confront learners with the real-world situation of economical uncertainty;
- to show the learners crime doesn't pay; and
- to promote the idea of self-employment and entrepreneurship.

The learners benefited enormously from the project, but the project was done with learners who are a little older than the subjects of this study and who are emotional a little better equipped for this type of study. The Grade 10 learners are definitely more mature than Grade 9 learners.

Recommendation

The decision to integrate two learning areas is a typical OBE suggestion. School managers should perhaps encourage educators of different learning areas in Grade 9 to join forces and combine entrepreneurial skills with other outcomes. The different HOD's could try to find an overarching theme and launch a project where learners practice their business skills from EMS as well as another outcome from a second learning area.

5.4.5 The Zenele Entrepreneur Program

The Zenele Training Centre in Khayelitsha, near Cape Town, follows a unique program in training entrepreneurs which could easily be adopted by the school managers for the learners of their individual schools. Saunders (1996:23) reports that a clear distinction should be made between symptoms (apparent problems) and causes of the symptoms (real problem). These two considerations will help the educator to adapt a specific approach to the learning intervention.

Following this development programme will enable learners to master basic terms, concepts and skills about entrepreneurship during the few weeks allocated. Thereafter, learners are trained to produce articles. These articles will progressively change from very basic to more challenging as the learners progress in their grades in school. Educators can follow a step-by-step approach where every piece of detail is explained, demonstrated and then practised by the learners.

Emphasis is given to the understanding of quality and learners are educated to understand, meet and surpass the needs of the customer. The educator focuses throughout the training in meeting the prescribed critical and development outcomes of the RNCS.

Each article produced by the learner is continuously evaluated. The educator and/or an expert in that specific field (a parent or professional) can conduct the evaluation. Learners get sufficient opportunities to correct minor mistakes. Each evaluated item is graded and once the learner has sufficient ratings, he or she passes the course and is awarded with a certificate of competency.

If the learner fails the course, a certificate of attendance will be awarded to recognise their input. This will hopefully encourage the learners to complete their course. Any form of discouragement might cause the individual dropping

out of the course and the school managers and educators must try to minimize this.

Modules must constantly be revised and modified to stay in touch with the latest trends in the economy. After completion of this course, learners must be able to:

- Communicate successfully with a customer (Critical outcome from RNCS 2002:7);
- Deliver products on time;
- Setting the correct price for products using a complete business plan; and
- Deliver products of high quality

Recommendations

Provision should be made for:

- Professional institutions e.g. the NPI to give guidance to educators and learners to manage entrepreneurial skills.
- Educators to attend enrichment courses to upgrade themselves with the latest policies and teaching material.
- Businesses and business people to share expert information with educators and learners.
- Parents to encourage learners to consider a career as an entrepreneur.
- Learners to obtain a high standard of education to manage life skills.
- Learners to gain confidence to venture in business-like exercises.

5.5 Suggestions for further research

The findings of this study on the role of the school manager in developing entrepreneurs in Grade 9 recommend the following aspects for further research:

- The use of the qualitative research method could be further explored as it allows the participants to continue the discussion about the issues related to this study or other relevant issues.
- Many aspects on entrepreneur skills and supportive programs still need detailed research.
- Aspects around the role of the school manager could be researched.

Suggestions for further research can be summarized as:

- The role of the school manager in providing sufficient support to educators, learners and other stakeholders with the development of entrepreneurs.
- Strategies to assist the school managers to implement supportive programs in their schools.
- Strategies to introduce market or entrepreneur days or projects at school.
- Innovative ideas from the management team to involve as many learners as possible in these projects.
- Suggestions to parents and community members to assist the school managers to reach the goal of this study.

5.6 Limitations of the study

The main aim of the study is to determine how the school managers support the Grade 9 learners to develop into entrepreneurs regarding the OBE outcomes for the learning area EMS.

The first limitation of this study is the number of participants chosen. McMillan and Schumacher (1997:505) state that although qualitative research implies only a selected number of participants, the results cannot be generalised.

The selection of only six school managers, two HOD's and one official from the NPI, narrows the study down. Although a careful selection was made when the schools were chosen, the results of this study might have been different if other schools were selected.

Despite the limitations, data collected for this study highlighted key areas to a better understanding of the role of the school manager to support entrepreneurial skills.

5.7 Conclusion

The final conclusion that can be made from this study is that, although it is Government Policy that learners can exit formal school education after completing Grade 9, it is in the best interest of the learners to remain at school for a longer period. At such an early age, learners are not ready emotionally to address the business world.

It is also clear that learners are not comfortable with the idea of being self-employed, mainly due to a lack of confidence. The school managers, educators and parents do not provide enough information and opportunities to promote entrepreneurship amongst the learners, the reasons being limited time and experience due to a hectic timetable at the secondary schools.

Support programmes are available to assist school managers but are not utilised to capacity, mainly because of the time factor mentioned. School managers are aware of the outcomes to be reached by the learners and try to incorporate various aids (e.g. computer programmes and excursions) to benefit the learners. However, the learner who wants to manage his/her own small business is not given proper practical experience to switch the academic knowledge into business skills.

The school and the support groups should work hand-in-hand if real success is to be achieved, with learners acting as confident, well-informed and capable entrepreneurs of South Africa.

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Appendix A

Interview Schedule for the secondary school managers

- Are there any market or entrepreneur days at your school like in the primary schools?
- Are there any opportunities for Grade 8 and 9 learners to have such an entrepreneur day during the course of this year?
- If there is such an opportunity, what is the role of the educator, the learner and the parent?
- If there are no such days, are the school managers planning to introduce entrepreneur days in future?
- Do the school managers think parents will be involved in entrepreneur days in the secondary schools?
- Will the majority of learners take part?
- What is the financial position of the average secondary school learner?
- Are learners who are in financial difficulty, eager to better their position by generating funds in an approved way/
- Is the school manager aware of the outcomes of the RNCS document?
- Is he aware of the outcome on entrepreneurship in EMS?
- Is the HOD of commerce aware of this outcome?
- Is the learning area educator aware of the outcomes of EMS?
- As the school manager, does he think the learners in Grade 9 are equipped in an intellectual way to run a business?
- Are the Grade 9 learners emotionally equipped to take the responsibilities of a small business?
- Do the Grade 9 learners have enough business knowledge and skills to start and maintain a business?
- Is the school manager aware of any Grade 9 learner in his school who is an operating entrepreneur?

- Are there perhaps any other entrepreneurs in the other grades who run businesses?
- Are the educators presently teaching EMS and related commercial subjects, educated to teach that learning area?
- Do any of the educators have first hand experience about running a business?
- Is the knowledge they transfer to the learners mainly book knowledge?
- Do the educators attend courses to upgrade their knowledge on a regular base?
- Are these courses mainly presented by the Department of Education?
- Are there courses presented by the private sector that they also attend?
- Is there any flexi-time available in the timetable of the secondary school learner?
- Can the school make time available for Grade 9 learners to have a market day?
- Are the school managers aware of programs from outside organisations to assist the schools in business skills?
- Did the school manager use any of these programs?
- Do the school managers intend to make use of this assistance?
- Apart from those programs, do the school managers use any other material or programs to assist the educators and learners?
- Do the school managers use parents and/or other professional business people to address the learners?
- Is there a tuck shop at the school?
- How is the tuck shop managed?
- Did any of the schools' learners ever have the opportunity to run the tuck shop?

Appendix B

Interview Schedule for the primary school managers

- What are the roles of the principals, SGB, educators, parents and learners when planning entrepreneur days at the various schools?
- How successful are entrepreneur days at the primary schools?
- What is the role of the parent in entrepreneur days in the Primary school?
- What do the managers of the schools intend to do to ensure that entrepreneur days involve the majority of learners at the schools?
- Are the educators effectively trained to assist the learners to eventually reach the prescribed outcome (to act as entrepreneurs)?
- Is the learning area educator aware of the outcomes of EMS?
- Do the school managers use the expertise of businesses outside the school?

Appendix C

Interview Schedule for the Heads of Department

- Are there any market or entrepreneur days at your school like in the primary schools?
- Are there any opportunities for Grade 8 and 9 learners to have such an entrepreneur day during the course of this year?
- If there is such an opportunity, what is the role of the educator, the learner and the parent?
- If there are no such days, are the school managers planning to introduce entrepreneur days in future?
- Do the school managers think parents will be involved in entrepreneur days in the secondary schools?
- Is the school manager aware of the outcomes of the RNCS document?
- Is he aware of the outcome on entrepreneurship in EMS?
- Are the educators presently teaching EMS and related commercial subjects, educated to teach that learning area?
- Do any of the educators have first hand experience about running a business?
- Is the knowledge they transfer to the learners mainly book knowledge?