

THE ROLE OF THE SCHOOL IN PREPARING SCHOOL LEAVERS FOR

SELF-EMPLOYMENT

by

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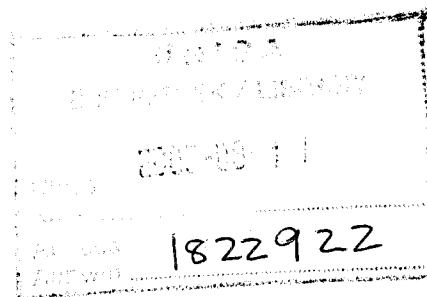
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NOVEMBER 2002

DEDICATION

This work is dedicated to my children: Vutivi and Talenta

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I declare that THE ROLE OF THE SCHOOL IN PREPARING SCHOOL LEAVERS FOR SELF-EMPLOYMENT is my own work and that the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signed N. P. Mabunda (N.P. MABUNDA)

Date 25 - 11 - 2002

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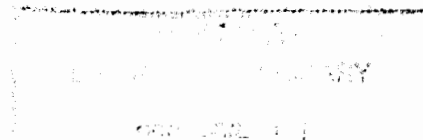
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SUMMARY

The research focuses on the role played by the school in preparing learners for self-employment. It seeks to establish the extent to which entrepreneurial knowledge, skills and attitudes are being promoted at school thus equipping learners for the world of business once they leave school.

The study is undertaken against the background of very high rate of unemployment currently facing South Africa. A number of factors, such as high population growth, globalisation and a variety of other socio-political circumstance have resulted in the shrinkage of job opportunities in the formal sector of the economy. The unemployment problem mostly affects the rural school leavers, among other groups, in the community.

Small business development is generally seen as the most promising solution to the unemployment problem. Preparing learners for entrepreneurship is therefore the most serious challenge facing schools today. The school is required to deliver the kind of education that will make it possible for learners to start and develop their own businesses once they leave school. Hence the quest for education that is relevant to the needs and aspirations of society.

A qualitative study undertaken with rural school leavers who own small businesses reveals that the school has not yet taken deliberate steps to foster entrepreneurship among learners thus preparing them for self-employment when they leave school. Again it has been demonstrated that schools have great potential to inculcate entrepreneurial knowledge, attitudes and skills once they can start working in close co-operation with the community. A shift from traditional approaches to teaching and learning to the progressive (entrepreneurial) approaches can contribute greatly in producing learners who are ready for life as independent, creative and influential business leaders of the future.

Key concepts:

ENTREPRENEURSHIP - ENTREPRENEUR - RELEVANT EDUCATION -
ENTREPRENEURSHIP EDUCATION - SELF-EMPLOYMENT - CURRICULUM 2005

THE ROLE OF THE SCHOOL IN PREPARING SCHOOL LEAVERS FOR SELF-EMPLOYMENT

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CHAPTER 1

INTRODUCTION

1.1 GENERAL ORIENTATION

One of the most serious and intractable challenges facing South African society today is the high and unacceptable level of unemployment. The lack of new job opportunities and the high rate at which the country's economy is shedding jobs may threaten the hope of peace and prosperity that came with the advent of democratic rule in 1994. It is estimated that employment within the formal sector has shrunk by 1,5 percent since June 1998 and growth in this sector is expected to be less than one percent over the next four years (Watkins 2000:66).

The seriousness of this problem is not only acknowledged by the unemployed masses, but also by the government of the day. The Minister of Finance, Trevor Manuel, acknowledges that:

... unemployment sits like an albatross around our neck and unless it is addressed, it will continue to threaten the gains made by our young democracy (Sowetan 18 June 1996:B4).

To further indicate the proportion and the urgency of the unemployment problem, Tlholoe (1996:16) indicates that unemployment in the country has become a "national crisis". Muchemi (1995:30) refers to the "unemployment time bomb" which needs to be "defused". Sunter (1997:5) refers to unemployment as "South Africa's number one problem".

The sad reality is that the country's economy is presently unable to absorb an ever-increasing number of job seekers. Although economic growth has been recorded in the recent past, no massive intake of job seekers took place. Instead, statistics show that the economy continues to shed jobs at an alarming rate. Since 1994 about 500 000 jobs have been lost in the formal sector (Sowetan 09 May 2000:03).

According to Statistics South Africa, (South Africa's unemployed - the facts and figures 1998:48) the overall unemployment in the country has increased since 1994, with the official unemployment rate rising from 20 percent in 1994 to 21 percent in 1996 and 22,9 percent in 1997. The latest figures by the Central Statistical Services (Sowetan 24 August 1999:15) indicate that 30 percent of the population is unemployed. It is estimated that by the year 2000 the unemployment rate will be at about 37 percent (Sowetan 18 June 1996:B4). It is further predicted that by the year 2010 there may be more than 8 million unemployed people in South Africa (Gouws 1997:145).

It is further said that the problem of unemployment is felt most among younger people since almost 50 percent of South Africa's jobless consists of people aged between 16 and 35 (Phungula 200:76). According to Watkins (2000:66), every year 365 000 young people leave the schooling system and of these school leavers, 10 percent go to higher education, 10 percent find jobs in the formal sector and 80 percent have to find self-employment.

The accuracy of statistics which indicate the extent of the unemployment problem in the country remains a controversial matter. Social institutions and organisations have their own interpretations of the unemployment situation in the country. However, the above statistics serve to highlight the extent and seriousness of the problem at present and its possible trend in the foreseeable future.

To start addressing the problem of unemployment it is estimated that the country's economy needs to create at least 450 000 new jobs every year in order to give new entrants to the labour market jobs (Gumede 1998:43). Economists contend that at three percent growth rate, the country's economy, can only produce 100 000 jobs a year over a five year period (Sowetan 18 June 1996:B4). The economy therefore needs to grow at a more significant rate to create the required job opportunities.

The implications of the above statistics for school leavers who are looking for jobs in the formal sector, can only be grave. The unfortunate reality is that it is widely accepted that high levels of unemployment for early school leavers will be a "permanent feature" of the country's labour market (Van Rensburg 1997:2). It can be concluded that unless some drastic measures are urgently taken, to remedy the situation, school leavers will continue to be the most hard hit by unemployment. For the rural school leaver the unemployment problem is even more serious.

Various reasons have been advanced for the current acute shortage of job opportunities. A few of these reasons are briefly outlined below.

The first reason relates to the country's socio-economic status. A number of social, economic and political factors have resulted in many businesses struggling to survive. Included are the unfavourable economic conditions, political uncertainty, severe draught, the inflation rate, increased operating costs, accumulating creditor debts and consumer resistance (Promoting entrepreneurship through counselling and training 1993:110).

The second reason is globalisation. Globalisation has led to an increase in international competition due to the rapid elimination of trade barriers (Bosch, Nijssen & Verhoeven 1995:29). As a result of globalisation, highly competitive economies benefit at the expense of less competitive ones. Due to the fact that South Africa is a very open economy it was not possible to escape the effects of world economic crises such as the oil crises of the seventies. Again the shift from dependency on the export of raw materials to the service sector and high technological developments has negatively affected countries that depend on the export of raw materials such as South Africa (De Vries 1989:6).

The third reason is government policies with regard to taxation. It is argued that higher taxes are a disincentive to those who want to create jobs in any country. It is said that high taxes discourage savings and in turn reduce investments in productive assets (Vosloo 1993:100).

The fourth reason is the rate at which the population is growing. It is generally accepted that South Africa has a rapid population growth. Again the South African population is skewed towards the youth with 49 percent of the country's population aged under twenty (Visser & Huckle 1992:4). It is estimated that by the year 2010 South Africa will have 1,6 million more children at school than any other developing country of a comparable size (Gouws 1997:143). South Africa's population has been growing at a faster rate than the economy for some time (Winstanley 1990:14).

Lastly, the quality of education and its relevance to the needs of the economy is one of the most crucial and decisive factors. It is this factor which will receive special attention in the ensuing discussions.

Much has been said about the lack of relevance in the country's education system. Criticisms have been levelled against the education system and its inability to address the economic realities of the country. There is a general outcry that pupils leave school without adequate skills which will make them economically productive (Taunyane 1994:5). According to Van Rensburg (1991:31), the main weakness in our education system is in its inability to prepare learners for a life outside the formal sector. Because of the failure of the education system to prepare learners for self-employment this kind of education becomes "an education for unemployment" (Van Rensburg 1991:31).

According to Sapseid (1992:51), South Africa's education system is biased in favour of academic subjects with fewer than one percent of blacks choosing technical curricula. Schools are further criticised for teaching learners to conform and to regurgitate everything thus destroying their entrepreneurial talent (Formal education stifles entrepreneurial flair 1992:23).

The role of the school in a bid to reverse the current unemployment crisis is a crucial one. For this to happen a radical mindset shift needs to occur in especially among those who are involved in the formulation of the country's education policies.

Educational institutions need to start to prepare learners for meaningful participation in the country's economy as a matter of urgency. Schools can no longer continue to prepare learners for jobs in the formal sector during a time when jobs are increasingly becoming scarce (King 1989:2; Luti 1998:46).

The biggest challenge facing the country therefore, is to prepare young people for self-employment or entrepreneurship. According to Moolman (1988:3), there is an urgent need to establish an entrepreneurship culture which should commence at secondary school level. The need to establish the entrepreneurship culture among learners is prompted by the stark reality of a shortage of entrepreneurs in the country. Moolman (1988:3) is very clear as to what needs to be done:

There is a worldwide urgent need to break down the deep-rooted prejudice against the small businessman and to cultivate greater acceptance and awareness of the advantages of entrepreneurship.

The challenge facing schools is to teach learners self-employment skills early in their lives to ensure that once they leave school, they are ready to start their own businesses as independent, assertive and successful citizens.

In some countries enterprise education is being made mandatory at every level of education from primary school to university and in all training institutions (King 1989:4). This is due to the recognition by these countries that the traditional formal sector cannot accommodate more than a very small proportion of school leavers.

South Africa needs to move forward quickly to win the war against unemployment. This challenge has been clearly articulated by Professor Bengu (City Press, Learning Press 11 October 1989:1), the first Minister of Education in the democratic South Africa, when he said that:

Education must no longer be seen as a passport to employment but rather as a vehicle towards entrepreneurship.

1.2 PROBLEM STATEMENT

All over the world the decade of the nineties has been known as the decade of the entrepreneur. Countries such as Japan, Taiwan and Malaysia are shining examples of growing economies in the world and their success can be directly attributed to their well-established culture of enterprise. Big economies such as the United States and Britain depend on people with entrepreneurial skills to keep their economies competitive and on a growing path (Formal education stifles entrepreneurial flair 1992:23). A larger percentage of jobs are created by small businesses. For instance, in the US over 80 percent of new jobs are created by small businesses.

What South Africa needs is an education system which is able to provide the type of education which makes prosperity possible. The kind of "education that produces entrepreneurship rather than dependency" is needed (Basson 1992:8). Tlholoe (1999:16) puts the challenge that faces South African society as follows:

There is something radically wrong with a society that produces individuals who can survive only when they are in the employ of someone else. Once the individual is cut off from his or her employer, he or she becomes a helpless beggar.

The school is largely to blame for this state of affairs. Schools need to undergo a paradigm shift in their emphasis and orientation as Mohale (1999:26) indicates:

We need to address the matter of not looking for a job, but rather providing for oneself. We have been conditioned to go to school, then look for work. We think of getting a salary, not paying other people's salaries.

Sunter (1997:5) concurs:

The sooner we move away from the notion that you are unemployed until someone else gives you a job, the better.

In view of this challenge the question that needs to be asked is: what is the current role of the school in preparing learners for self-employment before they leave school? Is there a deliberate and conscious effort and a well co-ordinated programme at school level aimed at equipping learners with the necessary entrepreneurial skills that will ensure their success as future entrepreneurs?

The above research problem can be further sub-divided into more specific questions as follows:

- Which personality traits need to be fostered by the school in preparing learners for entrepreneurship?
- Which entrepreneurial skills are crucial in the world of business and what role are schools playing to foster these skills?
- What is the significance of role models in the process of career choice and do schools provide entrepreneurial role models?
- Which teaching strategies should be used when teaching prospective entrepreneurs?
- What are the main reasons underlying the decision by individual school leavers to become entrepreneurs?
- What role can parents play in collaboration with the school in promoting entrepreneurial attitudes among learners?
- What type of problems beset entrepreneurs and how do schools prepare learners to confront these problems?

- Which subjects in the school curriculum are specifically intended and geared to equip learners with entrepreneurial knowledge, skills and attitudes thus providing basic training in business management?
- Is entrepreneurship considered by schools as a career option or is the emphasis still placed on traditional careers which are in accordance with the needs of the formal sector?
- Are there extra-curricular activities aimed at exposing learners to the world of business such as business simulations, educational tours, site visits or practical business management projects?
- What role does the community in partnership with the school play in fostering the culture of enterprise among learners? Do schools link with the business sector, NGOs, parents and other community structures in order to promote entrepreneurship among learners?

1.3 AIMS OF THE STUDY

The main aim of this study is to explore how school education contributes towards the preparation of learners for self-employment before they leave school. The study focuses essentially on the specific role of the school in the promotion of the culture of enterprise among learners so that once they become school leavers, they can employ themselves in view of the current acute shortages of jobs especially in the formal sector.

In pursuit of this goal the research will review the relevant literature in depth. Firstly, this will be done in order to provide important insights into the concepts of entrepreneurship and the entrepreneur. Various topics such as personal characteristics of the entrepreneur, entrepreneurial skills, reasons for choosing to be an entrepreneur, problems faced by entrepreneurs and the roles

of two community institutions, namely: government and the family, in supporting the school in its endeavor to prepare learners for self-employment, will also be explored.

Entrepreneurship education and the role of the school in promoting entrepreneurship among learners will be the main focus of the study. A literature review of the various ways in which the school can promote entrepreneurship culture will be done. The implementation of the new curriculum for South African schools and how it will impact on entrepreneurship education will also be investigated thus establishing the place of entrepreneurship education in the new curriculum.

Qualitative research will be conducted in order to bring to light the impact that school education has had on school leavers who are presently self-employed. It is the ultimate goal of the study to make specific recommendations, based on the research findings, regarding the role the school should play in preparing learners for self-employment.

1.4 RESEARCH METHOD

In order to gain a deeper and wider understanding of the research phenomenon under study, the researcher has done a thorough study of the relevant literature. The researcher consulted the relevant books, journal articles, magazines, newspapers, government policy documents, school policies and other relevant pamphlets thus ensuring that the research is firmly established on a sound theoretical basis. Relevant information gleaned from the electronic media did not escape the attention of the researcher in preparing this research.

The literature study provided the background to an empirical investigation, which followed a qualitative approach. Some of the hallmarks of the qualitative approach are as follows:

- Qualitative data come in the form of recorded words of the informants (Bogdan & Biklen 1992:30; McMillan & Schumacher 1993:373)

- The researcher is the key instrument in the data collection process. The researcher will therefore interact with the participants during the collection of data (Bogdan & Biklen 1992:29; Mcmillan & Schumacher 1993:372-373)

- The context is regarded as very important in understanding the collected data (Miles & Huberman 1994:1; Marshall & Rossman 1995:4). Data will therefore be interpreted while taking into account the context in which they were collected

- The whole aim of data analysis in qualitative studies is not to make generalisations but to gain meaning and to explain, describe or explore the phenomenon chosen for study (cf Mcmillan & Schumacher 1993:373; Marshall & Rossman 1995:46).

A detailed discription of the research design appears in chapter 4.

1.5 DEFINITIONS OF IMPORTANT CONCEPTS

Crucial concepts that form the basis of the study are defined in the ensuing paragraphs.

1.5.1 Preparatory role of school

A school refers to a social institution which provides education for young children from the approximate age of five and half to 18 or 19 years. According to Stuart, Van Niekerk, McDonald and De Klerk (1985:10), schools were non-existent for the greater part of man's existence on earth. Schools came about as a result of the need to transfer knowledge which became too complex for parents to transfer.

The role of the school is to prepare the child for "the future which is both dynamic and viable and which constantly presents fresh opportunities and challenges" (Van Schalkwyk 1986:259). Van Schalkwyk (1986:257) further indicates that the task of education in South Africa is "to prepare and fit learners to fulfill their calling in life responsibly in the South African context".

According to Fraser, Loubser and Van Rooy (1990:14), schools were established by society so that children can encounter and learn to know reality outside the sphere of the home. They are taught more complex skills so that ultimately they will be able to join society as competent adults. It can be concluded that the role of the school is to equip the learner with skills that will be useful in life and in the context of a given society.

1.5.2 School leaver

For the purpose of the current study a school leaver refers to a learner (youth) who has graduated from school at either primary or secondary level. It can also refer to a learner who has dropped out of school before completing compulsory schooling.

1.5.3 Entrepreneur

Vosloo (1993:100) defines entrepreneurs as people who perceive profitable opportunities, are willing to take risks in pursuing them and have the ability to organise a business to maximise these opportunities. The entrepreneur is the enterprising person, the innovator and the independent owner-manager of the usually small business.

An entrepreneur can be defined as an individual exhibiting certain salient attributes. Gartner (1990:21) enumerates some of the enterprising attributes as: initiative, strong persuasive powers, moderate risk-taking ability, flexibility, creativity, autonomy, problem-solving ability, need for achievement, imagination, leadership and hardwork, perseverance, commitment and vision. For the purpose of the current study, the concepts entrepreneur and self-employed person will be used interchangeably.

1.5.4 Small business

A small business in South Africa refers to an enterprise with less than 50 workers (Defining small and medium enterprises 1993:124). Gibb (1987:11) defines a small business as the owner-

managed independent business of a size arbitrarily defined as small in relation to the structures of the industry sector in which it operates and with respect also to the size structures of the business as a whole. Winstanley (1990:13) defines a small business as an individual, partnership, a close-corporation, or a company that is engaged in commerce, manufacturing or which provides a service, whose assets do not exceed R1,5 million and whose annual turnover is R5 million or less.

A small business venture is any business that is independently owned and operated, not dominated in its field, and does not engage in any new marketing or innovative practices (Carland, Hoy, Boulton & Carland 1984:358). Small businesses are generally thought of as being unspecialized and non-hierarchical, improvisational and groupy (Maranville 1992:28).

1.5.5 Enterprise culture

Enterprise culture refers to a set of values, beliefs and attitudes which support the exercise of independent entrepreneurial behaviour in a business context (Gibb 1987:11) Circumstances which support the development of the enterprise culture as identified by Gibb (1987:14) are as follows:

- abundant positive role images of successful independent business
- ample opportunities for familiarisation with small business tasks especially during youth
- opportunity to practise entrepreneurial attributes during the formative years
- network of independent business or family contacts which reinforces market entry opportunities
- formal or informal knowledge of business management

Entrepreneurship culture and spirit of enterprise are taken to refer to the same concept in the study.

1.6 RESEARCH PROGRAMME

The thesis is divided into five chapters.

Chapter one introduces the study by giving the general orientation, the research problem, the aim of the study, the research method adopted, definitions of important concepts and the research programme.

Chapter two focuses on the literature study. The concept relevant education is explored in depth. The whole concept of education-for-self-employment and its place in the education system is thoroughly investigated. The concepts entrepreneurship and education for enterprise are thoroughly dealt with.

Chapter three seeks to investigate the part played by various community institutions in partnership with schools in preparing learners for entrepreneurship. The focus will be on the specific role played by important institutions, such as the government, business sector, parents and non-governmental organisations.

Chapter four is devoted to the research design. A brief discussion of the research methodology also forms part of the chapter.

Chapter five includes the presentation of data, data analysis, the presentation of the research findings and the data display.

Chapter six concludes the research report by providing a summary of all important findings of the study. Recommendations based on the findings for education practice are given, the limitations of the study are outlined and topics for further study are suggested.

1.7 SUMMARY

The foregoing chapter sought to introduce the research. The extent of the unemployment problem in the country was explored. Some of contributory factors were highlighted. Self-employment as a possible solution to the problem was suggested. The role of education in preparing learners for self-employment as a new challenge, received specific focus as the main research problem.

It has also been the goal of the chapter to show the aim of the study and to identify the research method wherein the qualitative approach was chosen. Important concepts were defined and the study was divided into six chapters.

The next chapter constitutes a literature study and it deals with two important concepts: entrepreneurship and the entrepreneur. The role of government and the family as important social institutions in promoting entrepreneurship culture will also be investigated.

CHAPTER 2

ENTREPRENEURSHIP AND THE ENTREPRENEUR

2.1 INTRODUCTION

In the foregoing introductory chapter the high rate of unemployment, as one of the most serious challenges facing the democratic South Africa, has been highlighted. The extent of this challenge and the main causes of unemployment were also dealt with. The promotion of the culture of entrepreneurship as the possible solution to unemployment was suggested. The role of the school in fostering the culture of entrepreneurship was also highlighted.

It is generally accepted that the quickest route to economic recovery and the most effective way of stemming the alarming increase in unemployment and poverty in South Africa is to expand entrepreneurship. Since the 1980's there has been heightened interest in and increased debate about entrepreneurship (Rushing 1990:29 ; Van der Zwan 1992:38). Recognition of the role that the small-scale enterprise sector plays in the economic and socio-political development of third world countries has grown considerably over the past decade (Gibb & Manu 1990:10). It is generally accepted that in South Africa "the thousands of small and medium enterprises have a crucial role in creating jobs and setting the country on the road to prosperity and peace" (Vosloo 1992:36).

To indicate how important entrepreneurship is regarded, as a vehicle towards economic and political stability in both the developed and developing countries, the decade of the nineties has been dubbed the decade of the entrepreneur (Noll 1993:3).

As indicated in chapter one (paragraph 1.3) one of the aims of this research is to explore the concepts entrepreneurship and the entrepreneur. This chapter will therefore constitute the literature review of the latter two concepts. In order to achieve this set goal, the following objectives will be pursued:

Firstly, the concept entrepreneurship in its broad sense will be investigated. Attempts will be made to outline the various views and definitions of the concept. The study hopes to gain a broad understanding of entrepreneurship thus providing a summary of what constitute the concept.

Secondly, at the centre of entrepreneurship is the most important character, the entrepreneur. Definitions of the latter concept are many and vary with regard to their emphasis. The various definitions of the concept by different authors will be analysed. The intention will be to establish the core essences that underpin this elusive concept.

Thirdly, the entrepreneur distinguishes himself from non-entrepreneurs by showing certain character traits which are characteristic of him. There are lists of character traits which researchers have established in their attempt to understand the person of the entrepreneur. These characteristics will be outlined and a summary thereof will be provided.

Fourthly, what prompts a person to become an entrepreneur? There are various reasons which trigger the need to become an entrepreneur among individuals. Some of the most basic reasons will be dealt with in this chapter. Fifthly, in their quest for success entrepreneurs invariably do meet problems or barriers that militate against their entrepreneurial activities. The most common problems will be highlighted.

Finally, the promotion and encouragement of entrepreneurship in any country is not the role of one stakeholder. All social institutions have some role to play in this regard. For the purpose of this study the role of three institutions will be investigated, namely, the government, the family and most importantly the school. The role of the first two institutions will be dealt with in the current chapter while that of the school will be the subject of discussion in chapter three.

2.2 ENTREPRENEURSHIP

A concise and universally accepted definition of entrepreneurship does not exist (Noll 1993:3). Mahadea (1991:17) concedes that "despite the increasing frequency with which the term is used, entrepreneurship remains a rather vague and ill-defined concept". To understand the concept will therefore require one to consider various definitions and in each definition bring out the key activities that make up what is called entrepreneurship.

One of the most elementary definitions of entrepreneurship is given by Low and MacMillan (1988:141). They (1988:141) define entrepreneurship as the creation of a new enterprise. The emphasis here is placed on the ability to **create** or **initiate**.

Cole (in Low & MacMillan 1988:144) defines entrepreneurship as a purposeful activity to initiate, maintain, and develop a profit-oriented business. The latter definition further indicates that entrepreneurship is not limited to the creation (initiation) of an enterprise but it also adds the **maintainance** and **development** thereof with the aim of making **profit** .

Timmons (in Maas 1993:52) defines entrepreneurship as the process of creating or exploiting opportunities. The latter definition is more broad and general because it does not restrict itself to the creation of a business opportunity only. It refers to any **opportunity** which can be **created** or **exploited**.

According to Rayne (1982:236) entrepreneurship is the process of creating a business enterprise in order to exploit a new product, process, service or market. The emphasis in this definition is placed on those specific **opportunities** which can be created or exploited once a business enterprise is created. These opportunities may, according to the above definition, include a new product, process, service or market.

Boyett and Finlay (1995:106) further indicate that the essence of entrepreneurship is to perceive worthwhile opportunities and to act upon them. The emphasis here is placed upon alertness to the opportunities and acting upon them. Entrepreneurship is therefore a process of **perceiving** opportunities and then **exploiting** them.

Davidsson (1995:45) gives a detailed definition and refers to entrepreneurship as an "active initiation and management of change that, from the supply side, have enduring consequences on a market, and may result in financial gain for the initiator". Important entrepreneurial activities

which are highlighted in the latter definition include: **initiation, management, marketing and profit-making.**

Elkan (1988:20) in his analysis of the entrepreneurship concept discovers three essential and linked attributes which constitute an entrepreneurial activity. These attributes are crucial towards the understanding of the concept. First, the ability to perceive profitable business opportunities. Second, a willingness to act on what is perceived. Third, the necessary organizing skills associated with a project.

Schumpeter (in Carland et. al. 1984:357) identifies five characteristics of an entrepreneurial venture:

- Introduction of a new product or a new quality of products
- Introduction of new methods of production
- Opening of new markets
- Opening of new sources of supply of raw materials or partly manufactured goods
- Reorganization of an industry

According to Kourilsky (1995:13) true entrepreneurship is characterised by three essential attributes:

- The identification or recognition of market opportunity and the generation of a business idea to address the opportunity
- The marshalling and commitment of resources in the face of risk to pursue the opportunity
- The creation of an operating business organization to implement the opportunity-motivated business idea.

To further clarify the concept it is useful to identify some salient features which if absent can render an activity to be non-entrepreneurial. During (1990:135) enumerates some characteristics which are typical of a situation where entrepreneurship is lacking as follows:

- There are no initiations to set new goals or to execute tasks in a new way
- There is little or no reaction with regard to new developments in the environment
- People do not dare to get outside the given rules
- The organization has little feeling for actual problems of the "people in the field"
- Norms and motivations are system-oriented instead of client-oriented

After a thorough consideration of the literature study above it can be concluded that entrepreneurship entails three main activities or abilities:

- the ability to perceive an opportunity (product, process, service or market)
- the ability to initiate, manage and develop (to act) the perceived opportunity
- the ability to derive benefit (profit, gain) from the process

The essence of entrepreneurship is the entrepreneur (Bygrave & Hofer 1991:17). It is therefore not feasible to discuss entrepreneurship without referring to the important role player, the entrepreneur. In the next paragraphs an analysis of the concept is undertaken.

2.3 THE ENTREPRENEUR

2.3.1 Origin of the concept

Since the term entrepreneur was first coined by the French economist, Jean Baptise, some 200 years ago, researchers have been grappling to find a more comprehensive definition of the concept (Morris & Hooper 1996:15).

The term 'entrepreneur' is derived from the French word 'entrepredre'. The term is a combination of two words: 'entre', which means either 'to enter', or 'between', while 'prendre' means to 'take'. According to Burch (1986:13) the French word 'entrepredre' means "to undertake". Hence the entrepreneur is the one who undertakes a business venture. This concept has been used for the past 200 years to describe a person who both owns and runs a business.

2.3.2 Definitions of the concept entrepreneur

A universally accepted definition of the entrepreneur remains elusive. As Burch (1986:15) acknowledges that "the entrepreneur remains a partly charted territory who cannot be fully defined".

Bygrave and Hofer (1991:14) define an entrepreneur as "someone who perceives an opportunity and create an organization to pursue it". The entrepreneur is further defined as "any person who has the ability to search the environment to identify opportunities for improvement and to mobilise resources and implement action to maximise these opportunities" (Smith 1993:88).

Vosloo (1992:36) refers to an entrepreneur as:

An innovator who carries out new combinations, such as introducing new goods or improving existing goods, developing new methods of production, opening new markets, finding new sources of supply and creating new forms of business organisation.

The entrepreneur is further seen as the architect of the business concept and the person who is responsible for bringing together the resources required (Rayne 1982:236). Mills (1994:15) defines an entrepreneur as a person who organizes and manages any enterprise, wherein considerable initiative and risk are involved. According to Bellu (1993:332) the entrepreneur manages the business he founded in order to maintain and/or gain competitive advantage. Maranville (1992:28) is of the opinion that an entrepreneur establishes and manages a business for two reasons, namely: profit and growth.

Kets De Vries (1977:37) defines the entrepreneur as:

That individual instrumental in the conception of the idea of an enterprise and the implementation of this idea.

Noll (1993: 3) views an entrepreneur as:

A person who develops a novel idea for a new business, pursues the idea, and assumes the risk associated with the development of the business.

Johnson (1988:64) holds a much broader view of who the entrepreneur is. He (1988:64) defines an entrepreneur as someone who sets up and runs a project, it can be a private enterprise, a social enterprise or an intraprise (an enterprise within an organization).

Gouws (1998:49) defines an entrepreneur as the owner of a business enterprise who, by risk and initiative, attempt to make profits. Gouws (1998:49) sees a person who is an entrepreneur as someone who:

- can recognise opportunity
- dares to grasp the opportunity and
- is able to handle the opportunity.

Burch (1986:15) describes the entrepreneur as "anyone who takes the risk to develop and implement an enterprise". Entrepreneurs are the prime movers of the economy, innovators of new products and services, and initiators of change and diversity (Burch 1986:16).

The act of becoming an entrepreneur therefore "involves changing the external environment from one state (that without the venture) to another (that with the venture)" (Bygrave & Hofer 1991:170). In a bid to comprehend the complex nature and diverse roles of the person called the entrepreneur Burch (1986:14 - 15) concludes that "the entrepreneur is, indeed, the change agent, the source of innovation and creativity, the schemer, the heart and soul of economic growth"

In conclusion an entrepreneur can be defined as a person who conceives a business idea, introduces it, implement it, develop it, co-ordinate it and thus generate profit.

A summary of actions (see Table 2.3.2) that the entrepreneur is engaged in according to the definitions discussed above is as follows:

Table 2.1

Summary of entrepreneurial actions

Perceiver	- perceives opportunities
Innovator	- creates new organisations, markets, ideas, sources, goods, services, methods of productions
Action-taker	- mobilises, implement, pursues, initiates, sets up, assumes risk, changes things
Combiner	- brings together, chooses, schemes
Organiser	- manages, runs
Gainer	- profits, grows, gains wealth

In a continuous search for a deeper and comprehensive understanding of the person called the entrepreneur two different views prevail, namely: the psychological view and the sociological view. The ensuing two traditional approaches for studying entrepreneurship have provided substantial background on entrepreneurship based on a psychological paradigm that assumes temporal and situational stability (Robinson, Simpson, Huefner & Hunt 1991:15).

2.3.2.1 The psychological perspective

The psychological or personality (trait) approach to identifying entrepreneurial tendencies among individuals consists of the direct measurements of personality traits or motivational tendencies possessed by entrepreneurs. This approach was pioneered in the 1950s by David C. McClelland who explored the achievement motive or need for achievement of entrepreneurs as well as other

needs including power and affiliation. Many other researchers followed McClelland's personality approach to find characteristics that would distinguish entrepreneurs from others which included achievement motive, locus of control, risk taking, problem-solving style, innovation, and values (Robinson, Stimpson, Huefner & Hunt 1991:13).

In 1961 David McClelland published his findings about what is the critical determining factor of entrepreneurship. His findings indicated that a need for achievement (N-Ach) is the determining factor whether a person will succeed as an entrepreneur or not (Day 1986:63 ; Mahadea 1993:22).

McClelland (in Kets De Vries 1977:38) defines N-Ach as the desire to do well in competitive situations where the results of one's effort could be measured objectively. Mahadea (1993:22) defines N-Ach as an inner urge or drive within an individual that motivates his behaviour towards accomplishment. Need for achievement is again described as a desire to do well, not for the sake of social recognition or prestige, but to attain a feeling of personal accomplishment. Need for achievement is elaborated further as a motive to accomplish something, to succeed at what one undertakes, and to avoid failure, and a desire to perform at a high standard of excellence, or to be successful in competitive situations (Mahadea 1994:43).

The results of the research conducted by McClelland showed that entrepreneurs scored high on the need for achievement (Kets De Vries 1977:38; Begley & Boyd 1987:81). Kets De Vries (1977:38) further explains that entrepreneurs are high achievers who are characterised by not only their high need for achievement, but also their desire to take personal responsibility for their decisions, preference for decisions involving a moderate degree of risk, their interest in concrete knowledge of the results of decisions and their dislike of repetitive, routine work .

According to Begley and Boyd (1987:80-81) people with a high N-Ach set challenging goals, value feedback as a means of assessing goal accomplishment, compete with their own standard of excellence and continuously seek to improve their performance.

The psychological perspective further propound the view that entrepreneurs are people with internal locus of control. By internal locus of control is meant the acceptance of responsibility for one's own situation and being a joint creator of the future (Maas 1993:48). People with internal locus of control "believe that they can control their own fate" (Van Daalen & Van Niekerk 1989:4). They believe in the efficacy of their own behaviour and give little credence to "external forces" such as destiny, luck, or powerful others (Begley & Boyd 1987:81).

In agreement with the latter Van Daalen and Van Niekerk (1989:41) indicate that a person whose locus of control is more internal tends to believes that the reinforcements he receives are connected to his own actions while the person whose locus of control is more external tends to believe that reinforcements are connected to luck, chance, or powerful other people rather than his own behaviour.

People with internal locus of control show important characteristics which are generally associated with entrepreneurs; namely: as individualistic, autonomous, and self-sufficient (Van Daalen & Van Niekerk 1989:41).

Another psychological characteristic that is often attributed to entrepreneurs is in their risk-taking propensity. Research shows that entrepreneurs are moderate risk takers. This is contrary to the popular view that entrepreneurs have a low aversion to risk. While they do not seek out high-risk

situations, they do not avoid them if they judge that the risk is necessary to attain their aims (Rayne 1982:237). The entrepreneur is seen as more of a risk creator than a risk taker (De Vries 1977:37). Entrepreneurs take risks in four critical areas, viz finance, career, family and psychic (cf Ray 1993:23; Low & MacMillan 1988:147). According to Kets De Vries (1977:37) the types of risks that the entrepreneur takes are financial, social and psychological.

The personal financial obligation that the entrepreneur makes to an unsuccessful enterprise can result in major losses to the entrepreneur as an individual and could jeopardise his future standard of living. The failure of the individual may have major emotional consequences because the entrepreneur is likely to have devoted himself to the venture at a personal level (Brockhaus 1980:509).

Kets De Vries (1977:41) draws the psychological picture of an entrepreneur and a summarised version is given as follows:

- high achievement motivation
- autonomy, independence, moderate risk taking
- an anxious individual, a non-conformist, poorly organized, self-destructive behaviour
- Self-reliant, de-emphasize or neglect interpersonal relations
- higher than average aesthetic sense

From the foregoing discussion it can be deduced that an entrepreneur's behaviour is characterised by among others, three important variables or factors, namely: the need for achievement and the locus of control and risk-taking propensity. Need for achievement refers to the internally motivated desire to excel in competitive situations. Overwhelming research evidence indicate that

entrepreneurs score high on the N-ach scale. It therefore implies that entrepreneurs have a high need or desire for achievement in competitive situations.

Another psychological characteristic of entrepreneurs is that they have internal locus of control as opposed to non-entrepreneurs who have external locus of control. What it essentially means is that entrepreneurs believe that their future is in their own hands and is not controlled by some external force out there (Johnson 1988:62). Locus of control therefore refers to the ability or lack thereof to accept responsibility for one's situation and role in determining one's future.

This theory holds the view that achievement motives of individuals are latent and they could be developed by suitable training (Mahadea 1993:22). There is therefore room for educating and training people who possess entrepreneurial qualities thus helping them to actualise their latent potential. It is also the assumption of this view that the central figure in the process of economic growth is the individual entrepreneur. The school has therefore a role to play in identifying, influencing and ultimately producing individuals who will become entrepreneurs thus enhancing economic growth and alleviating unemployment.

2.3.2 The social perspective

The social or demographic approach is based on the belief that demographic information can be used to arrive at a profile of a typical entrepreneur. Under this approach the assumption made is that "people with similar backgrounds possess similar underlying stable characteristics" (Robinson et. al. 1991:15).

The demographic variables most often examined in this type of research have been family background and experiences such as birth order, role models, marital status, age, education level of parents and of self, socio-economic status, previous work experience, and work habits (Robinson et. al. 1991:15).

The social development school of thought holds the view that entrepreneurship is not an inborn trait, thus entrepreneurs can be made. An entrepreneur is seen "as a decision maker operating within a specific social and cultural setting" (Low & MacMillan 1988:150). The determining factors are entrepreneurs' contact networks and the interaction they have with society (Mahadea 1993:23).

Two types of networks are distinguished: the informal (family, friends, business) and the formal (banks, accountants, lawyers, small business associations) networks. It has been found that entrepreneurs rely heavily on the informal network, but seldom tap into the formal network (Low & MacMillan 1988:150). The entrepreneur depends on information and resources provided by these social networks. Again the entrepreneur counts on these contacts and connections to "cut corners, to pave the way for acceptance, and enhance image and credibility" (Carsurd & Johnson 1989:23 - 24).

Basson (1992:9) indicates that through networking the entrepreneur can:

- share experience and develop skills
- become economically stronger and more credible
- associate with people who share the same philosophies and commitments
- find out about business opportunities and capital

- identify viable projects
- obtain new sources of information
- build up a comprehensive database

As opposed to the psychological view which emphasizes the stable characteristics of entrepreneurs, the social view conceive of entrepreneurial behaviour as a "dynamic everchanging process that is usually evidenced in situations of instability and change" (Carsurd & Johnson 1989:21).

According to the social perspective entrepreneurial behaviour is most prevalent in unstable socio-economic environments. Entrepreneurial behaviour is characterised by the pursuit of opportunities in resource-poor situations where the creation of value is a goal (Carsurd & Johnson 1989:23). It is argued that motivation alone does not seem to be an effective variable which differentiate entrepreneurs and non-entrepreneurs (Carsurd & Johnson 1989:22).

Day (1986:63) also refers to the role of the environmental factors in determining entrepreneurship behaviour. He (1986:63) is of the opinion that when people are suddenly unable to fulfil a social role previously occupied and hence become socially marginal, some establish new social roles for themselves as entrepreneurs. Thus entrepreneurship is a response to lack of social mobility through other channels (Low & MacMillan 1988:149).

Many researchers who have studied the demographic patterns among entrepreneurs have indicated that entrepreneurs frequently belong to the ethnic or religious minority groups. It is argued that the possession of, and belief in, different values systems from that of the mainstream of society will

contribute to the development of unconventional patterns of behaviour - entrepreneurship being one of them (Kets De Vries 1977:44). According to Hagen (in Kets De Vries 1977:44) four events can produce the above situation: displacement by force, denigration of valued symbols, inconsistency of status symbols with changes of the distribution of economic power, and non-acceptance of expected status of immigrant groups.

Although it is recognized that individuals are intentional or purposeful in their actions, the social view argues that due to the growing evidence of cognitive limits on human behaviour and the powerful influence of social factors on cognitions and information processing it means that one cannot attribute new business formation to individual acts. The entrepreneurial process therefore "takes on meaning only in the context of the broader social processes that they describe" (Low & MacMillan 1988:150-151).

The latter view of an entrepreneur is based on the assumption that entrepreneurs are products of the social situations. Certain social situations can produce entrepreneurs such as a resource poor situation or where individuals can no longer fulfill a given social role. Greater emphasis is also placed on the importance of networks and social interaction in the creation of a successful business venture.

In conclusion, the social perspective is grounded on the assumptions that various external or environmental factors have made a significant contribution in determining whether a person becomes an entrepreneur or not. The implication for education is to create a conducive environment that will favour the production of more entrepreneurs. Education must therefore help learners, in their various social situations, to access positive influences which will make them

want to become entrepreneurs. It means that schools in particular should create conducive environments for the development of many entrepreneurs.

In order to further understand the person of an entrepreneur the next topic deals with the qualities that are associated with entrepreneurs.

2.3.3 Qualities associated with entrepreneurs

The general believe is that entrepreneurs holds certain characteristics which make them successful. In the past it was generally accepted that these characteristics were inborn. However the results of intensive research indicates that although entrepreneurs are born with typical qualities for successful entrepreneurship, entrepreneurial behaviour can in fact be acquired (Gouws 1997:148). An array of entrepreneurial qualities as identified by various researchers and authors are outlined in the ensuing discussions.

Individuals who have a propensity to behave entrepreneurially are characterised by a galaxy of personality traits. Nine of the most salient traits as identified by Burch (1986:15) are:

- **a desire to achieve:** entrepreneurs must have the push to conquer problems and give birth to a successful venture.
- **hard work:** Entrepreneuers must work hard in order to achieve the goals they have set for themselves. Hence most entrepreneurs are workaholics.
- **nurturing quality:** Entrepreneurs must take charge and watch over their businesses until they can stand on their own.

- **acceptance of responsibility:** Entrepreneurs must accept full responsibility for their ventures. They are morally, legally, and mentally accountable.
- **reward orientation:** Entrepreneurs want to achieve, work hard, and take responsibility, but they also want to be rewarded for their effort. The reward can be in other forms than money, such as recognition and respect.
- **optimism:** Entrepreneurs believe that this is the best of times and that anything is possible. They are therefore positive towards life.
- **orientation to excellence:** Entrepreneurs often want to achieve something outstanding that they can feel proud about.
- **organization:** Most entrepreneurs are very good at bringing together all the components of a venture to make it achieve its goals.
- **profit orientation :** Entrepreneurs want to make a profit, but the profit serves primarily as a meter to gauge their degree of achievement and performance.

Johnson (1988:62) enumerates what he calls the key attributes of an entrepreneur as follows:

- a high need for achievement
- a high need for autonomy
- an internal locus of control
- an ability to take calculated risks
- innovativeness (creativity)

Morris and Hooper (1996:18) list some of the personality traits associated with entrepreneurs as:

- strong leadership abilities
- persistence

- resourcefulness
- risk-taking
- self-confidence.

Bouwer (1992:6) gives a rather long list of the qualities of an entrepreneur:

- drive and energy
- self-confidence
- building a future
- interest in making money
- setting realistic achievable goal
- stamina
- coping with failure
- getting feedback
- seek and take initiative
- ability to listen
- setting own standards
- coping with uncertainty
- total commitment
- build upon some strength
- take calculated risks

According to During (1990:136) prerequisites for individual characteristics that are conducive to entrepreneurship include:

- being opportunity-directed

- being initiative- and action-oriented
- flexibility
- freedom to search for the resource to realise an opportunity
- good management

Mills (1994:18) list some of the factors that foster entrepreneurship as follows:

- financial need (ambition, greed)
- learning to be disobedient (a healthy disrespect of rules)
- endurance
- friends or partners to work with
- a powerful need for independence and self-determination
- courage
- sense of adventure
- people skills, ability to persuade, sell, negotiate
- conceptual skills, being able to think, understand and interpret what is going on.

Research conducted by Timmons (1978:7-9) to determine the behavioural and other characteristics of successful entrepreneurs identified fourteen dominant characteristics:

- drive and energy
- self-confidence
- long term involvement
- money as a measure
- persistent problem solving
- goal-setting

- moderate risk taking
- dealing with failure
- use of feedback
- taking initiative and seeking personal responsibility
- use of resources
- competing against self-imposed standards
- Internal locus of control
- Tolerance of ambiguity and uncertainty.

According to Birley (1989:35) an entrepreneur possesses the following characteristics:

- a self-confident all-rounder
- copes with making mistakes and still has the confidence to try again
- able to carve out a new niche in the market
- results-orientated
- professional risk-taker
- total commitment

Burch (1986:16) differentiates between tendencies which are directed towards entrepreneurial activity and those that are directed towards non-entrepreneurial activity as follows:

Table 2.2

Tendencies towards nonentrepreneurial and entrepreneurial activity (Burch 1986:16)

Nonentrepreneurial activity	Entrepreneurial activity
Dependence-seeking	Independence-seeking
Subsistence-seeking	Wealth-seeking
Averse to opportunity	Opportunity-seeking
Noninnovative	Innovative
Averse to venture	Venture-seeking
Averse to risk	Risk-accepting
Analytic	Intuitive

2.3.3.1 Summary of entrepreneurial traits

Upon a thorough analysis of the foregoing discussions on the character traits of entrepreneurs nine key characteristics emerge, namely: need for achievement, autonomy, calculated risk, creativity, goal-directedness, people skills, flexibility, physical fitness and locus of control. The following table (Table 2.3.3.1) seek to give a summary of all the characteristics according to the various authors by categorising them under the latter nine key characteristics.

Table 2.3.3.1

Table 2.3 Summary of entrepreneurial traits

Characteristic	Authors and dates
<p>1. Need for achievement</p> <p>High need for achievement, a desire to achieve, orientation to excellence</p> <p>Competing against self-imposed standards</p> <p>Ambition, greed, financial need</p> <p>Interest in making money, wealth-seeking</p>	<p>Johnson 1988; Burch 1986</p> <p>Timmons 1978; Boucher 1992</p> <p>Mills 1994</p> <p>Boucher 1992; Burch 1986</p>
<p>2. Autonomy</p> <p>High need for autonomy</p> <p>Self-confidence</p> <p>Seek and take initiative,</p> <p>Powerful need for independence and self-determination, freedom to search for the resources to realise an opportunity</p>	<p>Johnson 1988</p> <p>Boucher 1992; Morris & Hooper 1996, Timmons 1978; Birley 1989</p> <p>Boucher 1992; Timmons 1978,</p> <p>Mills 1994; During 1990; Burch 1986</p>

<p>3. Calculated risk</p> <p>Ability to take calculated risks, professional risk-taker, venture-accepting</p> <p>Tolerance of ambiguity and coping with uncertainty</p> <p>Sense of adventure</p> <p>Moderate risk taking</p>	<p>Bouwer 1992; Johnson 1988; Morris & Hooper 1996; Birley 1989</p> <p>Bouwer 1992; Timmons 1978</p> <p>Mills 1994</p> <p>Timmons 1978</p>
<p>4. Creativity</p> <p>Innovativeness</p> <p>Resourcefulness</p> <p>A healthy disrespect of rules</p> <p>Conceptual skills, being able to think, understand and interpret what is going on</p> <p>Persistent problem solving</p> <p>Able to carve out a new niche in the market</p> <p>Getting feedback and use feedback</p> <p>Intuitive</p>	<p>Johnson 1988</p> <p>Morris & Hooper 1996; Timmons 1978</p> <p>Mills 1994</p> <p>Mills 1994</p> <p>Timmons 1978</p> <p>Birley 1989</p> <p>Bouwer 1992; Timmons 1978</p> <p>Burch 1986</p>

<p>5. Goal-directedness</p> <p>Goal-setting, result-orientated, setting realistic achievable goal, opportunity directed</p> <p>Persistence, long term involvement, endurance, courage, total commitment</p> <p>Building a future, building upon some strength</p>	<p>Timmons 1978; Bouwer 1992; During 1990; Birley 1989</p> <p>Morris & Hooper 1996; Timmons 1978; Mills 1994; Bouwer 1992; Birley 1989</p> <p>Bouwer 1992</p>
<p>6. People skills</p> <p>Strong leadership ability</p> <p>Ability to listen</p> <p>Good management</p> <p>Friends or partners to work with</p> <p>People skills, ability to persuade, sell, negotiate</p>	<p>Morris & Hooper 1996</p> <p>Bouwer 1992</p> <p>During 1990</p> <p>Mills 1994</p> <p>Mills 1994</p>
<p>7. Flexibility</p> <p>Coping with making mistakes and still has the confidence to try again, dealing with failure, flexibility</p>	<p>Bouwer 1992; During 1990; Timmons 1978; Birley 1989</p>
<p>8. Physical fitness</p> <p>Drive, energy and stamina</p> <p>Hard work</p>	<p>Bouwer 1992; Timmons 1978</p> <p>Burch 1986</p>

9. Locus of control	
Internal locus of control	Johnson 1988; Timmons 1978
Accepting responsibility, taking personal responsibility	Burch 1986; Timmons 1978

2.3.4 Entrepreneurial skills

To ensure success entrepreneurs do not only need to demonstrate entrepreneurial behaviour, as outlined in the foregoing paragraphs, but they also need to be well-equipped with entrepreneurial skills. As it will be observed in the next paragraphs, it is not always possible to draw a line between some of the entrepreneurial qualities and entrepreneurial skills. Skills that are required to ensure effectiveness and success in the business environment include:

The ability to read, write and calculate

Children need to develop reading, writing and numeracy skills because of their critical importance, especially in the business world (Cranson 1994:97). According to Graham (1992:23) most people in business experience serious problems because of the fact that they are unable to express their thoughts in writing. Graham (1992:24) further indicates that although solid thinking is required to survive in the business world, "if you can't put it down on paper, you're out of business". Rushing (1990:32) refers to computation skills as a requirement for the entrepreneur to fulfill his function.

The ability to develop original ideas

Business people generally see themselves as doers and not thinkers. The ability to think through issues and to conceptualize his/her thoughts will determine whether an entrepreneur fails or succeeds (Graham 1992:23). Kets De Vries (1977:37) identifies, among others, the innovative function that the entrepreneur is supposed to fulfill. The entrepreneur is seen as an ideas man or woman, a man or woman of action, a catalyst of change, who is able to carry out new combination, who does not accept the boundaries of structured situations and one who possesses the ability to inspire others. According to Burch (1986:14) innovation is a major tool in the hands of the entrepreneur. He (1986:14) distinguishes six types of innovation in an entrepreneurial environment:

- introduction of a new product or services
- implementation of a system or resource that differentiates an existing product or service
- Opening a new market
- conquest of a new source of supply of raw materials
- creation of a new organization

The ability to persuade others (communicate)

According to Ray (1993:353) the following communication skills are crucial:

- persuasive communication skills (oral, written, face to face, telephone)
- negotiation skills
- interpersonal communication (good 'people skills')
- listening and information acquisition skills

The ability to think critically

Critical entrepreneurial skills for entrepreneurial success according to Ray (1993:353) include:

- the ability to assess opportunities and the ability to think critically (critical evaluation)
- problem-solving skills

Business management skills

Mphachoe (1997:14) identifies three entrepreneurial skill, namely: technical, business management and knowledge or expertise of the business you are in. The entrepreneur has to fulfill the managing-coordinating function. The entrepreneur must be able to manage his/her business successfully. His/her role and that of a business executive in this area cannot be easily distinguished (Kets De Vries 1977:37). According to Van Rensburg (1991:32), if young people are to be involved in job-creation they will need:

- to be good organisers and managers,
- to keep records and understand books
- to understand profits and losses
- to know about stocktaking and sales, about ordering in time, about sources of raw materials and labour pricing.

In conclusion, if learners are going to participate meaningfully in the economy of the country education must be geared to produce as many entrepreneurs as possible. Learners will need training in these skills to ensure success in the field of business. Schools therefore needs to identify and target these qualities and skills in order to develop them among learners.

2.3.5 Why do people become entrepreneurs

The decision to become an entrepreneur is a complex interaction between attributes and the situation faced by the individual (Ray 1993:347).

A number of factors may result in people opting to become entrepreneurs. However, research indicates that the primary motivation for starting a business is the wish by individuals to be independent (Mahadea 1993:24; Kourilsky 1995:11; Mphachoe 1997:14). Research conducted by Mahadea (1993:24) showed that for the majority of the entrepreneurs (66%), the desire for independence was the main motive underlying their decision to take up self-employment.

Along with the need for independence is personal satisfaction. Research conducted by Arens (1990:27) as to why media workers decided to start their own small consultancies or become freelancers, showed that their decisions were not based on "hunger for money or status, but a deep-seated desire for personal satisfaction". However Cromie (in Marlow 1997:201) found that although both men and women were motivated by the desire for autonomy and dissatisfaction in their previous jobs, unlike women, "men focused more clearly upon the motive of financial gain while women placed significant importance on the needs of child care and feelings of longer term career dissatisfaction".

Unwillingness to submit to authority and inability to work with it may result in the need to escape it. Many of these entrepreneurs seemed to be uncomfortable in the structured setting of schools (Cooper & Dunkelberg 1987:15). Hence the decision by these type of people to pursue their own business ventures where they will exercise total control.

Rayne (1982:237) identifies two crucial factors determining whether an individual will start a new venture or not. Firstly is what he calls "a deterioration in the attitude of the individual to his current role". Individuals who experience difficulties in accommodating themselves to their current work environment often consider starting their own businesses. Secondly is the existence of a credible role model with which the potential entrepreneur can identify. Research shows that individuals who start new enterprises frequently come from families with a background in business.

The need for security is another motivating factor to start a business (Mahadea 1993:25). Part of the explanation for the trend towards self-employment in the 1980s can be attributed to greater levels of uncertainty in the formal sector. The uncertainties include the disruption of career paths, threatened job status, job security no longer guaranteed, rewards threatened, mobility increased laterally with restructuring, and greater geographic mobility enforced. It is argued that "the greater the uncertainties in the formal labour market, the lower the psychological as well as real opportunity cost of managers leaving to face the uncertainty of operating an independent business" (Gibb 1993:9).

The majority of entrepreneurs are motivated to start their enterprises because of their need for continued survival and profitability. Christmas and Fry (1982:19) refer to this profit-oriented group as the Type P business persons. Social commitment and philanthropy, that is, the need by individuals to plough back to the community, may also trigger entrepreneurship (Kourilsky 1995:11). Christmas and Fry (1982:19-20) refer to these entrepreneurs as the Type V business persons. Type V business persons are concerned about other values in addition to profitability. They recognize that the good of society is just as important to them as making money.

Whyte (1991:21) is of the view that people enter entrepreneurship because there have been barriers in other areas. It may also be due to the fact that individuals are forced to make changes in their lifestyles. Other factors that stimulate entrepreneurial activity are unemployment, discrimination, technological change, corporate take-overs and obsolescence. Hardships associated with prolonged unemployment and the poor prospects of finding suitable employment is another reason which induced people into self-employment (Mahadea 1993:25).

Gouws (1998:56) enumerates some of the reasons which motivate people to become self-employed:

- they want to do their own thing
- they want to be in charge of themselves
- they want to make their own money
- they have identified business opportunities
- they cannot find jobs or are unemployed
- they are retrenched and cannot find jobs
- they want to break away from boring jobs.

Other reasons as advanced by Mphachoe 1997:14 include the following:

- people want more money than what they are earning at present
- people who have been retrenched and have received retrenchment packages
- people who strive to a wealthier standard of living.

For women, reasons for deciding to enter self-employment include:

- that self-employment offers greater flexibility and adaptability in combining work and family responsibility
- to escape the domination of male employers and husbands
- experiences of gender specific discrimination in the waged labour market (cf Marlow 1997:201).

In conclusion if educators are to contribute meaningfully to the establishment of an entrepreneurial culture in South Africa, they will have to look closely at what motivates people to become entrepreneurs. The role of education in this regard is to prepare learners for a career in entrepreneurship well in advance before they leave school and before they decide to be self-employed.

2.3.6 Problems inhibiting entrepreneurship

According to Vosloo (1989:2) "small business does not create the environment in which it must operatebut, like everyone, is born into an environment that it does not choose".

The fact that entrepreneurship is not flourishing as it should can be attributed to various reasons. These reasons range from government policy issues, funding, business expertise, information, people's attitudes to gender.

2.3.6.1 Government policy

According to Vosloo (1991:48) the role of government - which can either hamper or encourage entrepreneurship and enterprise creation and growth - is regarded as crucial. Business conditions are greatly influenced by government policy. In countries which have excessive state involvement in the economy, the opportunities for gaining entrepreneurial experience are limited (Elkan 1988:41).

With regard to policies pursued by governments, Hailey (1992:5) is of the view that the use of excessive bureaucratic red-tape and restrictive controls by governments, stifles entrepreneurship. Included in the list are the prohibitive licencing arrangement, price controls, onerous conditions involved in getting business licences, the cost of delays caused by government red-tape and the cumbersome procedures followed in granting loans, incentives or concessions. Hailey (1995:7) further indicates that "some governments actively repress the small business sector and discriminate against entrepreneurs by enforcing strict planning regulations and local bye-laws, or merely by condoning police harassment of individual traders".

Governments may impact negatively on entrepreneurship development by failing to formulate clearly thought out policies and strategies for the promotion of this sector (Gibb & Manu 1990:10). Government's economic policy are generally biased in favour of large business sectors. For instance, indications are that large corporations are paying taxes at a lower average rate than small businesses (Vosloo 1991:48).

Constraints facing the small business sector as set out in the White Paper on National Strategy for the Development and Promotion of Small Business in South Africa include the legal and regulatory environment confronting small businesses, the access to markets, finance, business premises, lack of skills and managerial expertise, lack of access to appropriate technology, the quality of the business infrastructure in poor areas and the tax burden (South Africa. Department of Trade and Industry 1995:12).

These and other problems were largely exacerbated by government policy during the apartheid era where the majority of the population were deprived of viable business opportunities in various ways. The White Paper on National Strategy for the Development and Promotion of Small Business (South Africa. Department of Trade and Industry 1995:12-13) identified the following policy constraints:

- Bantu education restricted opportunities for the acquisition of technical and professional skills by black people.
- There was total absence of entrepreneurial education or sensitising for young people in a way that could encourage them to enter business and acquire a culture of entrepreneurship.
- Apartheid confined the majority of the African people to homeland areas which were not only the poorest in terms of living standards and business opportunities, but also lacked a dynamic business environment.
- The homeland system of apartheid made it impossible for black would-be-entrepreneurs to participate in business apprenticeships and partnerships with more established enterprises.
- The drastic curtailment of property ownership rights of blacks made it impossible for them to acquire assets that could serve as collateral for loan financing.

- Apartheid left no real space for the business involvement of black women. For instance, customary law, cultural and behavioural and attitudinal constraints which affected women's participation in business particularly in rural areas.

2.3.6.2 Funding

Funding remains one of the key problems to people who aspires to become entrepreneurs. It is argued that banks lend mostly to the larger established enterprises and so new ventures, small or large, are forced to borrow in the informal market where interest rates are much higher (Elkan 1988:42). This problem manifests itself in various ways. An aspiring entrepreneur may lack what is normally referred to as seed money, i.e. money to initiate a business venture (Low & MacMillan 1988:142). It may also be as a result of insufficient experience and time devoted to building a strong capital base to start a business (Mahadea 1993:23-24).

Lack of access to credit is another factor which is at the heart of the financial problems encountered by especially the small business people (Ndziba-Whitehead 1993:99). It is said that small businesses fail at a rate much higher than larger established companies because of limited resources and a lack of financial stability (Noll 1993:5).

2.3.6.3 Business expertise

A number of problems which inhibit entrepreneurial activity relate to business expertise (knowledge). South Africa has a relatively low education and skills base as compared to the high levels of education of the successful newly industrialised nations of the South East Asia.

According to a market research survey of persons over 16 years old, only 33 percent of the white participants and six percent of the black participants completed secondary education. The most common problem in this area is that entrepreneurs lack effective business management skills (Beam & Carey 1989:65; Noll 1993:5). It is estimated that approximately 70% of all entrepreneurs do not succeed because they lack management and business expertise, especially in basic accounting and marketing (Vosloo 1989:2 ; Morris & Hooper 1996:23).

Because of the fact that entrepreneurship as a subject is only offered by a few schools, it can be assumed that the majority of learners, hence the majority of entrepreneurs, are not exposed to this kind of knowledge (Maas 1993:50). Ndziba-Whitehead (1993:99) cites as one of the main problems facing woman entrepreneurs in particular, the lack of adequate education and training in business. This lack of training results in ignorance about the basics of running a business which include financial planning, marketing, delegation of responsibility, etc (Low & MacMillan 1988:142; Vosloo 1989:3; Mills 1994:18). Elkan (1988:41) identifies lack of technical and economic expertise as serious problems facing Africans in general when it comes to running business enterprises successfully.

2.3.6.4 Information

Lack of relevant information is another serious barrier to the success of any business enterprise. Mills (1994:18) identifies lack of networking and mutual aid; lack of mentoring and being isolated from peers in the same business, among others, as crucial problems inhibiting entrepreneurship. Lack of information, especially information on how to start a business, is said to be one of the main problems facing entrepreneurs (Ndziba-Whitehead 1993:99; Vosloo 1999:49).

2.3.6.5 Attitude

Attitude is one of the determining factors when it comes to entrepreneurial success. It is regrettable that there is still great hostility towards small business in general especially in South Africa (cf Hooper 1997:3). According to the managing director of Small Business Development Corporation, Ben Vosloo, there is a general negative perception about business and entrepreneurs where "business is often seen as evil in spirit and selfish in purpose while the entrepreneur is regarded as a vicious exploiter of workers" (Davies 1992:109).

Rayne (1982:238) further indicates that there are other factors that may negatively affect the decisions by individuals to start new businesses. Firstly, is the situation where there is a prevailing anti-business attitude. This results in few people wanting to become entrepreneurs. Secondly, negative media reporting, whereby some media tend to highlight failures and emphasise business misdemeanours. This may negatively affect new business creation. Lastly, is the general economic environment. When the economy is bad, there will be numerous negative 'displacing events' and as a result many businesses will be started at a time when most of them will fail.

Mills (1994:18) enumerates some of the problems that relate to attitudes which disempower women entrepreneurs as follows:

- lack of true blue attitudes to money and financing, i.e. thinking in terms of survival rather than profit
- general alienation, isolation, and a sense of otherness
- shyness, dread of contact with clients and others in business
- fear of men, and an impulse to obey them rather than treat them as peers.

2.3.6.6 Gender

Research conducted by Marlow (1997:207) indicates the gender of the business owner as having potential to exacerbate problems such as lack of credibility in business and financial issues. Another problem for female entrepreneurs is the issue of combining home responsibilities and business.

Ndziba-Whitehead (1993:99) add the following attitude related factors which negatively affect women entrepreneurs:

- weak bargaining power because of limited representation in decision making bodies
- limited mobility due to cultural norms which maintains that women are confined to local markets
- lack of visibility - women are not recognized and have less power to lobby for their organisations and associations.

Other problems that women entrepreneurs face are the perception that women-owned enterprises generally lack the capacity and competencies of their male equivalents and the fact that nearly all women-owned enterprises belong to the lower end of small business category, being either very small or micro-sized companies (Sowetan Sunday World 4 August 2002:22).

The challenge facing education in this regard is to find ways of dealing with the above problems in advance so that when learners leave school they can be able to anticipate and deal with these problems successfully. School education should thus empower learners to be able to break the barriers which stand on their way to entrepreneurial success.

2.3.7 Promoting entrepreneurship in south frica

Poverty and unemployment in South Africa are some of the urgent socio-economic problems requiring attention. These problems are caused mainly by the fact that most of the unemployed do not possess marketable skills and there are not enough entrepreneurs in the country who can create jobs for them (Wolmarans 1989:15).

Wolmarans (1989:15) advances among others three solutions. Firstly, the unemployed must acquire skills making it possible for them to produce a marketable product. Secondly, they need to obtain the necessary business skills enabling them to become self-employed and run viable small businesses. Thirdly, an aggressive marketing approach to generate entrepreneurs need to be pursued.

Vosloo (1991:47) agrees with the latter solution by indicating that the only way for South Africa to effectively address unemployment and revitalise the economy is "the rediscovery of the entrepreneur who takes risks, who breaks new ground and who plays an innovative role in the economy".

The creation of favourable conditions with regard to business taxes and regulations can help to promote the exploitation of entrepreneurial opportunities. Although it must be pointed out that the existence of a favourable environment will not by itself necessarily ensure entrepreneurial activity.

The supply of entrepreneurial talent is subject to a host of other determining factors such as genetics, family influences, peer pressure, cultural conditions, educational system, religion, and strength of the work ethic (Burch 1986:14). It is therefore of crucial importance to include various social institutions in the whole process of promoting the culture of entrepreneurship in the country.

An important aspect of the South African Schools Act (in Potgieter, Visser, Van Der Bank, Mothata & Squelch 1997:8) is the principle that there must be partnership between all stakeholders who have interest in education. These stakeholders include the state, parents, learners, educators, other members of the community in the vicinity of the school, special education bodies and the private sector.

2.3.7.1 The role of government

South Africa is emerging from a society which was characterised by an economy built on systematically enforced racial division, segregated education, health, welfare and employment, cheap labour policies, concentration of skills in white hands, poorly equipped workers and underdeveloped small and medium enterprises (Coetzee & Visagie 1995:38).

The South African constitution recognises the right that everyone has to basic education. The state must therefore do all that is in its power to ensure that everyone receives basic education. Among other reasons, the general purpose of education is to develop the talents of learners for their own benefit as well as for the benefit of society as a whole, to ensure that the country grows economically and to eliminate poverty (Potgieter et. al. 1997:7).

One of the great challenge facing the South African government todate is to balance political liberation with economic empowerment of the majority of the population. Vosloo (1991:48) contends that:

"Real liberation and economic empowerment require a redistribution of opportunity and affirmative action to assist the disadvantaged to productively use their economic freedom. Entrepreneurship development as a highly effective and cost-effective means of economic empowerment through job creation and added wealth"

The African National Congress, the current ruling party, has take upon itself, consistent with its econonmic policies as envisaged in The Freedom Charter, to redress the country's economy in order to achieve among others the following goals:

- to create new jobs
- to progressively eliminate unemployment
- to raise real incomes
- to increase output and productivity
- to promote a more equitable pattern of economic growth
- to respond to the acute land hunger
- to increase food production
- to promote integrated rural development
- to ensure a balanced distribution of economic activity across the country (Edom 1992:8).

The role of governments in promoting entrepreneurship in is a crucial one. Governments can hamper or encourage entrepreneurship especiall through the legislation they pursue with regard to business creation. One of the primary roles of government is "to create an enabling environment"

for entrepreneurship in the country (South Africa: Department of Trade and Industry 1995:16). Policies should focus on building an environment conducive to the development of management and business skills, and on encouraging role models, mentorships and the building of entrepreneurial networks (Morris & Hooper 1996:23). The creation of an enabling environment also entails simplification of business registration and licensing, financial and loan applications, tax return forms, export documentation and sub-contracting documents (South Africa. Department of Trade and Industry 1995:27).

Governments, according to Basson (1992:8), should be facilitators, providing the deregulated climate, appropriate education and some financial assistance to help stimulate growth. The vision must be set by the government but people at the 'grassroots' level, as it were, must initiate the momentum.

Furthermore government's role is to put in place a comprehensive strategy to address the constraints hampering the emergence of entrepreneurs. To foster an enabling environment for the promotion of entrepreneurship and small and medium enterprise creation and growth Vosloo (1991:49) suggest among others the following:

Firstly, the removal of unnecessary legal and administrative constraints by ongoing deregulation campaigns on the national, regional and local levels of government. For instance Morris and Hooper (1996:25) suggest that business licencing should be phased out, and only essential health and safety regulations should be enforced.

Secondly, introducing entrepreneurship friendly tax policies for young enterprises (cf Elkan 1988:41). Thirdly, providing decentralised community-based 'one-stop' programmes to assist self-employment, and enterprise creation. Fourthly, government should initiate discussion with the commercial banks and the Registrar of Financial Institutions with the aim of giving access to loan finance to a wider range of potential entrepreneurs (Ndziba-Whitehead 1993:98; Morris & Hooper 1996:240).

In view of the role government is expected to play in fostering the culture of entrepreneurship, the South African government through its Department of Trade and Industry has targeted its support for particular groups of entrepreneurs. Among those who will receive targeted support are the start-up and expanding enterprises owned by women and the self-employed youth with the main focus placed on the school leavers and the unemployed youth (South Africa. Department of Trade and Industry 1995:22).

Furthermore the government recognises the need for a coherent national small-business strategy to control this sector. The nine key objectives of this strategy are outlined in the White Paper on National Strategy for the Development and Promotion of Small Business in South Africa (South Africa. Department of Trade and Industry 1995:17) are as follows:

- to create an enabling environment for small enterprises
- to facilitate greater equalisation of income, wealth and earning opportunities
- to address the legacy of apartheid-based disempowering of black business
- to support the advancement of women in all business sectors
- to create long-term jobs
- to stimulate sector-focused economic growth

- to strengthen cohesion between small enterprises
- to level the playing fields between bigger and small business as well as between rural and urban business
- to prepare small business to comply with the challenges of an international competitive economy.

2.3.7.2 The role of family

The family is a major socialising agent in society assisting individuals as they move from childhood to adolescence and eventually adulthood (Van Wyk 2001:115). The family is the most basic institution in which the child receives his/her primary education. Parents have a crucial task of preparing the child for school education. In their task of socialising the child parents have a greater influence on the child's development and future life.

Regarding entrepreneurship development research has shown that the confidence to start a business is often developed in situations where there are role models within the family and among peers (Rushing 1990:34). Parents' attitude to a career as an entrepreneur will largely determine the child's chances of becoming one. Mills (1994:15) bears evidence as follows:

" I was brought up believing that all business people are likely to be engaged in somewhat sleazy practices, and not at all likely to be as fair and honest as they ought to be".

Mills (1994:15) further indicates that she was expected to grow up and get herself a respectable profession such as being a doctor, engineer, scientist. Entrepreneurship was to her not one of the career options because her parents believed that business was for people who could not do anything else.

However, the home environment can positively influence the child's attitude towards entrepreneurship. Kourilsky (1995:12) contends that access to entrepreneurship knowledge occurs primarily in the home or family environment, informally through "observation and by conversational osmosis at the dinner table of parents, grandparents, and other relatives".

Business ownership within the family exposes the young potential entrepreneur to role models as Cooper and Dunkelberg (1987:15) elaborate:

Many a son or daughter of a business owner has made deliveries, cleaned up, or waited on customers, resulting in the process of business ownership being demystified.

As a consequence, individuals who start new enterprises frequently come from families with a background in business (Rayne 1982:237).

Holland (in Tkachev & Kolvereid 1999:269) argues that:

Parents create an environment that exerts powerful influences on the personal characteristics of their offspring and that children's career choices are the consequences of these influences. Seeing someone else succeed as self-employed encourages individuals to pursue a career as self-employed and to start new ventures.

According to Watkins and Watkins (1984:22-23) entrepreneurial literature suggests that a high percentage of male entrepreneurs had fathers who were also entrepreneurs or otherwise self-employed. A female entrepreneur is some four times more likely to have been subject to the influence of an entrepreneurial parent than a member of the general population. Therefore, it can

be said that role models seem to predict entrepreneurship among both sexes (Tkachev & Kolvereid 1999:271).

In what ways can parents foster the spirit of entrepreneurship in their children? According to Louw (1991:16) parents should:

- parents should teach their children to be critical and analytical and to question things
- parents can teach their children that there are always alternatives. Children should not grow up thinking that there is just one approach
- parents should allow their children to make decisions from an early age at home
- Instead of punishing children for a transgression ask them why they did it and what their opinion is about the matter.
- parents should encourage children to think up outrageous ideas
- parents should give a positive feedback if children come up with original ideas.
- parents should help identify children's strong points
- parents do their children a favour by encouraging them to earn their own pocket money

Cranson (1994:98) further outlines the role that parents can play in encouraging their children to become entrepreneurs. Parents should:

- encourage their children to participate in a variety of activities
- provide opportunities for their children to play with 'undefined' toys and puzzles. In that way children learn to think, make decisions, create and see themselves in different roles.
- challenge their children to look for more than one solution to a problem. Children must learn strategies such as brainstorming, mind-mapping, and patterning to look beyond the first solution.
- learn not to say no to every idea children approach them with. Instead parents should ask children

to determine if it is a good idea by posing questions such as: what might the side effects be? What are the opportunity costs? Are there alternatives that could yield the same results with less resources?

- keep an open line of communication with their children. Parents should engage their children in conversations by asking their opinion.

- give children the opportunity to develop the attitudes, skills, and behaviour required for success.

2.4 SUMMARY

Entrepreneurship entails the ability to perceive, initiate and derive benefit from an opportunity.

The implication for education is that the education system must deliberately and practically foster and promote entrepreneurship culture among school going youngsters.

The entrepreneur is a person who perceives, act and profits form an opportunity that he pursues.

The school must be able to identify potential entrepreneurs as early as possible to ensure that they are well developed and groomed accordingly before they leave school.

Although the two different schools of thought about the entrepreneur differ in their approach they both leave room for education to play its role in the development of an entrepreneur. Education can, on the one hand, enhance and develop those entrepreneurial qualities that are inherent in some learners. On the other hand, a conducive environment can be created for learners to become future entrepreneurs through, for instance, exposing them to positive role models.

Traditionally entrepreneurs are identified by certain characteristics that distinguishes them from non-entrepreneurs. There are also certain skills that they need in order to succeed in their work. It is the responsibility of the school to look for these entrepreneurial qualities and skills in order to develop and maximise them.

A number of reasons have been advanced as to why individuals decided to start their own businesses. The most important reason is the need for independence. In order to promote entrepreneurship school must therefore teach learners skills such as to be independent thinkers and to be self-reliant.

There are a number of barriers that obstruct entrepreneurs along the way to success. Learners must be made aware in time and possible solutions must be made available through providing relevant information, knowledge and resources.

Apart from the school, the family and government are the other two institutions which have a great role to play in promoting entrepreneurship culture in any society. Government influences entrepreneurship through the type of socio-economic policies they adopt. The family influence the child early in his life by he example parents and other members of the family set. Children are most likely to follow the norms, values, attitudes that are cherished in the family cycle. Thus parents are the most influential role models in the life of the child. Thus entrepreneurial parents can influence their children to become entrepreneurs.

The following chapter will concentrate on the role of the school in promoting the culture of entrepreneurship among learners.

CHAPTER 3

PROMOTING THE CULTURE OF ENTREPRENEURSHIP: THE ROLE OF THE SCHOOL

3.1 INTRODUCTION

It has been demonstrated in chapter one that the number one problem facing South Africa today is the high level of unemployment. The unemployment problem largely affects the youth who have graduated from tertiary institutions and those who have left school. Chapter two exposed the concepts entrepreneurship and the entrepreneur as well as important aspects such as the character traits of an entrepreneur, entrepreneurship skills, various reasons for starting a business enterprise, the problems that hinder entrepreneurship and the role of two important stakeholders in promoting entrepreneurship, namely: government and family.

Consistent with one of the aims of the study as stipulated in chapter one the current chapter seeks to explore the whole concept of entrepreneurship education. Here the emphasis will be placed on how to bring about or promote the culture of entrepreneurship (enterprise) through education. The various ways of cultivating entrepreneurship culture at school level will be the central focus of the discussion. The following areas will be investigated: career guidance, teacher training, the importance of role models, school-community link, extra-curricular activities, content, approach and teaching strategies.

Before delving much into the role of the school (primary and secondary education) in fostering entrepreneurship culture, an important concept, namely: relevant education, will be defined. An attempt will be made to bring to light through literature study what relevant education entails with a view to finding the place of entrepreneurship education within the whole debate of what constitutes relevant education.

Finally, an overview of the ongoing curriculum change taking place in the South African education system will be highlighted. Brief discussions of the objectives, principles, content and approach of the new curriculum, Curriculum 2005, which is currently being implemented in all South African schools, will be outlined. An attempt will be made to show the place of entrepreneurship education in the new system.

3.2 RELEVANT EDUCATION

Since independence from colonial rule countries in the eastern, central and southern African regions have made innovative attempts to restructure their education and training systems in order to keep pace with the changing needs of their respective countries. However, the challenge has been and remains that the bulk of primary and secondary school leavers cannot readily find paid employment as was the case during the colonial era (King 1989:2).

The primary provider of jobs during the colonial era was the modern formal sector. The formal sector is generally associated with large scale investment, modern technology and high productivity, well-developed infrastructure, salaried and waged employment. Its purpose, it is

argued, was not to cater for and absorb the entire society, but it was intended to "disrupt traditional economies and create a **dependency** on paid labour" (Van Rensburg 1991:29).

Therefore the challenge that is facing our country and indeed the entire southern African region is to break away from education for **dependency** to education for **independence**. It means that the goal of education must shift from education for employment to education for self-employment (or education for entrepreneurship). The failure of an education system to meet this challenge will render it not only irrelevant to the needs of its target population, but also of very little use to the socio-economic development of individual countries and to the region as a whole. The call for a relevant education system is therefore a serious and an urgent one as we enter the 21st century.

The challenges that face education systems world-wide are enormous. Among others, education systems must grapple with the fast changing and developing technology, globalisation, economic depression and volatile economic markets, human resource development, retrenchments and downsizing or outsourcing and the resultant lack of new job opportunities and job security. Education systems are therefore required to respond to these challenges, as posed by the changes that accompany the new century, in the most effective and active ways. Hence the need for relevant education.

Upon a thorough investigation and analysis of the concept 'relevant education' it becomes clear that it is not easy to arrive at a single, simple and comprehensive definition. As evidence will show in the next paragraphs, the concept of relevant education means different things to different people. Although there is no general consensus as to what relevant education entails, it is, however, encouraging to note that there is a felt need by most countries to realign, restructure and redirect

their education systems towards a more useful end. Hence the continuous and constant search for a more relevant and useful system.

Before attempting to define the concept at hand it is useful to start by pointing out some of the most important and common criticisms that are levelled against the conventional education system.

3.2.1 Criticisms levelled against formal schooling

The first criticism which is levelled against conventional formal school education relates to its isolation from the real life experiences of the community it purports to serve (Van Rensburg 1991:31).

The second criticism is that conventional school education is highly abstract, theoretical and verbalised. It thus lacks practical significance. Preference is placed on humanistic education over manual, technical and scientific training (Irizarry 1980:338; Van Rensburg 1991:31; Vosloo 1993:102).

The third criticism is that traditional school education encourages passive receiving of learning content and memorisation by learners. The teacher, not the learner, is placed at the centre and his role is to dispense knowledge to the passive audience, the learners (Van Rensburg 1991:31). Rote learning is regarded as one of "the most fundamental causes of academic and career performance and lack of self-sufficiency" (McMillan 1989:6).

The fourth criticism concerns the underlying goal of the traditional education system which is to prepare learners for jobs in the formal sector at the time when job opportunities are not increasing at the same pace as the growth in the school system. School leavers generally have unrealistically high expectations of access to high-paying, white-collar positions in commerce and industry. The upshot of the whole process is the oversupply of educated manpower which in turn results in the promotion of rural-urban migration of the educated groups. Hence the saying that traditional education is education-for-unemployment (cf Irizarry 1980:343; Van Rensburg 1991:31; Visser & Huckle 1992:4).

The fifth criticism relates to the failure of schools to impart those skills that are required in the world of work. Conventional education is being criticised for its skill and value orientation which channels learners into becoming job seekers rather than preparing them to undertake self-employment or entrepreneurial ventures by which they could create new job opportunities. Thus the whole aim of education is to produce future employees rather than future employers (Irizarry 1980 :343). Kourilsky (1995:12) refers to education which is oriented toward the "take-a-job" mentality. He further indicates that this type of education "conveys in both content and attitude that the student is being prepared for a job that someone else has already created".

Judging from the performance of learners, employers are also generally dissatisfied with the quality of school education. Badenhorst (in Taunyane 1994:7) points out some of the complaints of employers as follows:

- the writing of pupils is illegible
- their mathematical skills are sub-standard

- poor vocabulary
- children are not able to work in groups
- children cannot communicate

According to Stone (1991:47) "students who finish high school with minimal reading, maths and communications skills will not be able to work effectively as part of the team, operate sophisticated machinery, solve problems, or take initiative ..." The qualities that employers are looking for in their recruits as identified by Banham (1989:11) include adaptability, the capacity to use knowledge to solve problems, self-reliance, the ability to read, write, speak fluently and use figures, screen and keyboard skills and the need to work as part of a team.

The final criticism levelled against conventional formal education is its failure to prepare learners for life outside the formal sector, or self-employment creation (Van Rensburg 1991:31).

Having highlighted some of the critical charges levelled against the traditional system of education, the next task is to undertake an investigation of the concept 'relevant education'.

3.2.2 Defining relevant education

Literature study shows that to be regarded as relevant, an education system must meet certain requirements. Six of them are outlined below.

3.2.2.1 Individual and society needs

According to Visser and Huckle (1992:5) to remain relevant an education system must respond to the actual needs of those being educated and "anything to the contrary runs the risk of becoming irrelevant and rejected". According to Taunyane (1994:7), relevant education does not only satisfy the needs of the learner but also those of the society in which it operates. In agreement with the latter, Van Schalkwyk (1986:258) defines relevant education as "differentiated education which is suited to the potential and interests of the individual as well as to the situation of the community". Mphahlele (1990:18) views relevant education as one which enables people to confront and deal with social evils in the community and one which trains learners to think and act as servants of the community.

In support of the above views Nyerere (1975:4) maintains that the purpose of education is:

To transmit from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare the young people for their future membership of the society and their active participation in its maintenance or development.

According to Rayne (1982:238), an education system does not prepare people for their roles in society only by imparting skills and knowledge but also by influencing their value systems, attitudes and beliefs.

Therefore, to be relevant, education must first cater for the needs of the individual by imparting relevant skills such as the ability to think, knowledge, values, attitudes, and beliefs while taking

into account, the individual's potential. Secondly, education must prepare the learners for service in his particular community such as fighting social evils and community development.

3.2.2.2 Education for life

Another view says that relevant education prepares learners for life and "not for diplomas, certificates or posh office jobs" (Coetsee 1994:11). In concurrence with the latter, Olivier, Greyling and Venter (1997:28) define relevant education as education which is close to life and not removed or distant from life. School curricula must therefore provide life skills programmes that "enable people to adequately handle their life situations and lead meaningful lives" (Olivier et.al. 1997:25). Relevant education is therefore life-orientated education. Education which exposes the learner to real life situations and imparts the learner with relevant life skills to deal with various life situations.

3.2.2.3 Life-long education

A further view is that relevant education equips the learner to achieve to the best of his ability by being able to adapt to whatever circumstance he/she finds himself/herself under (Davies 1993:40). Cornwell (1990:9-10) maintains that education must be seen in terms of training people for an unknown future. He (1990:10) further indicates that education has to be defined as a "lifelong process of continuing inquiry".

According to Van Schalkwyk (1986:266) we are living in the information age where we are required to keep abreast with the newest developments and knowledge. This calls for life-long or

continuing education. Among others, the need for life-long education is prompted by:

- the new knowledge which brings about new opportunities which man must exploit
- the explosion of knowledge which brought about social changes
- rapid change of circumstances in the business and professional world, hence the need for new information and training
- old jobs which vanish and new ones taking their place which in turn requires new knowledge and skills

Therefore one of the essentials of relevant education is that it must be future-orientated and it must equip the learner with the skills to deal with the unknown.

3.2.2.4 Vocationalised education

Furthermore, according to Landman (1993:255) relevant formal education is vocationalised education. Vocationally-oriented education is education which seeks to provide learners with general career skills and attitudes. It emphasizes the importance of "communication skills, critical thinking skills, logical reasoning skills, good work habits and a personally meaningful set of work values as a basis for a very broad array of occupations" (Davies 1993:37). Career education is intended to counteract a lack of career information, inadequate knowledge of personal abilities and aptitudes, restricted occupational socialisation, inadequate job seeking skills and a lack of understanding of the requirements of the work context (Herr 1986:26).

Unfortunately a large proportion of the general population is entering the job market without career qualifications or skills. This is due to the over-emphasis of society's academic value system and the neglect of career orientated teaching (Gouws 1997:143).

Arguments in support of and against vocationally-oriented education have been extensively publicised. For the purpose of this research it will suffice to point out that while vocationally-oriented education is desirable it does not necessarily lead to the production of people who can be absorbed into the workforce immediately. Again school leavers with vocational training are not necessarily more successful than job seekers with traditional schooling in finding employment (Berkhout 1989:18 ; Cornwell 1990:9). In view of the above weaknesses and others the current thinking which is hopefully a far-reaching solution is that the education system should start teaching learners to become self-employed or to create jobs (cf Berkhout 1989:18) .

3.2.2.5 Education for liberation

Again, according to Nyerere (1975:4) the primary purpose of education is to liberate man and a truly liberated nation is a self-reliant nation. A self-reliant nation is a nation which has freed itself from economic and cultural dependence on other nations. Mphahlele (1990:44) adds that:

education must liberate students from the political and economic forces that subjugate our people, and from the low-esteem and self-hate that oppression inculcates in many of its victims. Education should equip people to break down imposed barriers to self-fulfillment and self-realization.

The essence of education for liberation is well captured in the concept of 'People's Education' which originated during the struggle for better education by blacks during the apartheid era. People's education as defined by Father Smangaliso Mkatshwa, former deputy minister of education, (in Higgs & Higgs 2001:2), is an education:

... which prepares people for total human liberation, one which helps people to be creative, to develop a critical mind, to help people analyse, one that prepares people for full participation in all social, political, or cultural spheres.

Relevant education is thus seen as one which empowers people to become active participants and make effective decisions about their lives (Cornwell 1990:10).

3.2.2.6 Education for self-employment

Finally, relevant education, according to Godwin (1990:94) is one which ensures that at the end of each individual cycle of schooling all graduates are suitably prepared for the area of activity they are to enter. These areas of activity can be: further academic study, formal employment, informal sector employment, self-employment, in its many forms, or even traditional rural occupations.

Berkhout (1989:18) contends that the education system should teach people to become self-employed or to create jobs. Education is incomplete if it does not succeed in teaching a person to provide good food for himself and his family (Nyerere 1975:4-5). So education and training systems must provide the youths with skills that are not only directed at selling their labour in the market place but should also be orientated towards giving them business and entrepreneurial skills (Ndziba-Whitehead 1993:99). It is this objective that is at the centre of the current study and the ensuing paragraphs seek to pursue.

In conclusion, to be regarded as relevant, education must meet the following requirements as identified in the foregoing discussions:

- it must satisfy the needs of the individual and those of society
- it must prepare learners for life
- it must prepare the learner for an unknown future
- it must equip the learner with career skills and attitudes
- it must liberate man
- it must prepare the learner for self-employment (entrepreneurship).

Indepth discussions of entrepreneurship education will be undertaken in the next paragraphs.

3.3 ENTREPRENEURSHIP EDUCATION

3.3.1 Introduction

There is an insufficient number of entrepreneurs in South Africa who were supposed to be creating the much-needed job opportunities. When we compare South Africa with developed countries like the USA and Canada we find that more than 15% of these countries' population are self-employed or are entrepreneurs. In South Africa only 2,9% of the total population or 1,5% of the black population are self-employed or are entrepreneurs (Wolmarans 1989:15).

In view of the above statistics the most pertinent question that needs to be answered is why entrepreneurs are regarded as important in the economy of a country. Gourws (1998:51) cites among others four basic reasons. Firstly, entrepreneurs create job opportunities. Secondly,

entrepreneurs initiate the production process. Thirdly, without entrepreneurs natural resources remain underground and undeveloped. Lastly, entrepreneurs serve as catalysts who generate wealth and a higher standard of living. Therefore, society would benefit greatly from the enhancement of entrepreneurship talent since it impacts positively on economic growth and well-being (Kent 1990:34). The next logical question is whether entrepreneurs are born or made.

3.3.2 Born or made

The crucial question as to whether entrepreneurs are born or made has been a subject for debate for a long time. Two dominant schools of thought prevail. The one school of thought holds traditional belief which says that entrepreneurs are born with qualities required for successful entrepreneurship. The assumption according to this view, is that an individual is either born with or without inherent entrepreneurial characteristics. Entrepreneurship according to this view cannot, therefore, be acquired by learning or influence. According to this view " the entrepreneur is assumed to be a particular personality type, a fixed state of existence, a describable species that one might find a picture of in a field guide" (Gartner 1988:12).

The other school of thought holds the belief based on the results of intensive research which indicates that although entrepreneurs are born with typical entrepreneurial personality traits, entrepreneurial behaviour can in fact be acquired (Gouws 1997:48; Moolman 1986:5; Rabbior 1990:53).

Muchemi (1995:31) puts it as follows:

The myth that entrepreneurs are born is no longer valid for it has been realised that latent entrepreneurial talents can be enhanced through training programmes that motivate and counsel potential entrepreneurs.

Following this viewpoint it is possible to develop entrepreneurs systematically through a process of attitude and behaviour modification and skills training (Rayne 1982:238). The assumption is that everybody can therefore benefit from entrepreneurship education (Gouws 1997:148).

Obviously not all people have the desire, ability or opportunity to become successful entrepreneurs. However, many of those who lack only the ability can be helped through education and training (Rayne 1982:238). Although most entrepreneurial qualities are to some extent innate, there are "those that seem to lend themselves to enhancement through education, training and practical experience" (Rushing 1990:33). For instance, goal-setting and knowledge of a particular business, analytical and computational skills can be taught (Timmons 1978:6; Rushing 1990:33).

Rabbior (1990:53) points out the importance of entrepreneurship education categorically as follows:

Current research shows that in many instances people are indeed born with ambition, motivation, and willingness to take risks, but encounter barriers that erode this spirit of adventure ... entrepreneurship education needs to remove some of the barriers that have eroded self-confidence and self-esteem and, along with them, the spirit of adventure and the willingness to take initiative and risk - the spirit of entrepreneurship.

3.3.3 Defining entrepreneurship education

The concept entrepreneurship education is also referred to as enterprise education. A distinction is drawn between enterprise education and enterprise training. The concepts education and training need to be considered first.

Traditionally, there has been a well-defined separation between education (theory) and training (practice) with few areas of common interest. Education provided the overall experiences and knowledge while industry trained students for specific tasks that would be required of them when they are employed (Milheim 1991:15). Education is descriptive, theoretical and abstract, while training is procedural, practical and contextual (Morris & Hooper 1996:38). The two approaches are inseparable and therefore should be considered jointly.

In support of the latter Taunyane (1994:7) is of the opinion that curriculum change which is inevitable will require the integration of education and training. Therefore enterprise education and enterprise training will be considered jointly as entrepreneurship education. Although the two concepts, education and training, can be distinguished they cannot be separated.

Enterprise education encompasses three areas, namely: education about enterprise, education through enterprise and education for enterprise. Education about enterprise is content-laden education which aims at producing people who are better informed about business (Johnson 1988:62). This is aimed at improving understanding of business and industry by groups such as learners, teachers and the unemployed (Caird 1989:49). Education through enterprise is a process

driven education and is directed to produce more enterprising people (Johnson 1988:62). Here learners are taught life skills through enterprise activities (Caird 1989:49).

According to Jamieson (in Crompton 1987:9) the concept education for enterprise is used to describe "a curriculum which fosters skills, attitudes and values appropriate to starting, owning, managing or working in a successful business enterprises". Education for enterprise is occupationally-oriented education which aims at producing better prepared potential entrepreneurs (Johnson 1988:62). The primary aim in this regard is to assist with the formation and development of business through direct training for small business (Caird 1989:48). Enterprise training is vocational in nature and its aim is to enable people to set up and run businesses or projects successfully (Johnson 1988:62).

Kent (1983:29) is of the view that entrepreneurship education exists at three levels: awareness, motivation and actualization. Awareness refers to making the potential entrepreneur cognisant of the contributions of entrepreneurship to economic growth and the possibility that entrepreneurship might be a viable option. Motivation (inspiration) is the process by which the prospective entrepreneur becomes committed to the idea of business ownership. Actualization refers to the acquisition of the necessary motivation and skill for individuals to initiate and developed business of their own.

In conclusion it can be said that entrepreneurship (enterprise) education entails informing learners about entrepreneurship, teaching them the necessary entrepreneurship skills and preparing potential entrepreneurs for their future role as entrepreneurs. Before delving into the role of the school in promoting entrepreneurship the concept of entrepreneurship culture needs to be clarified.

3.4 ENTREPRENEURSHIP CULTURE

The General Assembly of the United Nations, during its 48th session, adopted a resolution - Entrepreneurship and Privatization for Economic Growth and Sustainable Development - encouraging members to promote and facilitate the growth of entrepreneurship and the support of local entrepreneurs. This resolution reflect the growing international realisation that "lighting the flame of the entrepreneurial spirit empowers nations and people with the knowledge and ability to fish, rather than just giving them a fish" (Kourilsky 1995:13).

An entrepreneurial or enterprise culture as defined by Gibb (1987:11) "is a set of values, beliefs and attitudes which support the exercise of independent enterprise which would in turn lead to a high rate of independent small business ownership"

Kourilsky (1990:138) defines the entrepreneurship spirit as "whatever intrinsic inclinations to generate divergent ideas and to integrate those divergent ideas with resources and processes to make things happen in their unique way". Rabbior (1990:53) defines the spirit of entrepreneurship as the spirit of adventure and the willingness to take initiative and risk.

From these definitions it can be deduced that entrepreneurship culture (spirit) entails the willingness, inclinations, values, beliefs and attitudes that are positive and supportive towards the establishment of business initiatives. The challenge facing schools todate is to develop and instill the much needed culture of entrepreneurship or the will to establish business enterprises among learners while they are still young.

3.4.1 Promoting the culture of entrepreneurship: the role of the school

Edom (1992:9) asserts that the creation of a new culture of entrepreneurship among the youth from the disadvantaged communities is vital if South Africa is going to succeed in quelling the dangerously high crime rate and avoiding youth rebellion . The ideal situation according to Maas (1993:49) would be to orientate pupils at school level positively regarding entrepreneurship at the lowest possible level thus creating an integrated system of entrepreneurship and spending effective time on the refinement of entrepreneurial behaviour. Therefore, opportunities should be provided by society to enable learners to practise entrepreneurial attributes during their formative years.

Statistics shows that entrepreneurs account for only about three percent of the economically active population of South Africans (Gouws 1997:148). In the United States of America it has been established that no fewer than 100 000 young Americans start businesses of their own each year and of these, 10 000 do so straight out of school.

One of the reasons why South Africa produce very few entrepreneurs is the negative attitude shown by schools towards entrepreneurship in general. It is said that in this country if a school pupil has a sporting talent, a musical talent or a linguistic talent, we try to develop it. But we seem to destroy entrepreneurial talent especially through the way we teach our learners. It is further said that we teach our learners to conform and to regurgitate everything, which is the direct opposite of what entrepreneurs need to be successful (Gouws 1997:148).

Another reason advanced by Moolman (1988:3) is that there appears to be a "mass psychosis that entrepreneurship is not a noble profession, while the general image of a businessman is not equally favourable in all circles". In order to counter the existing prejudice against entrepreneurship school curricula should be broadened to include teaching on the positive role played by the entrepreneur in economic development and on the opportunities that exist to start businesses. It is believed that this will engender entrepreneurial values and intentions (cf Moolman 1988:3 ; Morris & Hooper 1996:23).

Although there is a general consensus with regard to the vital role played by entrepreneurs in the economy it is regrettable that the knowledge about entrepreneurship is still lacking among the school-going youth. The results of the first national survey conducted in America by the Centre of Entrepreneurial Leadership showed that although 69 percent of high school students expressed strong interest in starting and running their own businesses the poll revealed that they do not know much about entrepreneurship. Ninety percent of the students rated their personal knowledge of entrepreneurship as very poor to fair. So the survey revealed a gap between students' entrepreneurial dreams and the current reality of high school student knowledge levels (Kourilsky 1995:11-12).

It can be concluded therefore that there is a significant shortfall of entrepreneurship knowledge and skills as well as a solid demand for more entrepreneurship education in the schools to meet the shortfall.

Educational programmes can directly affect the extent to which entrepreneurial talent is developed within a population (Kent 1990:34). Various suggestions have been put forward as ways of

cultivating the culture of entrepreneurship among the youth. The school has a crucial role to play in fostering the culture of entrepreneurship and this can be achieved in various ways such as through the kind of career guidance offered, the training received by teachers, the content thereof, the curriculum approach adopted, the teaching strategies used and the extra-curricular activities which are offered by the school.

3.4.1.1 Career guidance

Parents play an important role in influencing the careers their children are likely to choose. This is so because children "consult their parents more often than their teachers or counsellors regarding their career plans" (Dedmond 1991:32). The school must therefore work in partnership with parents to help their children to make the correct career decisions. Great care must thus be taken when giving career advice because wrong advice can lead to unsatisfactory career choices and a waste of national assets (Cleminson 1985:21).

The status of entrepreneurship as a career path is still in doubt as Ronstadt (1985:12) discovered that "most people, even entrepreneurs, still do not think of entrepreneurship as a career". Ronstadt (1985:14) further points out the need to reach out, to sensitise learners that entrepreneurship is a possible career option they might face or consider in the future.

School curricula and other school-related activities should give more scope for the inculcation of entrepreneurial attitudes and a general awareness about self-employment opportunities (South Africa. Department of Education 1995:34). Schools should be able to facilitate the development of entrepreneurs (Day 1986:63). The role of the teacher in this regard should be "to help the child

to build on existing qualities, develop latent potentialities and eliminate the influence of negative qualities" (Gouws 1997:148).

According to Gibb (1993:9) there is a need "to create a culture within which the entrepreneurial career is seen to be equivalent to, or more desirable than, that of the 'professional' career". Students must be allowed to see that entrepreneurship may be a career possibility for them. However research shows that it is a rare school where the career counsellor has any idea of how to present entrepreneurship as a possible vocation. Little has been done to supply counsellors with the materials that they need for students who might wish to explore the possibility of entrepreneurship as a career (Kent 1990:187).

Guidance teachers are in a better position to identify the type of learner who might display an orientation in the direction of entrepreneur and to encourage these learners to consider entrepreneurial activity among the possible occupational choices available to them (Jacobowitz & Vidler 1982:257).

Moolman (1988:3) suggests that career guidance classes could also be used to the advantage of teachers and pupils. One way of doing this could be by working in close collaboration with chambers of commerce and by allowing both teachers and learners to gain free membership.

3.4.1.2 Teacher training

Whyte (1991:20) sees one of the most important challenges to teach teachers how to teach entrepreneurship. According to Gouws (1997:147), researchers agree that teachers will have to relinquish their traditional approach to education if they are to participate successfully in entrepreneurship education. For instance, teachers will have to use teaching methods that are closely associated with reality.

Banham (1989:11) is of the view that all teachers should have had the opportunity to study the economic basis of their society and to gain some idea of what business is about as a requirement in the certification for teacher training. Government should therefore ensure that teacher trainees enter schools with enough understanding about the working world to be able to teach and guide learners accordingly.

According to Gouws (1997:147), the content of entrepreneurship education for teacher training must include the following themes:

- what is entrepreneurship?
- economic growth, unemployment and inflation
- the role of the entrepreneur in the South African economy
- typical characteristics of an entrepreneur
- the role of the teacher as facilitator and the different training methods
- how to start your own business
- how to run a business.

3.4.1.3 Role models

Research has shown that entrepreneurship emerges more readily in the presence of strong entrepreneurial role models (Gouws 1997:146). The availability of abundant positive role images of successful independent businesses is a contributing factor in the development of the culture of entrepreneurship. There must be some credible role models who impart in the mind of the individual the plausibility of an independent entrepreneurial career (Rayne 1982:237). Hardy (1984:8) points to the lack of role models as a limiting factor when it comes to making career choices by young people.

According to Whyte (1991:20) if we want to strengthen the entrepreneurial culture we need to promote success stories at the local level. Rayne (1982:240) is of the view that in order to promote the culture of enterprise entrepreneurs from the local community could be invited to schools to describe their experiences and the rewards of entrepreneurship.

Kent (1990:187) contends that students must become aware of the past, present and future roles that entrepreneurs play in society. It is argued that one of the reasons why the supply of potential entrepreneurs has been limited is because entrepreneurs are rarely portrayed in a favourable light. According to Hardy (1984:8) "our society makes public heroes of sports stars, film actors and pop singers more readily than it does of men and women of enterprise in other fields" (cf Gouws 1997:148).

It is therefore the duty of the educator to allow students to experience positive entrepreneurial models by using teaching methods such as in-class speakers, viewing videos, or case studies.

3.4.1.4 Community-school link

The main reason for creating community-school partnerships is to help all youngsters succeed in school and in later life (Epstein 1995:701). According to Dedmond (1991:29), school-community partnerships helps among others to expand students' awareness of work and careers, apply facts and concepts to practical problems, develop self-confidence from interaction with caring adults and exhibit skills to potential employers.

All sectors of the community are partners in education (Van Schalkwyk 1986:264). One of the ways of enculcating a culture of entrepreneurship among learners is to develop linkages between the business community and the classroom, to teach entrepreneurship and entrepreneurial values in our school systems (Whyle 1991:20). Moolman (1988:3) suggests as a way of cultivating entrepreneurship culture among the school-going youth the involvement of organised trade and industry which could convince educational authorities to give more prominence to entrepreneurship and small business in the curriculum. Individual or group projects could be designed around provision of goods or services for the school and the local community (Rayne 1982:240).

3.4.1.5 Subject content

Entrepreneurship is an emerging field of study and has not as yet succeeded in producing a generally-accepted definition of its subject matter (Morris & Hooper 1996:14). Morris and Hooper (1996:39) further indicate that what is taught varies from the simplistic to the abstract and from the general concepts to the specific techniques. According to Rayne (1982:240) one of the

ways of teaching entrepreneurship or/and small business management could be to introduce it as a formal course of study.

Before exploring the views of various authors regarding the content that must be included in an entrepreneurship programme, certain guidelines need to be considered in designing such programmes. In designing an entrepreneurship programme Rabbior (1990:55) suggests the following important guidelines:

- clearly establish the objectives of the programme
- establish clear criteria for evaluation linked to the programme objectives
- never be satisfied with your programme.

With regard to the content of an entrepreneurship course Bosch et. al. (1995:34) suggest areas of learning that are considered useful to know something about as:

- how to draw up a business plan
- marketing and advertising
- pricing and costing
- bookkeeping
- rules and regulations
- labour relations
- working relations
- working capital.

Van Rensburg (1991:32) identifies skills that young people need to be effectively involved in job creation. These skills include those that will allow them to:

- be good organisers and managers
- keep and understand books and records
- understand profits and losses
- know about stocktaking and sales
- know about ordering in time
- know about sources of raw material
- know labour pricing
- initiate and encourage
- persevere and maintain good inter-personal relationships.

According to Noll (1993:4), the content of entrepreneurship in the school curriculum should include firstly, defining the concept entrepreneurship. Secondly, doing a self-assessment exercise where each learner tries to discover himself in relation to the personality of the entrepreneur. Thirdly, creating a business idea. Fourthly, the development of a business plan which includes, the marketing plan, the financial plan and the organizational plan. A fifth point is the actual running of the business. Lastly, are the environmental, political and international issues that need to be considered.

Skills that should be taught in an entrepreneurship course are discussed below. According to Rye (in Gouws 1998:64-65), the entrepreneur needs some of the following abilities or skills:

- the ability to manage money and interpret financial statements (financial management)
- the ability to initiate sales and to close sales for the business (marketing management)
- the ability to create advertising and promotional campaigns that successfully sell the offerings of the business (advertising and promotions)

- the ability to accurately record and interpret the income and expenses of the business in a timely manner (accounting)
- the ability to hire good people and to supervise their work activities to achieve high productivity levels (personell management)
- the ability to maintain and achieve both the short-range and long-range planning goals of the business.

According to Rushing (1990:162), the elementary curriculum should include the following content:

- economic principles
- development and enhancement of entrepreneurial attributes
- looking at the economy for entrepreneurial opportunities.

According to Kent (1990:187) entrepreneurship education has at least two broad dimensions: first is awareness, and second is skills. The skills dimension of entrepreneurship education includes both the technical insight and the management skills. Students must be equipped with the necessary vocational skills which will enable them to successfully compete in the market place. Students must also have the necessary financial management skills and the human resource (human relations) management skills.

Fiber (1986:27) suggests the following area of instruction which should be included in an entrepreneurship education programme:

- the characteristics of entrepreneurs
- the nature of small business in society
- business management

- marketing strategies
- finance and accounting
- credit
- networking.

Kourilsky (1995:13) maintains that real entrepreneurship cannot succeed without focusing on the three crucial antecedents:

- opportunity recognition
- marshalling resources
- creation of the business venture.

Creativity is regarded as one of the crucial skills that must form part of any entrepreneurship education programme. Creativity is a skill that should be taught. Creative thought is necessary for generating original ideas. We are trained to think in a critical, analytic and logical manner. The typical Western thought system is finite and is based on the idea that argument will bring about truth, truth being logical and devoid of contradiction. This mode of thinking is only useful in stable societies with integrated value systems, according to de Bono, the guru of creative thought (Gordon 1992:20).

According to Banham (1989:11), skills which are required in the business world include:

- ability to communicate both orally and in writing
- ability to add and subtract figures
- broad-based learning
- mental discipline

- analytic skills
- problem-solving skills
- learning to learn, and
- adaptability.

Maranville (1992:30) identifies the following curriculum objectives:

- to explore the economic nature and role of entrepreneurship
- to discover and examine the principles of innovation
- to track the role of entrepreneurship and the principles of innovation as they occur in economic history.

Thomas (1995:26) emphasises the importance of literacy and numeracy in the development of entrepreneurship.

From the foregoing discussion it is evident that there are diverse views with regard to what constitutes entrepreneurship content. There is therefore not yet a common understanding of the kind of knowledge and skills that needs to be included in an entrepreneurial course of study at school level. What is evident though is that a more practical and less theoretical model is preferred.

3.4.1.6 Curriculum approach

Traditional education policy emphasized the need to prepare learners for work by imparting them with the associated technical and vocational skills - education-for-employment. It was in essence education-for-dependency. Under the current situation education cannot ignore the social and

economic changes that are taking place every day. Education must prepare the learner for the world in which he lives as well as for the future.

The future will be characterised by "more uncertainty, less security and greater risk" (Crompton 1987:5-7). So there is a need for a curriculum (progressive curriculum) which will prepare young people for a risky society. A curriculum is needed that will produce young people who have the skills, knowledge and attitudes for the development of businesses (Crompton 1987:9). The challenge to produce enough people who will be willing to set up and run new businesses is well recognised. Researchers agree that the traditional approach to education must be relinquished if entrepreneurship education is to be successfully implemented.

Van Rensburg (1997:5) recognises the need for a new curricular approach as follows:

There is a need to move away from teaching specific facts and procedures to teaching generic skills and widely applicable attitudes and work habits. We need curricula that can accommodate new subjects and encourage new and innovative methodology.

There are fundamental differences between the traditional and the progressive curricular approaches. In the first place, the traditional approach emphasizes the 3R's (reading, writing, arithmetic) while the progressive approach champions the 3C's (competence, confidence, connections) (Gouws 1997:147).

The second difference is that the traditional approach is knowledge-based while the progressive curriculum approach is skills-based (Crompton 1987:7; Ndziba-Whitehead 1995:99). There is a tendency in formal education to raise only the questions for which there are answers while

entrepreneurs characteristically are concerned with situations which are different and unique (Rushing 1990:33).

The third difference is that under the conventional approach knowledge is organized in subjects while the progressive curriculum employs the integrated approach. Knowledge is no longer important in itself but what is important is the ability to find and use knowledge (Crompton 1987:7; Ndziba-Whitehead 1993:99). In the fourth place, the role of the teacher in the traditional curriculum is that of being the source and transmitter of knowledge while, according to the progressive approach, the teacher is the facilitator of the learning process and the manager of the learning resources (Crompton 1978:7).

The fifth point relates to participation by learners. Learners are passive recipients of knowledge under the conventional approach while under the progressive approach learners are at the centre of the learning process. Learners therefore play an active role in the learning-teaching situation. Lastly, under the traditional approach evaluation is norm-referenced where tests and examinations are used to evaluate learners while evaluation under the progressive approach is criterion-oriented, where assessment takes place through profiling and self-assessment (Crompton 1987:7; Johnson 1988:64).

Rabbior (in Gouws 1997:147) outlines a list of guidelines that must be followed in teaching entrepreneurship as follows:

- do not insist on a single definitive answer
- training should be goal and achievement oriented
- it should challenge the status quo

- it should focus on better integration with communities
- a variety of teaching styles and approaches should be used
- it should surprise the student by presenting the unexpected
- familiar information should be presented in unfamiliar ways
- it should entail frequent feedback and team activities
- it should highlight common pitfalls threatening the success of ventures
- it should focus on opportunities
- it should entail activities and approaches that enhance self-confidence
- it should entail practical application of learners' knowledge and skills
- it should be readily adaptable by individual trainers for different circumstances
- it should address behaviour dimensions rather than just content issues.

According to Morris and Hooper (1996:339-340), experience in developing countries has shown that entrepreneurs, both existing and potential, do not respond effectively to pure classroom teaching which emphasises transmission of information and skills. Entrepreneurs need the process model which provides learners with procedures and resources to acquire information and skills. The latter approach is called the andrological process and it is based on the following guidelines as formulated by Morris and Hooper (1996:339-340):

- establish a climate conducive to learning
- involve participants in diagnosing their own needs for learning
- involve learners in formulating their learning objectives
- involve learners in designing learning plans
- help learners carry out their learning plans
- involve learners in evaluating the learning.

According to Caird (1990:6) there are generic features that underlie enterprise education, namely:

- courses are participant centred
- course content is skill rather than knowledge based
- courses are practical and applied rather than academic
- courses show varying degrees of interest in business activity
- participants are active not passive
- course emphasis is on learning through action
- educational focus is on project/business initiation and management skills.

According to Johnson (1988:63) enterprise education is an approach to teaching and learning rather than a subject. Therefore, teachers coming from traditional didactic backgrounds need to develop skills to deliver enterprise education in its active learning form. Buzz words associated with this approach include: facilitation, active listening, counselling and structuring group processes.

3.4.1.7 Teaching strategies (methods)

Methods that can be employed in teaching entrepreneurship are many and varied. Various authors have suggested different methods of teaching entrepreneurship. Some of the methods are considered in the next paragraphs.

Teaching strategies that can be employed in the teaching of entrepreneurship at school level according to Gourws (1998:85) include the following:

- entrepreneurship clubs and projects

- market days, entrepreneurial days or flea markets
- entrepreneurs' or careers exhibitions
- entrepreneurs competition
- entrepreneurs as role models
- entrepreneurship programmes.

Bouwer (1992:6) suggests the following methods of teaching entrepreneurship among the youths:

- showing videos
- holding discussion groups
- visits to business centres
- answering questionnaires, and
- involvement in projects teaching basic entrepreneurial skills.

Gouws (1998:89-95) further discusses various teaching methods that are best suited for training and developing entrepreneurs at primary school level. The first method is the **story telling technique** which is one of the methods that immediately captures the children's attention because children like stories. Stories about entrepreneurs should be used to teach learners about distinguishing personal characteristics of entrepreneurs.

Banaszak (1990:170) lists some of the attributes that can be taught by story-telling:

- willingness to act on ideas
- willingness to take responsibility for one's own future
- belief that success is possible and worth the effort
- self-confidence (believing in one's own ideas)

- desire to do the best possible job with one's talents
- goal-oriented
- creative, innovative, and flexible
- approaches problems with an attitude that they can be solved.

The second method is the **game technique** (Gouws 1998:90). Games have the elements of excitement and competition which stimulate interest. Children learn better through active participation in the learning process. According to Rayne (1982:240), students could compete, either within or between schools, in computer-based business simulation games.

The third method is the **role-play technique**. Through this method learners mimic reality as it is experienced from day to day by entrepreneurs. Gouws (1998:91) gives some of the advantages of employing simulations as a teaching strategy: the first advantage is that learners become highly motivated and actively involved thus the teacher deliberately steps back from the activity and allow learners to run the activity themselves.

The second advantage is that when this method is applied learners are inclined to speak with much less restraint and they are not scared of making mistakes. The last advantage is that this method allows pupils to take part in decision-making processes and teaches them to take risks without venturing into reality (cf Kent 1990:21 ; Gouws 1998:91).

The third method is called the **brainstorming technique** which is a teaching strategy whereby learners form groups in which they generate as many ideas as possible. The fourth method is called the **group work and discussion** technique where learners get the opportunity to take part in a

discussion and the teacher serves as the facilitator (Gouws 1998:92-93). The fifth method is called the **case study technique**. Here the teacher takes real life situations from books or newspapers and present to the learner and then formulate questions based on the presentation (Gouws 1998:94). According to Rushing (1990:163) cases should be drawn from the local business community so that young students have some familiarity with the product or service involved or recognize by name or reputation the individual business owners and operators. Lastly is the **active participation and experience technique**. There is general consensus that practical experience is the most important way of achieving positive results in entrepreneurship (Gouws 1998:95).

Furthermore, Kent (1990:34 - 36) suggests among others two strategies to teaching entrepreneurship. The first strategy is to teach entrepreneurship from a historical point of view. When this approach is used, development of the world's economies are described and the role of individual entrepreneurs within a number of different economies is examined over historical time periods. The second strategy could be the teaching of traits associated with entrepreneurship and the skills necessary to perform those entrepreneurial functions. This approach requires that the educational programme be spiral in nature, that is, it must start in the early grades and continue to college level.

According to Rushing (1990:36-37) entrepreneurship education or training should focus on developing innovation, risk taking, imagination and problem solving, that is, the decision-making skills. This could be achieved by presenting students with open-ended situations that require them to work through problems and situations with changing conditions.

The great danger facing education in general and entrepreneurial education in particular is the emphasis by schools on getting the right answers. Education needs to teach critical thinking, seeking solutions to problems not previously encountered (Kent 1990:34 -36).

Kent (1990: 34 - 36) believes that these skills he believes should be developed through:

- presenting open-ended situations that require working through problems and situations with changing conditions.
- designing situations to promote risk taking
- internship and mentor programmes should be used to reinforce classroom instruction and activities.
- developing self-reliance
- fostering teamwork
- business simulations
- writing case studies based on local entrepreneurs.

Bonaszak (1990:174 - 177) discusses various methods of teaching entrepreneurship to secondary school learners. Bonaszak (1990:175) contends that "to teach young adolescents, we need to get closer to those real-world events, largely avoiding mathematical models and advanced analytic tools". Presentations of entrepreneurship content should therefore be concrete, involve the learners actively in the learning process and relate new knowledge to existing student knowledge.

According to Kourilsky (1990:141-143) the following strategies can help to foster entrepreneurial thinking and behaviour in the educational environment:

- transfer ownership of the learning act from the planner (teacher) to the consumer (student). For instance, allow learners to choose readings to complete an assignment. Encourage them to summarize the reading in their own words, express what they believe is important, and tell why.
- to foster the desire for achievement (high level of achievement motivation) encourage learners to act independently, praise their performance and provide models of achievement and aspiration for excellence.
- encourage tenacity in learners and reward behaviour in which persistence is manifested.

There are, however, problems that are associated with the introduction of the entrepreneurial approach in schools. The most important problems that need to be dealt with as outlined by Johnson (1988:63) relate to:

- awareness of and insight into enterprise education
- competence to deliver in a facilitative style
- finding space on the timetable
- political resistance, seeing enterprise education as exclusively to turn out teenage self-employed
- measuring the effectiveness of provision.

3.5 CURRICULUM 2005

As a result of many years of neglect and racial discrimination under apartheid rule, "millions of adult South Africans are functionally illiterate, and millions of South African children and youth are learning in school conditions which resemble those in the most impoverished states".

The South African society is further characterised by "gross inequalities in educational attainment, skills, employment opportunity, productivity and income ..." (South Africa. Department of Education 1995:18).

During the apartheid era the school curriculum was used to perpetuate race, class, gender and ethnic division and has emphasised separateness, rather than common citizenship and nationhood. It is therefore imperative that the curriculum in the new democratic dispensation be restructured to reflect the values and principles of the a democratic society (South Africa. Department of Education 1997:1).

In a bid to correct the inequalities in the provision of education and to ensure that education keeps pace with the demands of the modern socio-economic and political environment, South Africa's education system is undergoing a major transformation. One of the critical areas in the system which is being restructured is the school curriculum. There are promising new developments in the country's education sector which will hopefully see the introduction of entrepreneurship education as part of the school curriculum.

3.5.1 Background

The new national curriculum approach, Curriculum 2005, is currently being implemented in South African schools. This curriculum seeks to replace the racially-based education system which sought to undermine and disadvantage the majority of the population. Curriculum 2005 is not only new in its approach to learning and teaching but it has also introduced new learning areas from the foundation phase to the senior phase (Grade R to Grade 9).

Curriculum 2005 is the new national education framework for South Africa, which was introduced since 1998. The underlying philosophy of this new curriculum is an outcomes-based approach to education and learning. This new curriculum seeks to change the face of the country's education and training systems by achieving, among others, the following aims:

- intergrate education and training
- equip all learners with knowledge, competencies and orientations needed to be successful after completion of their studies, and
- produce thinking and competent future citizens (Northern Province. Department of Education 2001:5).

The traditional curriculum is accused of having failed to prepare learners adequately for the present reality, let alone the future. Kramer (1999:3) alludes to the need for relevance as follows:

As our world changes, so do we need to understand what it will take to be a successful constructive citizen of the global community in the 21st century. We need to understand what we want our learners to know, to be able to do and what values we want to instil.

3.5.2 Approach to teaching and learning

The new curriculum represents "a shift from the traditional aims-and-objectives approach to outcomes-based education" (South Africa. Department of Education 1997:1). The key principles guiding curriculum development for Curriculum 2005 include:

- integration
- holistic development
- relevance

- participation and ownership
- accountability and transparency
- learner-orientated approach
- flexibility
- critical and creative thinking
- progression
- anti-biased approach
- inclusion of learners with special educational needs
- quality, standards and international comparability.

Apart from adhering to the above principles the new curriculum approach is based on the provisions which are laid out in the White Paper on Education and Training released by the Department of Education (South Africa. Department of Education 1995:22) which maintains that:

The curriculum, teaching methods and textbooks at all levels and in all programmes of education and training, should encourage independent and critical thought, the capacity to question, enquire, reason, weigh evidence and form judgements, achieve understanding, recognise the provisional and incomplete nature of most human knowledge, and communicate clearly.

Being a learner-centred curriculum, it puts more emphasis on what the learner wants to achieve and on what the learner should be able to know, to understand, to do and to become (Northern Province. Department of Education 2001:5). The new approach requires learners to:

- become active participants and take responsibility for their learning

- gain knowledge, understand what they learn and be able to develop skills, attitudes and values during the learning process

- work at their own pace, in different ways according to their individual abilities and level of development (Northern Province. Department of Education 2001:5).

The role of the educator is act as a facilitator in the teaching-learning situation. The educator is again encouraged to be innovative and creative in designing courses for learners (Northern Province. Department of Education 2001:2-3).

It further seeks to move away from a system of education which is based to a large degree on the rote memorisation of content knowledge to one in which knowledge is put to use and applied, especially in response to some of the critical problems facing society (Rogan 2000:118).

Again it stated in the White Paper on Education and Training in South Africa that "curriculum choice, especially in the post-compulsory period, must be diversified in order to prepare increasing numbers of young people and adults with the education and skills required by the economy and for further learning and career development" (South Africa. Department of Education 1995:22).

The introduction of the new curriculum was partly motivated by the knowledge that:

Successful modern economies and societies require the elimination of artificial hierarchies, in social organisation, in the organisation and management of work, and in the way in which learning is organised and certified. They require citizens with a strong foundation of general education, the desire and ability to continue to learn, to adapt to and

develop new knowledge, skills and technologies, to move flexibly between occupations, to take responsibility for personal performance, to set and achieve high standards, and to work co-operatively (South Africa. Department of Education 1995:15).

The approach adopted by the new curriculum is in keeping with the progressive or entrepreneurial approach to learning and teaching. It is therefore encouraging to note that the new system of education recognises the need to make education relevant to the needs of society and to provide learners with the necessary skills required by the modern economy.

3.5.3 The learning area: Economic and Management Sciences (EMS)

Eight learning areas are recognised in the Senior Phase (Grades 7-9), namely: language, literacy and communication; human and social sciences, technology; mathematical literacy, mathematics and mathematical sciences; natural sciences; arts and culture; economics and management sciences; and life orientation (South Africa. Department of Education 1997:10).

Seven critical outcomes underpin each learning area. These are broad, generic cross-curricular outcomes which ensure that learners gain skills, knowledge and values that will allow them to contribute to their own success as well as of their family, community and the nation as a whole (South Africa. Department of Education 1997:14). The following critical outcomes have been proposed (South Africa. Department of Education 1997:15):

It is envisaged that learners must be able to:

- identify and solve problems
- work effectively in a group

- organise and manage themselves
- collect, analyse, organise and critically evaluate information
- communicate effectively
- use science and technology effectively
- demonstrate an understanding of the world as a set of related systems.

One of the most important learning areas is Economic and Management Science (EMS). Through this learning area the new system seeks to impart the learner with knowledge, skills and attitudes which will enable him "to make a contribution towards the improvement of the standard of living, human development, justice, basic conditions of employment, fair labour practices, productivity, as well as opportunities for all to realise their full potential" (South Africa. Department of Education 1997:2). Eight specific outcomes for EMS have been identified (South Africa. Department of Education 1997:2):

- engage in entrepreneurial activities
- demonstrate personal role in economic environment
- demonstrate the principles of supply and demand and the practices of production
- demonstrate managerial expertise and administrative proficiency
- critically analyse economic and financial data to make decisions
- evaluate different economic systems from various perspective
- demonstrate actions which advance sustained economic growth, reconstruction and development in South Africa, and
- evaluate the interrelationships between economic and other environments.

The above outcomes were subjected to a review by the Minister of Education due to a number of systemic challenges encountered in the implementation of the curriculum. The review committee came up with so-called Revised National Curriculum Statement. In their work they were guided by the goals set out in the constitution of the country. In the review process the learning outcomes of EMS were reduced to four:

- knowledge and understanding of the economic cycle
- understanding of sustainable growth and development
- demonstrate knowledge and ability to apply managerial, consumer and financial skills
- demonstrate entrepreneurial knowledge, skills and attitudes (South Africa. Department of Education 2001:1-2).

Upon a thorough consideration of the objectives and content of EMS, as one of the eight learning areas which have been introduced at the compulsory school years, it is evident that there is a place for entrepreneurship education in the school curriculum. It can therefore be assumed that before learners leave the compulsory years of their schooling, they will have benefitted with the necessary skills and knowledge required in the entrepreneurial world (cf. Northern Province. Department of Education 2001:9).

3.6 SUMMARY

The foregoing chapter has endeavoured to define the concept of relevant education as conceived of by various authors. Various criticisms levelled against the conventional education system were highlighted thus showing the pressing need that exists for relevant education.

The concept of entrepreneurship education and training was also defined. It became apparent that entrepreneurship education and training cannot be understood as separate concepts. Entrepreneurship education is therefore aimed at informing learners about entrepreneurship, imparting entrepreneurship skills to learners and preparing potential entrepreneurs for their role in the community. The prevailing views regarding whether entrepreneurs are born or made were also discussed. It has been demonstrated that education can enhance entrepreneurship among individuals.

Furthermore, entrepreneurship culture and ways and means of promoting this culture by the school are explored. The type of career guidance that is offered to learner can enhance the possibility of more learners choosing entrepreneurship as a career. Teachers need proper training that will equip them with knowledge about entrepreneurship and how to teach it. Extra-curricular activities such as inviting role models to schools and schools working in close co-operation with the community could be used to promote entrepreneurship culture among learners.

Again it was shown that the subject content that is offered, the approach that is adopted in the teaching of the content as well as the teaching methods used by schools can serve to promote the need among learners to become entrepreneurs.

The introduction of the new curriculum for South African schools has heralded a new era in the history of education in the country. The new curriculum shows that entrepreneurship education forms an important part of learning throughout the compulsory school years of learners. This is a positive indication of the regard for the need for relevant education in the country.

The following chapter will concentrate on the research design. As pointed out in the first chapter the qualitative research approach has been adopted. Hence in the course of the discussions the basic characteristics of the qualitative research will be highlighted from time to time. This will serve to give a theoretical basis of the adopted research method.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapters constituted the theoretical background of the study. Chapter two focused extensively on the literature review of the core concepts of entrepreneurship and the entrepreneur. Chapter three sought to outline the concept of entrepreneurship education and the role of the school in promoting entrepreneurship.

As stated in Chapter one (cf 1.4), a qualitative approach has been adopted in conducting the current study. The current chapter describes the way in which the research was designed. In the process of presenting the research design, some of the salient characteristics of a qualitative approach are highlighted.

Key topics covered in this chapter include: the reasons for the choice of the approach; the role of the researcher as the key data gathering and data analysis instrument; the researcher's background; data gathering techniques followed; interviewing and information management; selection of informants; interview guide format; reliability and validity of the research; and data analysis.

4.2 CHOICE OF APPROACH

The main aim of this study (cf 1.3) is to explore the role of the school in promoting entrepreneurship among school leavers. The study seeks to answer the question: how relevant and useful has the school education been in terms of its ability to prepare school leavers for entrepreneurial careers?

The qualitative approach was found to be well-suited and appropriate for a study of this nature. Kupferberg (1998:185) support the choice of this method as follows:

The process of becoming an entrepreneur might best be studied by using qualitative methods and in particular biographical interviews. Self-narratives of entrepreneurs reveal better than statistical data the life-history context of emerging entrepreneurial commitment, how it comes about and why.

Some of the most important characteristics of the qualitative approach and how they relate to the current study are presented below.

In the first place the qualitative approach is suitable for exploratory investigations such as this one. Marshall and Rossman (1995:16) agree that qualitative research seeks to explain, describe or explore the phenomenon for study.

The second characteristic is that the qualitative approach put more emphasis on meaning and understanding of the collected data. This approach leads to better insight and understanding of the

research phenomenon because the emphasis it places on the meaning of the collected data (Bogdan & Biklen 1992:5). The study is therefore intended to broaden understanding of the research phenomenon. The researcher collects data in order to develop insight and understanding from the patterns in the data (Taylor & Bogdan 1984:50). The researcher's role in this regard is to try to develop understanding and then draw generalizations (Borg & Gall 1989:386). However, it must be indicated that "generalizability" is not the immediate goal of qualitative research (McMillan & Schumacher 1993:373).

The third characteristic is that context or setting forms an integral part of any meaning that is attached to the collected data. Thus, the researcher cannot hope to get the meaning of the data divorced from its context. Data must be collected in the natural setting and must "be supplemented by the understanding gained by being on location" (Bogdan & Biklen 1992:29). Thus, in conducting the research not only the informants' words were considered essential but also the environment and conditions under which they were obtained were considered. This was done to broaden and deepen understanding of the total context thus avoiding distortion of meaning. By considering the context it is intended that the research depicts what "real life" is like (Taylor & Bogdan 1984:6).

The fourth point is that qualitative research is increasingly being used in various fields to contribute towards solving practical problems and in policy development or analysis. It is the intention of the study therefore to contribute to the current education policy development mainly through the recommendations that will follow the research findings. In the past decade there has been a shift towards qualitative research in various fields such as policy analysis, programme evaluation, public administration and educational research (Miles & Huberman 1994:1). Qualitative research therefore has an important contribution to make in contemporary research.

The fifth point about qualitative studies is the method's ability to yield rich data. The current study sought to accumulate as much information as possible from the informants to enhance understanding of the research phenomenon. Qualitative research proved to be the most suitable because it is descriptive in nature and it relies heavily on people's words and observable behaviour from the primary data. This approach has thus the ability to produce data characterised by their "richness and holism" (Miles & Huberman 1994:10).

The final characteristic of qualitative research relates to the fact that qualitative research has inherent flexibility in its design. This method therefore allows the researcher to design the investigation not only before data collection but also during the process of data collection as well. The researcher starts the research with only some idea of what he will do. The detailed set of procedures are not formulated prior to data collection (Bogdan & Biklen 1992:58).

This approach "permits the researcher to adjust the direction of the enquiry based on the ongoing experience of collecting and thinking about the data" (Best & Kahn 1993:187). The researcher decides on the various aspects of the research depending on what is possible and suitable given the context and the time available. These aspects include the kind of informants he wants to talk to, or observe and the kind of questions he wants to ask (Webb & Glesne 1992:755 ; McMillan & Schumacher 1995:374).

In conducting the current investigation the researcher decided on the research design that was the most suitable while taking into consideration the circumstances of the researcher and those of the informants.

4.3. THE ROLE OF THE RESEARCHER

In qualitative research the researcher is the key instrument in the data collecting process (Bogdan & Biklen 1992:29). During the course of the study the researcher played a pivotal role in the data gathering and data analysis process. The researcher interacted with the informants in their various settings (McMillan & Schumacher 1993:372-373; Marshall & Rossman 1995:4). The role of the researcher was not merely to obtain answers from the informants, but it also involved learning what questions to ask and how to ask them (cf 4.4, 4.5 & 4.6) (Taylor & Bogdan 1984:77).

Because of the fact that in qualitative studies the researcher becomes "immersed" in the situation and the phenomenon which is being examined (McMillan & Schumacher 1993:374), the researcher was vigilant to the danger that this may affect the validity and reliability of the whole research (Lemmer 1992:294). To avoid the likelihood of researcher's biases being reflected in the study, two remedies were applied. Firstly, the researcher had to make explicit all aspects of the research design (McMillan & Schumacher 1993:374). Secondly, critical self-reflection was done to keep check on the researcher's bias (Taylor & Bogdan 1984:6&142).

The role of the researcher is not to pass judgement on a given setting but it is primarily to add knowledge. It is therefore required of the researcher to be as objective as possible. The worth of a study is the degree to which it generates theory, description, or understanding (Bogdan & Biklen 1992:46). So the researcher's role in this study was to portray many dimensions, rather than to narrow down the field.

In his endeavour the researcher was guided by the point made by Goetz and LeCompte (1984:10) which states that in order to succeed, researchers must attempt to enter unfamiliar settings without generalizing from their own experiences to the new setting, and to enter familiar settings as if they were totally unknown. In other words, the researcher must try to suspend his own preconceptions or biases when approaching a research phenomenon.

4.4 THE RESEARCHER'S BACKGROUND

The researcher was born in the rural north-eastern part of the Northern Province of South Africa which was formerly known as Gazankulu homeland. He spent most of his childhood under a single parent together with his four siblings. He also saw his mother struggle to make a living and has a first hand experience of poverty and unemployment. He saw his mother making a meagre income out of her manual sewing machine which she used to sew clothes. The researcher, as a young boy, would help his mother to sell and run her business almost on a daily basis.

Because of the value the researcher's mother attached to education and her preparedness to work hard all her children went to school and are now professionals. The researcher was highly motivated to learn, thus to improve the appalling living conditions at home and in his poverty-stricken rural communities as well.

In the process the researcher managed to acquire a teacher's diploma and four university degrees which were acquired through distance learning. The degree which are mainly in the field of education include Bachelor of Arts in Xitsonga and Education, Bachelor of Arts Honours in African Languages, Bachelor of Education and Master of Education. Given this educational

background the researcher did not only gain knowledge and expertise in educational matters but also developed great interest to want to contribute towards the improvement of the education system and to empower especially rural learners to succeed despite the appalling socio-economic conditions in which they live and study under.

4.5 RESEARCHER'S VALUES

The researcher was brought up in a Christian family and grew up to become a committed leader in the church. Among others, Christianity teaches love for fellow human beings and service to others. It is the researcher's passion to see the disadvantaged rural people emerge out of poverty and deprivation. Education and training can play a decisive role in this regard. It is the researcher's belief that all people have talents, abilities and visions. These God-given potentials must be harnessed and enhanced for the benefit of not only individuals but families, communities and society at large. It is therefore the dream of the researcher to see poverty, ignorance, self-doubt and unemployment being totally eradicated in the deep rural areas of the country. Through appropriate and relevant education it is possible to make the dream come true.

4.6 WORKING EXPERIENCE AND CURRENT POSITION

The researcher spent the greater part of his working life as a high school teacher. It is here where the reality of youth unemployment upon leaving school became apparent to the researcher. The failure of school to prepare learners for life and for self-reliance made the researcher want to enquire and investigate the nature of the problem and what can be done about it. In his current position as head of department at a rural high school the researcher is responsible for, among,

others, checking and evaluating teachers' work, counselling and guiding learners, liaison with parents, providing school based in-service training to teachers, and the general day to day management of the school.

The researcher spent two years as contract lecturer in African Languages at university level. Here the need for more relevant education was found to be an enormous challenge. How to make higher education answer to the needs of the poor rural communities is the most crucial challenge facing higher education to date. A shift away from academically-inclined curricula to a more practical and relevant model needs to be considered as a matter of urgency.

The combined experiences of working in a poor under-resourced rural high school and the highly advanced and internationally acclaimed university equipped the researcher with a vast experience of the need to realign the whole system to ensure that it addresses the actual needs of the population regardless of their social status, location or colour.

As the current chairperson of the local branch of the Assembly of God church, the researcher has gained tremendous experience in various areas such as church management, financial management, youth counselling, preaching and teaching the word of God, doing charity work and other community services. The need for training in self-reliance and entrepreneurship is more apparent in the church as it is in the community.

4.7 RESEARCHER'S ASSUMPTIONS

On the basis of the researcher's background as local resident of the research area, an educator and community leader who is exposed to the rural life on a daily basis, the researcher can assume with certain amount of confidence what the current study is likely to reveal. In broad terms the following are likely to be the research findings:

- The family to a large extent exercises greater influence on the child's decision to follow a particular career (entrepreneurial career included)
- The school has had very little influence on school leavers' decisions to start their own businesses
- Schools still promote traditional careers during career guidance sessions and very little is said about entrepreneurship as a career option mainly because teachers lack the necessary knowledge in this area
- Entrepreneurship as a school subject is unknown in rural schools and there is an urgent need of this kind of knowledge
- Entrepreneurship is seen by school leavers as the last resort in the face of high rate of unemployment , especially in the rural areas
- There are no shining examples of successful entrepreneurs locally who can serve as role models to aspiring youth
- The attitude of adults to a career in entrepreneurship remains negative and it tends to discourage learners who would have chosen this field
- Young entrepreneurs lack support from social and financial institutions to enable them to venture into business without undue fear of failure.

4.8 DATA GATHERING TECHNIQUE

Qualitative researchers employ various methods of collecting data. The following are the most common ones: in-depth interviews, direct observations and written documents (Best & Kahn 1993:184; LeCompte & Preissle 1993:153).

In the current study the in-depth interviews were conducted. According to Marshall and Rossman (1995:80), in-depth interviewing as a data gathering technique is relied on quite extensively by qualitative researchers. The advantages of interviews as outlined by Marshall and Rossman (1989:82); and Taylor and Bogdan (1984:83&96) are as follows:

- An interview is a useful way to get large amounts of data quickly
- It allows for a wide variety of information and a large number of subjects
- It allows for immediate follow-up questions for clarification
- Follow-up interviews may be scheduled at a later date
- Combined with observation, interviews allow the researcher to check description against facts
- The researcher can learn how informants view themselves and their world
- The researcher may be able to obtain accurate account of past events and current activities.

It is, among others, the above advantages that the researcher considered before choosing the interview as a data gathering technique.

4.9 ESTABLISHING RAPPORT WITH INFORMANTS

To establish rapport with informants the researcher made repeated contacts over time with informants thereby developing a detailed understanding of their experiences and perspectives (cf Taylor & Bogdan 1984:79&87).

At least three visits were arranged with each informant. The first visits were meant mainly to conduct preliminary interviews which were intended to help the researcher to determine the suitability and willingness of the informant to participate in the in-depth interviews. The second visits were meant to conduct indepth interviews. The third visits were mainly arranged to confirm, probe and obtain clarity on certain issues which were not clear. In some cases further less formal contact did take place with informants and brief discussions ensued.

Informants were also assured that pseudonyms would be used to maintain informants confidence. As Taylor and Bogdan (1984:79&87) note, it is always wise to use pseudonyms for people in written studies to avoid risks such as embarrassment to the informants or others.

4.10 SELECTION OF INFORMANTS

One of the distinctive characteristics of qualitative studies is that they use "small samples of people nested in their context and studied in depth" (Miles & Huberman 1994:27). The small sample affords the researcher the opportunity to focus on the "detail and quality of an individual or small group's experiences" (Lemmer 1992:294).

In selecting the informants for the current study judgement sampling was used. Judgement sampling involves the deliberate choice of informants on the basis of specific qualities which endow them with special knowledge that the researcher values. Therefore the selected informants are chosen because they were likely to be knowledgeable and informative about the phenomenon of study (McMillan & Schumacher 1993:378).

After visiting 10 entrepreneurs in their working environments and informally discussing with them about their businesses and their educational background, the researcher selected five of them for indepth interviews. The five informants were selected on the basis of a set of criteria as outlined below:

- they must have been in the same business for at least three years to ensure that they are familiar and have gained sufficient experience in the business
- they must have left school at least at secondary school level
- both genders must be represented in the sample
- they must be willing and capable of providing valuable information for the research to succeed
- they must have studied at different schools in the Greater Giyani municipality area
- their location must be accessible to the researcher. They must be reached with ease from the main tarred road.
- informants must each represent a different type of business.

The informants selection process was initiated by the researcher through observing different types of small businesses in at least 10 different locations. The nine out of 10 areas visited are mainly rural villages which fall under Greater Giyani municipality, with only one which is urban. It took the researcher about three days to do the preliminary interviews to establish prospective

interviewees. This part of the research went on smoothly in that there was generally interest on the part of the small business owners, to contribute to the study.

The final selection of the five participants was done by the researcher while taking into consideration the criteria laid down above. During the second visits, participants were first made to understand the whole aim of gathering the data and reassurance was given that the information they were giving would be treated as confidential and would be used for scholarly purposes only.

The indepth interviews took about an hour and half each. To cover all five informants it took the researcher three weeks. This is so because it was not always possible to find suitable times for both the researcher and the informant. In some cases interviews proceeded slowly because the informant had to attend to their business activities.

The third visits proceeded well and more quickly. They were intended to confirm the researcher's doubts and clarify misconceptions or probe certain issues. A week was used in this regard.

4.11 INTERVIEWS

4.11.1 **Setting**

The interviews proceeded in the rural parts of the Northern Province under the Greater Giyani Municipality. The municipality consists of a number of villages and one town. The communities

are generally poverty-stricken, with limited basic facilities such as electricity, running water, proper roads, sanitation , proper school buildings and clinics.

There is one urban centre, Giyani, which is surrounded by villages. Job opportunities are scarce. The economically active population rely on small businesses or work on farms as labourers. Almost every village has a group of hawkers, service providers and small manufacturers who strive to make ends meet.

Government is the main employer and the bulk of the businesses in this area are sustained by these government workers. Youth unemployment is rife. School leavers are unable to get jobs or further their studies because of their poor socio-economic background.

However, the area is blessed with abundant natural resources such as wild animals, livestock and vegetation. Again, the area because of its high population density, boasts its abundant human resources. The challenge is to exploit these natural and human resources for the benefit of all the inhabitants of the area as well as to train the people to manage and derive benefit from these resources.

4.11.2 Language

Meaning, understanding and insight are the key words in any qualitative study. In order to get the meaning, gain understanding and insight about what the informants are saying the question of language and language use is a crucial one.

All the informants who participated in the study were Xitsonga speaking. Although the interview schedule was written in English, interviews proceeded in Xitsonga. To ensure that interviews ran smoothly all questions were translated from English to Xitsonga. The researcher, a mother tongue speaker of Xitsonga and a former Xitsonga lecturer at university level, did not experience serious problems in translating informants' responses to English. It was the goal of the researcher to ensure that during the translations meaning is not sacrificed.

4.11.3 Information management

A taperecorder was used to capture the interviews on audio-cassettes. A notebook was also used to record information that the researcher determined as essential during the interviews. The notebook was used with great discretion to ensure that more time was devoted to listening and trying to understand the meaning of statements made by informants. Only key words, phrases and statements were recorded in the notebook.

The audio-cassettes were played after the interviews to check if they were audible. The notebook and the cassettes were safely kept after data analysis and will be kept for three years before they are disposed of.

4.11.4 Interview guide

Semi-structured indepth interviews were chosen for the study. Semi-structured interviews lie between structured and unstructured interviews. The rigidity of structured interviews and the lack of structure that characterises unstructured interviews were counteracted by using semi-structured

interviews. Semi-structured interviews therefore allow flexibility to meet different needs at different stages of data collection (Howard 1985:215-217; Bogdan & Biklen 1992:97). It is this flexibility that the study needed in order to yield rich and yet relevant data.

To facilitate the data gathering process a semi-structured interview guide was designed and used (See Appendix A). The following background information appear at the beginning of the interview guide.

- The researcher's aim and focus
- The use of pseudonyms to ensure confidentiality
- The use of a tape recorder to capture the interviews
- The prerogative by informants to withhold certain information.

The questions that appear in the interview guide are based on the literature study which was done in Chapters two and three. Other probing questions evolved during the interview process. The questions in the interview guide must be seen as broad interrogations of key themes which were established during literature study and data collection process. The following key themes were covered and appear in question form in the interview guide:

Theme 1

The personality traits that characterise successful entrepreneurs and the role of the school in fostering these traits.

Theme 2

Skills that are crucial in the field of entrepreneurship and the felt need for training in these skills as well as how the school managed to impart them to school leavers.

Theme 3

Individuals who had great influence in the lives of school leavers, especially in their decision to become entrepreneurs (role models).

Theme 4

The kind of career guidance the school leaver received at school .

Theme 5

The influence the school leaver had from home (parents, relatives, friends etc.) which made him/her to decide to follow an entrepreneurial route. The influence of the family is compared with that of the school.

Theme 6

The role of community institutions such as churches, government, business et cetera in promoting the spirit of entrepreneurship among school leavers.

Theme 7

The main reason that led to the school leaver deciding to become an entrepreneur.

Theme 8

School subjects and the content thereof that focus on starting, managing and maintaining a business enterprise.

Theme 9

The teaching methods that were used by teachers in the classroom and their effect on the learner's preparedness to face the world of business.

Theme 10

Extra-curricular activities that are meant to promote entrepreneurial awareness and reference.

Theme 11

The kind of challenges that confront school leavers in their work as entrepreneurs and possible solutions. The role of the school in preparing school leavers to anticipate these challenges (problems) and to confront them accordingly.

4.11.5 Preliminary questionnaire

Before the start of the interview sessions each informant was asked to complete a short questionnaire which was meant to collect the informants' personal information. The information which was required in the questionnaire was as follows:

- Name (Pseudonym)
- Age
- Gender
- Type of business
- Experience in the business
- Educational qualifications
- Marital status
- Parents' occupations.

4.12 RELIABILITY AND VALIDITY

Reliability is concerned with the replicability of scientific findings (LeCompte & Goetz 1982:32). In other words, an independent researcher may replicate the same research procedure in compatible settings (McMillan & Schumacher 1993:385). However, reliability in qualitative studies cannot be totally attained as LeCompte and Goetz (1982:37) argue:

Because of factors such as the uniqueness or complexity of phenomena and the individualistic and personalistic nature of the ethnographic process, ethnographic research may approach rather than attain external reliability.

Hutchinson (1986:59-60) further indicates that because qualitative studies seek to offer a new perspective on a given situation, the question of replicability is not relevant. This is so mainly because "unique situations cannot be reconstructed precisely" (LeCompte & Goetz 1982:32). Therefore the qualitative process is somewhat personal because "no investigator observes, interviews, or studies documents exactly like another" (McMillan & Schumacher 1993:385).

The current research's reliability is underpinned by the research design as outlined in this chapter. Explanations of the role of the researcher, how informants were selected, the context or locality, how data was collected and analysed serve as a basis that guarantee the reliability of the study

Validity refers to "the degree to which the explanations of phenomena match the reality of the world" (McMillan & Schumacher 1993:392). In short validity is the accuracy of the research findings (LeCompte & Goetz 1982:32). McMillan and Schumacher (1993:386-392) suggest three checks for validity:

- the length of data collection period
- the field research (the natural settings and not the laboratory setting)
- the participants' language (the ability of participants to explain their own experiences in their own words).

To ensure validity all the above points have been dealt with accordingly in this study (cf paragraphs 4.10, 4.11).

Lemmer (1992:294) adds other important factors which are crucial in obtaining valid data, namely: the researcher's personal characteristics, his value systems and the stance he assumes. Ferreira (1991:219) refers to the researcher bias due to certain preconceptions as a threat to validity. The above have been dealt with in this chapter (cf 4.4, 4.5, 4.6).

4.13 DATA ANALYSIS

In qualitative research data analysis is an ongoing process (Taylor & Bogdan 1984:128). However, Bogdan and Biklen (1992:154) identify two modes of data analysis. Firstly, data analysis can be done concurrently during data collection such that it is more or less completed by the time the data are gathered. Secondly, data can be collected before doing the analysis.

According to Goetz and LeCompte (1984:167) data analysis depends upon theorizing. The formal task of theorizing involves three activities. The first set of activities are perceiving, comparing, contrasting, aggregating and ordering. The second activity is the establishment of linkages and relationships. The third activity is speculating.

Miles and Huberman (1994:11) also outline what they refer to as three concurrent flows of activity in the data analysis process, namely: data reduction, data display and conclusion drawing or verification. Data reduction is defined as the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. Data display is an organised, compressed assembly of information that permits conclusion drawing and action. Conclusion drawing or verification entails to decide what things means and to note regularities, patterns, explanations, possible configurations, causal flows and propositions (Miles & Huberman 1994:11).

The following steps were followed by the researcher in analysing the collected data: predetermining categories, data reduction, conclusion drawing and data display.

4.13.1 Predetermined categories

The key themes or categories upon which the study is based were established in three ways. Firstly, before the researcher embarked on the study there were those core issues that he wanted to investigate. These issues became some of the key themes which formed part of the investigations. Secondly during the data collection process new themes came to the fore as the informants were answering questions and clarifying certain issues. Thirdly, the literature study also served as an important base which enabled the researcher to establish most of the themes which are reflected both in the interview schedule and in the presentations of themes in Chapter five.

4.13.2 Data reduction

One of the advantages of interviewing is that it yields a large amount of data. In order to analyse this kind of data successfully the researcher had to embark on a data reduction process. The recorded interviews were played repeatedly and listened to carefully. The written notes for each interview were also read several times. These were meant to enable the researcher to select what is essential in the data so that greater attention is focused on the core aspects of the study. During this process data were transformed into brief written-up notes. Information was then sorted out and categorised under the various predetermined themes. Under each theme key concepts, statements, phrases taken from the data were written down.

4.13.3 Conclusion-drawing (verification)

Data analysis in qualitative studies begins with the researcher understanding or making sense of and organising patterns that exist in the empirical world he is studying (Ferreira 1991:204). By repeatedly listening to the tapes and reading the collected notes the researcher tried to understand what the informants' perspectives were like and to try to attach, in the the most unbiased way, the appropriate meaning while taking into account the situation and perspectives of the informants. Apart from the situation (context) of the informants the researcher was alert to other factors such as the mental process, beliefs and language usage of the informants.

Again in verifying data the researcher endeavoured to establish regularity or common views in order to see if a general pattern exists in the data. Differences among the informants were also established on certain issues. Possible explanations for these differences were also suggested.

A thorough search of negative evidence and alternative explanations were sought in order to ensure that the true meaning is arrived at thus adding to the validity and reliability of the study.

4.13.4 Data display

To give a brief and holistic yet informative picture of the research findings data were organised into a neatly formulated matrix. Under each key theme important words, concepts or phrases were entered. The matrix therefore serve as an organised, systematic, summarised version of the gathered data.

4.14 SUMMARY

The foregoing discussion gave a detailed description of the methodology and procedures that were followed in conducting the research. The procedures were supported by literature study on the characteristics of qualitative research.

The following chapter is devoted to the presentation of data and the discussion of the findings. The presentation is guided by the established eleven key themes.

CHAPTER 5

THE ROLE PLAYED BY THE SCHOOL IN PREPARING SCHOOL LEAVERS FOR SELF-EMPLOYMENT : A QUALITATIVE ENQUIRY

5.1 INTRODUCTION

In the current chapter the data generated by the indepth interviews with five self-employed school leavers are presented. The presentations are structured according to the eleven key themes which have been established and outlined in Chapter 4. In discussing the various themes, statements taken directly from the interview will be cited to support and elaborate particular findings or issues.

Following each theme is a discussion of the findings or conclusions drawn. The findings are also compared with theory or the literature study which was done in Chapter two and three. At the end of the discussions of the key themes, a summary of the collected data is presented in the form of a matrix.

Before embarking on the above, the chapter starts by presenting background information of each of the five informants. This is intended to increase understanding and enhance the meaning that will be attached to the data.

5.2 PROFILES OF THE INFORMANTS

The profiles of the five informants are presented below both in a tabular form and in the form of brief explanations of the background of each informant.

TABLE 5.1 Profiles of the informants

Name	Ann	Name	Donald
Age	29 years	Age	26
Gender	Female	Gender	Male
Marital status	Single	Marital status	Single
Education	Grade 9	Education	BA
Business type	Dressmaking	Business type	Brickmaking
Experience	10 years	Experience	6 years
Parents' occupation	Hawker	Parents' occupation	Pastor (builder)

Name	Lolo	Name	Eric
Age	25	Age	24
Gender	Female	Gender	Male
Marital status	Married	Marital status	Single
Education	Grade 10	Education	Grade 12
Business type	Juicemaking	Business type	Cameraman
Experience	5 years	Experience	6 years
Parents' occupation	Pensioners	Parents' occupation	Pensioners

Name	Somisa
Age	23
Gender	Female
Marital status	Single
Education	Grade 11
Business type	Hairdressing
Experience	6 years
Parents' occupation	Knitting

Ann is an unmarried 29 years old woman, who left school after completing grade nine. She started her dressmaking business after suffering serious eye problems when she was still a scholar. Her mother (single parent) being poor and illiterate took her out of school because she wanted her eyes to heal properly. It was her belief that reading books exacerbated her eye problems. She was inspired by her Home Economics teacher to follow a dressmaking career. She got her basic training from her first employer who was a dressmaker. Being very interested in this career since her school days, she started her own home-based business. She was assisted by her brother who bought her the first sewing machine. She has since employed one assistant.

Donald is an unmarried young man aged 26. He followed a BA degree after completing matric. Because of the lack of finance he could not further his university education. He decided to use his pocket money which he received from his father, a local preacher and a retired builder, to start a brickmaking project. Because his father had bought a brickmaking machine, he used the same machine to kickstart his business. He asked his close friend to help him at first and he now employs three people.

Lolo is a 25 years old woman who is married to a school teacher. She did grade 10 for three years without success. She decided to quit school and start a small business to supplement her husband's income. She started a juicemaking business through the help of her husband.

Eric is a 24 year old young man who is single. Eric completed matric but as his parents are both pensioners, they were unable to send him for further training. After failing to secure a job he decided to use a camera, which once belonged to his uncle, to generate income for himself and the family. He later bought a new camera after making some profit.

Somisa is a young woman aged 23. She is unmarried but she is a mother of one child. She now stays with her aunt after her mother passed away. She discovered her knitting and sewing skills at high school during needlework periods. Through the encouragement of her needlework teacher she started her hairdressing business at home. After school she used to do braiding. This robbed her of time to study. She decided to leave school after completing grade 11 to pursue her business. She wanted to help supporting her ailing aunt and her son.

5.3 PRESENTATION AND DISCUSSION OF KEY THEMES

5.3.1 Theme 1: Personality traits associated with entrepreneurs

The literature study in Chapter two (cf 2.3.4) elaborated in depth the personal qualities that characterise entrepreneurs. Broadly, entrepreneurial traits can be categorised into nine classes: a high need for achievement, autonomy, taking calculated risks, creativity, goal directedness, people skills, flexibility, physical fitness and locus of control (see Table 2.3).

The informants were asked about those personal qualities that they regard as very important for success in their own businesses. The most important quality that emerged strongly from all the informants was hard work. All the five informants agreed that their kind of businesses required physical strength and hard work. Research conducted by Hornaday and Aboud (1971:152) revealed that willingness to work hard was regarded by both white and black entrepreneurs as an important quality for success in business.

Lolo states that:

It is not easy in my kind of business to be successful if you are not ready to work hard. Every evening before I go to sleep I must make sure that the stock for the following day is ready. I mix the juice, bottle it up, seal the bottles and store them in the freezer. Early the following day I must do my household chores before I meet my customers.

Somisa adds:

You definitely need very strong hands and feet to do hairdressing. My job demands long hours of standing on my feet while my fingers are working non-stop. There is no time to relax when customers are many. I must make sure that I attend to everyone of them. I can't afford to disappoint a customer.

It is the researcher's view that the challenge facing informants is to adapt to physically demanding tasks in their current businesses which contrast with their background as former scholars where they were engaged more in intellectual work.

Donald attests:

If you are not physically strong, forget about brickmaking. For us former students it is even a worse option. It was not easy when I started this work because I felt like I was punishing my body. It felt like I did not have the necessary stamina. Everyday I went home very tired. With time and experience I now know how to set aside time to relax and go back to work the following day refreshed (cf 2.3.3).

The next entrepreneurial quality identified by the informants is the need for autonomy. Entrepreneurs are independent-minded people. They want to determine their own future. Donald explains:

Starting a business is like having a dream. It must be your own dream. Other people may not agree with my dream but I must continue until I reach my goal. It is not good for a business owner to over-rely on others because people may not understand your dream.

Ann confirms:

Since I started this business I told myself that I am the only person who must determine my future. I never wanted to be a burden to anyone in my life. I have proved beyond doubt that it is possible to work for yourself and get what you want in life just like those who are employed in formal jobs.

Another crucial character trait that was commonly identified by the informants is discipline. Entrepreneurs must be highly disciplined people who exercise restraint especially in financial management matters:

The reason why most businesses fail is mainly due to lack of discipline among business owners. Especially when it comes to dealing with money. I try by all means to save the little that I get everyday because if I don't do so, I run the risk of losing my business. A person who lacks discipline does not exercise restraint when it comes to spending money. They want to impress people which ends up destroying their businesses (Eric).

Lolo further indicated that she has learnt through experience that every cent is very important in business. According to her experience the use of money generated by the business for personal needs without careful consideration of the implications thereof can easily destroy a small business.

Somisa compares school discipline and business discipline:

At school we were punished for lack of discipline. For example, if you did not do your homework. But in business if you don't do your work nobody will punish you. But your business will do it, it will simply collapse.

Furthermore, informants identified patience as a crucial trait in any successful business venture. It was the common view of all the informants that it takes patience to succeed in business. They have all gone through difficult times. They were tempted to quit but through exercising patience they learnt an important lesson that success comes slowly. Again they all reckon that dealing with

customers also requires patience. Patience, is one of the people skills that all business owners need in order to deal with people from different backgrounds and of different personalities:

I have learnt that when you work with customers you have to exercise patience because some will argue with you about the price or the quality of your bricks. You will also receive damaging comments along the way. What I normally do under such circumstances is to accept criticisms and be ready to improve where I can (Donald).

Lolo's background and personality as a friendly student has prepared her to work patiently with all kinds of customers:

At school I used to mix very well with other learners. I never had a problem socially. I never fought anyone. It was very easy for me to make new friends because I was just one of the cool girls. Even now all my customers are now my friends.

Furthermore, the ability to solve problems is regarded as a strong character trait that entrepreneurs hold in high regard in their work. There is recognition by the school leavers that problems are there to be dealt with and it is not advisable to worry and be discouraged when you meet difficulties along the way:

Problems in business are not uncommon. They can be problems brought about by customer, suppliers or even mechanical or financial problems. All these problems need solutions. It is not good to worry too much about these problems. They may cause you unnecessary stress. In my business I deal with situations as they arise and move forward.

I don't spend too much time thinking about what problems are there because I may never enjoy doing my business (Ann).

Some of the problems are business specific or technical.

A customer will come with a vague idea of a new hairstyle she might have seen somewhere. She will expect you to understand what she has in mind and further expect you to make it real. For fear of disappointing her you will do your best to satisfy her need. At the end the style may come out slightly different. You are then expected to shoulder the responsibility (Somisa).

The question as to what role the school has played in reinforcing entrepreneurial qualities that school leavers need to succeed in the world of business, was posed. The general view of the informants was that the school had a marked influence in moulding their characters and work ethics:

About hardwork Donald had the following to say:

We were given a lot of work to do both in class and at home. I remember before writing my matric examinations that I used to go to sleep very late because the syllabus demanded a lot. You had to work really hard to pass... however there is a difference between the mental and physical work.

The school's role in preparing learners for independence is generally acknowledged by the informants:

At school we were encouraged to do our work without cheating. This has taught me to be independent. Not to rely on the efforts of the next person. I now do my own business and I can support myself very well. So the school does not only teach you to be autonomous but also instill a sense of being faithful to yourself and to others (Ann).

On the question of discipline Donald has learnt a very important lesson that one must exercise discipline in all spheres of life and not only at school:

At school they put a lot of emphasis on discipline. Teachers used to show us the importance of being able to work without supervision and to plan our work accordingly. It is now very clear to me that without discipline you are not only facing a risk of failure at school but you will also fail in life (Donald).

Informants associate Mathematics with problem-solving because it employs the problem-solving approach. A link between the subject and business can be established:

I did mathematics and I loved the subject so much because unlike most school subjects in maths you do not have to memorise anything. Yours is to identify problems and solve them. Although some of the maths problems were a bit difficult to solve I used to enjoy trying. Solving problems in business is our daily bread. For instance, when a customer knocks at my door very early in the morning she will tell you that she is going to town in the next hour

or so and she wants her hair done urgently. I regard myself as a problem solver in such a situation. To me there is a great similarity between maths and my business (Somisa).

DISCUSSION:

The investigations confirms what the literature study has shown about the character traits that are associated with entrepreneurs (cf 2.3.3). Although the literature study indicate an array of these traits, the informants in this study highlighted those qualities that are crucial in their type of situations and businesses. It can be assumed that the qualities that have been highlighted by the informants are those that they relied heavily on in order to see their businesses succeed.

For example in as a small business owner you are on your own. You do not have a manager or an assistant to solve problems on your behalf as they arise, so you must be a problem solver. Again if you do not exercise patience, you are on your way out of business because it takes patience and effort to build and grow a business from the ground.

It is also evident that to some extent the school has contributed in fostering some of these entrepreneurial qualities although unwittingly so (cf King 1989:4). Largely what the school teaches and fosters, has far reaching effects on the lives of the learners. The study has shown that there are school activities that are by and large entrepreneurial in nature but unfortunately both learners and teachers are not aware of this fact at times. For instance, when schools insist that each learner must exert effort in his work without cheating, they are teaching the learner to be self-reliant, independent and confident to do his own thing (business).

There is therefore great potential for schools to deliberately encourage and promote character traits which are entrepreneurial in nature.

5.3.2 Theme 2: Entrepreneurial skills and training

An entrepreneur needs training in certain skills that are indispensable in business. A wide range of these skills are enumerated and discussed in Chapter two (cf 2.3.5). They include literacy - the ability to read, write and calculate; originality or creativity; the ability to persuade others; critical thinking; and business management skills.

Literacy and numeracy skills remain very important and relevant skills in the business world. Firstly, it is very crucial that a business owner must be able to read and understand written instructions on his own. The following statement indicates the importance of reading skill:

When I buy a new camera I read the instructions which shows how it operates. If you cannot read on your own you will have to rely on others to assist you. You will then end up not utilising the camera to its fullest capacity. The new cameras which are in the market today are quite complicated as compared to those old ones we used when I started. Because I am able to read the instructions I do not have any problem (Eric).

Secondly, informants came to a conclusion that English is the most commonly used language in business. They claim that it would benefit an entrepreneur to be able to use the language effectively both in its written and spoken forms.

The fact that I am able to read and write and understand English has proved to be of great advantage in my work. I mainly buy material from English speaking suppliers. I have got to negotiate discounts and voice my dissatisfaction both by telephone and in face to face conversations with my suppliers. I must thank the little education that I received at school for helping me in my business because without it I do not know how my business was going to look like today (Somisa).

Thirdly, all the informants are aware that business is a numbers game. An entrepreneur's success will largely be determined by his ability to do basic calculations. Somisa identified the four basic operations in mathematics as all the numeracy skills she needs to manage her business successfully, namely: addition, subtraction, division and multiplication.

Donald further explains:

Because I can calculate I am able to determine both profit and loss in my business quite easily. I just sit down, take a piece of paper and a pen and add up all the expenses I incurred including the cost of labour. The difference between the price I charge and the money I used to buy material and pay labour costs, is my profit. As you can see it is not easy to do it without some knowledge of basic arithmetic.

The importance of school education in imparting both literacy and numeracy skills is acknowledged by all the informants. However, Ann noted the supplementary role of informal education in areas such as language acquisition and communication.

When I left school I was not good in English at all. I usually buy my stock in Johannesburg where English is the language commonly used. But through interacting with my suppliers who are English speakers and my quest to learn anywhere I go, I am now able to put across my ideas in English although I am not yet fluent.

Effective communication in business is a skill that all informants relied on heavily. As Lolo indicates:

The way you talk to your customers will determine whether they will come back or not. I do not have a problem with customers because since my school days, I was a people's person. I just love being with people. I have learnt to cope with people of different characters. I accept that some will disappoint me in the process of doing business with them but I do not allow myself to lose temper and start insulting them or talking bad about them. I just tell them what they know is the truth and I always get positive feedback. One mistake when it comes to communicating with your customers can destroy your reputation (Lolo).

You win customers by allowing them to say what they think about your products. You have got to influence them to see your business the way you do. I normally admit that I may not be making the best bricks in the world but I am ready to do to the best of my ability what my customer wants. I have a principle which says that customers dictates and I do my best (Donald).

Communication skills are generally taught and emphasised at school. Through various activities such as debates, orals and essays, learners are taught how to communicate effectively. However, all the school leavers pointed out that their understanding of all the school activities which taught language were meant for acquiring marks and not for any practical use. They also indicated that they were not trained to use language to persuade or influence the buying decision of customers.

The indepth interviews further revealed that there is a general lack of training in business management skills among the enterprising school leavers. They rely heavily on common sense and learning informally from colleagues (peers).

One of the business management skills that was found to be lacking among the informants, is financial management (cf Van Rensburg 1991:32). It was interesting to find that each informant had his or her own method of recording money in their business. No standard financial recording system was followed.

Partial records were kept by some informants:

I keep a record book which indicates the names and amounts owed by customers. I also record payments and the balance thereof each time payments are made (Ann).

Although I do write down the money I collect from daily sales, I do not record my expenditures (Lolo).

I only keep a diary to note appointments. I used to put appointments in my memory. That was during the time when I had only a few customers. It was after I missed very important events in which I was invited to go and shoot photos when I started to record appointments. With regard to money, I have not yet established formal records but I am beginning to realise how important they are (Eric).

These financial records were used by the informants to determine the profitability of their businesses:

I use these records at the end of the year to see how my business has been doing as compared to the records of the previous years (Ann)

Although I do not have clear records of income, it is easy for me to see if my business is doing well or not. I just check the money collected. If it can afford me to buy new stock and remain with some surplus then it means the surplus is my profit (Lolo)

The majority of the businesses researched were found to be technical in nature. Due to their practical nature they required some form of skills training. However, in the majority of the cases little or no formal training was undertaken by the business owners.

It was in a single case where the informant did formal training to enhance her skill:

I had to stop my business for a year to go and do further training in fashion design. Although that meant loss of income for a year. It was a hard decision to make but if you want to

succeed you have to keep pace with new fashions and designs that customers want. I now realise that before I went for further training I knew very little (Ann).

Informants generally relied heavily on informal training to develop their technical skills. Various modes of training were explored:

I did not undergo formal training in hairdressing. My secret is that I go to Johannesburg and do research about the latest hairstyles. By watching television I also pick up some new hairstyles especially those of celebrities. I also learn by reading magazines and other books. I however intend to do formal training in future so that I can ultimately open my own hair salon academy (Somisa).

Peers can become effective trainers in less complicated skills:

You do not need to go to school to know how to make juice and bottle it up. Anybody can do it. You just need to know what amount of water to add to what amount of concentrated juice and then bottle the mixture and seal. I got the skill from a lady who is doing the same business (Lolo).

The ability to manage time in business is another business skill that largely determine how profitable the business will be. Informants appreciated the importance of time at school. They gave evidence of their experiences at school, such as punishment they used to receive for arriving late at school, unfinished examination papers due to limited time allocated et cetera. In business the importance of time and the relationship between time and money were very clear to all informants:

Speed is an important skill in hairdressing. If you spend a lot of time on one customer you end up losing money. This is not to say that you must compromise your standards. When I started the business I used to braid two people a day but now I do up to six a day. But I usually go to sleep very late at night. I remember last Saturday I slept at 3 o'clock in the morning doing braiding (Somisa).

In brickmaking business there is no time to waste. Once we receive an order we do not waste time because if we take long we may end up not being able to make the money we will need at the end of the month. So we set targets for ourselves and stick to them. Time is money (Donald).

DISCUSSION:

The informants acquired the business management skills that are required in their work through experience. However, it is evident that skills such as writing, reading, calculating and communicating in English were mainly acquired by the informants at school (cf Rushing 1990:32; Graham 1992:23).

Basic technical skills and financial management skills which are lacking among the informants were never taught at school but were learnt informally from other sectors such as media and other experienced persons (cf Mphahoe 1997:14). It is evident that some skills need short training and peers can play an empowerment role in this regard. The ability to communicate and find creative solutions can be associated with the background of the informants as former scholars (cf 2.3.4).

5.3.3 Theme 3: Role models

In chapter 3 (paragraph 3.4.1.5.1) it was shown that to develop the culture of entrepreneurship among youths there is a great need for positive role models. The research shows that persons who were regarded as role models by the informants range from friends, parents to teachers.

Both Somisa and Ann's talents were discovered by their teachers who motivated them and gave them the confidence and the motivation they needed to start their own business ventures.

I regard my Home Economics teacher as the most important person who influenced me a lot to become who I am today. She used to motivate me a lot to excel in the subject. These did not only make me love her subject but it also gave me the confidence to follow the career later (Ann).

Eric was introduced and influenced to pursue entrepreneurship at an early age in the primary school by a friend who was entrepreneurially inclined. Eric's experience confirms what literature study has established:

During their school years, potential entrepreneurs are likely to show an interest in and become involved in some type of business dealings, such as trading or stamp collecting (Jacobowitz & Vidler 1982:256).

Eric explains:

The person who instilled the spirit of business in me is my friend. When we were still in primary school we decided to start a small business together in order to raise pocket money. We organised a few packets of sweets which my friend's father bought for us in town. We sold the sweets at school during break. Today my friend runs a successful business and I also have my own. I give him all the credit for the work I am doing now.

Donald's father provided not only the resources his son needed to start a business but also the example and support Donald needed:

My father is my role model. Before leaving his job as a builder he bought a brick making machine which he used to make bricks for building the church he is pastoring at present. What I learnt from him is hard work. He has proved that you can succeed just by working with your own hands. He supports me very much in my business. He is always there to give advice. He however makes sure that he does not interfere with my work in anyway (Donald).

DISCUSSION:

The foregoing data indicates that entrepreneurs need role models, people with whom they can relate to and share experiences. It is evident from the foregoing discussions that teachers can have a marked influence on learners' career choice. This can happen through motivating and appreciating what learners are capable of doing while they are still at school. The role of teachers in producing potential entrepreneurs is therefore a crucial one. It has been shown again that the

role models outside the school such as parents and friends (peers) commanded greater influence on the school leavers' decisions to start their own businesses (cf 3.4.1.3).

5.3.4 Theme 4: Career guidance

The literature study has confirmed that parents (family) exercise greater influence on the career their children are likely to follow (cf 3.4.1.1). The role of teachers in this regard is to inform learners about the different career paths that are available. However, it has been established that career counsellors are most of the time uninformed about entrepreneurship as a possible career option.

All the informants had common experiences regarding career guidance at school. During career guidance sessions the careers which were emphasised by teachers were mainly the traditional professions.

Teachers used to encourage us to study hard so that we can become teachers, nurses, lawyers and medical doctors. My dream was to be a nurse during my school days. But because of my poor academic performance my dream did not materialise (Lolo).

The single most important career in those days, which teachers encouraged us to follow, was teaching. Because my brother and sister were both teachers everybody expected that I will also become a teacher. You almost felt a sense of failure in life if you did not make it to be a teacher. But I did not allow that kind of thinking to prevent me from being successful in life. I now regard myself as equal to a teacher or a nurse (Ann).

Besides career guidance that was offered at school level, there were annual career exhibition days which were organised by the Department of Education once a year in a centrally located area which attracted schools from different areas. Informants claimed that:

Entrepreneurship as a career did not form part of the career options which were exhibited. Self-employment was not talked about. We were only shown those careers that would enable one to find employment. To be a business owner was generally regarded as a job which was meant for those who were uneducated or old and not for school leavers (Eric).

Another observation is that during career guidance sessions informants noted that there was too much emphasis placed on teaching good behaviour and manners:

What I remember about guidance periods at school are lessons about how to behave well and good manners. We were taught about respecting others, healthy lifestyles, loyalty, being on time, hardwork and effective study methods. Not much was said about careers in business because it was assumed that we will become teachers, policemen, clerks, medical doctors or nurses (Lolo).

Career guidance was gender biased in that it encouraged girls to follow traditionally female careers. As Kent (1983:29) observes:

Sex stereotyping as to occupational choice begins early, with most girls by ages 3 to 6 having already restricted their aspirations to the traditional careers available to women.

Somisa attests:

As a girl I knew the type of careers which were traditionally meant for us - social worker, nursing and teaching.

DISCUSSION:

Traditional formal careers (professions) were emphasised during career guidance lessons. It can be assumed that these careers were associated with educated and high status people in the community. Careers like businessman were seen as associated with uneducated or unprofessional people. The emphasis was highly placed on the conduct or behaviour of learners. This can be linked to the educational approach which emphasised compliance and discouraged critical thinking. In general learners were being prepared for life as future employees and not as future employers (cf 3.4.1.1).

5.3.5 Theme 5: The family and its role in promoting entrepreneurial attitudes

Research shows that confidence to start a business is often developed in situations where there are role models within the family. Parents who are themselves entrepreneurs have a greater chance to influence their offspring to start and run their own business ventures (cf 2.3.7.2).

Upon a thorough analysis of the family backgrounds of each informant it became clear that the family members of the informants played a supportive role in their businesses. In the case of Somisa, family history became a motivating factor. She wanted to develop her late mother's vision in business:

Although I lost my mother at an early age of four my aunt with whom I am staying told me that my mother was a self-employed woman. She used to knit very beautiful jerseys and hats by hand needles. She would sell the products and make a living out of them. When I got this story I told myself that I want to keep and develop my mother's vision further by using my hands to make a living for myself and my son.

Lolo found tremendous support from her husband who initiated the whole idea of a juice making business. In a multi-national study conducted by Hisrich in 1986 (in Boshoff, Bennett & Owusu 1992:52) the majority of women entrepreneurs were married and their spouses play an important supportive role in the creation and operation of their enterprises.

My husband is a very creative person who does not want to sit on his laurels. He has started a small garden where he plants vegetables and sells to the community. Everyday when he comes from work he goes to the garden. When he introduced this business to me I did not hesitate because I knew I will get all the support I will need from him. He provides transport and assists me in getting stock when the need arises (Lolo).

Although Eric at first did not get the necessary moral support from his parents, because of his determination and commitment he has ultimately won their confidence:

There is no one in my immediate family who is in business. But since I started using my camera and everyone can see that I am able to make a living they are starting to appreciate and support my work. My parents are now comfortable with the knowledge that I am now able to make enough money to live a normal life. They have since stopped pushing me

to go and look for a job somewhere because when I started with this work they used to think that I was wasting my time because they were not sure if it was going to succeed.

In families where parents are themselves entrepreneurs or they know about entrepreneurship their entrepreneurial children are likely to benefit more from their support:

I was fortunate because my father worked for a building construction company and he has gained useful experience and very thorough understanding about the advantage of starting and running a business. He is however, very much aware of the challenges that accompany being self-employed. He made me gain confidence and venture into self-employment albeit with limited resources (Donald).

DISCUSSION:

Parents or family members who have experience and some knowledge in business are better placed to foster an entrepreneurial attitude in their children. The family, particularly the father or mother, plays the most powerful role in establishing the desirability and credibility of entrepreneurial action for the individual (Bowen & Hisrich 1986:399).

Parents who know very little about business are less supportive to the idea of self-employment - they tend to believe in seeking for formal employment (cf Mills 1994:15).

Children tend to be proud about the achievement of their parents and would like to keep the success in the family. Therefore family history is one of the determining factors as regards starting a business. The need to involve parents in the career choice of learners is of paramount

importance, more so when learners want to follow entrepreneurship careers. As noticed a spouse can play a very important supportive role to his/her entrepreneurial partner (cf 2.3.7.2).

5.3.6 Theme 6: The role of other institutions

Apart from the school and the family there are other important social institutions, which if correctly intergrated, can assist in the development of an entrepreneurship culture among the school leavers. They include non-governmental organisations (NGOs); government; the church; community structures such as political parties, civic organisations and the business sector.

The informants identified a few organisations which they interacted with in their work in business. Some of these institutions were very supportive while others proved to be unsupportive in their approach. Firstly, is the role of government. As indicated in the literature study the role of government in business is to create an enabling environment for entrepreneurship to thrive (cf Basson 1992:8). The government achieves the above function through appropriate legislation and policies (cf 2.3.7.1).

There is a general problem of lack of access to information about government support for small business as the following observation attests:

I have not seen any government support in my business since I started. I do not know if there is anything that is available to us small business people (Somisa).

The most dominant and well-known NGO which works with small business people in the research area is the Small Enterprise Foundation (SEF). This organisation specialises in poverty alleviation in the deep rural areas of the Northern Province. It provides soft loans for the poor, the unemployed and women who want to start their own small businesses. They do not only lend money but they also assist their clients on how to run their businesses.

However, the informants were all not keen to borrow money from this organisation. The main reason is that informants do not want to be monitored. They also have other sources of financial assistance.

There is SEF which gives out loans to small businesses. The only problem with them is that they want repayments almost every two weeks. They also keep you on your toes by visiting your business regularly to see how well are you doing. I think I am not yet ready for all that (Eric).

I heard about SEF and the fact that they help poor people set up businesses. I think they are doing a good job because I understand they also insist that every one of their clients must save a certain amount of money for themselves regularly. For now I have my uncle who lends me money anytime when I experience financial problems. The good thing about it is that I also help him when he needs money as well (Somisa).

The study has also revealed an interesting phenomenon whereby the church can play a significant role in promoting entrepreneurship among the unemployed youths in the church. One of the

informants related her experience about the supportive role her pastor (church) has played and continues to play in promoting her business:

I will never forget what my pastor did to support my business since I started. He once gave me a file, I wonder if he still remembers. On the file it is written 'Successful business'. Since he gave me that file a few years ago, I put it next to my bed. I make sure that before I sleep every night I read the words. To me they mean a lot. Again in church he made it a point that he encouraged the congregation to support my business. I now command a lot of support in this area because of him. Every year in our church our pastor organises a special prayer meeting exclusively for the small business owners. It is in this meeting where he dedicate our work for the year before the Lord and he also teaches us about good and honest business practice (Ann).

However, one of the informants experienced difficulties with community leaders when he was starting his business. The problem was mainly due to differences in the visions of the leaders on the one hand and that of the school leaver on the other hand.

When I wanted to start making bricks in this site I asked for permission to occupy this premises from the local induna (headman). Unfortunately the local civic association had a different view of about how the business should be structured. They did not want a privately owned brickmaking business but they wanted a community managed business. They then objected the induna's decision to give me a site. I decided to ignore them and push ahead. They ultimately gave up and I went ahead with my work (Donald).

DISCUSSION:

Beside the school there are other social institutions with a significant role to play in promoting entrepreneurship among the school leavers. If these institutions are well-placed and ready to assist, they can go a long way in helping would-be entrepreneurs to realise their potentials. Lack of information and competing interests among institutions can have a disempowering effect on the aspiring entrepreneurs. On the contrary, institutions which place particular attention on the needs of entrepreneurs can have a marked positive influence on aspiring school leavers. The need for consensus among community leaders to avoid conflict of interest is a necessary requirement.

5.3.7 Theme 7: The main reasons why people choose to be entrepreneurs

The literature study has identified a number of reasons and motives that make some people choose to become entrepreneurs (cf. 2.3.6). The reasons include the need for independence, personal satisfaction, work environment, uncertainty or failure in other areas, the need to survive, retrenchment and the need for money or profit.

In the next paragraphs informants give the main reasons that made them to start their own businesses.

The first reason cited is poverty. According to Day (1986:64) young entrepreneurs, among other reasons were forced out of school by poverty. Ann indicated that poverty was the driving forces behind her decision to start her business:

I had great interest and ability in doing practical work in home economics at school. When I dropped out of school because of eye problems there were limited options available for me. I had to see how I can make a living, taking into account the fact that I came from a poverty-stricken and single parent family with six children who were all attending school. I then decided to look for a job. Being interested in sewing I got a dressmaking job. Once I discovered that I could make good quality dresses I left my job to start on my own. I then decided to use my skill to help my mother (a hawker) to support the family (Ann).

The second reason is talent. Somisa also explains how her talent was identified and how it led to her starting a business:

I was always the best at school when it comes to practical work. Be it embroidery, sewing or art and craft. All my teachers were impressed with my work. Whatever I did with my hands it was like I had magic hands, people were even prepared to buy my school work. When I started braiding I could not handle the number of customers who wanted my service. My school work suffered as a result and I had to take a hard decision to abandon school in order to concentrate on my business (Somisa).

The reason why Lolo followed entrepreneurship as her career is mainly her failure to pass at school:

I spent many years at school repeating each class until I reached a point where I left school and got married. When this business idea came I took it with both hands because I told myself that I do not need a diploma or a degree to start. I now enjoy making my own money in spite of the limited education that I have.

The high rate of unemployment in the country made Eric to start his camera business:

My observation tells me that there are so many people in our country today who are looking for jobs but there are not enough jobs for everyone. I then decided that I must not go hunting for a job or wait for a job anymore but I must create one for myself. Once I started I found that I could make enough money on my own. My income compares very well with those of formally employed people.

Lastly, the need for independence has motivated Donald to start his own business. Burch (1986:15) explains independence as wanting "to be your own boss and self-governing, not subject to control by others or reliance on others for your livelihood".

Since my days as a scholar I always wished to be my own boss. I enjoy starting something in a small way and seeing it grow. I like to be in charge of my life. Not that I do not want to be led, but if I can plan, create and develop my own business why not do it. I have met many setbacks since I started but I have never looked back (Donald).

DISCUSSION:

Five main reasons which prompted the informants to start their own businesses are poverty, discovered talent, failure in other areas, unemployment and the need for independence (cf Whyte 1991:21; Marlow 1997:201; Gouws 1998:56). It is the researcher's view that poverty and unemployment are the most common motivating factors if we take into account that the informants are based in the most rural parts of the country where poverty and unemployment are rife (cf 2.3.5).

5.3.8 Theme 8: Subjects and content that promote entrepreneurship

The type of subjects and content that is offered at school can have a greater influence on the learners' choice of future careers. Literature study shows that there is no consensus about the most appropriate subject content that must be taught in schools to prepare learners for life as business owners. Views about the depth and amount of content that must be delivered to learners are diverse. The whole concept of enterprise education at school level still needs to be thoroughly investigated (cf 3.4.1.7). Kent (1983:31) points to the weaknesses in entrepreneurship education at school level as follows:

Entrepreneurship education materials for elementary and secondary students tend to be extremely limited in quantity and deficient in quality. Current materials do not allow the student to grasp the importance of entrepreneurship or to see entrepreneurship as a viable career option.

The interviews showed that the informants generally did not receive business management or even business awareness information in the form of a specific subject in their school curriculum. When asked about the subject content that they did at school they indicated firstly, that there was no single specific subject that dealt with business in general or business management in particular:

There was no specific subject that taught us about something to do with business. However, our needlework teacher used to give us tips about budgetting, pricing and saving money. She said she knew that some of us will want to start sewing as a business later in life. However these were not for examination purpose because the syllabus did not cover it (Ann).

However, informants were well-aware of the need for and the importance of commercial subjects:

I believe there is a big difference between myself and somebody who did commercial subjects because at least they know something about managing a business or business planning, determining profit and loss et cetera (Eric).

Secondly, the apparent lack of relevance in terms of some subjects they did at school and their current roles as business owners were highlighted by some informants. This concurs with the findings of the research conducted by Cooper and Dunkelberg (1987:21) which indicated that contrary to the general rule, some entrepreneurs start businesses in fields unrelated to what they did before.

Some of the subject that we did at school do not have anything to do with my current business. One could well say that they are useless subjects in a way. Subjects like History, ^a Agriculture, Afrikaans ... I do not see why I did them (Donald).

However, Eric could see a link between his favourite school subject, Geography and his current business, camera work:

My favourite subject was Geography. There was a section in Geography which dealt with maps and map techniques which I think has prepared me for my work as a cameraman. In maps you deal with aerial photographs, map scales and map projections. Camera work is not very different from these (Eric).

Finally, informants were unanimous on the need for more practical and useful subjects. These subjects are aimed at imparting skills rather than those that emphasise knowledge or theory.

There is a need for more practical subjects at school level. I have first hand experience of what I am talking about because when I make bricks I have to follow the necessary specifications. You do not only think about it, you have to do it practically and get the results thereof (Donald).

DISCUSSION:

Informants did not receive specific training in business while they were at school. There were no commercial subjects in their various schools. The subjects that they did do not relate directly to their current careers. They see a need for practical subjects and commercial subjects in schools (cf 3.5.2).

5.3.9 Theme 9: Teaching methods

The literature study in Chapter 3 (cf 3.4.1.9) outlines those teaching strategies which are entrepreneurial in nature. Included in the list of these methods are simulations, projects, market days, career exhibitions, competitions, role models, videos, site visits and questionnaires. These methods represent a marked paradigm shift from the traditional teaching and learning styles to progressive or entrepreneurial ones. The entrepreneurial approaches encourage active learning on the part of learners. The learner is at the centre of the teaching-learning situation. The teacher assumes the role of a facilitator.

The study has shown that during their school days the informants were taught by teachers who relied heavily on the traditional methods of teaching. The emphasis was highly placed on passive listening, memorisation and regurgitation.

The extent to which memorisation was emphasised by schools has had a strong impact on the day to day living of school leavers:

I used to memorise a lot at school and I still use it even now. It helps me because I do not always have to write down everything about my business. Some of the information I store in my brain and just remember it when I need to use it (Ann).

One of the most commonly used teaching methods was the textbook method:

Most of the time our teachers used textbooks to teach us. They would explain what is in the textbook and sometimes give us summaries. Our duty was to go and memorise the most important facts. When a test comes we were supposed to be ready to reproduce what is in the textbook (Lolo).

The informants also alluded to the fact that their school work required very little practical work. The narrative or the telling method was the principal teaching strategy in all schools attended by the informants. The teacher is the one who possesses the knowledge and his/her duty was to disseminate the knowledge to the passive listening class:

The teacher presented the lesson to the class. We listened carefully and responded to questions. We were oftenly punished for not paying attention when the teacher is talking. He would talk for more than 90 percent of the period and we were expected to listen and absorb the content (Donald).

Informants showed great preference for practical subjects because they were not mentally taxing and they allowed them chance to learn by doing.

Our subjects did not allow us to experience reality. Everything was imaginary. They would only tell you that a kilometer is equal to a thousand metres but you would never walk the distance to experience it yourself. We were just told that things are like these and that was it. In my work now I have to measure the correct amount of cement and sand to make quality bricks otherwise if I do not do it I may lose customers (Donald).

I loved Needlework because it was full of practicals. Although there was some theory it was not like other subjects which emphasised memorization only. I like doing things with my own hands. I wished there were more subjects like Needlework. The problem of failing at school was not going to be a problem anymore. If you do something with your own hands with the teacher nearby to assist you, how can you fail? (Somisa).

DISCUSSION:

Teaching and learning was generally confined to the classroom. Teachers played a central role in transmitting information. Learners received and retained information for reproduction later. Except in practical subjects like Needlework in the rest of the school subjects learners had to contend

with mental work with no practical significance. Over-reliance on the textbook and the telling method destroyed the spirit of experimentation and creativity.

5.3.10 Theme 10: Extra-mural activities

Extra-curricular activities in schools can be used to foster the culture of entrepreneurship. Included are activities such as projects, trips, inviting guests and flea markets (cf 3.4.1.5).

When asked whether school leavers ever had the opportunities to do extra-curricular activities which were directed at promoting an entrepreneurship culture, the following comments were recorded:

Most of the trips that we undertook were meant for sports and to learn about nature. There was nothing about business or something related to that. Maybe it is because we did not do commercial subjects (Eric).

The focus in our school was on passing exams at the end of the year. Except sports and singing there was nothing that we did as extra-mural activities (Ann).

DISCUSSION:

The informants did not do extra-curricular activities that aimed at promoting entrepreneurship during their school days. They were mainly involved in cultural and sporting activities. This can be attributed to the fact that both learners and teachers were preoccupied with finishing the syllabi and preparing learners for the end of the year examinations.

5.3.11 Theme 11: Problems that hinder entrepreneurship

A number of problems that stand on the way of entrepreneurs in their work has been identified in the literature study. Gender is one of the problems (cf 2.3.6.6 & 2.3.6.5).

The female entrepreneurs did not indicate a gender specific problem in their work:

I deal mainly with women in my business and I have not experienced any problem that relates to my gender. I believe that there is no difference between male and female entrepreneurs. We all have the same problems (Lolo).

The location of the businesses proved to be a problem to the informants. The informants and their businesses are located in the rural areas where the economy is depressed because of unemployment and poverty.

Poverty is the main obstacle here. The majority of people in this place are not working. You cannot increase your prices that much because you can lose customers. So my business cannot grow that much. If you go to Johannesburg where my sister stays, you will realise that money is there. Customers are ready to pay more as long as you are good in your work (Somisa).

Lack of capacity is another obstacle:

I cannot dare take big projects like those for (Reconstruction and Development Programme) RDP houses because I will need more money, more labourers and more equipment. All these things I don't have. Under the current situation I cannot afford to handle big projects or contracts. That is why I confine myself to small orders (Donald).

The attitude people have about business people is also cause for concern:

People in small business are still regarded in a very negative way. You are labelled low class and a failure in life by those who are professionals. We have to contend with people who look down upon us everyday. However, some of these professionals do need our services (Ann).

Cashflow problems are quite common:

Payments which come late and those customers who disappear with your money may cause very serious financial crisis for a business. They paralyse your business financially because without money you cannot meet your own obligations as well. They easily forget that we have accounts to pay as well (Ann).

I still have a bundle of photos which were not collected by customers. If they do not collect the photos I can't go on with my work because I rely on the cash that customers are owing me (Eric).

DISCUSSION:

The informants identified four main problems they contend with in their businesses. Firstly, the fact that they operate their businesses in the remote rural areas adversely affects the profitability of their businesses. Secondly, the size of their businesses are limited by the lack of resources both human and capital resources (cf 2.3.6.2). Thirdly, they have to contend with the prevailing negative attitude about small business in general (cf 2.3.6.3). Finally, cashflow management poses a serious challenge because without the necessary cash, which is caused mainly by poor financial management methods and unpaid debts, the future of any business is uncertain (Ndziba-Whitehead 1993:99).

5.4 SUMMARY OF COLLECTED DATA

The following matrix constitutes a summary of the data (see Table 5.2) presented in the foregoing discussions. Under each theme the main research findings are displayed in the form of concepts, key words, phrases and statements.

TABLE 5.4 Summary of collected data

1. Entrepreneurial qualities (traits)
- Hard work / physical strength/ stamina
- Patience/ people skills
- Discipline in financial managment
- Autonomy/ ability to determine own destiny
- Problem solving

2. Entrepreneurial skills and training
<ul style="list-style-type: none"> - Lack of financial management skills - Importance of literacy and numeracy skills - Time management - importance of speed - People skills - importance of school - socialisation role - Technical skills - informal training - Communication skills - lack of business-specific training at school
3. Role models
<ul style="list-style-type: none"> - Parents with entrepreneurial inclinations can influence children - Entrepreneurial peers / friends' influence - Teachers who motivate and encourage learners with talents - Spouse can play an exemplary and supportive role
4. Career guidance
<ul style="list-style-type: none"> - Emphasis on professional and traditional careers - Gender-specific careers - for girls - Entrepreneurship not seen as career option yet - teachers - Lack of entrepreneurial knowledge on the part of teachers - Emphasis on good behaviour and manners
5. Family role
<ul style="list-style-type: none"> - Parents still expect children to seek formal employment - Parents with entrepreneurial knowledge are supportive - Family history of entrepreneurship is a motivating factor - Family play important supportive role

6. Role of other social institutions

- Lack of information on the role and support offered by government to small business
- NGO (Small Business Foundation) help rural based and poor to start businesses
- SEF's services not used by school leavers - afraid of interest and monitoring
- Church's role of motivating and supporting small business owners

7. Main reason for starting businesses

- Poverty alleviation
- Failure at school - drop out
- Discovered talent/abilities
- High rate of unemployment
- Need for autonomy

8. School subjects and content

- Absence of commercial subjects
- Practical subject more relevant
- Theoretical/academic knowledge not relevant

9. Teaching methods

- Classroom-bound teaching
- Memorisation of content more important - for examinations
- Textbook method emphasised
- Teacher-centred
- Limited learners involvement

10. Extra-curricular activities

- Trips for sport and music
- Emphasis placed on examination and syllabus requirements
- No other extra-curricular activities such as site visits, flea market days et cetera

11. Problems besetting entrepreneurs

- | |
|--|
| <ul style="list-style-type: none">- Negative attitude from the educated- Lack of cashflow management expertise- Lack of resources to ensure business growth- Poor rural economies |
|--|

5.5 SUMMARY

In the foregoing chapter three main objectives have been achieved. Firstly, the gathered data have been presented. Secondly, under each of the eleven key themes conclusions or research findings have been given. Thirdly, a summary of the gathered data is displayed in the form of a matrix. The summary and the implications of the study will be dealt with in the next chapter. Recommendations following the research findings will also be outlined in the same chapter.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This final chapter of the study is devoted to providing a broad summary of the research findings. The findings will be summarised under each of the various key themes as identified in Chapter 5. Furthermore, the chapter will also include the recommendations that will hopefully assist educational practitioners, policy makers and people or institutions with vested interest in education in their quest to review and further develop the country's education system so that it meets the needs of society.

The limitations of the study, in particular, the methodological limitations, will also be identified. Finally, suggested topics for further research will be given. Before dwelling much on the above-mentioned issues it is important to start by restating the main purpose of the study.

6.2 RESTATEMENT OF THE PURPOSE OF THE STUDY

From the onset it has been stated that the primary aim of this study is to explore the role played by the school in promoting a culture of entrepreneurship among the currently self-employed school leavers (cf 1.3). The study was intended to establish the extent to which the school was able to

empower learners with the necessary skills and knowledge to ensure that once they leave school they are well prepared to succeed in the world of business.

Through the indepth interviews conducted with the selected self-employed school leavers, various school activities and their role in influencing learners to become entrepreneurs were investigated and analysed. The qualitative approach was adopted in the quest to answer the main question of the research, namely: What role has the school education played in preparing school leavers for entrepreneurship? (cf 1.4).

A literature study was also undertaken in order to give the study a sound theoretical standing. The literature study also made it possible to compare theory and practice, that is, what the literature says was compared with findings of the qualitative study.

6.3 SUMMARY OF RESEARCH FINDINGS

6.3.1 Personality traits associated with entrepreneurs

The study has shown that personality characteristics that are regarded by the school leavers as very crucial in the business world include hard work, patience, discipline, autonomy and the ability to solve problems. However, the literature study has shown that apart from the latter characteristics there is an array of other entrepreneurial character traits which are of equal importance. The school was found to have played a significant role in fostering the above-stated character traits among the school leavers, although unwittingly so. It means that there were no deliberate programmes offered by schools to promote entrepreneurial qualities among learners.

6.3.2 Entrepreneurial skills and training

It was found that the informants generally lacked formal training in the indispensable business skills. The most crucial of which are the financial management skills. They heavily relied on informal training by peers or through trial and error. Concerning literacy and numeracy skills there is a general appreciation by all the informants of the importance of these skills in their work. They all acknowledge that they derived many benefits for their businesses as a result of their being literate, hence the value of investing in school education.

6.3.3 Role models

Parents remain the most important role models for their children. The study has also shown that teachers can also have a marked influence on the career route learners are likely to follow in future. The latter depends largely on the teacher's ability to identify talent among learners as early as possible, inspire and motivate them accordingly, thus developing the desire to pursue their latent abilities. The crucial role played by peers in influencing the school leaver's decision to follow a particular career path has been demonstrated by the research. It came to light that an entrepreneuring friend has the ability to influence his/her peer to start a business venture.

6.3.4 Career guidance

Teachers have been found to be inclined to emphasise the traditional careers during career guidance lessons. The careers that are mostly promoted by guidance teachers remain the traditional professions, such as teaching, policing, nursing, medicine et cetera. Teachers do not appreciate

the importance of entrepreneurial careers mainly because of their limited knowledge in this area. The interviews confirmed that school leavers were never exposed to entrepreneurship as a career option during guidance sessions.

Traditional gender-specific careers such as nursing and social work were found to be still promoted as careers for girls by guidance teachers.

6.3.5 The role of the family in promoting entrepreneurship

Evidence from the research suggests that the family has a supportive role to play in the career path of the entrepreneur. Family members who were found to be providing support to the informants included: parents, husbands, siblings and aunts. Support came in various forms such as equipment, business ideas, finance and advice. As established in one case, the study has shown that the desire by one informant to pursue the dream of her late parent was a motivating factor in her entrepreneurial career. Hence the importance of family history of entrepreneurship is illustrated.

6.3.6 The role of government and other institutions

Informants generally lacked the necessary information about government's programmes aimed at assisting prospective and practising entrepreneurs. However, informants were found to be aware of the one NGO which provides soft loans to small business owners in rural communities. They however did not approach the organisation for assistance. Their main reason for not doing so is because they were not comfortable to work with money borrowed from institutions which do not

only charge interest but also expect their clients to make the necessary repayment at the appointed times. They preferred to borrow from relatives or family members.

The research has shown that the church can play a supportive and motivational role to prospective entrepreneurs. The experience of one informant has shown that because of her pastor's encouragement and genuine interest in her business, she managed to succeed and continue to derive her strength from his moral support.

6.3.7 The main reasons for starting businesses

The informants advanced five main reasons for starting their business enterprises. The first reason cited was abject poverty in the family. The socio-economic situation at home compelled the school leaver to start a business in order to help improve the living conditions. The second reason was the failure of school leavers to succeed academically which made them to look for an optional career in business.

The third reason given was giftedness or talent in some area which was identified early by teachers and later pursued by the school leaver after it was acknowledged and appreciated at school. The fourth reason was the alarmingly high rate of unemployment in the country. Finally, the need by the school leaver for independence made the school leavers want to determine their own future and take charge of their lives.

6.3.8 Subjects and content

The research has revealed that school leavers did not learn a single subject that was specifically meant to impart business knowledge and skills to them. The need for commercial subjects in the school curriculum was acknowledged by all the informants.

Unlike others, school leavers who did practical subjects such as Home Economics and Needlework when they were still at school, were found to have benefitted more as they were well-equipped with the technical skills they later needed to start their businesses. The more theoretical school subjects did not adequately prepare school leavers for entrepreneurship. The general observation is that there is a clear mismatch between the subjects taught at school and the current entrepreneurial careers in which school leavers are involved.

6.3.9 Teaching methods

The interviews indicated that teachers still employed the traditional teaching methods in the classrooms. The telling method is the most dominant teaching strategy. When the telling method is being used, learners are expected to pay attention, to memorise the content and to reproduce the content as and when it is required. Learning becomes largely teacher-centred and learners become passive recipients of knowledge.

Through the use of tests and examinations for evaluation of the learnt content the emphasis was highly placed on the correct answer. This approach therefore discouraged creativity and it left very little room for experimenting or innovation which are crucial skills in the business world.

6.3.10 Extra-curricular activities

Extra-curricular activities which were intended to establish the spirit of entrepreneurship among learners were found to be absent in those schools attended by the informants.

Educational trips were merely focused on learning about environmental issues. Other trips were meant for sporting activities. During their schooling careers the informants did not once host a guest who came from the business sector or a business leader who came to address them about entrepreneurship as a career option.

It was found that all the informants knew about some learners who were engaged in entrepreneurial activities during breaks. In order to supplement their meagre incomes parents used to send their children with some items to sell at school. Teachers were, however, not very happy about this arrangement because they thought learners who operated such businesses lacked the necessary concentration on their school work hence they underachieved in class.

6.3.11 Problems hindering entrepreneurship

The study has identified a number of hindrances that militate against entrepreneurial development and growth.

The first problem is the negative perception about small business in general. Teachers and other professionals tend to look at small business as a low level job when compared to professional

careers. As a result learners are not encouraged to follow the small business route. School leavers in small business have to contend with this negative perception.

The second problem is the lack of business management skills which render the school leavers powerless as far as effective business management is concerned. The third shortcoming is the lack of information and support from government and other social institutions. The fourth challenge is the lack of finance and other resources which are necessary to cater for the needs of growing business enterprises.

The last problem relates to the location of their businesses. Because the informants' businesses were mainly rurally-based they suffered the setback of an economically deprived market which is made up of the unemployed, poverty-stricken and most economically marginalised rural inhabitants of the country. This obviously threatens not only the profitability of their businesses but also their survival.

6.4 RECOMMENDATIONS

6.4.1 Introduction

The study has shown that there are gaps in the schooling system which need to be filled. The school curriculum does not sufficiently prepare learners for entrepreneurship. Schools have not yet taken deliberate efforts to instill among learners the spirit of entrepreneurship. Schools still continue to prepare learners to become job seekers rather than job creators. A very serious mismatch between what the school teaches and what the economy requires still exists.

There is therefore, an urgent need to revisit the school curriculum with the aim of reorientating it towards meeting the economic needs of the country. The effort by the new Department of Education which seeks to restructure the whole school curriculum in view of the country's needs is therefore applauded. The extent to which the new system will cater for the needs of potential entrepreneurs still remains to be seen.

Based on what the research was able to bring to light, some recommendations for possible application are put forward. These recommendations are made not only to contribute to the whole education restructuring endeavour but also to possibly assist education policy makers and education practitioners as well as institutions or individuals with vested interest in their work in education in pursuit of a viable and relevant curriculum for the country's schools.

The following recommendations are based on the research findings as outlined in Chapter 4 and the literature study which was undertaken in Chapters two and three of this research.

RECOMMENDATION 1: Entrepreneurial qualities

- School should foster and develop those entrepreneurial character traits that can be taught or developed among learners.
- Schools should take the necessary steps not only to identify but also to enhance entrepreneurial traits.
- Learners who display entrepreneurial qualities should receive positive reinforcement from teachers in order to foster the behaviour.

- Appropriate programmes should be devised to enhance entrepreneurial qualities among potential entrepreneurs.
- The above could be achieved by means of motivational training and providing education that fosters self-employment.
- Some entrepreneurial characteristics can be developed (cf Timmons 1978:6).
- Character traits such as a positive work ethic, goal setting, creativity, autonomy, problem-solving et cetera can be taught.
- Learners should be provided with situations and resources that will make it possible for them to acquire entrepreneurial qualities before they leave school. For instance, learners can be given a problem to solve as well as the resources to use in solving the problem thus developing not only the ability to solve problems but also creativity at the same time.

RECOMMENDATION 2: Business skills and training

- Literacy and numeracy skills remain very crucial skills in business and they should continue to receive due emphasis at school.
- The school curriculum should make provision for all learners to acquire the various skills that are required in the world of business.
- The curriculum should emphasise knowledge about money and how the economy works.
- Important skills such as budgeting, recording and analysis of financial statements should be taught to all learners.
- The ability to plan, manage time and communicate effectively should receive priority at school in view of their importance not only in business but also in life.

- Life skills should also form part of what is taught at school. This will ensure that learners are able to manage both their businesses and their lives successfully.

RECOMMENDATION 3: Role models

- Schools should link up with communities in their effort to develop the culture of enterprise.
- Learners need many role models from the community whom they can identify with who are successful in their own businesses.
- Schools should arrange school visits by business personalities thus affording learners chances to meet and interact with people they regard as heroes or role models. Through such interactions learners could better understand what is involved in the business world.
- Learners should be exposed to the business history of well-known business leaders thus allowing them to learn from the experiences of such people.
- Technology can also be employed to enable learners to learn from various business leaders by using for example, videos and other business publications.

RECOMMENDATION 4: Career guidance

- Due to the significant role that parents play in their children's career choice, special programmes to provide parents with career information to use at home with their children should be put in place by schools.
- Guidance teachers should play a major role in identifying and mentoring learners with entrepreneurial talent.
- Guidance teachers should undergo inservice training which will empower them with the

appropriate knowledge and attitude towards entrepreneurial careers.

- Prospective teachers need training in the role of entrepreneurs in the economy of a country so that they can be able to appreciate the importance of preparing learners for entrepreneurship while they are still at school.

- Teachers should be assisted through training to start appreciating careers in the non-traditional professions and to shift their emphasis away from the traditional professions during guidance sessions.

- Career guidance should expose learners to all forms of careers in the various sectors, both formal and informal.

- Special career exhibition sessions should be arranged to provide more information about opportunities that are available in the field of business. These could be successfully arranged in close co-operation with the business sector, labour organisations, government departments, non-governmental organisations et cetera.

- Competitions, flea market days and mini-enterprise projects should be used to generate interest and promote business awareness among learners.

- Bursaries should be awarded to learners who want to pursue careers in business.

- Materials which increase the awareness of female learners about the possibility of business initiation as a career option should be developed.

- Education policies and programmes designed to reduce sex bias and stereotyping in the schools and in curriculum materials should be enforced.

RECOMMENDATION 5: The role of the family

- A close working relationship between the home and the school regarding career choice by learners should be established in view of the great influence parents have in the careers their children tend to follow.
- Workshops should be organised where teachers, parents and learners can meet and exchange ideas about the available career options. The place of entrepreneurship as a career option should be put forward during such workshops.
- Teachers should take the lead in exposing both learners and their parents to entrepreneurial careers, thus enabling parents to influence their children in the same direction, provided such children display interest and the necessary abilities.
- Children who come from non-enterprising homes can benefit greatly once their parents are exposed to information about entrepreneurship as a career option.
- Families must be encouraged to support learners who display entrepreneurial attitudes and characteristics.

RECOMMENDATION 6: The role of other social institutions

- All community institutions have a role to play in education. Therefore, through proper planning and co-ordination the expertise of various social institutions can be utilised to promote entrepreneurial talent among the youth by working closely with schools.
- Entrepreneurs from the local community could be invited to schools to describe their experiences and the rewards of entrepreneurship (cf Rayne 1982:240).
- Education policy should ensure that a conducive atmosphere is created whereby institutions with

vested interest in education are intergrated into the school system to assist schools in their effort to produce well-informed and dynamic future entrepreneurs.

- A massive campaign to promote entrepreneurship should be launched by schools in conjunction with non-governmental organisations, churches, traditional leaders, local government, the media, business and trade unions.

RECOMMENDATION 7: Reasons why people start businesses

- Because there are many and varied reasons that prompt different individuals to start business ventures, schools must ensure that every learner who wants to be a future entrepreneur has a good reason for his/her choice.

- Schools should be able to demonstrate all the positive and the negative reasons that prompts people to start businesses and the socio-economic implications for their choices.

- Learners must be encouraged to see entrepreneurship not as a last resort or as an option for those who have failed in other areas, but as the best option one could take.

- Both the benefits and the disadvantages that come with being an entrepreneur must be thoroughly explained to all learners to enable them to make decisions based on knowledge.

- Role models should be used to explain to learners their own reasons for starting their own businesses.

RECOMMENDATION 8: Subjects and content

- A compulsory subject which teaches about entrepreneurship should be offered by all schools throughout the school system.
- It should be a practical, reality-based and interesting subject.
- Case studies of real businesses should form part of learning content.
- The content of such a subject should include all the basic knowledge on how to start a business, and how to manage a business.
- Entrepreneurship skills should, however, be taught across the curriculum.

RECOMMENDATION 9: Teaching methods

- In teaching entrepreneurship the teacher should play a facilitative role.
- Learners should be allowed to participate actively during the teaching-learning situation
- Learners should be afforded the opportunity to use their creativity, to solve problems and analyse business ideas.
- Various teaching strategies should be applied in teaching entrepreneurship so as to capture the attention and interest of all learners.
- Teaching strategies such as games, competitions, debates, group discussions, research, interviews, showing videos, answering questionnaires and entrepreneurship projects that teach basic business skills, should be used (cf Bouwer 1992:6).
- Teaching should be made practical and very little content should be memorised by learners.
- Textbooks should be used only for reference purposes and not as a teaching method.

RECOMMENDATION 10: Extra-mural activities

- Extra-curricular activities that promote entrepreneurship should be identified, co-ordinated and implemented accordingly.
- These may include educational trips to business sites for observation and enrichment.
- Business owners could also be invited to share their experiences with learners.
- Competitions about novel business ideas or business plans can also be planned.
- Flea market days where parents are invited to school and learners are afforded the opportunity to engage in business should also be considered.

RECOMMENDATION 11: Problems that beset entrepreneurs

In view of the problems that small business owners are confronted with in their work, it is recommended that:

- learners should be taught about the reality of being a business owner.
- the challenges that face all entrepreneurs should be made known to learners thus dispelling all kinds of myths about being an entrepreneur.
- learners should be well-prepared to face the uncertainty and the risk of being in business.
- learners should be shown the various problems that business owners encounter and allow them to come up with creative solutions to deal with such problems.
- learners should be afforded opportunities to interact with business owners and ask them about problems they encountered in their work, what caused the problems, how they managed to solve them and the lessons they learnt in the process.
- learners should be made aware of institutions that provide support to businesses and how they

can access such help as well as the requirements set by such institutions. For instance, learners could be taught how banks provide financial assistance to small businesses and the conditions thereof.

6.5 LIMITATIONS OF THE STUDY

The study is limited in its endeavour to explore the phenomenon set for investigation by some of the reasons stated below.

The study did not seek to generalise its findings, which is one of the tenets of qualitative studies. The research was mainly concerned with particular experiences of the informants experienced in their own setting. The study thus serve as a springboard for further in-depth research.

Only the perspectives of the school leavers who are engaged in small business were captured in the study. There are other important stakeholders such as teachers, school managers and parents who could have given more enriching and invaluable information on the subject of this study to supplement the findings of the study. The current research therefore leaves open the space for further inquiries into the role of school education in promoting entrepreneurship.

The data provided by the research represent the experiences of school leavers who left school at least three years before the study was undertaken. The conditions in schools might have changed drastically since then, especially taking into account the ongoing curriculum change process taking place in all schools in the country. The study might therefore be analysing a system which is gradually being phased out.

6.6 SUGGESTED TOPICS FOR FURTHER STUDY

Two topics are suggested for further study to complement the work done in this study.

6.6.1 **Training teachers to teach entrepreneurship.**

In view of the importance of the role played by entrepreneurs in any country's economic development and the sad reality of the general shortage of entrepreneurs in developing countries like South Africa, there is an urgent need to produce as many entrepreneurs as possible. These entrepreneurs must be equipped with the right knowledge, skills and attitudes for business. The school, among other institutions, is a well-placed agency that can be used to prepare potential entrepreneurs that developing countries need. Teachers are the appropriate agents who should do the spade work of moulding the prospective entrepreneurs as early as possible in their lives before they leave school.

The challenge is how to prepare teachers to teach entrepreneurship effectively. Teachers will not only need to have the necessary knowledge about entrepreneurship, but they will also need the practical experience and a positive attitude toward the subject. Teacher training institutions should formulate the training programme for teachers who are going to teach entrepreneurship.

The other challenge is to provide in-service training for those teachers who are already in the field to enable them to acquire the knowledge, skills and attitudes that are necessary in teaching entrepreneurship.

6.6.2 The role of community institutions in promoting entrepreneurship among learners

There are many institutions and organisations which are actively involved in assisting potential and existing small business owners in various ways in the community. These organisations and institutions include big business, churches, non-governmental organisations, local government, trade unions et cetera.

A way needs to be found to harness the expertise of the above institutions for the benefit of learners who want to follow the entrepreneurial career path. The challenge is how to integrate the activities of these institutions with those of the school to ensure that learners are positively influenced and motivated to become entrepreneurs while they are still young.

6.7 CONCLUSION

The main objective of the study was to find out the extent to which school education has prepared school leavers for self-employment. It was also intended to gather the information about the experiences of school leavers who are currently engaged in small business in a rural setting.

The literature study has shown that for an education system to remain relevant, it must be able to answer to the needs and aspirations of its recipients. Relevant education is there education that cannot be divorced from the social, political and economic circumstance of a society it is made to serve.

In view of the challenge of poverty, many years of neglect, unemployment and illiteracy in the deep rural parts of South Africa that are associated with the legacy of the former apartheid state, there is an urgent need for an education system that will be very sensitive to the these and other challenges that confront the country.

The study has highlighted entrepreneurship as one of the quickest and most appropriate ways to follow in addressing the country's past inequalities. It has been shown in the study that there is a need to prepare learners for their future roles as entrepreneurs. It is however unfortunate that schools have not yet started in earnest to introduce entrepreneurship education. School have an big challenge to teach learners to be self-reliant and creative so that they can create jobs for themselves even before they leave school. The introduction of entrepreneurship education calls fo a drastic shift from the traditional approach to teaching and learning to the entrepreneurial or progressive approach.

The recommendations outlined in this study indicate the need to drastically shift away from classroom based teaching which has no relationship with reality to a more viable, flexible, relevant and skills-based system in our schools. The introduction of the new curriculum for the country's schools is seen as a positive move towards the realisation of an education system that will produce an independent, creative, innovative and enterprising generation of citizens. It is this generation of learners that will ensure that South Africa competes in the global economy and becomes not only a shining example in the continent but also a future global economic giant.

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APPENDIX A

THE ROLE OF THE SCHOOL IN PREPARING SCHOOL LEAVERS FOR SELF-EMPLOYMENT

INTERVIEW GUIDE

- A. The main aim of the study is to gather data about the relevance of school education in the activities of school leavers who are self-employed (entrepreneurs).
- B. Pseudonyms will be used to ensure that informants' identities are protected.
- C. Interviews will be recorded on audio cassettes.
- D. Informants have the prerogative to withhold certain information which they regard as confidential.

QUESTIONS

1. Which personality traits do you regard as very important for any entrepreneur to be successful in business and how did the school reinforce such traits in you?
2. Which business (entrepreneurial) skills do you regard as crucial and how did you acquire them?
Which of the business skills were taught at school?
3. Who are the persons you regard as your role models and how did they influence your decision to start a business?
4. What type of career guidance was offered at school and what influence did it have on your present career?

5. What role did your family play in your decision to start a business?
6. How did the community and social institutions help in promoting your vision to become an entrepreneur?
7. What is/are the main reason(s) that made you to decide follow an entrepreneurial career?
8. Which school subjects or subject content relate very well to entrepreneurship and in what ways?
9. Which methods of teaching were commonly employed by teachers at school?
10. Were there any school activities besides teaching and learning in the classroom which were meant to promote business awareness?
11. Which problems or challenges hinder you in your current work as a small business owner?