THE INFLUENCE OF JASA'S MINI ENTERPRISE PROGRAMME ON LEARNERS' ENTREPRENEURIAL INTENTIONS

by

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DECLARATION

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DEDICATION

This dissertation is dedicated to my mother, Ms. Maria Sthandi Mokoka and brother, Gabaiphiwe Harrison Mokoka. All I ever wanted to do was to make you two proud. There aren't enough nor eloquent words to describe the gratitude in my heart. To my brother (Bafo), second to mom, you are my biggest fan, your constant encouragement meant a lot to me, you're a big brother every sister dreams of. Mom, your undying prayers and faith carried me throughout this journey. This journey has been emotionally, physically, mentally and spiritually draining, you encouraged me to keep going and believing God for a breakthrough. You were truly my pillar of strength and for that I thank you and love you.

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"No eye has ever seen a God like you, who intervenes for those who wait and long for you."

The Passion Translation, Isaiah 64:4

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- The Junior Achievement of South Africa organisation, for affording me the opportunity to research their entrepreneurship education programmes. Furthermore, for giving me access to their learners.
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ABSTRACT

Entrepreneurship is a catalyst for economic growth and development; thus, the South African government continues to invest in programmes aimed at enhancing youth entrepreneurship development. However, South Africa is still characterised by low levels of total entrepreneurship activity. To stimulate entrepreneurial activity, scholars, policy makers and government have all identified entrepreneurship education as a critical component. Education equips potential and existing entrepreneurs with knowledge, skills, confidence, creativity and innovative capabilities needed to excel in entrepreneurship. One such entrepreneurship programme aimed at creating and enhancing entrepreneurship intentions among high school learners is the one offered by Junior Achievement South Africa (JASA). However, the effectiveness of the JASA entrepreneurship education programmes remains largely unknown.

Enterprise Programme creates and enhances learners' entrepreneurship intentions. Consequently, how learners' personal attitudes towards entrepreneurship, perceived entrepreneurial abilities, subjective norms and entrepreneurship intentions were affected after participating in the Mini Enterprise Programme. The study employed a quantitative method and used an entrepreneurial intentions questionnaire to answer the research question. Data was collected from 151 learners who participated in the 2018 Mini Enterprise programme by means of self-completion questionnaires. SPSS was used to analyse the date through descriptive and inferential analysis techniques. The major finding of the study is that JASA's Mini Enterprise Programme does indeed create and enhance learners' entrepreneurship intentions. It was also observed that the programme positively influences learners' personal attitudes towards entrepreneurship and instilled a sense of confidence in their entrepreneurial abilities. The study concludes by providing some recommendations for entrepreneurship education.

Keywords

Entrepreneurship; Education; Junior Achievement South Africa; Mini Enterprise Programme; Entrepreneur; Theory of Planned Behaviour; Intentions; Personal Attitudes; Perceived Entrepreneurial Abilities; Subjective Norm.

TSHOBOKANYO

Bogwebi ke sethankgolodi sa kgolo le tlhabololo ya ikonomi, mme ke ka moo puso ya Aforikaborwa e tswelelang go beeletsa mo mananeong a a ikaeletseng go tokafatsa tlhabololo ya bogwebi mo bašweng. Le gale, Aforikaborwa e sa ntse e na le seelo se se kwa tlase sa ditiragatso tsa bogwebi ka botlalo. Go susumetsa tiragatso ya bogwebi, barutegi, badiradipholisi le puso ba supile thuto ya kgwebo jaaka karolo ya botlhokwa. Thuto e tlamela ba e ka nnang bagwebi le bagwebi ba ba setseng ba le gona ka kitso, bokgoni, go itshepa, boitlhamedi le boitshimololedi jo bo tlhokegang go dira sentle mo bogwebing. Lenaneo lengwe la bogwebi le le ikaeletseng go tlhama le go tokafatsa maikemisetso a kgwebo mo barutwaneng ba dikolo tse dikgolwane le tlamelwa ke Junior Achievement South Africa (JASA). Le gale, nonofo ya lenaneo la thuto ya kgwebo la JASA e sa ntse e sa itsewe.

Lenaneo la Kgwebo le tlhama le go tokafatsa maikemisetso a morutwana a bogwebi. Thutopatlisiso e ne e lebeletse ka moo molebo wa sebele wa barutwana malebana le bogwebi, bokgoni jo go tsewang bo le gona jwa kgwebo, ditumelo tse di gona le maikemisetso a bogwebi di amiwang ka gona ke Lenaneo la Kgwebonnye (Mini Enterprise Programme). Thutopatlisiso e dirisitse mokgwa o o lebelelang dipalopalo mme ya dirisa lenaanepotsolotso la maikemisetso a bogwebi go araba potso ya patlisiso. Go kokoantswe data go tswa mo barutwaneng ba le 151 ba ba nnileng le seabe mo Lenaneong la Kgwebonnye ka manaanepotsolotso a a itlalediwang. Go dirisitswe SPSS go lokolola data ka dithekeniki tsa tokololo tse di tlhalosang le tse di lebang bokao. Phitlhelelo e kgolo ya thutopatlisiso ke gore Lenaneo la Kgwebonnye la JASA tota le tlhama le go tokafatsa maikemisetso a bogwebi a barutwana. Go lemogilwe gape gore lenaneo le tlhotlheletsa megopolo ya sebele ya barutwana malebana le bogwebi mme le tsenya go itshepa mo bokgoning jwa bona jwa kgwebo. Thutopatlisiso e konosetsa ka go tlamela ka dikatlenegiso dingwe malebana le thuto ya bogwebi.

Mafoko a botlhokwa: Bogwebi; Thuto; Junior Achievement South Africa; Lenaneo la Kgwebonnye; Mogwebi; Tiori ya Maitsholo a a Rulagantsweng; Maikemisetso; Megopolo ya Sebele; Bokgoni jo bo tsewang bo le gona jwa Bogwebi; Ditumelo.

NGAMAFUFUPHI

Ikhono lobubhizinisi luyimvubelo yokuhlumisa kanye nokuthuthukisa umnotho, yingakho iNingizimu Afrika iqhubeka nokutshala izimali kwizinhlelo ezihlose ukuqinisa uhlelo lokuthuthukisa osomabhizinisi abasafufusayo. Ngakho-ke, iNingizimu Afrika isabonakala njengezwe elinezinga eliphansi kakhulu kwezezinhleli zokwenza ibhizinisi. Ukukhwezela izinga lokwezeka kwebhizinisi, osolwazi, abakhi bemigomo kanye nohulumeni bonke sebebone ukubaluleka kwemfundo njengesigaba esisemqoka. Imfundo ihlomisa ngamathuba kanye nosomabhizinisi abakhona ngolwazi, ngamakhono, ngethemba, ngobuciko bengqondo kanye nekhono lamaqhinga amasha adingeka ukuthi ukwazi ukuphumelela kwezibhizinisi. Uhlelo olunjalo lwezebhizinisi oluhlose ukwakha nokuqinisa izinhloso zobubhizinisi hlangana nabafundi abasemabangeni aphezulu, lwethulwa yinhlangano ye-Junior Achievement South Africa (JASA). Yize-kunjalo, ukusebenza ngempumelelo kwezinhlelo zemfundo yobubhizinisi i-JASA kaningi kuhlala kungaziwa kahle.

Uhlelo lwebhizinisi i-Enterprise Programme lwakha futhi luqinisa izinhloso zabafundi zebhizinisi. Lolu cwaningo lugxile kwindlela imikhuba yomfundi ngamunye iba nomthelela ngayo kwezebhizinisi, kwezamakhono aziwayo ezebhizinisi, kwingqubo ethatha uhlangothi kanye nakwizinhloso zebhizinisi zithintwa wumthelela we-Mini Enterprise Programme. Ucwaningo lusebenzise indlela eyencike kumanani (quantitative method) kanti futhi luphinde lwasebenzisa umbhalo wemibuzo onezinhloso zobubhizinisi ukuphendula umbuzo wocwaningo. Idatha iqoqwe kubafundi abayi-151 ababebandakanyeka ohlelweni lwe-2018 Mini Enterprise Programme ngokusebenzisa imibhalo yemibuzo egcwaliswa yolowo mfundi ophendulayo qobo lwakhe. I-SPSS isetshenziselwe ukuhlaziya ilanga ngokusebenzisa izinhlelo zokuhlaziya i-descriptive and inferential analysis techniques. Ulwazi olunzulu olutholwe wucwaningo olwenziwe yi-JASA's Mini Enterprise Programme empeleni luye lwakha futhi lwaqinisa izinhloso zabafundi kwezebhizinisi. Kuye kwatholakala ukuthi uhlelo luye lwaba nomthelela omuhle kwimikhuba yabafundi ngamunye kwikhono lobubhizinisi futhi lwatshala ummoya wokuzethemba kumakhono abo obubhizinisi. Ucwaningo luphetha ngokunikeza izincomo ezimayelana nemfundo yobubhizinisi.

Amagama asemqoka: Ububhizinisi; Imfundo; uhlelo lwe-*Junior Achievement South Africa*; I-*Mini Enterprise Programme*; Usomabhizinisi; IThiyori yendlela eHleliwe yokuZiphatha; Izinhloso; Imikhuba yoMuntu; Imikhuba eYaziwayo yamaKhono obuBhizinisi; Izinjwayelo ezithatha uhlangothi.

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LIST OF ACRONYMS

A	Attitudes
DSBD	Department of Small Business Development
EE	Entrepreneurship Education
EI	Entrepreneurship Intention
EU	European Union
GYEEDA	Ghana Youth Employment and Entrepreneurial Development Agency
IDC	Industrial Development Corporation
ILO	International Labour Organisation
JA	Junior Achievement Worldwide
JASA	Junior Achievement South Africa
NEET	Not in Education, Employment or Training
NYDA	National Youth Development Agency
PEA	Personal Entrepreneurial Abilities
SEDA	Small Enterprise Development Agency
SEE	Shapero's Entrepreneurial Event
SEFA	Small Enterprise Finance Agency
SME	Small to Medium Enterprise
SMME	Small, Medium and Micro Enterprise
SN	Subjective Norms
TEA	Total Entrepreneurial Activity
TPB	Theory of Planned Behaviour
TVET	Technical and Vocational Education and Training
YLED	Youth Leadership and Entrepreneurship Development

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Entrepreneurship, at a micro level, alleviates poverty and fosters economic emancipation; at the macro level, entrepreneurship promotes equity and fiscal growth (Chiloane-Tsoka & Mmako, 2014:379; Gwija, Eresia-Eke & Iwu, 2014:1; Sambo, 2016:331). It is for this reason that the question of nurturing entrepreneurial intentions has long been and continues to be topical in entrepreneurship discourse (Chimucheka, 2014:404; Bird, 2015:161; Boldureanu, Ionescu, Bercu, Bedrule-Grigorut & Boldureanu, 2020:22; Ndofirepi, 2020:17). Research reveals a positive correlation between increased entrepreneurial activity and socio-economic well-being. In developing countries that are characterised by a growing youth bulge (Ojeaga, 2015:23, Statistics South Africa, 2017), stimulating youth entrepreneurship presents emerging economies, such as in South Africa, with innumerable benefits including reduced unemployment, economic growth and reduced crime, among others (National Development Plan, 2011:85).

But, the big question in South Africa today is: "*How can entrepreneurship among the youth be nurtured?*" Research, both past and present, labours on trying to answer this question. The focal point being discovering mechanisms to stimulate youth entrepreneurship. Entrepreneurship, as with any career stimulating interest, especially among the youth, begins with awareness, which in turn activates intention. But for this activation to happen, a conducive, supportive, enabling and nurturing environment needs to be in place. Hutchinson and Kettlewell (2015:117) observe that entrepreneurship education (EE) is an effective mechanism to prepare youths for successful entrepreneurship and economic participation (Chimucheka, 2014:412).

More specifically, EE should never be undervalued as it is the means through which young entrepreneurs acquire the knowledge and skills essential to identify entrepreneurial opportunities (Bakar, Islam & Lee, 2015:88). This is ever so true in the Fourth Industrial Revolution (4IR) world, where technology and change are the new 'normal'. Recent findings corroborate this and reveal that individuals, who receive EE,

are more successful entrepreneurs than their counterparts without EE. In particular, it has been observed that the former is better equipped to start businesses that are likely to survive beyond the three- to five-year critical period (Herrington & Kew, 2016:53).

1.2 BACKGROUND OF THE STUDY

There is limited research on how EE impacts on the learners' entrepreneurial intentions. Previous research that was done on a global scale indicated that EE introduced learners to a realistic sense of entrepreneurship journey, therefore increasing their self-confidence and entrepreneurship intention levels and is found to be successful (Rankhumise, 2014; Fayolle & Gailly, 2015; Karimi, Biemans, Lans, Chizan & Moulder, 2016).

Within the context of a developing nation such as South Africa, a lot of research has been done on the impact of EE on EI in higher education (Rankhumise, 2014; Fatoki & Oni, 2014). Nchu, Tengeh and Hassan (2015:523) conducted a similar study in the Western Cape. However, the researcher has not found any research of that nature in Gauteng. It is against this background that this study proposes that research be conducted on the effectiveness of the interventions used by JASA's Mini Enterprise programme to establish entrepreneurial intentions amongst school learners.

1.2.1 Entrepreneurship education

Entrepreneurship education is aimed at inspiring potential and existing entrepreneurs with the knowledge and skills required to identify and seize entrepreneurial opportunities (Bakar, Islam & Lee., 2015:88). Therefore, introducing entrepreneurship education in high schools will instil in learners the attitudes and capabilities necessary for pursuing entrepreneurship as a career path (Pfeifer, Šarlija & Sušac, 2016:103), and similarly influence youth (young people aged 15–24) who are also in the labour force. For the purpose of this study, the term youth and learners will be used interchangeably.

The education system suffers from poor quality (Grossen, Grobler & Lacante, 2017:1) as it cannot adequately equip learners, who are unable to pursue higher education, with the skills needed to transition from school to formal employment (National Development Plan, 2015:299). 52 percent of the age-appropriate population remain enrolled in schools (Department of Basic Education, 2018) and equally, 60 percent of first graders will not

complete Grade 12 (Grossen et al., 2017:2), Most youth, who dropout of the school system, remain idle as they are not employable due to their lack of skills (Weybright, Caldwell, Xie, Wegner & Smith, 2017:2). Therefore, youth need to be equipped at school level with entrepreneurship education that will enable them to start small businesses, which are seen as an important driver in addressing job scarcity and economic growth (Fatoki & Oni, 2014:922).

Entrepreneurship education is different from Business Studies. The latter is purely based on theory and focuses on imparting “knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory, and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises, and economic growth” (Basic Education, National Curriculum Statement, 2011: 8). Nchu et al. (2016:523) state that the subject of Business Studies is purely theory-based, with limited activities based on case studies in the textbook. Therefore, while Business Studies teaches learners how to manage a business, entrepreneurship education focuses on venture creation.

Thus, the main aim of EE is to create EI through theory and practice, with attitudes and capabilities for pursuing an entrepreneurship career path (Pfeifer et al., 2016). In South Africa, entrepreneurship is integrated into the subject of Business Studies under various topics for the purpose of developing entrepreneurship skills in learners (Department of Basic Education, National Curriculum Statement, 2011:10).

Despite this effort, depressed entrepreneurial activity still permeates, with even lower levels of youth entrepreneurship activity (Herrington & Kew, 2016:4). One of the reasons for the inability of Basic Education to transfer entrepreneurship skills is due to their methods of teaching entrepreneurship education. Nchu et al. (2016:9) state that teachers do not have entrepreneurship orientation which would aid them in effectively teaching entrepreneurship education.

1.2.2 Junior Achievement South Africa (JASA)

The rationale behind the selection of Junior Achievement South Africa is that it forms part of a global, nonprofit organisation which through its entrepreneurship education is

dedicated to empowering young people to create their own economic success. The impact of JASA is limited as the programme is voluntary and offered after school, thus limiting the organisation's effectiveness. Therefore, emphathising the instruction of entrepreneurship education in high schools to increase learners' entrepreneurial intention, and more so, also to equip learners that are unable to pursue higher education (National Youth Policy 2015:22).

1.2.3 The Mini Enterprise Programme offered by JASA

This programme is voluntary, accompanied by a motivational letter and academic results. The programme is aimed at offering a more comprehensive enterprise programme to young people over a period of twelve weeks, amounting to three to four hours a week. In this period, the learners in Grades 10 and 11, aged 16–18 years, are loaned capital and taught how to start a mini-company, manage business finances, the essentials of marketing, how to identify business opportunities and about the buying and selling of shares. The curriculum is intended to challenge the learners by beginning with theory, then followed by practical activities.

Learners are taught how to identify business opportunities. This is important in that opportunity identification is a crucial part of entrepreneurship. Furthermore, learners need to transform good ideas into business concepts (Karimi et al., 2016:189). Learners can use technology in starting a business to connect with their customers and to keep abreast with environmental changes in order to have a competitive advantage.

1.2.4 Entrepreneurial Intentions

The use of the Theory of Planned Behaviour (TPB), exhibits that entrepreneurship education and entrepreneurship intention positively relate and instil creativity (Chen, Hsias, Chang, Chou, Chen & Shen, 2013:558–560) and innovation skills that enable learners to think 'out of the box' and practically apply those ideas to solve problems relating to scarce resources in their new ventures (Wynarczyl & Piperopoulos, 2013:224). Using leadership abilities gained through entrepreneurship education (Molaei, Zali, Mobaraki & Farsi 2014:14), learners are more likely to identify good business opportunities, take greater risks in business (Hvide & Panos, 2014:201; Schlaegel & Koeing, 2014:320) and apply sound financial management (Kuradag, 2015:25).

Entrepreneurs that have received entrepreneurship education (EE) are reported to be 1.2 times more successful than their counterparts in that they are better equipped to start businesses (Herrington & Kew, 2016:53). The absence of entrepreneurship education is a major hindrance that hampers learners' intentions to start a small business (Farashah, 2013:881). One of the obstacles faced by learners is the lack of business knowledge that may cast doubt on their confidence to engage in entrepreneurship (Staniewski & Awruk, 2015:590). The lack of finance and infrastructures are considered major factors that hinder learners' intentions (Ayoade & Agwu, 2016:10). These challenges can be overcome through participation in entrepreneurship education.

1.3 RESEARCH PROBLEM

Despite a plethora of entrepreneurship education programmes offered in South Africa, predominantly the Gauteng Province, their efficacy in stimulating learners' interest in entrepreneurship still remains unknown. There is a need for sustainable businesses and a great need for economic growth and employment in South Africa (Statistics SA,2016), and entrepreneurship education is now the key subject of discussion (National Curriculum Statement, 2011:8; Nchu et al., 2016: 523).

Thus, organisations such as JASA, YLED and Enactus offer the various entrepreneurship education programmes to stimulate entrepreneurial intentions. Despite the different types of entrepreneurship education offered by JASA and the number of learners reached thus far, youth entrepreneurship intention and activity levels are still low. Thus, this study intends to investigate whether the Mini Enterprise Programme stimulates learners' entrepreneurship intentions.

1.4 RESEARCH OBJECTIVE

To determine the extent of effect that Jasa's Mini Enterprise Programme has on Johannesburg learner's entrepreneurial intentions.

1.4.1 Secondary objectives

- To investigate Jasa's Mini Enterprise Programme on learner's entrepreneurship intentions.
- To investigate Jasa's Mini Enterprise Programme on learner's Personal attitudes towards entrepreneurship.
- To investigate Jasa's Mini Enterprise Programme on learner's perceived entrepreneurial abilities.
- To investigate Jasa's Mini Enterprise Programme on learner's subjective norms
- To investigate learner's personal attitudes towards entrepreneurship, perceived entrepreneurial abilities and subjective norms on their entrepreneurial intentions.

1.5 RESEARCH QUESTION

To what extent is JASA's Mini Enterprise Programme successful in stimulating learners' entrepreneurial intentions? The importance of this question is grounded in the fact that entrepreneurship continues to be a prominent part of economic development and growth, thus, increasing leaner's entrepreneurial with result in increased Total Entrepreneurship Activity.

1.5.1 Hypotheses

These hypotheses aim to answer the above research question: the study employed the following hypotheses:

H1: Learners' participation in entrepreneurship positively influences their entrepreneurial intentions.

H2 Learners' participation in entrepreneurship education positively influences their attitudes towards pursuing entrepreneurship.

H3 Learners' participation in entrepreneurship education positively influences their perceived entrepreneurial capabilities.

H4 Learners' participation in entrepreneurship education positively influences their subjective norms.

H5 Learners perceived entrepreneurial capabilities positively influences their entrepreneurial intentions.

H6 Learners' attitudes towards entrepreneurial path positively influences their entrepreneurial intention.

H7 Subjective norms positively influence entrepreneurial intentions.

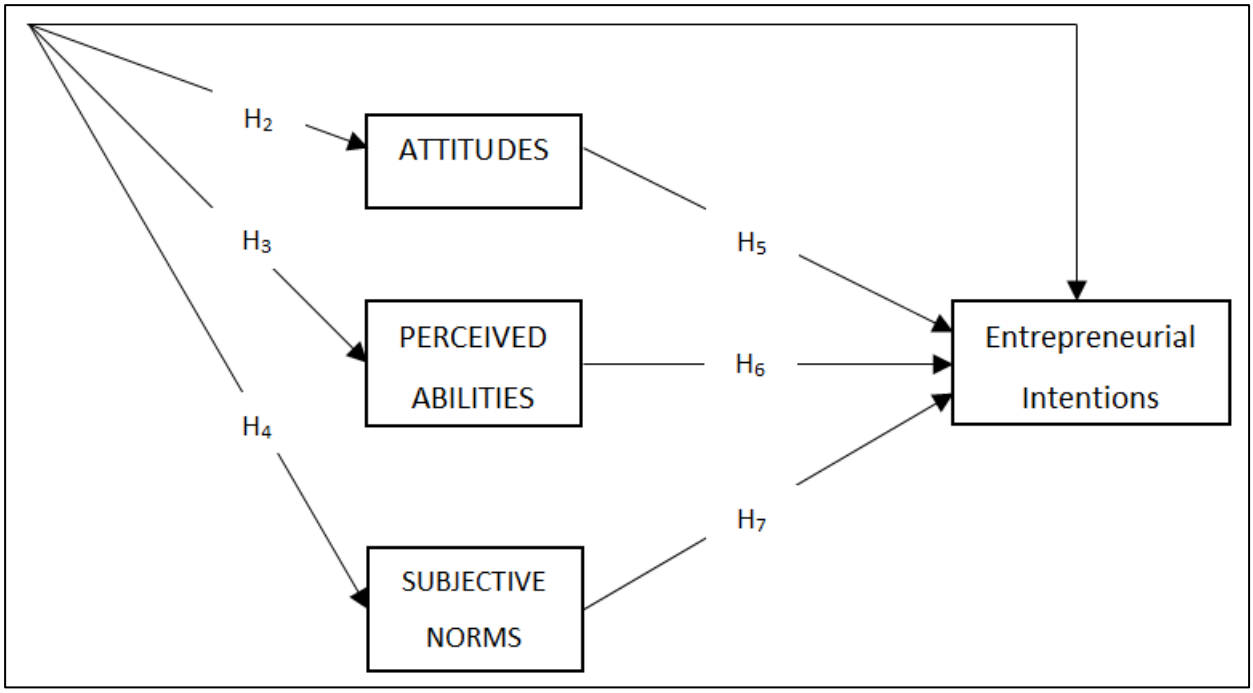

Figure 1.1 Model for the study

(Source: Adapted from Liñán & Chen, 2009)

1.6 CONTRIBUTIONS OF THE STUDY

This study examines the impact of JASA's Mini Enterprise Programme on learners' entrepreneurial intentions.

1.6.1 Theoretical contributions

This study contributes to entrepreneurship education theory by analysing the practical application of theoretical constructs (EE and EI) and providing recommendations that will be used for planning of future programmes.

1.6.2 Practical contributions

Areas of improvement of the Mini Enterprise Program will be identified and recommendations will be made. This study's findings are relevant to JASA and other

entrepreneurship education-based organisations, Department of Basic Education and small business development organisations.**1.7**

1.7 RESEARCH METHODOLOGY

This research adopts quantitative methodology which entails a positivism philosophy, which is associated with a deductive approach (Saunders, Lewis & Thornhill, 2012). A positivistic philosophy is concerned with collecting data about an observable reality, which in this dissertation relates to the causal relationship between impact of EE and EI. Since these phenomena are well-known and established, a deductive approach by means of a survey was suitable (Bryman & Bell, 2015). Consequently, data was collected by use of a closed-ended questionnaire (Saunders et al., 2012:177).

1.7.1 Research design

The study adopts a survey design as it “provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (Crewell, 2009:145), thus determining whether JASA’s Mini Enterprise Program establishes entrepreneurial intentions among school learners.

A descriptive survey design is cross-sectional thus, data collection will take place in Gauteng at one phase. (Bryman et al., 2015:54). The reason for using this quantitative design is that the data about how entrepreneurship education influences learners’ entrepreneurial intentions will be gathered at a particular time after they have completed entrepreneurship education. This design has been vastly used in similar studies and proved to answer the research question; thus, this study used the same design.

1.7.2 Population and sampling

180 Grade 10 and 11 learners in Johannesburg that had participated in the 2018 Mini Enterprise Programme at JASA are classified as the population for this study. Out of the 180 learners, only 151 questionnaires were returned, and as such, the 151 learners represent the sample of population.

The researcher visited the schools and with the help of principals, JASA learners were assembled to partake in this study. The researcher explained the purpose of the study and indicated that participation is voluntary. Questionnaires were handed out and learners given 20 minutes to complete. Once the time lapsed, the researcher then gathered all the questionnaires. Before data could be collected, a pilot study on seven learners was done to ascertain that the research instrument measured the intended research question.

1.7.3 Data collection

Data was collected by use of questionnaires and the database for these learners was obtained from JASA. A 5-point Likert scale Summated Rating formed part of the questionnaire (1 = very poor; 2 poor; 3 satisfactory; 4 good; 5 excellent). The Entrepreneurship Intention Questionnaire was adapted (Liñán & Chen, 2009; Forbes, 2005) to suit the Gauteng Grade 10 and 11 South African high school learners. The questionnaires were handed out and collected by the researcher at the learner's respective schools and in the presence of their teachers who ensured that learner's rights were not violated.

The researcher approached to ensure that the research instrument measured what it was intended to and that learners understood the questions. These learners formed part of the 2018 cohort were requested to complete the questionnaire. This process assisted the researcher to modify the questionnaire, so it is easily understood my learners.

1.7.4 Data analysis

SPSS version 23 was used in descriptive and inferential statistical analysis stage of the study. Once the data was collected, it was coded and interpreted using univariate and multivariate sample findings as a basis for inferences about the population of learners (Babbie & Mouton, 2012). Once descriptive statistics were run, factor analysis was used to identify question items that had similar responses. From this analysis, three sub-factors namely, content, career and programme were identified. Furthermore, correlation analysis was used to determine which variables correlated positively and regression analysis examined the impact that independent variables had on dependent variables.

1.7.5 Reliability and validity

In this study, internal consistency in the form of Cronbach's alpha was used. Consequently, measuring the consistency of learners' responses to a set of questions, ensuring that the items measured the intended objectives. The researcher made use of a tested Intention Questionnaire from Liñán (2004) which has been widely validated by previous studies.

Validity as "the extent to which it measures what it was intended to measure", (Leedy & Ormrod, 2010:28). For ensuring the trustworthiness of the results, the questionnaire was modified to suit the participants. Content validity used in this study, is defined as "a research technique for the objective, systematic and quantitative description of the manifest content of a communication" (Saunders et al., 2012:410), was used in this study. This technique ensured that the questions adequately covered what needed to be investigated through various methods, such as the pilot study, the peer review by UNISA's Ethics Committee, the Department of Basic Education and JASA.

1.7.6 Ethical considerations

Ethical considerations ensure that participants rights are not infringed upon (Cooper & Schindler, 2011; Children's Act 38 of 2005:53). This study adhered to ethical considerations of the University of South Africa (UNISA). Furthermore, the researcher received permission and endorsement from the following stakeholders: JASA, the Gauteng Department of Basic Education, School Governing Bodies (SGB) and School Principals.

In line with UNISA's ethical clearance guidelines, learners were informed of the following: (a) the purpose of the study and completion of the questionnaire, (b) their participation in the study, (c) the anonymity and confidentiality of their information, (d) their voluntary consent to participate and (e) their right to withdraw at any point. The researcher, supervisors and the statistician were the only one's privy to the data.

1.7.7 Delimitations of the study

There are various provinces where the JASA Mini Enterprise Programme is offered. However, the study was only conducted in Gauteng as it was impractical and too widespread for the researcher to research other areas of the country. Five schools from the North, East, South, and West of Gauteng consisting of a population of 180 learners were selected for the study.

1.8 CHAPTER LAYOUT

Chapter 1: This chapter introduces the entire study, by explaining the purpose of the study, the research problem to be investigated, the objectives aimed at addressing the problem are outlined. The preliminary literature on EE and EI is included. Furthermore, the methodology, limitations, and ethical considerations of this study are introduced.

Chapter 2: This chapter focuses on providing in-depth literature on EE, including the role of entrepreneurship education in the global context, the impact of EE on EI, the conceptual framework, and elaboration on the JASA programmes. providing an in-depth understanding of the phenomenon these two (EE and EI) constructs.

Chapter 3: The research methodology used in the study entailing an in-depth review of the research design, method applied, the population size, and the sampling method are explained. Furthermore, data collection instrument (questionnaires), collection methods, validity, and reliability are discussed.

Chapter 4: This chapter involves data analysis. The results of the study are presented and interpreted. A full discussion of the findings is provided.

Chapter 5: The findings are summarized and conclusions that either confirm or disconfirm the research objectives are drawn. The limitations of this study are provided, research gaps are addressed, and recommendations for future research are presented.

1.9 CONCLUSION

The foundation of this study is based on the proposition that entrepreneurship education creates and enhances entrepreneurial intentions. Furthermore, despite various EE programmes offered in South Africa, the country is still ranked low for Total Entrepreneurial Activity. For this reason, JASA has been used as the case study to determine what aspects of the Mini Enterprise Programme, if any, positively affect learners' entrepreneurial intentions. After laying down the foundations of the study, an extensive literature review focused on not only EE but also on the operation of JASA.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This literature chapter explores the relationship between entrepreneurship education and learner's entrepreneurial intentions. A deeper discussion on entrepreneurship concepts, types of entrepreneurship programmes and the importance of entrepreneurial intentions are discussed.

2.2 THEORETICAL BACKGROUND OF ENTREPRENEURSHIP

Research on entrepreneurship has produced different definitions and approaches since the concept of entrepreneurship was introduced by Cantellion (1755), Say (1803) and (Schumpeter,1934) with the focus on the *economic perspectives* which are based on the creation of new companies and economic rationality (Ferreira, Fayolle, Fernandes & Raposo, 2017:30). From 1960 to 1980, scholars such as McClelland (1965) and De Vries (1977) paid attention to the *behaviourists' perspective*. In their studies of entrepreneurship, Fishbein (1981) and Ajzen (1975) present the *psychological approach* where the emphasis is on the psychological characteristics of the individuals.

The *institutional approach* (Aparicio, Urbano & Audretsch, 2016:46) measures the effect of *sociocultural environment* in influencing individual's decision to embark on an entrepreneurship. From 1980 to present, authors such as Kuratko and Hodgetts (1995), Mintzberg and Waters (1982), Drucker (1986), Gibb (1993) and Hisrich, Manimala, Peters and Shepherd (2013) focused on the management school of thought. From 1985 to date, Gartner (2008) and Bygrave and Hofer (1992) reported that the *social perspective* is required to support entrepreneurs. Since 1995, authors such as Baron and H (2011) and Krueger, Liñán and Nabi (2013) emphasise *opportunity recognition* and entrepreneurship intentions. According to (Álvarez, Amorós & Urbano, 2014:446), the *resource-based* approach states that the organisation's resources determine the factors of the entrepreneurship process.

In line with the definitions of entrepreneurship, (Long,1983:54–55) observed repetitive trends that comprise “uncertainty of risk, complementary managerial competence, and creative opportunism.” These definitions are summarised as follows:

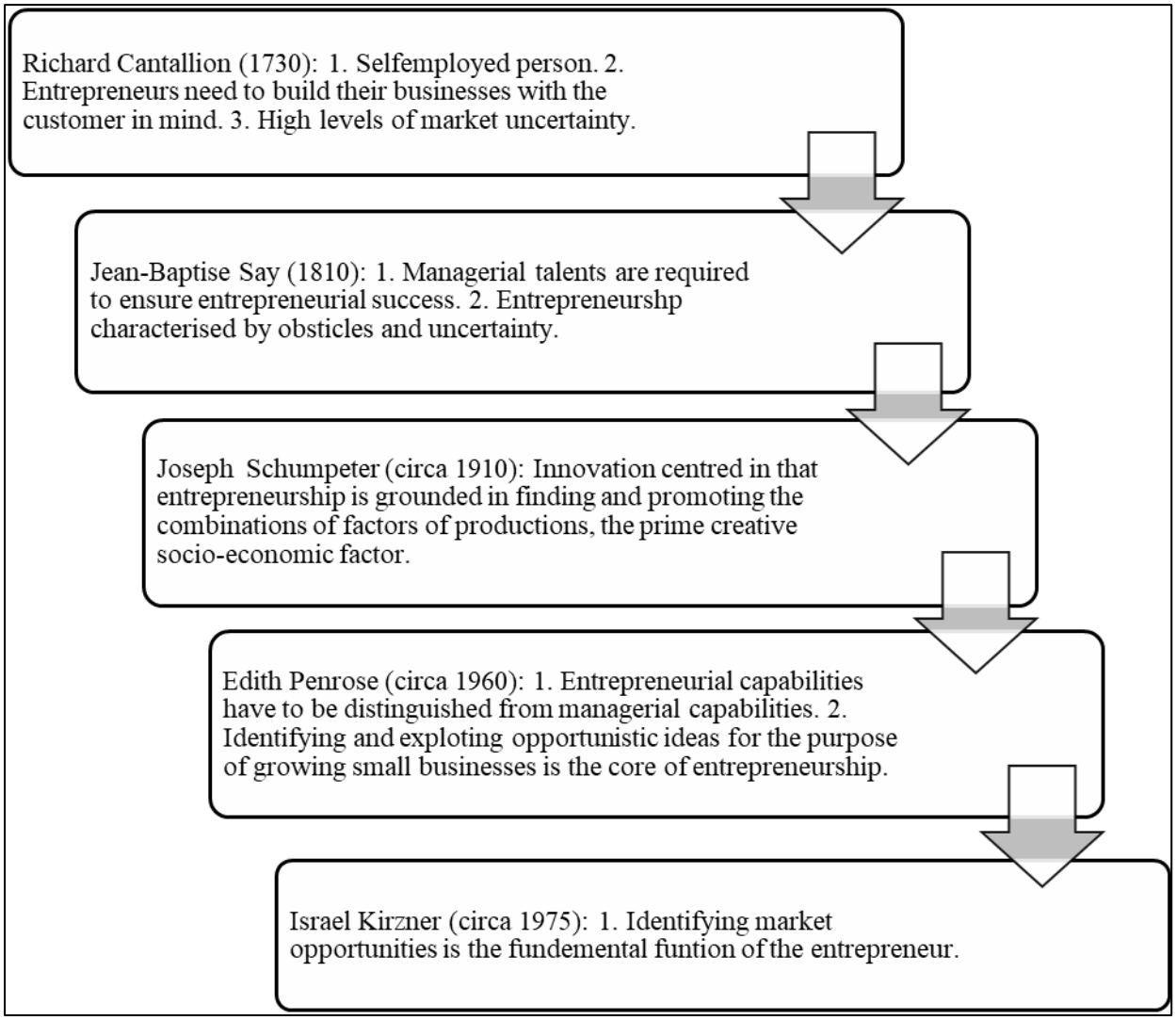

Figure 2.1 Classical definitions of entrepreneurship

(Source: Long, 1983:54–55)

In recent years, entrepreneurship has been defined by the following characteristics: risk (Johansen & Schanke, 2013:360; Sørensen & Sharkey, 2014:330; Ceptureanu & Ceptureanu, 2015:35), innovation (Howaldt, Domanski & Schwarz, 2015:90), growth and growth process (Toma, Grigore & Marinescu, 2014:440; Galloway, Kapasi & Sang, 2015:684; Burton, Sørensen & Dobrev, 2016:240), creativity (Gedik, Miman & Kesici, 2015:1088;in gathering resources (Toma et al., 2014:438; Malebana & Swanepoel, 2014:4; Asogwa & Dim, 2016:46), leadership (Galloway et al., 2015:685), identifying

opportunities (Gedik et al., 2015:1088; Karimi et al., 2016:189); and technology (Landström , Åström & Harirchi, 2015:500).

The economic and social impact of entrepreneurship is discussed below. This study adopted the definition of entrepreneurship as follows: “the study of source of opportunities; the process of discovery, evaluation, and exploitation of opportunities” (Shane & Venkataraman, 2000:218). Thus, entrepreneurship is the science of seeking and exploiting opportunities.

2.2.1 Importance of entrepreneurship

The notion that entrepreneurship promotes youths’ participation in the economy is largely accepted by literature (Chiloane-Tsoka & Mmako, 2014:379; Gwija et al., 2014:1). These sentiments are echoed by international development governments and agencies that have looked to entrepreneurship to advance sustainability and effectiveness of aid (Naude, 2013:1). Understanding the role that is played by entrepreneurship on economic growth requires an explanation of the various constructs. The evolution of entrepreneurship has been marked with many definitions depending on one author or another. There has been much debate on the subject since 1911 as to what entrepreneurship entails as it is multifaceted.

The importance of entrepreneurship is grounded by its influence on economic growth and development. Several scholars (Aparicio et al., 2016:58 and Ferreira et al., 2017:28) have resolved that the former is essential to the latter. Hence, understanding the role of entrepreneurship and job creation and innovation is important. Entrepreneurship continues to drive employment, in turn contributing to economic growth. Countries such as Taiwan and Hong Kong are deeply rooted in small businesses, as more that 80 percent of employees work in small businesses. German’s small businesses, those with less than 500 employees contribute two-thirds of the GDP (Toma et al., 2014:439–440).

Although entrepreneurship within the Sub-Saharan Africa (SSA) is high, economic development and growth is still lagging (Brixiová, Ncube & Bicaba, 2015:13). Substandard infrastructure, exiguous financial capital, unemployment, limited educated workforce, inappropriate trade policies and government policies tend to provide a hostile

environment to entrepreneurship (Adusei, 2016:209). These factors tend to produce necessity-driven entrepreneurs rather than opportunity-driven entrepreneurs.

Baptista, Karaöz and Mendonca (2014:832) concur that opportunity-based entrepreneurs are individuals who start businesses because of an opportunity that exists, and that they are more likely to give up their current employment to pursue an entrepreneurship path, whereas necessity-based entrepreneurs embark on entrepreneurship due to lack of employment prospects. Entrepreneurship necessitated by need, unlike that founded upon opportunity may explain the inverse relationship between the two factors (Ferreira et al., 2017:28).

Aparicio et al. (2016:46) propose that Kirzerian's opportunity-based type of entrepreneurship encourages economic growth, as the Schumpeterian necessity-based type of entrepreneurship only influences the economy at a later stage of development (Toma et al., 2014:440). Naude (2013:5–6) advocates for the opportunity-grabbing-for-profit type of entrepreneurship in developing countries that is characterized by market disequilibria. These views advocate the need for policy makers to redefine policies and strategies to inspire this type of entrepreneurship in all countries, (Aparicio et al., 2016:58).

Table 2.1 below illustrates that opportunity-driven entrepreneurs equated to 65.7 percent which is lower than that of the African average of 67.7 percent. Necessity-driven entrepreneurs, however, equated to 33.2 percent, which is higher than that of the African average. This clearly points to South Africa's high unemployment rate, poor economic growth and the high competition for low-level jobs opportunities as the driving factors to necessity-driven entrepreneurship (Herrington & Kew, 2016:31).

Table 2.1 Opportunity- and necessity-driven TEA rates among the adult population of South Africa, 2001 to 2015

	2001	2005	2010	2013	2014	2015	African Region
Necessity-driven (percent of TEA)	18.2	39.5	36.0	30.3	28.2	33.2	30.2
Opportunity-driven (percent TEA)	64.7	57.0	60.7	68.6	71.3	65.7	67.7
Ratio (necessity vs opportunity)	0.3	0.7	0.6	0.4	0.4	0.5	0.4

(Source: Herrington & Kew, 2016:31)

In order to provide a more global perspective, entrepreneurial activities in various countries were compared and it was determined that only 9.2 percent of the South African population were willing and able to venture into entrepreneurship (Total early-stage Entrepreneurial Activity), as compared to China's 12.8 percent, India's 10.8 percent, Brazil's 21 percent, Botswana's 33.2 percent, and Burkina Faso's 29.8 percent respectively (Herrington & Kew, 2016:28). Table 2.2 below depicts the TEA rate disaggregated by age. 18-24-year-old youth's interest in entrepreneurship pales in comparison to the African average.

Given the high levels of youth unemployment in South Africa, these figures are a cause for concern. Thus, more work needs to be done to stimulate entrepreneurship activity in South Africa as the country is lagging. Entrepreneurship should be encouraged intensely as more market competition increases the quality of products and services offered, thus positively affecting economic performance (Frisch et al., 2017:159).

Table 2.2 TEA rate by age group in South Africa from 2001–2015

Years	2001	2005	2009	2013	2014	2015	African average
18-24	3.4	3.1	4.7	7.8	4.8	6.3	15.0
25-34	5.3	6.1	7.4	14.1	9.0	10.9	24.0
35-44	9.1	7.2	7.7	11.5	7.5	12.03	22.6
45-54.	4.3	4.5	5.9	10.9	7.4	8.0	19.9
55-64	1.9	5.4	2.2	6.0	4.9	4.4	14.5

(Source: Herrington & Kew, 2016:33)

2.2.2 Entrepreneurs

Understanding entrepreneurship requires that one first comprehend the type of individual that an entrepreneur is. The person views change as an opportunity and responds correctly to it. Innovation and opportunity identification are traits that set entrepreneurs and small business owners apart (Drucker, 1985:28). Some scholars, such as (Sharma, 2013:9) and (Frese, Hass & Friedrich, 2016:29), have defined an entrepreneur as an individual who has the innovative ideas, skills and initiative to create and operate their own businesses.

However, entrepreneurs should not be confused with business owners. Plotnikova, Bului & Vashchenko (2016:951) expound further that being a business owner does not make

one an entrepreneur, although they both aim to make profits, but the distinguishing factor is processing innovation. An entrepreneur is commonly regarded as a visionary, an individual who is aggressive in turning his vision into reality and which demands taking calculated risks in the form of financial, social, personal and psychological risks (Brooker & Joppe, 2014:351). This attests to the fact that an entrepreneur's reward far exceeds financial gain, as it extends to personal satisfaction and a form of independence (Estay, Durrieu & Akhter, 2013:243).

Two types of entrepreneurs have been described by (Ferreira et al.,2017:28), namely:

- The Schumpeterian entrepreneur, who is an innovator, an agent of change, who coordinates and produces creative destruction by upsetting the conventional way of doing things (Schumpeter, 1950; 1961).
- The Kirznerian entrepreneur is opportunity-driven in that he takes advantage of opportunities for profit gain (Kirzner, 1973).

Characteristics of entrepreneurs differ from one venture to another (Nchu et al., 2015:16). Pollack, Barr and Hanson (2017:16–17) establish that integrity and consistency are key traits of successful entrepreneurs. These characteristics then manifest in the form of the creation of quality products, services and inventions. Therefore, the difference between successful entrepreneurs and those who are unsuccessful is entrenched in the attitude and the ability to gather the required resources (Brooker & Joppe, 2014:350). It can be concluded, therefore, that these characteristics do not guarantee successful entrepreneurial ventures, but the perception exists that individuals who possess these traits have an increased probability of succeeding (Burch, 1986:28). Entrepreneurship is an exciting career path with abundant rewards, but there are difficulties that facing entrepreneurs. The environment that the entrepreneur seeks to operate in is not always inductive to venture creation possibly due to the lack of resources. This subsequently results in low entrepreneurial activity and an even more devastating rate of failing businesses which intimidates potential entrepreneurs. Some of the hindrances faced by entrepreneurs, such as the fear of failure, broken families resulting from long hours and emotional strain from running a new venture, are discussed below.

2.3 ENTREPRENEURSHIP EDUCATION

Entrepreneurship education has been studied and defined by different authors over time, with the intention to provide a detailed background of the concept. Some of these authors have indicated that the curriculum comprises the following learning outcomes: opportunity identification, risk, and new venture creation (Fretschner & Weber, 2013:423). At the heart of entrepreneurship education is creating, growing and reinforcing an entrepreneurial culture among participants. Broadly defined, entrepreneurship education aims to encourage young people to think creatively, take risks (Solesvik, Westhead & Matlay, 2014:684–693), manage businesses, take responsibility, and to develop a great sense of worth by plunging themselves into real life learning experiences (Chimucheka, 2014:407).

Entrepreneurship education involves a learning process that provides skills and knowledge necessary for entrepreneurship (Volery, Muller, Oser, Naepflin & Del Rey, 2013:429). Leadership and resources such as technology, skills and finance form an integral part of entrepreneurship education (Rideout & Gray, 2013:330–332). With the development of entrepreneurship education research, business functions, innovation, leadership, risk taking, and financial control have been included as elements of the entrepreneurship education curriculum (Saeed, Yousafzai, Yani-De-Soriano & Muffatto, 2015:1131–1134). Learners should also be equipped with the social capital required to network (Wiger, Chapman, Baxter & Dejaeghere, 2015:537). According to (Baggen, Lans, Biemans, Kampen and Mulder, 2016:193–200), entrepreneurship education involves focusing on initiation, creativity innovation and growth in small business. Farani, Karimi and Motaghed (2017:87) report that establishing, as well as managing a new business needs to be included in the curriculum. According to (Botha, 2006), entrepreneurship education topics that need to be covered are described in Table 2.3 below.

Table 2.3 Entrepreneurship education content

Business skills	Description
General management	How a business works and how it must be managed. Planning, organising, leading, motivating and control also form part of general management.
Marketing management	Conducting market research, selecting a target market and how to sell to i and positioning the business in the market.
Legal skills	Business forms, contractual law, understanding the necessity for ethical behaviour within a business, as well as registering trademarks, logos and
Operational management	Manufacturing the finished product and service, identifying raw materials and suppliers, identifying wholesalers and retailers.
Human resource management	Management of people within the business. Recruiting, selecting, training and the development of employees on a continuous basis are important.
Communication skills	Internal communication between employees and owner/manager and external communication between the entrepreneur and all other stakeholders, such as customers and suppliers.
Business plan compilation	Before committing time and energy to preparing a business plan, the entrepreneur should do a quick feasibility study of the business concept.
Financial management	How to do financial planning, how to collect money from customers and pay suppliers, what sources of finance must be used to obtain capital and how to compile financial statements.
Cash flow management	Managing the cash inflow and outflow in a business and solving cash flow problems.

(Source: Botha, 2006:71–72)

In response to high youth unemployment, South African higher education institutions, like the University of South Africa, University of Cape Town, and the University of Pretoria offer formal entrepreneurship training programmes.

The question that arises is how can entrepreneurship education be offered? Various South African educational institutions now offer formal entrepreneurship training programmes, but these are only accessible to individuals that have the privilege to pursue higher education. Individuals that cannot pursue higher education are forced to enrol in informal training programmes, such as those offered by the South African government, which now bears the burden of equipping nascent entrepreneurs without any entrepreneurial orientation (National Youth Policy, 2015:19).

The problem with this is that these government programmes cannot effectively transfer entrepreneurial skills if inadequate education is being offered in the schools (Harrington

& Kew, 2016:46). This results in a vicious circle of poorly skilled school leavers who are unable to succeed as entrepreneurs. Various programmes are discussed under sections 2.4.1 and 2.4.2.

2.3.1 The importance of entrepreneurship education

To curb the high youth unemployment rate of 50.9 percent (Statistics SA, 2017), the youth must be equipped through education and training in entrepreneurship, thus preparing them to be employment creators instead of employment seekers when they exit high school (Wiger, Chapman, Baxter & Dejaeghere, 2015:537; Efrata, Hadiwidjojo & Aisjah, 2016:54). This will result in reduced unemployment and increased entrepreneurship activity (Thomas & Agarwal, 2017:95). Considering the present state of economic uncertainties in South Africa, entrepreneurship development cannot be overstressed.

Therefore, the need for better equipped entrepreneurial skills and abilities that have been shaped by entrepreneurship education are required (Meyer & Mostert, 2016:54; Brush, 2017:32). The importance of entrepreneurship education transcends the growth of the entrepreneur; it increases entrepreneurship activity, subsequently economic growth (Agboola, 2014:101). According to the (European Commission, 2015:7), persons that have attended entrepreneurship education will most probably pursue entrepreneurship, but they are also 1.2 times more likely to succeed in business unlike their counterparts, thus resulting in economic growth (Herrington & Kew, 2016). Kakouris, Dermatis & Liargovas (2016:11) share the same sentiments of including entrepreneurship education into basic education.

Ebewo, Rugimbana and Shambare (2017:286) conclude that participation in practical entrepreneurship education positively influences participants' intentions to start businesses by changing their attitudes and increasing their entrepreneurial abilities. The rate of failure in small businesses and low levels of Total Entrepreneurship Activity (TEA) is attributed to the lack of business acumen and skills, finance, marketing, (Fatoki, 2014:925). These skills can easily be learned through entrepreneurship education. Without downplaying the role that other factors play in the failure of SMMEs and low TEA, this study only focuses on the impact that entrepreneurship education has on entrepreneurial intentions.

2.3.2 The concept of education defined

The importance of education is based on the great positive influence it has on individual lives and communities as it equips learners with skills needed to be employable (Weybright, Caldwell, Xie, Wegner & Smith, 2017:1). According to the International Labour Organisation (2017:2), providing quality education encourages continuous learning. Resulting in an educated workforce that facilitates economic competitiveness through research and innovation, thus encouraging governments to invest in quality education. Individuals can acquire education through formal, non-formal and informal means (Melnic & Botez, 2014; Farahani, Mirzamohamadi & Noroozi, 2014; Mahajan, 2017).

2.3.2.1 Formal education

A “systematic, organised education model, structured and administered according to a given set of laws and norms” (Melnic & Botez, 2014:114), which includes an extensive curriculum offered from primary up to university, (Farahani, Mirzamohamadi & Noroozi, 2014:560).

2.3.2.1.1 Formal education in South Africa

Two forms of formal education exist in South Africa, namely, basic and higher education (Herring & Kew, 2017:34). Higher education is every individual’s birth right (Republic of South Africa Higher Education Annual Report, 2017:16). Basic education aims to prepare South African learners for the workplace, by teaching them educational and life skills for them to be good members of society (Department of Basic Education, 2016). This, therefore, implies that learners are to acquire skills to not only seek employment but also to become employers. Unfortunately, learners are equipped for a market that cannot absorb them. Youth unemployment is at its peak; thus, governments and policy makers need to consider introducing entrepreneurship education into the syllabus. This form of education would equip learners with skills, mindsets and behaviours required for an entrepreneurial career (International Labour Organisation, 2017:2).

Higher education is offered by Universities and Technical and Vocational Education and Training (TVET) institutions (Republic of South Africa Higher Education Annual Report, 2017:25). South African higher education intends to groom “capable, well-educated and skilled citizens that are able to compete in a sustainable, diversified and knowledge-intensive economy which meets the development goals of the country” (Ellis & Steyn, 2014:445). These educational offerings are available to potential entrepreneurs.

2.3.2.2 Non-formal education

This form of education does need class attendance and involves reading in the comfort of one’s home (Dib, 1987:2). It is flexible and learner-centred enough to adapt to the interests of students, current events and does not entail deadlines (Melnic & Botez, 2014:114). Institutions that provide non-formal education, therefore, enjoy a greater freedom in design, location and delivery of programmes (White & Lorenzi, 2016:775).

2.3.2.2.1 Non-formal Education in South Africa

The South African Department of Arts and Culture (2016) has developed libraries to provide information resources. These resources offer great assistance to potential entrepreneurs looking to expand their knowledge on the subject.

2.3.2.3 Informal education

This form of education is different from non-formal education (albeit closely linked) as it is spontaneous, pedagogically unrecognised and unprepared (Melnic & Botez, 2014:114). According to (Farahani et al., 2014:560), individuals see opportunities to learn everywhere, and this bridges the gap left by formal and non-formal education. Examples of informal education are exhibitions, competitions, networking, conferences, watching TV programmes, reading magazines and books (Mahajan, 2017:153).

2.3.2.4 Informal education in South Africa

Mupenzi, Kriek and Potgieter (2015:318) state that exhibitions aim at equipping existing and potential entrepreneurs with information, networking and skills. These are achieved through partnerships with industry, government and academia (Entrepreneurship, 2017).

These exhibitions provide a platform for cultivation, exposing and increasing innovation (Innovation Summit, 2017). Entrepreneurship TV programmes such as Dragons Den, Making Moves and the Big Small Business Show enlighten would be entrepreneurs on what the journey requires.

Albeit, the different forms of education, the focal point of this study is impact that the entrepreneurship education, in the form of Junior Achievement South Africa (JASA), has on entrepreneurial intentions. Entrepreneurship education is thus viewed as a catalyst for bringing about an increased youth entrepreneurship rate. As education creates, grows and reinforces an entrepreneurial culture among participants.

2.3.3 The challenges of pursuing entrepreneurship

The journey of individuals' intentions to start small businesses is hampered by several obstacles. These obstacles are the lack of education in terms of acquiring resources and creative thinking needed to start a business (Rideout & Gray, 2013:330; Shambare, 2013:457). The process of registering a business is perceived to be expensive and tedious (Gwija et al., 2014:79–80). The lack of experience and suitable business knowledge may cause learners to doubt their ability to start a business (Staniewski & Awruk, 2015:590). Ayoade & Agwu (2016:10) consider the lack of finance and poor infrastructure as challenges faced by learners. An evolution of entrepreneurship has been established by various authors who have introduced numerous schools of thought to improve entrepreneurship in businesses, both small and large, for the purpose of gaining a competitive advantage.

The question that arises is "What are entrepreneurs motivated by?" Entrepreneurship motivation can either be internal or external sources. Internal sources are defined as the individual's character, personal values and beliefs (Estay et al., 2013:247), whereas external sources speak of an individual's cultural, social and ethnic background (Huang, Camacho, Depositario & Bello,2016:92). The distinction between opportunity-based and necessity-based entrepreneurs as indicated by literature is akin to 'pull' and 'push' motives (Patrick, Stephens & Weinstein, 2016:347).

Opportunity-based entrepreneurs desire independence and economic freedom. Opportunity-based entrepreneurs can easily identify and exploit opportunities and excel

in business. These entrepreneurs affect the economic state of a nation. Necessity-based entrepreneurs are usually ‘pushed ‘into entrepreneurship as they lack the education and skills required for formal employment (Rajshekhar & Grossman, 2016:660; Zwan, Thurik, Verheul & Hessels, 2016:274). Most entrepreneurship activities in Africa are necessity-driven, as they participate in informal sectors. The lack of entrepreneurship education and access to capital results in these entrepreneurs operating in informal sectors and having no influence on the economy as they do not grow beyond their start-up phase (Edoho, 2015:7). Studies on motivational factors have progressed through the years from models focusing on the entrepreneur’s personality traits as being the main motivational factors (Estay et al., 2013:248) to models focusing on contextual factors (Huang et al., 2016:91) to the currently highlighted cognitive models which lean towards attitudes and beliefs (Soon et al., 2016:3).

Multiple studies have recognised the major role that entrepreneurship education plays in imparting characteristics such as risk appetite, creativity, leadership, opportunity identification and technology in entrepreneurs (Brush, 2014:29; International Labour Organisation, 2017:2; Thompson & Kwong, 2016:840). The study, therefore, aims to determine the impact of entrepreneurship education programmes on the learners’ entrepreneurial intentions in.

2.4 ENTREPRENEURSHIP EDUCATION IN SOUTH AFRICA

“South Africa’s unemployment rate is depressing, to say the least; even more disturbing is the estimated 50.90 percent youth unemployment rate” (Trading Economics, 2017). Table 2.4 collates South Africa’s unemployment rate to that of its counterparts such as Algeria, Morocco, etc. According to Table 2.4, South Africa has the highest unemployment rate, thus signifying that urgent intervention measures are necessary.

Table 2.4 Employment rate

Country	Last		Previous	Highest	Lowest		Term
South Africa	50.90	Dec/16	54.2	54.5	48.8	percent	Quarterly
Algeria	29.90	Dec/15	25.2	29.9	21.5	percent	Yearly
Cape Verde	28.60	Dec/15	35.8	35.8	21.3	percent	Yearly
Morocco	25.50	Mar/17	22.5	25.5	13.1	percent	Quarterly
Nigeria	25.00	Sep/16	24.0	25.0	11.7	percent	Quarterly
Tanzania	13.70	Dec/14	14.9	14.9	13.7	percent	Yearly

(Source: Trading Economics, 2017)

As evidenced in Table 2.4 above, South Africa has the highest number of unemployed youths. Thus, drastic solutions need to be employed to curb these high figures. Globally EE is viewed as one of the answers to curbing low economic development (Birch 1987:187). The issue of whether entrepreneurship can be taught has become outdated, as quite several scholars have proven that as a whole or in part, can be offered in basic education (Moberg, 2014:513; Hietanen & Järvi, 2015:51; Efrata, Hadiwidjojo, Solimun & Aisjah, 2016:54).

The subject, Business Studies was introduced in 2005 for Grade 10 to 12 learners for the purpose of developing entrepreneurial skills in learners through a comprehensive teaching plan (Basic Education, National Curriculum Statement, 2011:3). This subject is different from entrepreneurship education as it is purely on theory and focuses on business theoretical principles and economic development (Basic Education, National Curriculum Statement, 2011:8). Nchu et al., (2016:523) state that the subject of Business Studies is purely theory based, with limited activities based on case studies in the textbooks. Thus, the main aim of Entrepreneurship Education (EE) creates Entrepreneurship Intention (EI), which deals with the required attitudes and capabilities for pursuing an entrepreneurship career path (Pfeifer, Sarlija & Susac, 2016). In South Africa, entrepreneurship is integrated in the subject of 'Business Studies' under various topics for the purpose of developing entrepreneurship skills in learners (Basic Education, National Curriculum Statement, 2011:10).

Despite this effort, South Africa's youth entrepreneurship activity levels are low (Herrington & Kew, 2016:4). The Global Competitiveness Report of 2016/2017 revealed that although South Africa is ranked 47th on the Global Competitiveness scale, the

country's primary and higher education ranked 123 and 77 respectively. Signifies that the basic education ministry is dismally failing to prepare learners for an entrepreneurial journey (Harrington & Kew, 2016:47).

One of the reasons for the inability of basic education to transfer entrepreneurship skills is the lack of or poor teaching of entrepreneurship education. Nchu, Tengeh, Hassan and Iwu (2017:9) state that teachers lack entrepreneurship orientation which could aid them in effectively teaching entrepreneurship education. Over and above incorporating entrepreneurship education in the curriculum, teachers must be adequately trained in order to inspire promising entrepreneurs (Harrington & Kew, 2016:54).

Currently, basic education does not require academic competence and/or business experience from teachers (Basic Education, National Curriculum Statement, 2011:9). As previously stated, entrepreneurship education is theory-based, and it could be argued that education must be complemented by practical learning (Shambare, 2013:457; Kakouris et al., 2016:18; Nchu et al., 2016:523). In addition, special attention should be given to the development of teachers through contact with entrepreneurs and excursions to enterprises (Seikkula-Leino et al., 2015:401).

However, these strategies will fail dismally if entrepreneurship in schools is not promoted as a career choice (Dinis, 2014:2; Nchu et al., 2016:524). Furthermore, it was concluded that exposure and the involvement of entrepreneurial activity would greatly increase the risk tolerance of entrepreneurs. Entrepreneurship's stimulation through education should include the three elements as illustrated in Figure 2.2 below. Current teaching methods will not suffice in inspiring entrepreneurship as they constrain entrepreneurial development. therefore, an entrepreneurial approach to teaching is required as the subject encompasses human development (emotions, ideals and life experiences). Figure 2.2 shows that the entrepreneur needs knowledge to develop new thinking patterns, skills, and attributes. In addition, it illustrates that entrepreneurial intention is regarded as the first step that must be addressed. It is through experimental learning that students can receive the opportunity to participate in entrepreneurial activities. These entrepreneurial activities greatly prepare the students for an entrepreneurial path. Thus, this supporting the focus of this study, as it aims to determine the intention of students.

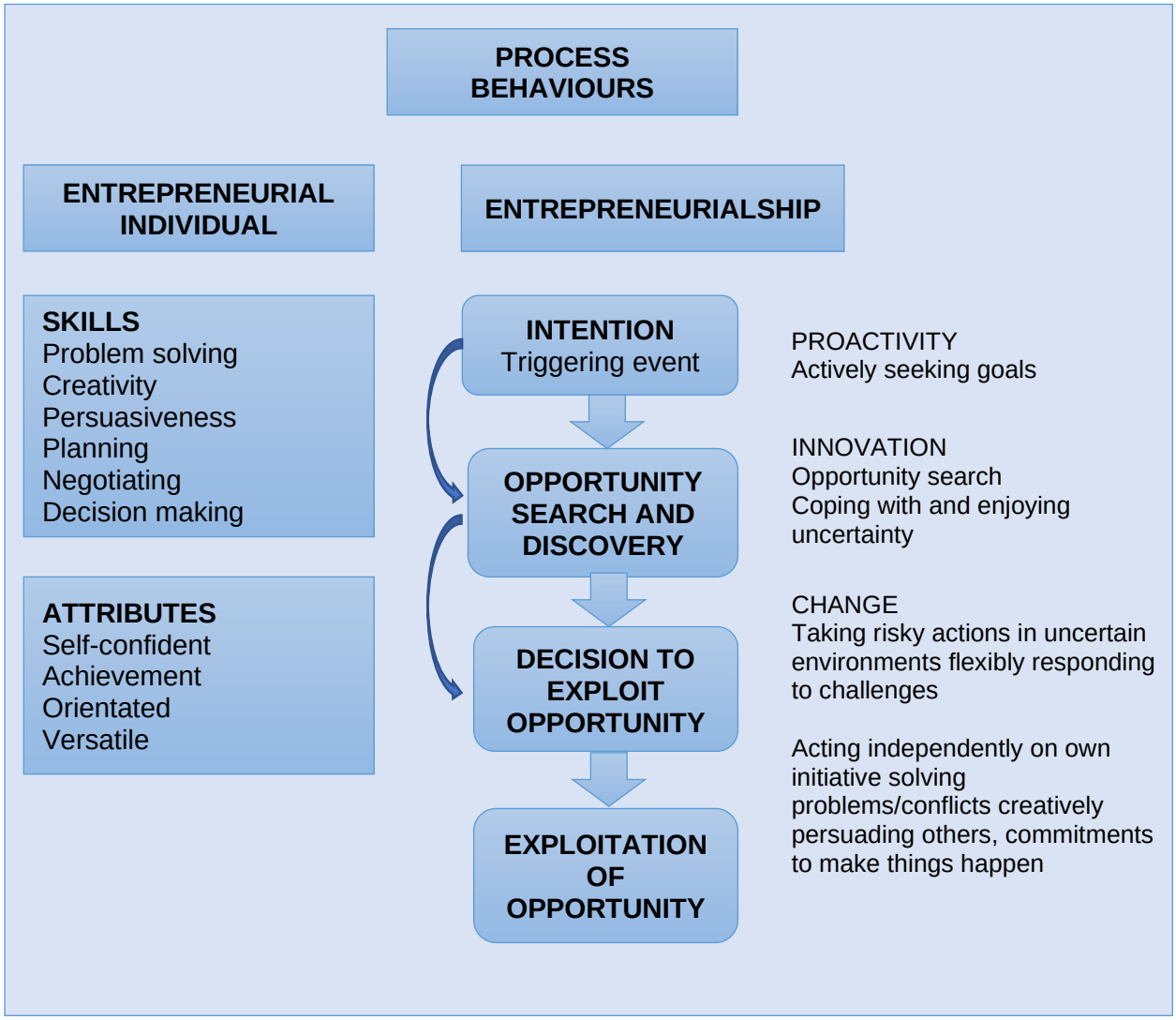

Figure 2.2 Entrepreneurship process

(Source: Elaborated from Gibb, 1993; Shook et al., 2003)

Therefore, South African policy makers really need to address the employability of school leavers by developing innovative entrepreneurship education programs in high schools, with the aim of producing opportunity-based entrepreneurs that will positively influence the economy. Only 67 percent South African early-stage entrepreneurs possess high school education (Harrington & Kew, 2016:36).

South African entrepreneurial intention has dropped from 15.4 percent to 10.9 percent, which is significantly lower for the African region (Harrington & Kew, 2016:4). These statistics are alarming since business studies were one of the strategies introduced to increase these levels. In addition, (Harrington & Kew, 2016) indicate that 73.8 percent of

people perceived entrepreneurship positively, and 45.4 percent believed that they possessed entrepreneurial capabilities (Harrington & Kew, 2016:24–25).

As impressive as these statistics are, they however do not result in an increased level of entrepreneurial. Although entrepreneurial activity is regarded as a significant instrument to reduce youth unemployment, the South African school curriculum has failed to provide practical skills required to understand entrepreneurship. Informal training, such as government programmes, now bear the burden of equipping nascent entrepreneurs (National Youth Policy, 2015:19).

The problem with this is that these government programmes cannot effectively transfer entrepreneurial skills if inadequate education is being offered in the schools (Harrington & Kew, 2016:46). This results in a vicious circle of poorly skilled school leavers and entrepreneurs. As the importance of entrepreneurship education has been thoroughly discussed, the question that arises is how can entrepreneurship education be offered? This question is answered in the section below.

Few examples of Formal Entrepreneurship Education Programmes:

- Wits Business School offers a Master's Degree in Management: Entrepreneurship and New Venture Creation, which can be done over a period of 14 months. This is offered to postgraduate students.
- University of South Africa offers various undergraduate programmes such as:
    - National Diploma: Entrepreneurship is offered to school leavers with a minimum of three years' entrepreneurial experience.
    - Programme in Small Business Management, a 12-month course teaching the relevant skills and knowledge to establish and manage a business. It is offered to potential and existing small business owners.
    - Short course in SMME Management, a 3-month course, aimed at equipping business owners with less than 50 employees with the knowledge and skills for business management.
    - Short course in writing a business plan is offered to potential entrepreneurs.

- Cape Peninsula University of Technology offers school leavers a National Diploma in Entrepreneurship which equips them with knowledge to start their own businesses.
- University of the Free State offers school leavers a Bachelor of Commerce Degree specialising in entrepreneurship which equips school leavers and aspiring entrepreneurs with entrepreneurial knowledge.

2.4.1 Informal entrepreneurship education programmes

There are several entrepreneurship education programs from different service providers that are available in South Africa, amongst others, they include the ten listed below:

(1) National Youth Development Agency offers the Entrepreneurship Development Programme (EDP). This programme intends to impart entrepreneurial skills, knowledge, attitudes, and values for entrepreneurship to aspiring and existing entrepreneurs between the ages of 14–35 (National Youth Development Agency, 2017).

(2) Youth Leadership and Entrepreneurship Development Programme (YLED). This organisation provides in-school learners with the opportunity to have their leadership, interpersonal and entrepreneurship skills sharpened through different skills models: Life Skills, Entrepreneurship Skills and Leadership Skills (YLED, 2016).

(3) South African Institute for Entrepreneurship. This organisation offers entrepreneurship education to schools from Grade 2 to Grade 12. This organisation has only been in existence since 1996 (South African Institute for Entrepreneurship, 2016).

(4) Teen Entrepreneur. This is a non-profit organisation that develops and encourages an entrepreneurial intention in high school learners through practical seminars and workshops (Teen Entrepreneur, 2016).

(5) The Branson Centre for Entrepreneurship South Africa. Founded as a non-profit foundation in 2010 by Richard Branson as part of the Virgin Group and Branson Family, this foundation aims at providing support to entrepreneurs, in order to help grow their businesses. This is done by providing access to training and mentoring, networking, markets and resources (The Branson Centre of Entrepreneurship South Africa, 2016).

(6) SEDA introduced entrepreneurship education in high schools that operate in the Eastern Cape, Northern Cape, Mpumalanga, Free State and North West, with 1537 learners recruited to receive education and training needed to start small businesses (Small Enterprise Development Agency, Annual Report, 2016:18-41).

(7) SA Institute. Business Leadership and Management for Entrepreneurship is a 2-day workplace induction programme offered to graduates, entrepreneurs and first -time managers through understanding the business environment.

(8) SA Institute: Launching your Business Idea for Entrepreneurship is a 2-day programme to help aspiring entrepreneurs understand entrepreneurship and launch their ideas into viable businesses.

(9) South African Breweries. SAB Kick Start offers a 6-month course which supports youth entrepreneurs (18–35 years) with mentoring, financial and technical expertise to grow their businesses.

(10) Junior Achievement South Africa (JASA) offers entrepreneurship programmes that afford high school learners the opportunity to practically apply entrepreneurship theory (JASA, 2016).

For this study, the researcher chose JASA because of its global recognition. It has been in operation for 33 years. Participation in this programme is voluntary and aimed at Grades 10 and 11, for learners aged 16–17 years. Learners must commit to three hours a week for eight months. This programme is a combination of theory and practical learning, in that not only does it transfer entrepreneurship education theory, but it also assists learners in applying that theory in practice. The JASA programme teaches the following:

- How to start their own business, which includes selecting a company name, electing directors, buying and selling of shares.
- Opportunity identification.
- Financial management, sales, marketing.

JASA is recognised by the South African Government and corporate organisations such as ABSA, Investec, Sasfin, Sasol, Transnet and many more as a benchmark and trailblazer in the area of entrepreneurship education. The CITI Foundation has consistently funded the JASA experimental in-school and out-of-school programmes for the past 30 years (JASA June 2015 Newsletter). Presently, the JASA organisation is

present in nine South African provinces and has completed 131 programmes, reaching 6 634 learners.

With the perceived success that has been achieved by this organisation in reaching 6 634 learners in nine provinces, the youth unemployment rate of 50.9 percent (Statistics SA, 2017:11) is still prevalent. The high rate of youth unemployment is partly attributed to the fact that entrepreneurship is not taught at basic level (Sambo, 2014:160), thus their inability to start businesses and become economically liberated. Many youths cannot pursue higher education, and therefore, rely heavily on the skills embedded in them in basic education (Herrington & Kew, 2017:47). As a result, informal EE bridges the gap left by basic education in equipping the individual's level of self-efficacy and increases their EI, (Herrington & Kew, 2017:47), thus creating positive entrepreneurial attitudes as early as secondary school.

2.4.2 JASA programmes

Many of entrepreneurship programmes offered are of a short duration, often lasting only a few days. These durations seem idealistic, as the duration does not allow enough time for practical learning to be incorporated as EE has to incorporate a wide variety of knowledge coupled with experimental learning. Therefore, this might result in failing businesses, as these entrepreneurs do not have the experience and psychological maturity to handle the demands of venture creation.

Over 37 years, JA South Africa with the support of JA Worldwide has offered several programmes aimed at instilling essential business and entrepreneurial skills to young people of various ages. This non-governmental organisation has reached youth from both rural and urban areas across South Africa and exposed them to entrepreneurial activities in an innovative and interactive manner. With the guidance of trained and passionate facilitators, the following programmes of Entrepreneurial Development, Financial Literacy, Workplace Readiness and the JA South Africa Entrepreneurship Academy Programme have been implemented across the country (JASA, 2017). These programmes are explained in Table 2.5 below.

Table 2.5 JASA programmes

Entrepreneurial Development
Enterprise Programme (The Mini Enterprise Programme) This programme was development with Grades 10 and 11 learners in mind, with the aim to impart knowledge needed to establish and operate a small business. The intensive programme spans over a period of three months. The learners must be between the ages of 16–18 and they must commit to three hours a week. Furthermore, the programme requires learners to be driven, interested in learning about entrepreneurship and team players (The Mini Enterprise Programme, 2017:1)
Enterprise Dynamic Programme This programme introduces Grade 4–7 learners a mini-business through entrepreneurship education. Additionally, learners are equipped with the essential knowledge required to access future employment (JASA, 2017).
JA Titan Programme This is a 12-hour programme that familiarizes Grade 10–12 learners, through interactive simulation, with important economic and management decisions.
BE Entrepreneurial Programme During this 12-hour programme, the Grade 9–12 learners are taught the essential components of a business plan. Through this programme, learners are encouraged to start a small business while in high school.
Youth Enterprise Development Programme Over a duration of three to four months, this incubator programme, 18–35-year-olds are taught how to establish a business. Through facilitation and support, the youths are introduced to micro-finance institutions for finance application, business mentoring, market research, operations and how to bring about solutions that will grow the business.
It's My Business Programme This 12-hour programme focuses on social studies, reading and writing skills. Critical thinking is encouraged at this level to learn entrepreneurial skills that encourage positive perceptions as they explore their career ambitions.
Environmental Entrepreneurs Programme Over a period of eight weeks, Grade 5–7 learners are taught about their responsibilities and are provided with insights regarding climate change. Over and above learning entrepreneurial education, learners are taught to ensure environmental sustainability. Learners are taught about the importance of the triple bottom line.

Financial Literacy
More than Money Programme This programme, which was developed with Grade 5–7 learners in mind. Learners are educated about ‘earning, spending, sharing, and saving money’. Furthermore, learners are inspired with insight about businesses and career paths they can follow with their set of skills.
MMBIZ Programme A 12- to 15-hour programme for Grade 10–12 high school learners. Learners are assisted on how to manage finances, through developing their analytical abilities and to consider their motives in how they spend money. These are financial skills that will be carried over into the learners’ adult lives.
Workplace Readiness
Discover Youth Career Programme Designed for Grades 10–11 learners, this programme is covered in 4- to 5-hour workshop. Through the workshop, learners are introduced to various career options that suit their precise skills and interests. The learners sit for a Personality Assessment test that is enabled by trained facilitators. The results from this test are used to guide learners in choosing their career path.
JA Success Skills Programme Suited for Grades 10–12, and like the MMBIZ Programme, learners are taught financial literacy help them to budget their finances. This programme is offered over 12 to 15 hours. The financial skills learnt in this programme assists learners to make better financial decisions in their adult lives.
JA South Africa Entrepreneurship Academy Programme
JA South Africa Entrepreneurship Academy Programme This programme caters for Grades 10–11 learners over a period of seven to eight months. Learners have to commit to three to four hours a week. This is JASA’s most intensive and prestigious programme as it combines some of the other programmes mentioned above. Unlike the other programmes, admission to this programme requires learners’ motivational letters along with their previous academic results.

(Source: Adapted from JASA, 2016)

These programmes display the essence of entrepreneurship education, in that they combine theory and incorporate practical learning. Traditional teaching methods cannot activate entrepreneurship; thus, teaching must be complemented by entrepreneurial approaches.

2.5 THE JUNIOR ACHIEVEMENT ORGANISATION

This section presents an overview of the Junior Achievement organisation which is based on the information obtained in documents about the programme. These documents include among others, factsheets, brochures, manuals and reports.

2.5.1 The Junior Achievement (JA) International Organisation

Junior Achievement is an American organisation founded in 1919 and which has expanded its reach to 111 countries. The largest Global youth service providers with over 470 000 volunteers offering more than 50 programmes to 10 million students (5–18 years old) in over 100 countries (JA Factsheet, 2017; JA Worldwide Annual Report, 2016:11). The organisation has partnered with JA Bechtel, CITI Foundation, FedEx Express, HSBC, Johnson & Johnson and the MetLife Foundation. The programmes offered aim to provide students with insight into the business environment and the role it plays in the global economy. These programmes are usually adapted to suit each country's needs.

2.5.2 Junior Achievement Africa (JAA)

Junior Achievement Africa has been implementing entrepreneurship programmes since 1979. The aim of the organisation is to deliver impactful programmes to out-of-school and unemployed/under-employed youth (between 15–35 years of age), enabling them to create sustainable micro-enterprises and jobs (JA Africa Annual Report, 2016:4). To date, JA Africa operates in 13 African countries, and has reached 183 552 students and offered 5 940 classes.

2.5.3 Junior Achievement South Africa (JASA)

The South African office opened in 1987 and since that time JA has expanded its operation into 13 countries, reaching 2 025 000 African youths. In the period 2014–2015, the organisation reached 184 000 young people in South Africa (JA Africa Annual Report, 2015). JA's worldwide outreach programmes have since affected over 125 million young people globally (JA Africa, 2016). The South African Government and corporate organisations such as ABSA, Investec, Sasfin, Sasol, Transnet and many more, recognise JASA as the trailblazer in the area of entrepreneurship education.

The CITI Foundation has consistently funded the JASA experimental in-school and out-of- school programmes for the past 30 years (JASA June 2015 Newsletter). Presently, the JASA organisation is present in nine South African provinces and has completed 131 programmes, reaching 6 634 learners. Research has established that entrepreneurship education efficacy of depends on the teaching methods, teacher orientation, entrepreneurial activities such as competitions and simulations for learners, and industry visits (Nchu et al., 2016:523). JASA indicates that the levels of entrepreneurial intention and self-efficacy of learners increased after receiving entrepreneurship education (JASA Report, 2016).

2.6 THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON THE LEARNERS' ENTREPRENEURIAL INTENTIONS

Various scholars have indicated how imperative entrepreneurship education is to the learners' entrepreneurial intentions (Farashah, 2013:881). Entrepreneurship education instils convergent and divergent skills (creativity skills for learners to think from different perspectives) with the aim of opening a business. Convergent skills empower learners to decide which ideas to pursue in starting a business, while, on the other hand, divergent skills equip learners to generate new ideas for new venture creation, especially in a resource-constraint context (Volery et al.,2013:435; Gundry, Ofstein & Kickul, 2014:530–531).

Once learners can think creatively, the process of innovation will follow suit. These innovation skills equip learners to collaborate with other entrepreneurs in developing new products in cases where entrepreneurs do not possess skills and resources for venture creation (Wynarczyl & Piperopoulos, 2013:224; Chen et al., 2013:558–560).

Risk adverse learners pursue employment rather than creating employment (Hvide & Panos, 2014:201). Therefore, the risk propensity of learners' intentions to pursue entrepreneurship will increase after participating in entrepreneurship education (Schlaegel & Koeing, 2014:320). Social capital gained in the form of social networks affords learners with opportunity to engage with potential customers, suppliers' competitors, subsequently adding value to the new venture creation (Moyes, Ferri, Henderson & Whittam, 2015:20).

Learners exposed to cognitive analytical leadership styles, learn how to be able to explore the best location for their business (Molaei et al., 2014:140). Through entrepreneurship education, learners receive financial literacy that will assist them in managing the business's finances. Additionally, learners will be able to apply strategic planning for the businesses' required capital and financial statements (Karadag, 2015:25).

Learners are trained to identify business opportunities. This is important as opportunity identification is a crucial part of entrepreneurship. Furthermore, learners need to transform good ideas into business concepts (Karimi et al., 2016:189). Learners can use technology when starting a business to connect to gain a competitive advantage, by connecting with their customers, and keep abreast with environmental changes.

Despite all the advantages of entrepreneurship education, learners who require entrepreneurship education often face different challenges which become evident when evaluating it effectiveness (Fayolle & Gailly, 2015:88). The broad range of definitions of an entrepreneur means that the content of these programmes may differ (Cho & Honorati, 2014:111). Duval-Couetil (2013:397) points to four areas that make evaluating entrepreneurship education difficult. They are as follows:

(1) EE is ill defined.
(2) Standardization of the curriculum is difficult considering its heterogeneity.
(3) EE puts emphasis on practical learning through the involvement of non-academic practitioners.

The outcomes of EE are often unclear.

The impediments highlighted above make it challenging to accurately evaluate EE. Furthermore, these impediments are even less understood in evaluating EE in secondary schools (Volery et al., 2013:442). Scholars, such as (Hytti, Lemmetyinen, Hietanen and Jarvi (2015:49), and Thompson and Kwong (2015:842), hold the view that developing an entrepreneurial spirit is achieved over time, and that interventions need to be tailor-made for lifelong learning (Vanevenhoven, 2013:468).

This sentiment raises the question of the duration of EE. If EE is to be effective, it should be designed to be for lifelong learning rather than once off intervention (Mthimkhulu, 2015). Elert, Andersson and Wennberg (2015:220) suggest that effective evaluation of the impact of EE should be done over a long period, as the learners would have built the social, human and financial resources required for business success. On the other hand, it would be difficult to attribute the intention and success of an enterprise solely on EE, because of the resources acquired over time that attribute to the success of the enterprise. It is for this reason that Fayolle and Gailly (2015:89), state the difficulty in isolating the impact of EE on EI when measurement is postponed.

This notion, however, goes beyond the scope of the study because the aim is to determine entrepreneurial intention and not the long-term entrepreneurial performance. Studies on the impact that EE has on EI have resulted in conflicting results. Some studies have found a positive impact (Fayolle & Gailly, 2015:89), while others have established no impact (Efrata, et al., 2016:58).

Despite the difficulties highlighted above, various scholars have indicated that intention accurately predicts future behaviour (Volery et al., 2013:431; Farashah, 2013:870; Zhang, Duysters & Cloodt, 2014:628; Farhangmehr et al., 2016:874). According to literature, intentionality is defined as “the state of one’s mind to foster the new business or venture creation” (Rasli, Khan, Malekifar & Jabeen, 2013:183).

Research into intentionality has largely been founded on Ajzen’s Theory of Planned Behaviour. This theory proposes that intentionality depends on personal attitudes towards entrepreneurship (perceived desirability), perceived social norms and perceived entrepreneurial abilities (perceived behavioural control) towards behaviour (Khuong & An, 2016:106). Ajzen’s Theory of Planned Behaviour is viewed as an appropriate approach to use in similar studies as it discourses the weaknesses identified in the psychological approach that has also been widely used in determining EI. These two approaches are explained below.

2.6.1 Psychological approach

This approach proposes that entrepreneurial personality characteristics (need for achievement and autonomy and internal locus of control) (Caliendo, Fossen & Kritikos,

2014) are inherent in entrepreneurs. Furthermore, the assumption is that these traits are associated with Type A personality individuals (Viinikainen, Heineck, Böckerman, Hintsanen, Raitakari & Pehkonen, 2017:10). Additionally, this approach further states that that these entrepreneurial personality traits are inherently higher in males, consequently disadvantaging females (Paço, Ferreira, Raposo, Rodrigues & Dinis, 2015:70).

This view implies that females, Type B personalities and individuals that were not born with these traits cannot embark on entrepreneurship. Karimi, Biemans, Mahdei, Lans, Chizari and Mulder (2017:229) indicate that this approach displays a weak relationship to EI as it cannot be applied to the entire population. Literature further states that these traits can be taught through EE.

2.6.2 Theory of planned behaviour

According to (Ajzen,1991), intention indicates the willingness to try to exert effort into a particular behaviour. Bird (1988) further describes intention as a mindset that guides an individual's attention towards achieving a particular objective. Entrepreneurship as a planned behaviour (Bird, 1988; Krueger & Brazeal, 1994) can be evaluated effectively using intention- based models (Krueger, Reilly & Carsrud, 2000). According to (Malebana et al., 2014), the leading models for determining entrepreneurial intentions are the Theory of Planned Behaviour (Ajzen, 1991) and the Shapero's Entrepreneurial Event also referred to as SEE (Shapero & Sokol,1982). Shapero and Sokol (1982) and Krueger et al. (2000), allude that according to the SEE model, entrepreneurial intentions preceded by perceived feasibility, perceived desirability and the propensity to act (Malebana & Swanepoel, 2014).

Ajzen's (1991) TPB further states that entrepreneurial intentions are derived from a state of mind that guides the individual to embark on entrepreneurial activities (Bird 1988), an individual's personal entrepreneurial capability and risk appetite (Krueger et al., 2000). Thus, a person's entrepreneurial intention remains the core of the TPB. Therefore, it stands to reason that intention is the single best indicator of any behaviour. Much research has been done on entrepreneurial intention, the intention that one has to start a business in the future (Boyd & Vozikis, 1994; Krueger et al., 2000; Karimi et al., 2016). The dominating theories include Shapero's (1975) Entrepreneurial Even Model, focusing on the perceived desirability and

feasibility of embarking on entrepreneurship and Ajzen's (1991) Theory of Planned Behaviour.

This model is affected by three antecedents, namely, attitude towards behaviour, perceived behaviour capabilities and subjective norms (Ajzen, 1991). These antecedents will be discussed in detail below.

2.6.2.1 Subjective norms (SN)

This refers to behavioural intention centred on perceived social pressures by loved ones to embark on a behaviour (Ajzen, 1991:195). These subjective norms are grounded on a normative belief which is concerned with whether loved one's referred to as 'reference people' (parents, friends, spouses, etc.) support certain behaviour (Liñán & Chen, 2009:596). Individuals can hold a positive view over a certain behaviour but perceive social pressure not to perform it; on the other hand, negative views toward behaviour can be overcome by positive social pressure (Ajzen, 2012:443). For this study, subjective norms relate to the societal pressures experienced by learners when deciding to pursue an entrepreneurial career path.

Previous studies by Krithika and Venkatachalam (2014:50), Joensuu-Salo, Varamaki and Viljamaa (2015:865), Shah and Soomro (2017:850), Rantanen and Toikko (2017:302–303) and Mohammed, Fethi and Djaoued (2017:280) prove that subjective norms positively relate with entrepreneurial intentions. Opposing studies by Walter and Dohse (2012), Dinc and Budic (2016:32) and Tsordia, Papadimitriou and Parganas (2018:34) have rejected the above findings, proving that the antecedent inconsequentially affects entrepreneurial intention. Thus, this warrants further research, it is, therefore, hypothesised that:

Learners' subjective norms are positively associated with their entrepreneurial intentions.

2.6.2.2 Personal Attitudes towards behaviour

Personal attitude towards a behaviour refers to a person's positive or negative perception of a particular behaviour (Ajzen, 1991:188). The Theory of Planned Behaviour (TPB), defines attitude as a personal evaluation of possible consequences of behaviour (Uysal

& Guney, 2016:31), therefore, confirming Fishbein's Attitude Theory, that attitudes are determined by beliefs of person about an object of behaviour. As the above authors have found, the more favourable an attitude is, the greater the intention. Rasli et al. (2013:186) states that entrepreneurial education assists students to foster an entrepreneurial attitude through entrepreneurship education.

Moreover, a recent study conducted by Tshikovhi and Shambare (2015:156) concludes that South African Enactus students' personal positive perceptions and participation in entrepreneurship education greatly influenced their entrepreneurial intentions.

Thus, increasing entrepreneurial activity among youth requires an increase of positive attitudes towards entrepreneurship. Additionally, various studies have found that entrepreneurship education greatly increases entrepreneurial intentions. Thus, it is hypothesised that:

- Learners' participation in entrepreneurship education significantly influences their personal attitudes toward entrepreneurship.
- Learners' attitudes toward entrepreneurship influences their entrepreneurial intentions.

2.6.2.3 Perceived entrepreneurial abilities (PEA)

PEA is used to describe an individual's perceived ability executing the behaviour. This antecedent is also referred to as perceived behavioural control, and as such, this study will use these terms interchangeably. Founded on the Theory of Reasoned Action (Ajzen & Fishbein, 1980), it speaks to factors that are beyond human control, where non-motivational factors affect attitudes translated into action (Ajzen, 1991:183). This antecedent is very similar to self-efficacy, Bandura (1997), and can be traced in both models, the perceived entrepreneurial ability in the TPB model and the perceived likelihood in the SEE model (Krueger et al., 2000). This concept focuses on the individual's personal judgement of their ability to perform a given task.

Dinc and Budic, 2016:33 as well as Ham, Jeger and Ivković (2015:746), found a positive relationship between perceived behavioural control and entrepreneurial intentions. Furthermore, other empirical studies found a positive relationship between

entrepreneurship education and perceived entrepreneurial abilities. Nowiński, Haddoud, Lančarič, Egerová and Czeglédi (2017) investigated the impact of entrepreneurship education on intention in the Visegrad countries (Czech Republic, Hungary, Poland and Slovakia), where only Poland produced positive results. This is attributed to the fact that high-school graduates enter university having received entrepreneurship education.

Perceived entrepreneurial abilities has proven to positively influence entrepreneurial intentions, however, further investigation is required within the South African context. Owing to these findings, the following hypotheses have been drawn:

- Learners' perceived entrepreneurial abilities positively influence their entrepreneurial intentions.
- Learners' participation in entrepreneurship education positively influences their perceived entrepreneurial abilities.

Thus, the ability to perform any behaviour is evident (Ajzen, 2002). Krueger and Carsrud (1993) first introduced TPB within the subject of entrepreneurship education. Furthermore, both these models have been greatly used in research by scholars such as Peterman and Kennedy (2003) and Liñán (2004) to investigate this relationship. However, previous results investing Ee and EI are relatively inconclusive, and therefore, a more explorative study is required in order to understand the relationship between entrepreneurship education and intention.

The conceptual model in Figure 2.3 is sourced from the Theory of Planned Behaviour (TPB). The model shows the relationship between the independent variable (EE) and dependent variables (A, PA, SN and EI). The hypotheses formulated from this literature review aim to answer the research question. The TPB model, which was amended for this study to include EE has been used extensively in similar studies and proved effective in answering the research question.

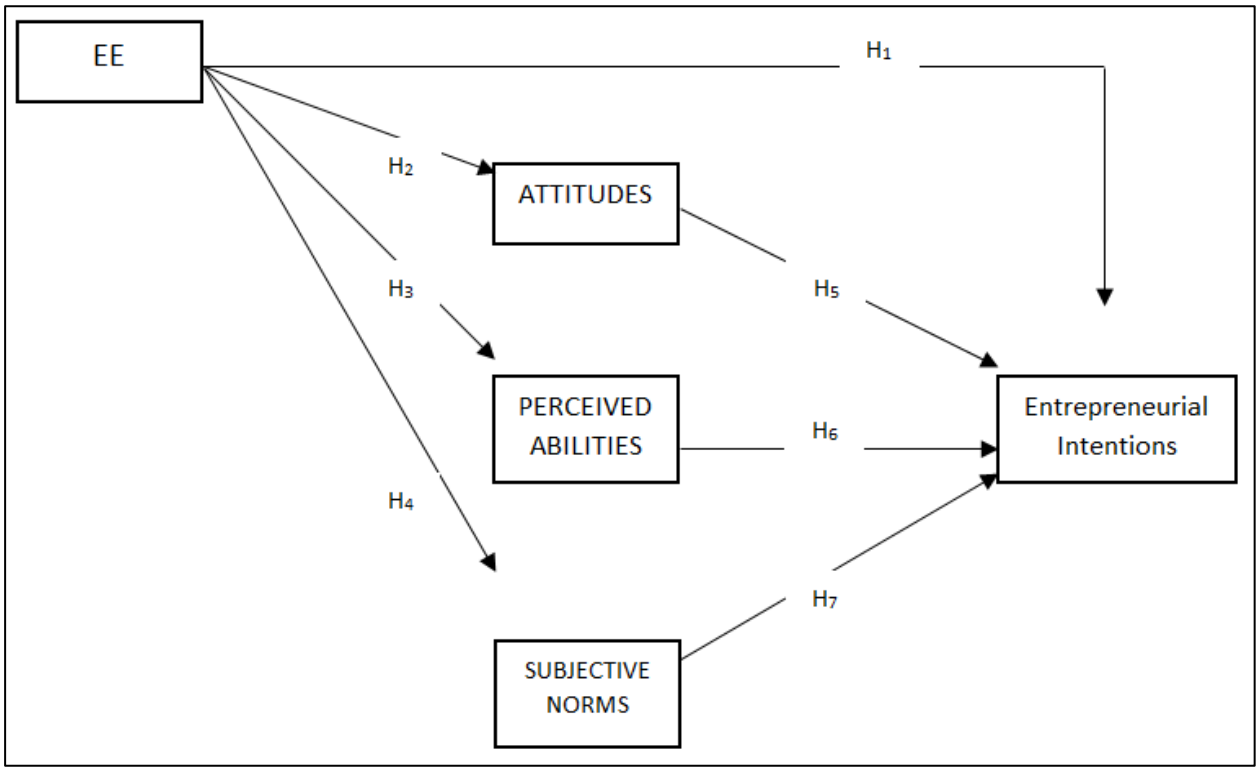

Figure 2.3 Conceptual model of the study

(Source: Adapted: Theory of Planned Behaviour, Liñán & Chen, 2009)

The TPB approach to evaluate the Mini Enterprise Programme offered by JASA. The evaluation of this programme is mindful of those suggestions made by scholars that evaluation should be done as the learners complete the programme. This is because it is difficult to determine or justify the impact of EE after a period has passed (Weber, 2012:50). This model proved effective in preceding studies evaluating EE (Sanchez, 2013:458; Farasha, 2013:871; Mthimkhulu, 2015).

This study makes use of Storey's (2000) six steps to evaluate entrepreneurship education, which were also used by Rideout and Gray (2013).

The evaluation model developed makes available six vigorous steps to be followed to ensure that EE evaluations produce causal conclusions (Rideout & Gray, 2013:333). The first three steps fall under monitoring activities 'that involve descriptions of input and output indicators and/or participant's attitudes, opinions, and perceptions' (Rideout & Gray, 2013:333). These activities do not yield results that are causally conclusive as they are largely based on testimonials (Rideout & Gray, 2013:333). Steps four to six, however, provide scientifically causal conclusions. These steps are recommended by Storey to provide a more rigorous evaluation of EE. Table 2.6 below summarises the six steps for

rigorous evaluation of EE. The table summarises the six steps to causal conclusions. These steps are recommended by Storey to provide a more rigorous evaluation of EE.

Table 2.6 Storey's six steps to entrepreneurship education

Monitoring	Step # 1 Capture number and description of participants
	Step #2 Capture #1 and participants opinions of treatment
	Step #3 Capture # 1 and 2 and participants' views of difference made from treatment
Evaluation	Step #4 Comparison between participants and typical non-participant group
	Step #5 Comparison between participants and matched control
	Step #6 Step #5 that also takes into account (controls for) self-selection bias

(Source: Rideout & Gray, 2013:33)

This study only considers the learners that have completed the Mini Enterprise Programme. This excludes other learners as participation in the JASA programme is voluntary. Sound theoretical essentials and investigational studies inform and grant this study's credibility in pursuing evaluation of EE.

2.6.3 The JASA Mini Enterprise Programme

For the purpose of this study, only the Mini Enterprise Programme has been taken into consideration. This programme is aimed at offering a more comprehensive enterprise programme to young people over a period of eight months. The programme was piloted in 2012 with investment from Investec. In this period, the learners in Grades 10–11, aged 16–18 years, are taught how to start a mini company, manage business finances, the essentials of marketing, how to identify business opportunities and about the buying and selling of shares. The curriculum is meant to challenge the learners by beginning with theory and then followed with practical activities. Table 2.7 below highlights the sessions offered in the Mini Enterprise Programme over a period of 12 weeks.

Table 2.7 The Mini Enterprise Programme 12 weeks programme session outline

Session 1: Chapter 1 - Organising a JA Business • Pre-test • An introduction to JA and to the MEP • Intro to company positions (roles and responsibilities) • Requirements for appointment into company positions • Divide into companies • An introduction to business • The market Needs and wants types of businesses • Product criteria and product ideas • Business ethics and social responsibility
Session 2: Knowing yourself • Introduction to market research • How to conduct market research • Preparation of the questionnaire and requirements for an effective questionnaire • Leasing of the business premises • Remind learners to research raw material costs
Market research happens between Session 2 and 4
Session 3: Chapter 4 - Management Positions and Financial Management of Business • The difference between a leader and manager are discussed • The role and responsibilities of the appointed managers are discussed • Presentation skills • Learners present on skills for voting in of managers and other company positions • Election of Managers • Job descriptions are distributed • The financial management and control aspects of the business are presented • Start-up capital and lending money from JASA for raw materials • Begin product costing exercise
Session 4: Chapter 5 - Market research analysis • Full and comprehensive analysis of the results of the market research exercise • Product costing and breakeven point • Training of relevant managers on procedures and forms • Begin collecting share money
Session 5: Chapter 6 - Product selection and production techniques • Deadline for purchasing shares • Final selection of product • Production and the production process • Production management techniques and measurements • Ordering of raw material

Session 6: Chapter 7 - Planning the business • Intro to the concept of a business plan • Development of an effective business plan for the selected business • Template provided for completion of business plan • First production session
Session 7: Chapter 8 - Marketing your product • Management of formal company meetings and management of HR issues • First formal company meeting • Discussion on marketing strategies and techniques • Second production week
Session 8: Chapter 12 - Problem solving and decision making • Second formal company meeting • Learning about how to solve problems without conflict • Decision making skills • Reviewing of the product
Session 9: Chapter 16 - Wealth creation • Third formal company meeting • How to enhance money earned and create wealth • Fourth production week
Session 10: Ongoing production • Fourth formal company meeting • Fifth production week • Preparation for liquidation of the company
Session 11: Chapter 17 - Liquidation Process • Liquidation process • Post tests • Submission of first liquidation report
Session 12: Final liquidation • Presentation of final reports • Certification • Pay out of profits

(Source: Junior Achievement South Africa (JASA))

The evaluation study conducted by JASA in 2012, even though 48 percent of the learners felt that the pitch of the course was right, it was evident that the course made some learners weary of pursuing the path of entrepreneurship, possibly due to the fact that

some learners felt that too much information had been covered. However, JASA stated that it had effectively achieved its aims of increasing the entrepreneurship intention of learners (JASA Evaluation Study, 2012).

Currently there is no selection criteria used, which may attribute to the dropout rates. This programme is voluntary, and the learners have to commit three to four hours a week for eight months. Additionally, a motivational letter coupled with academic results is needed (JASA Enterprise Education Brochure, 2016).

The academic reason for investigating whether the impact of The Mini Enterprise Programme offered by JASA increases learners' intentions to become entrepreneurs, hence this study, is an extension of that study, which evidenced the programme's positive impact on learners, but did not outline which part of the programme learners were greatly impacted by. Moreover, entrepreneurship is not offered as a standalone subject, but rather it is incorporated in the subject of Business Studies, thus the effects of it cannot be tested properly. Hence, the researcher found is relevant to explore the effects of the JASA programme.

2.7 CONCLUSION

This research, which is based on the Theory of Planned Behaviour, seeks to investigate the impact that the JASA Mini Enterprise Programme has on learner's entrepreneurial intentions. Furthermore, the researcher has provided a summary of experimental studies that were reviewed in order to support this study. Additionally, the researcher presented studies on EE similar to this study on JASA.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

Chapter 1 presented the background and significance of this research study. Chapter 2 provided an extensive literature review focusing on previously conducted studies regarding entrepreneurship education. A comprehensive explanation of the methodology implemented in this study for addressing the research problem is presented in this chapter.

3.2 RESEARCH METHOD

A research method is defined as “an activity commenced to find out things in a systematic way, to increase knowledge” (Saunders et al., 2012:5). Collecting and interpreting data to gain more understand a certain topic (Leedy & Ormrod, 2005). The methodology used was determined by the philosophical assumptions of what constituted scientific research, and the measures taken to ensure reliability and validity. This study adopted a positivism paradigm which is concerned with collecting data about an observable reality and determines causal relationships to create generalisations about a phenomenon (Saunders et al., 2012). Research philosophy entails the beliefs concerning the nature of the phenomenon, studies in the context of ontology and epistemology. Furthermore, epistemology entails three stances namely; positivism, realism and interpretivism, (Bryman, 2012). Therefore, the study tested the impact of Jasa’s Mini Enterprise Programme (EE) on learner’s EI.

3.3 RESEARCH DESIGN

Due to various definitions of research design, methodology and approaches, this section of the study adopted the definition of Malhotra. According to Malhotra and Birks (2006:58), research design is conducted by expounding on the type of data, collection and analysis methods to be used to answer the research question. Therefore, establishing a design to test hypotheses aimed at answering the research question, so

appropriate recommendations can be made (Malhotra & Birks, 2007:15). Thus, the study followed a quantitative method as it involved using numerical data from sample of JASA learners to generalise findings (Maree, 2007).

A quantitative method in nature, defined by (Creswell, 1994) as a research method that assists in testing data on the relationship of variables and analyses the results of the data through statistical formulae to determine whether the intervention used by JASA Mini Enterprise Programme to establish entrepreneurial intentions among school learners is effective.

The research approach comprises of deductive and inductive. A deductive approach was used to test the relationship between variables such as EE and EI (Bryman & Bell, 2015:27). This approach entailed scrutinising hypotheses deduced from what is already know about the field of study (Bryman & Bell, 2011). The set hypotheses stated under section 3.3 were used in this study to test the relationship between variables such as EE and EI (Bryman & Bell, 2015).

Furthermore, (Bryman and Bell, 2011) explains the deductive theory in the figure below:

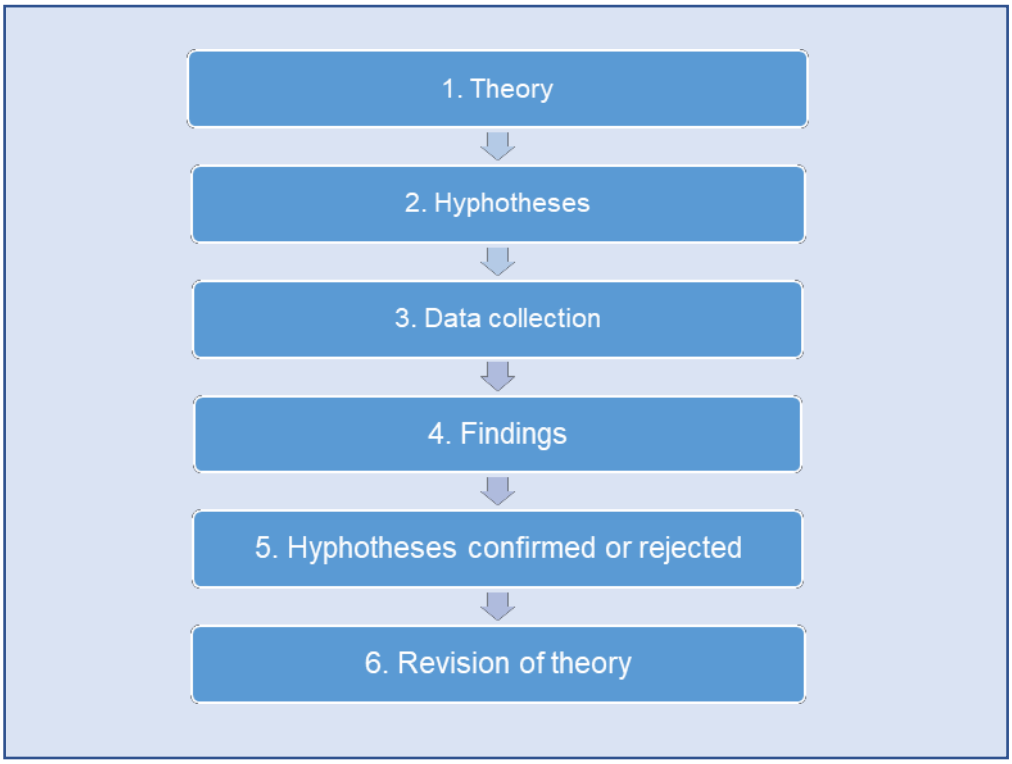

Figure 3.1 Deductive approach used in quantitative research

(Source: Bryman & Bell, 2011:11)

A quantitative design, which is cross-sectional, denotes that it was applied at a moment in time collecting data from individual learners (Bryman & Bell, 2015:54). There are two-time horizons; cross sectional and longitudinal and these defines the time essential to complete the study (Bryman, 2012). Cross sectional time horizon was used in this to investigate the impact of EE on EI of the 2018 Mini Enterprise Programme cohort.

The reason behind using this design is that the data will be gathered at a time upon their completion of the programme (Malhotra et al., 2006:66). The Entrepreneurship Intention Questionnaire that was used for learners was adopted from previous studies such as those of (Liñán & Chen, 2009; Forbes, 2005). The questionnaire was modified to suit the Gauteng Grade 10 and 11 high school learners. Prior to collecting data, the questionnaire was pre-tested in order to ensure that the learners could answer all the questions (Saunders et al., 2012:451).

3.4 POPULATION

The population consisted of 180 Grade 10 and 11, male and female high school (Waverly Girls High, McAuley House, Liberty Community, Ponelopele Oracle and Immaculata) learners who had participated in the 2018 JASA's Mini Enterprise Programme. These schools were based in Johannesburg.

The researcher obtained the database from JASA and invited all learners to participate. Although the study intended to conduct a census and collect data from all 180 participants, only 151 decided to participate, thus these participants represented the sample (Malhotra & Birks, 2007:357).

This study was conducted after the learners had participated in JASA's 12-week Mini Enterprise programme. The study aimed to determine their entrepreneurial intentions immediately after completing the programme, giving greater insight into the influence of the Mini Enterprise Programme. The researcher obtained permission from JASA to access their database of learners. The demographic profile of the learners is explained in the chapter dealing with analysis.

3.5 MEASURING INSTRUMENT

Permission from the developer, Professor Liñán, to use this instrument was attained. The questionnaire was founded upon the Theory of Planned Behaviour (Ajzen, 1991; 2001). The questionnaire contained 54 questions; 43 Likert items based on a scale from ‘strongly disagree’ to ‘strongly agree' and the rest of the questions were to obtain demographic characteristic information such the learners’ age, race, gender, etc.

A research strategy explains the researcher intends to collect data and can be done in various ways such as; experiment, survey, case study, action research, grounded theory, ethnography and archival research (Sanders & Thornhill, 2009:108). A survey in the form of a self-administered questionnaire was used to collect quantitative data, thus allowing data to be standardised economically from a substantial population (Saunders et al.,2012:177), therefore allowed the researcher to describe the phenomenon (Saunders et al., 2012:149). According to Malhotra and Birks (2007;225), a questionnaire has the following advantages and disadvantages:

Table 3.1 Advantages and disadvantages of questionnaires

Advantages	Disadvantages
Simple to administer	Unable to provide detailed information
Answers are consistent as responses are limited to options specified	Participants may be unwilling to respond to sensitive questions
Fixed answers reduce variability in the results	Validity may be lost due to structured questions and fixed responses in the questionnaire
Anonymity is guaranteed	Questionnaire imposes the researcher's subject knowledge on respondents
Coding, analysis and interpretation is simple	

(Source: Researcher’s own compilation)

Despite the disadvantages highlighted in the table above, questionnaires are still the most commonly used method of collecting quantitative data. The researcher addressed the disadvantages in the following manner:

(a) The questionnaire does not require sensitive information from participants (learners).

Additionally, learner's participation in this is voluntary, therefore, learners may withdraw at any time without penalty.

(b) This research instrument was modified to suit the unit of analysis. The questionnaire has already been used in multiple studies, therefore, validation scores proved to be positive. Moreover, the researcher conducted a pre-test to ensure validity and reliability.

(c) Participants were familiar with the questionnaire knowledge as it related to the entrepreneurship programme offered by JASA.

A 5-point Likert scale summated rating is a form of itemised rating scale, which measures attitudes and is easy to create (Malhotra & Birks, 2007:303). This scale is characterized by a statement that has five responses ranging from 'strongly disagree' to 'strongly agree'. These require the learners to indicate their degree of agreement or disagreement with each question (Malhotra & Birks, 2007:304). This allows the data to be standardised economically from a substantial population and to answer the research question (Saunders et al., 2012:149–177).

Part A of the questionnaire involved biographical questions (age, grade, gender, home language) which provided information on the learners' profile. This information could have been used to determine the relationship between set variables and biographical information. However, this process was beyond the scope of the study. Section B of the questionnaire contained the question sections as indicated in Table 3.2 below. As previously stated, some of the questions (A, PEA, SN, EI) have been extensively used in previous studies, and consequently, those studies served as pre-test information. The questions relating to EE were derived from the JASA objectives for the programme indicated in Table 2.7. After review of the questionnaire and JASA, the measuring instrument was deemed suitable.

Table 3.2 Questionnaire section references

Section	Scales	Reference	Item	Format
A	JASA entrepreneurship education (EE)	JASA programme education, 2018	13	Likert
B	Attitudes towards entrepreneurship (A)	Liñán & Chen, 2009	5	Likert
C	Perceived entrepreneurial abilities (PEA)	Liñán & Chen, 2009	6	Likert
D	Subjective norms (SN)	Liñán & Chen, 2009	3	Likert
E	Entrepreneurial intention (EI)	Liñán & Chen, 2009	6	Likert

(Source: Researcher's compilation)

A pilot study on seven learners from one of the schools, who have previously participated in the programme, was conducted. The purpose of the pilot study was to guide the researcher to develop suitable questions to measure the variables correctly, thus ensuring content validity of the questionnaire (Creswell, 2012:150). Therefore, the wording, content, sequences, layout, time frame for completion and level of difficulty were measured (Malhotra & Birks, 2007:3450).

3.6 DATA COLLECTION

Data collection is defined by Lind and Wahl (1998) as a process of both gathering and measuring data information of EE and EI in a way that provides answers to the research question and to test hypotheses. The instrument used in this study was self-administered questionnaires developed by Liñán and Chen (2009). Malhotra and Birks (2007:326) defines a questionnaire as "a structured technique for data collection consisting of a series of questions, written or verbal, that a respondent answer. According to Malhotra and Birks (2007;225), a questionnaire has the following advantages and disadvantages:

The data collection process commenced after the researcher obtained permission from Liñán and Chen (2009) to use the questionnaire. JASA granted the researcher access to their database, and permission letters from the school principals to participate in the study were obtained. Thereafter, the researcher met the learners in the company of their teachers at their respective schools where the nature of the study was explained with voluntary participation being emphasised. Subsequently, questionnaires were handed out to be completed by the learners. Although the researcher-maintained distance to

ensure objectivity, the researcher was available to explain and clarify any queries. The questionnaires took 15 minutes to be completed and were collected on the same day. The data collection process took two weeks.

3.7 DATA ANALYSIS

Data analysis is a processes of processing raw data and analysing through statistical measures into interpretable form, in order to study and test hypotheses to draw conclusions (Creswell, 1994). Data analyses in this study incorporated both descriptive and inferential procedures which took place in the following stages:

(1) The data was screened to ensure that all questionnaires were completed correctly; only questionnaires that were completed correctly were captured.
(2) Participants were asked in section A of the questionnaire to indicate their biographical information. Although this information is not relevant to this study it may indicate further research avenues. After analysing the individual data, the mean, standard deviation and variance was calculated.
(3) Factor analysis was conducted to determine the validity of the scales, to establish whether the research instrument measured what it was intended to measure (the impact of entrepreneurship education on JASA learners' entrepreneurial intentions).
(4) The next step entailed using Cronbach's Alpha to test the scales reliability. In this study, the values ranged from 0.513-.0889.
(5) Correlation determined the statistical relationship between variables. High correlation levels indicated a strong relationship, while the opposite indicated a weak or non- existent relationship.
(6) Multiple regression analysis, a statistical procedure was used to analyse whether a relationship existed between EE and EI.

Once collected, the researcher ensured that all questionnaires were fully completed and coded on an excel spreadsheet and analysed using the statistical package SPSS version 23 package.

3.7.1 Reliability

Reliability is the extent to which the measurement (questionnaire) reproduces consistent, reliable and accurate results if the same study were to be repeated (Malhotra et al., 2007:140). Therefore, similar studies need to produce similar findings, and are thus considered reliable. In this study, previous studies served as pre-tests and internal consistency in the form of Cronbach's alpha was used.

An already validated, the Entrepreneurial Intention Questionnaire developed by Liñán and Chen (2009) was adopted for this study. Even though the questionnaire had been used extensively before, a pilot study was conducted to adapt the questions to the JASA learners. This allowed the researcher to measure the consistency of the learners' responses to a set of questions that were combined as a scale to measure the coefficient ranges between 0 and 1. The researcher made use of a tested questionnaire from Professor Liñán, with his permission and these reduced problems relating to the ease and reliability of data collected.

3.7.2 Validity

Validity is the extent to which the measurement (questionnaire) measures the phenomenon as discussed in the literature review (Malhotra & Birks, 2007:140). For ensuring the trustworthiness of the results, the questionnaire was revised to suit the participants. To determine the validity of the questionnaire, the SPSS version 23 was used. Malhotra et al. (2007:314–315) indicate that there were several validity testing methods such as content, criterion, construct and convergent measures.

3.7.2.1 Content validity

Content validity speaks to the extent to which the content is covered in the questionnaire and whether is covers universally used terms pertaining to the specific field (Straub, Boudreau & Gefen, 2004). The process of ensuring content validity involves ensuring that the questionnaire only includes relevant and essential items, while deleting others (Lewis, Snyder & Rainer, 1995). The content validity procedure in this study involved the following:

- An all-embracing literature review to excerpt relevant constructs.
- A research instrument was evaluated by experts in the entrepreneurship education field to assess which items were useful, necessary and essential.
- The proposal was peer reviewed by the UNISA Colloquium Committee, and the questionnaire was reviewed by the statistician, JASA and the Gauteng Basic Education Department to ensure that the questions were relevant to the study and did not infringe on the rights of the participants.
- The pilot study was conducted and assisted the researcher to establish the validity of the questionnaire and improve questions.

3.7.2.2 Face validity

Face validity is defined as the degree to which participants believe that the research instrument 's measures are appropriate in measuring correct constructs, by considering the relevance, language, feasibility and readability. This form of validity relies on the perception of participants. Therefore, the participants needed to identify with the constructs used and complete the questionnaire with ease. This form of validity was important in eliminating any resistance from participants.

The researcher, furthermore, explained the purpose of study and the importance of completing the questionnaire. While administering the measuring instrument, the researcher clarified the objective of the study to the participants and reiterated that participation in the study was completely voluntary.

3.8 ETHICAL CONSIDERATIONS

Ethical considerations ensure that the rights of the participants are protected and not infringed upon (Cooper & Schindler, 2011:32). This study complied with the ethical considerations of University of South Africa (UNISA). Ethical clearance was obtained from UNISA, College of Economic and Management Science, Department of Applied Management. In line with UNISA's guidelines, this study ensured that:

(a) The researcher explained the purpose of the study to participants and participants were advised on their role in the study, completion of the questionnaires and how the information was to be used.
(b) The researcher explained to participants that participation was voluntary.
(c) Confidentiality and the anonymity of participants was preserved throughout the study.
(d) The collection of data was handled by only the researcher, the supervisors and the statistician, thus ensuring confidentiality.
(e) Furthermore, as participants were under the age of consent (18), permission was obtained from the Department of Basic Education, School Governing Bodies (SGB) and the participants parents/guardians.

Since the participants were high school learners, they were covered by the Children's Act 38 of 2005 and consequently, this study did not infringe upon the wellbeing of the learners.

The parental consent form, acknowledging the protection of participants was signed by the learners' parents/guardians before they engaged in the study. The consent form included the following elements as prescribed by Creswell (2009:89).

I. Identification of the researcher and supervisor
II. Identification of the sponsoring institution
III. Indication of how the participants were selected
IV. Identification of the purpose of the research
V. Identification of the benefits for participating
VI. Identification of the level and type of participant involvement
VII. Notation of risks to the participant
VIII. Guarantee of confidentiality to the participant
IX. Assurance that the participant could withdraw at any time
X. Provision of names of persons to contact if questions arose

3.9 CONCLUSION

This methodology chapter outlined the methods and techniques used to collect and analyse data. This study employed a positivistic approach through quantitative techniques to determine the impact of JASA's entrepreneurship education on learners' entrepreneurial intentions. This quantitative approach has been used extensively in similar studies, thereby advocating its effectiveness in answering the research question. Ethical considerations were explained and maintained to ensure that participants were protected and that the study complied with various ethical bodies (UNISA's Ethics Committee, JASA and the Gauteng Department of Basic Education). The data analysis procedures are discussed in the following chapter.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

In keeping with this quantitative methodology, statistical data was collected. This chapter reports on the results of the data analysis processes. The chapter is structured in the following order: the demographical profile of the sample is presented first, followed by entrepreneurship education and lastly the inferential analyses, including the tests of hypotheses.

4.2 DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

The sample of the study comprised high school learners that participated in the 2018 JASA entrepreneurship training programme. The entire population of the 180 JASA participants were invited to take part in the study; however, only 151 learners returned fully completed questionnaires, which were subsequently analysed. As such, the sample for the study amounted to 151 learners. The demographic attributes of the sample are discussed in the following sections.

Table 4.1 Demographic profile of respondents

Demographic characteristics		Frequency	Percent
Age	15–18	151	100.0
Gender	Male	40	26.5
	Female	111	73.5
Grade	Grade 10	114	75.5
	Grade 11	37	24.5
Cultural group	African	133	88.1
	Coloured	11	7.3
	Indian	5	3.3
	White	2	1.3

All respondents were between the ages of 15–18. This is in line with the age for high school learners and fits the criteria used by JASA. Although previous research by Do Paço, Ferreira, Raposo, Rodrigues and Dinis (2015:70) and Murugesan and Jayavelu (2017:57) indicated that females shied away from entrepreneurship as they were deemed

to be more risk averse and lacked entrepreneurial interest, JASA continuously advocates for a more inclusive programme (73.5 percent females and 26.3 percent males). This large female intake could result in more female entrepreneurs, confirming previous research (Johansen & Lundhaug, 2016:280; Nowiński et al., 2017:361–379).

The data indicate that 75.5 percent of learners were in Grade 10 and 24.5 percent were in Grade 11 at the time they participated in the programme. This confirms the inclusion criteria (ages 16–18 years and Grades 10–11) set out by JASA. This may indicate that there is more interest from the lower grades, which would advocate for teaching entrepreneurship at lower levels.

The low Grade 11 intake could mean that learners were preparing for Grade 12 and many of them could have believed that the programme would take up more of their time. Lastly, an overwhelming number (88.1 percent) of learners were of African ancestry, 7.3 percent were Coloured, and 3.3 percent Indian and 1.3 percent were white.

4.3 DESCRIPTIVE STATISTICS

Before conducting inferential analysis, it is important to understand the distribution of the sample.

4.3.1 Entrepreneurship education

The entrepreneurship education section of the questionnaire included 14 items that measured entrepreneurship education (c.f. knowledge of business plans, market research, finance, operations, entrepreneurial environment, risk appetite). To render the questions useful for measuring the respondents' perceptions of the Entrepreneurship Mini Academy, the questions of the below-mentioned 13-item sub-scale were adapted in line with the programme's learning outcomes.

It should be noted that Entrepreneurship Education questionnaire items, which were derived from JASA's objectives, were divided into three factor loadings due to cross loading. Table 4.2 below indicates participants' views on EE, and Table 4.3 indicates the means from the three factor loadings. Therefore, learners believe that the EE achieved its objectives as learners were able to meet all the outcomes.

Table 4.2 Respondents views on the Mini Enterprise Programme (EE)

Questions		Mean	Std. Deviation
Q5.1	I believe the Mini Enterprise Programme adequately prepared me for an entrepreneurial career.	4.01	.693
Q5.2	I know how to develop an effective business plan.	3.57	.735
Q5.3	I understand how to conduct market research.	3.68	.962
Q5.4	I understand what gives a business it's competitive	4.05	.835
Q5.5	I understand the entrepreneurial environment.	3.95	.878
Q5.6	I am able to compile financial statements.	3.39	.832
Q5.7	I believe I can build a management team for my business.	4.01	1.026
Q5.8	I understood what was required of me in the programme.	4.27	.930
Q5.9	The level of difficulty of the programme was just right and easy to understand.	4.52	.682
Q5.10	JASA motivates learners to become entrepreneurs.	4.42	.875
Q5.11	JASA made me aware of the benefits of entrepreneurship towards society.	4.51	.662
Q5.12	The duration of the programme was just right for me.	3.45	1.153
Q5.13	The facilitators helped me understand the programme	4.32	.859
Average		**52.15**	**11.122**

The above EE variables were tested using factor analysis. This process is discussed in detail under section 4.5.

Table 4.3 EE Sub-scale averages

Entrepreneurship education factor loadings	Mean	Std Deviation
Content	3.9834	.65
Career	3.8079	.73
Structure	4.5795	.72

4.3.2 Attitudes

Personal attitude towards entrepreneurship (mean=3.949). The learner participants hold positive views about entrepreneurship, meaning that they would derive satisfaction from entrepreneurship as it carries more advantages than disadvantages.

Table 4.4 Respondents' attitudes towards entrepreneurship

Questions		Mean	Std Deviation
A1	Being an entrepreneur carries more advantages than disadvantages for me.	3.69	1.08
A2	A career as an entrepreneur is very attractive to me.	3.97	.79
A3	If I had the opportunity and resources, I would like to start a business.	4.25	1.03
A4	Being an entrepreneur would greatly satisfy me.	4.07	.92
A5	Among various options available to me, I would rather be an entrepreneur.	3.76	1.07
Average		**19.74**	**4.89**

Table 4.4 indicates that answers to all attitude questions yielded relatively high values, denoting that the respondents' exhibited a positive attitude towards JASA's Mini Enterprise Programme.

4.3.3 Perceived entrepreneurial abilities

Perceived entrepreneurial abilities yielded positive means, indicative of learners' beliefs in their abilities to pursue and excel in their entrepreneurial journey.

Table 4.5 Perceived entrepreneurial abilities (respondents believe in their own abilities to pursue entrepreneurship)

Questions		Mean	Std Deviation
EA1	To start a business and keep it working would be easy for me.	3.07	.87
EA2	I am prepared to start a viable business.	3.49	.77
EA3	I can control the creation process of a new business.	3.47	.956
EA4	I know the necessary practical details to start a business.	3.70	.94
EA5	I know how to develop an entrepreneurial project.	3.50	.81
EA6	If I tried to start a business, the chances of me succeeding are high.	3.65	1.12
Average		**20.88**	**5.47**

4.3.4 Subjective norms

Subjective norms (mean=4.229). JASA learner participants strongly believed that their families, friends and relative would approve of their decision to pursue entrepreneurship. Knowing that their loved ones were behind them may increase the learners' confidence in taking the plunge.

Table 4.6 The opinions of important people in the respondents' lives, such as their families, relatives and close friends (subjective norms)

Questions		Mean	Std Deviation
SN1	Your close family.	4.40	.95
SN2	Your relatives.	4.28	.81
SN3	Your friends.	4.01	.87
Average		**12.69**	**2.63**

Table 4.6 above reveals that respondents valued the opinions of their loved ones more than their own abilities, attitudes and even the JASA entrepreneurship education programme, signifying that learners were likely to pursue entrepreneurship if their loved ones approved of their decision.

Table 4.7 Entrepreneurial intentions

Questions		Mean	Std Deviation
EI1	I am ready to be an entrepreneur.	3.78	1.029
EI2	My professional goal is to become an entrepreneur.	3.29	1.182
EI3	I will make every effort to start and run my own business.	4.05	1.003
EI4	I am determined to create a business in the future.	4.32	.794
EI5	I have given serious thought to starting a business.	4.20	.798
EI6	I have the firm intention to start a business in the future.	4.23	.872
Average		**23.87**	**5.678**

4.4 CORRELATION ANALYSIS

The Pearson Correlation Test was employed to determine the correlation between variables (Cohen, 1988:75). This study calculated the correlation between independent variables (Entrepreneurship Education, Personal Attitude towards Entrepreneurship,

Perceived Behavioural Control and Subjective norms) with each other and their significance on the dependent variable (entrepreneurship intention).

The Pearson correlation value (r) ranges from perfectly negative linear correlation (-1) to perfectly positive (+1). The negative correlation value (-1) denotes that the increase of one variable leads to a linear decrease in another variable. While positive correlation value (+1) signifies that an increase in one variable, leads to an increase in the correlated variable. Furthermore, the results needed to indicate the level of significance (p) between the correlated variables. The significance level adopted for this study is 0.05. Consequently, values of more than 0.05 means that there is no significance. Less than 0.5 shows there is significance.

Table 4.8 Summary of the correlation results for this study

Variables	1	2	3	4	5
Entrepreneurship education	1				
Personal attitude towards entrepreneurship	.611**	1			
Perceived behavioural abilities	.562**	.618**	1		
Subjective norms	.557**	.533**	.500**	1	
Entrepreneurial intentions	.635**	.811**	.471**	.536**	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

(a) **Entrepreneurial education** showed a strong positive correlation to all variables and displays acceptable levels (0.05) of significance. These are as follows: personal attitude towards entrepreneurship (*r*=.611; p=0.000), perceived behavioural abilities (*r*=.562; p=0.000), subjective norms (*r*=557; p=0.000), entrepreneurial intentions (*r*=635; p=0.00). This means that as learners learn entrepreneurship education (business plans, marketing, finances, traits and benefits of entrepreneurship) they develop positive perceptions of entrepreneurship, and the practical aspect of the programme enhances their belief in their entrepreneurial abilities. Lastly, as learners' loved ones begin to notice the knowledge gained along with their entrepreneurial interest, they are willing to support learners' entrepreneurship intentions.

(b) **Personal attitude towards entrepreneurship** is positively correlated to entrepreneurship education (*r*=.611). The JASA programme is voluntary, meaning that this result confirms JASA's selection criteria that learners need to have a positive perception and interest in entrepreneurship.

(c) **Perceived behavioural abilities.** this variable has a strong correlation to entrepreneurship education (*r*=.562; p=0.000) and attitudes towards entrepreneurship (*r*=.618; p=0.000). This denotes that entrepreneurship education increases the learners' belief in their own abilities to pursue entrepreneurship. Furthermore, EE changes learners' perception about entrepreneurship, making it more appealing to them.

(d) **Subjective norms** positively correlate with the following: entrepreneurship education (*r*=.557; p=0.000), personal attitudes to entrepreneurship (r=.533; p=0.000), perceived behavioural control (r=.500; p=0.000). This means that learners are more likely to enrol for entrepreneurship education if they have the support of their loved ones, a positive attitude and a sense on belief in their entrepreneurial abilities. Thus, this concurs with JASA's selection criteria.

(e) **Entrepreneurship intention** strongly correlates to the following; entrepreneurship education (r=.635; p=0.000), personal attitude towards entrepreneurship (r=.811; p=0.000), subjective norms (r=.536; p=0.000) and moderately correlated to perceived entrepreneurial abilities (r=.471; p=0.000). This means that learners who have positive attitudes towards entrepreneurship, a strong sense of belief in their abilities and the support of their loved ones are likely to pursue entrepreneurship. Therefore, entrepreneurship education and learners' environments (families and friends) greatly impact learners' perception of their beliefs to engage in entrepreneurship.

From the above results, we can denote that entrepreneurial education strongly correlates (.611, .562, .557, .635) to all variables, suggesting that it is a key factor in improving the variables. Furthermore, of the antecedents of the Theory of Planned Behaviour, it is only perceived behavioural abilities that do not have a strong correlation to entrepreneurship intentions. This indicates that learners' belief in their abilities reasonably affects their desire to pursue entrepreneurship. Lastly, learners intending to pursue entrepreneurship should have participated in entrepreneurship education as it exudes positive personal attitudes towards success and assigns high value to their subjective norms (opinions of learners' family, friends and relatives).

4.5 MEASURING VALIDITY RELIABILITY ANALYSIS

Prior to multivariate data analysis, the validity and reliability of the constructs of the measuring instrument were tested. These were tested through factor analysis to test the entrepreneurship education part of the questionnaire to determine which items produced similar responses and confirmatory factor analysis. To measure construct validity, PCA was used to measure both convergent and discriminant validity.

But, prior to conducting factor analysis, data items need to be assessed to determine whether they are suitable for factor analysis. The test used to determine this suitability are the Kaiser-Meyer- Olkin (KMO) test, which indicated the suitability of the data for structured analysis.

4.5.1 Kaiser-Meyer-Olkin (KMO) and Bartlett's test of Sphericity

KMO values between 0.5 and 1 are suitable for factor analysis. The more the values are closer to 1, the more suitable the data is for factor analysis, however, if the value is less than 0.5, factor analysis would not be suitable (Field, 2009:647). The latter author further states that the second test is Bartlett's test of Sphericity which tests whether the hypothesis correlates. A high X2 and P- values less than 0.05 would indicate that factor analysis would be meaningful. This KMO test value was satisfactory and indicated that one or more variables were predicted by other variables. Bartlett’s Test of Sphericity recorded a significant value of $p < 0.001$ ($X2 = 1010.502$; $df = 78$; $p = 0.000$), which is less than 0.05. This means that some significant correlations existed among variables and, therefore, provided reasonable basis for the appropriateness of factor analysis. Having satisfied these two basic diagnostic tests, the analysis proceeded to factor analysis.

Once the KMO test was conducted, factor analysis commenced. This is a statistical method used to uncover underlining correlations by reducing large number of variables into a smaller number of dimensions (Malhotra, 2007:574). The exploratory factor analysis was conducted for the entrepreneurship education questions under section B of the questionnaire as it was derived from JASA's objectives. Although the EE section comprised of 13 questions, factor analysis reduced the items into three factor loadings displayed in Table 4.9 below. The three sub-factors were identified through factor

analysis. These are questions that were grouped according to what they measured. Thus, the three sub-factors were appropriately named content, career and programme. For the purpose of this study, the entire value for entrepreneurship education (.835 Cronbach's alpha) was taken into consideration.

Table 4.9 Factor loadings for entrepreneurship education

Sub-factors of entrepreneurship education		Factor loadings		
		1 Content	2 Career	3 Programme
Ee8	I understood what was required of me in the programme.	.841		
Ee3	I understand how to conduct market research.	.788		
Ee7	I believe I can build a management team for my business.	.743		
Ee2	I know how to develop an effective business plan.	.662		
Ee4	I understand what gives a business its competitive advantage.	.660		
Ee13	The duration of the programme was just right.	.557		
Ee1	I believe the Mini Enterprise Programme adequately prepared me for an entrepreneurial career.		.874	
Ee5	I understand the entrepreneurial environment.		.800	
Ee12	I am prepared to make personal sacrifices in order to be an entrepreneur.		.656	
Ee9	The level of difficulty of the programme was just right and was easy to understand.			-.918
Ee11	JASA made me aware of the benefits of entrepreneurship towards society.			-.533
Eigenvalue		4.117		
Cronbach's alpha		.821	.684	.513
Percent variance		34.311	18.463	11.903 64.676 (Total)

The Cronbach's alpha was used to test whether the research instruments elicited reliable and consistent results. Higher alpha values (> 0.60) indicate that the constructs appropriately measure a construct (Hajjar & Bahrain, 2014:885). This study adopted a 0.60 scale for measurement, as (Nunnaly,1978; George and Mallery,2003:231) state that a score less than 0.60 is unacceptable. The table below illustrates the Cronbach alpha scores of this study.

Consequently, the decision to accept these scales was based on a tiered criterion indicated in the table below which stipulates the following:

Table 4.10 Cronbach's alpha scales

Scales	Criterion
≥ .9	– Excellent
≥ .8	– Good
≥ .7	– Acceptable
≥ .6	– Moderate
≥ .5	– Poor
≤ .5	– Unacceptable

(Source: George & Mallery, 2003:231)

Table 4.11 Cronbach's alpha

Scale		Cronbach's alpha	No. of items	Decision
1	Entrepreneurship Education (Content)	.821	6	Good
2	Entrepreneurship Education (Entrepreneurship Career	.684	3	Good
3	Entrepreneurship Education (Programme Structure)	.513	2	Moderate
4	Personal attitude towards entrepreneurship	.822	5	Good
5	Perceived behavioural control	.889	6	Good
6	Subjective norms	.642	3	Moderate
7	Entrepreneurial intentions	.812	6	Good

The reliability scores for the above dimensions indicated an average of good scales, with 4 dimensions demonstrating high scales of reliability, apart from dimension 4 (subjective norms) , thereby indicating that the possibilities of obtaining the same results when using personal attitudes, perceived entrepreneurial abilities and entrepreneurial intentions are very high. This means that the internal consistency of the questionnaire is good enough to replicate the same results.

4.6 TESTS OF HYPOTHESES

While correlation tests looked at the linear relationship between variables, the regression analysis test identifies X and Y variables. This test predicts the value of a dependent variable based on the independent variable. Therefore, the average value for Y is the function of X. This form of analysis is employed when there are multiple independent variables and only one dependable variable. It aims to accept or reject hypothesis.

According to (Creswell,2008), this method identifies the contribution made by each independent variable to the dependable variable. The regression results consist of three tables, namely, the model summary, ANOVA and the coefficients table.

To gain a better understanding of the relationships among independent and dependent variables, multiple regression analysis was employed, which also served the purposes of either accepting or rejecting hypotheses, as indicated in the conceptual model in Figure 4.1 below, which also shows the conceptual framework tested in this study and consists of a total of seven hypotheses to be tested.

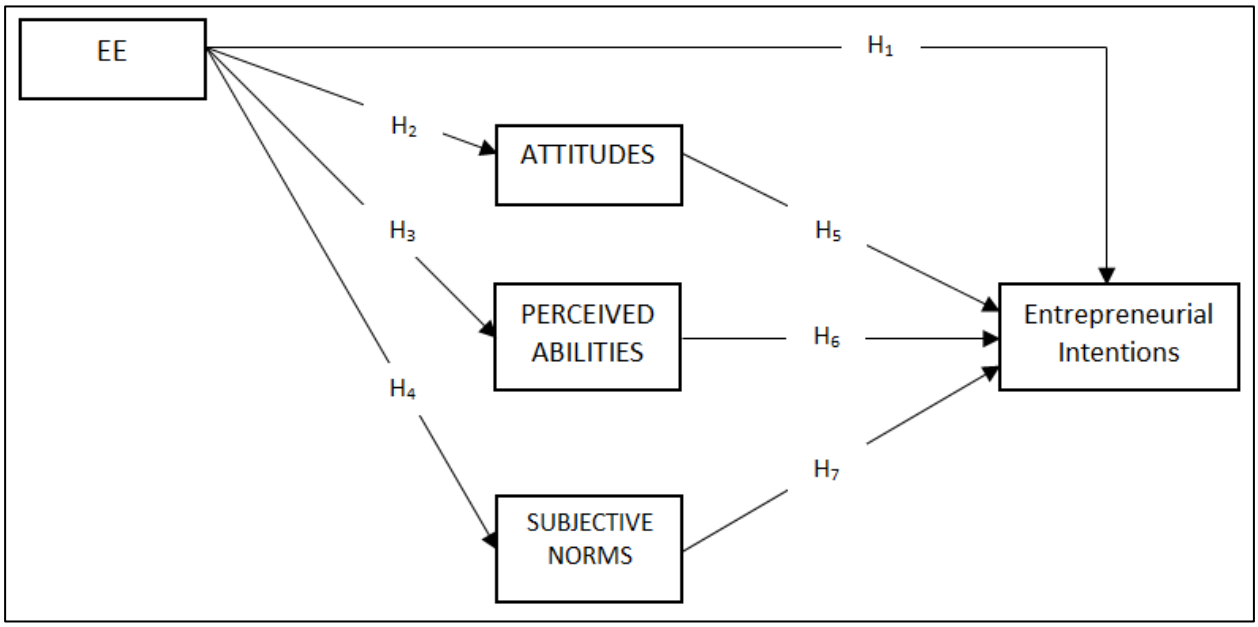

Figure 4.1 Conceptual model for the study

(Source: Adapted from Ajzen, 1991)

4.6.1 Testing hypothesis

Regression analysis indicates the relationship between multiple independent variables and dependent variables. This method either confirms or rejects hypotheses derived from literature. The p-value signifies the relationship. A small p value that is less than 0.05 is significant and one that is less than 0.01 is considered greatly significant, meaning that the hypothesis is accepted (Field, 2009). Furthermore, a positive standard beta indicates a positive relationship between the variables.

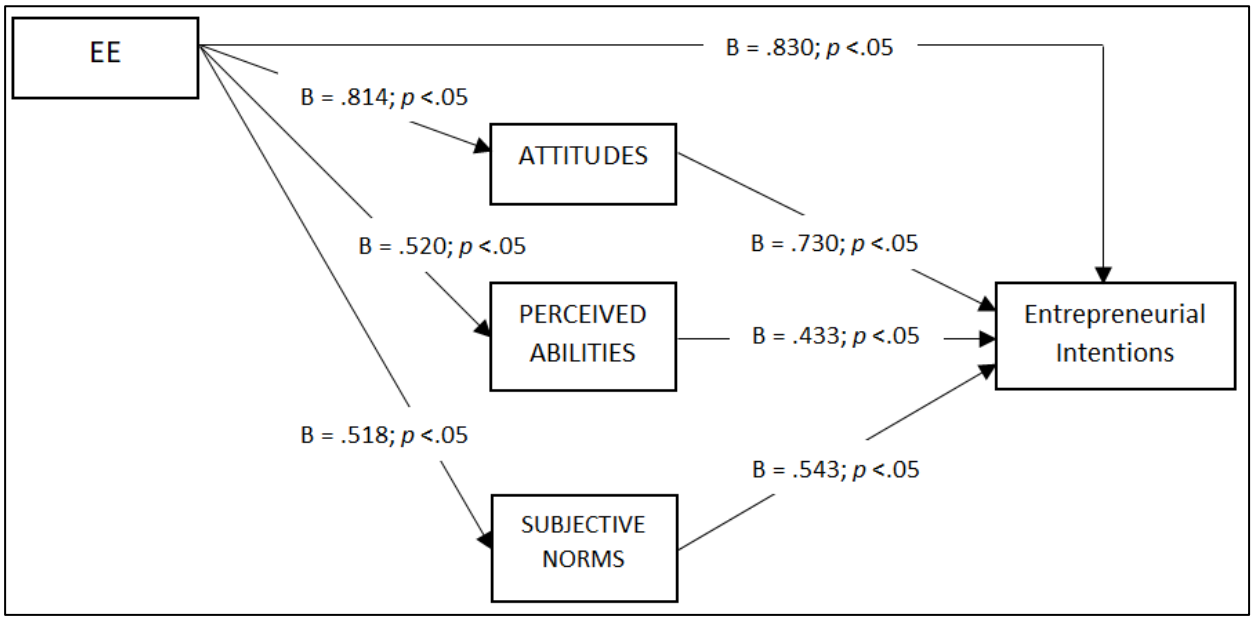

Figure 4.2 Regression results for the conceptual model for the study

(Source: Adapted from Ajzen, 1991)

For obtaining meaning to the study's derived six hypotheses in the study, two hypotheses investigated the impact of entrepreneurship education (EE) on attitudes towards entrepreneurship (ATE) and perceived behavioural control (PBC). The other the four hypotheses determined the impact of entrepreneurship education (EE), attitudes towards entrepreneurship (ATE), perceived behavioural control (PBC) and subjective norms (SN) on entrepreneurial intentions (EI). These results are shown below in Table 4.12.

Table 4.12 Findings of the study

Hypotheses	Results	Findings
Hypothesis 1 Learner's participation in entrepreneurship education positively impacts their entrepreneurial intentions.	B=0.830; *p* <.05	**Accepted:** The influence and significance of entrepreneurship education on entrepreneurship intention is positive. Former studies (Herrington & Kew, 2016; Ferrandiz, Fidel & Conchado, 2018) indicated that individuals that received entrepreneurship education were better inclined on pursuing entrepreneurship.
Hypothesis 2 Learner's participation in entrepreneurship education positively impacts attitudes	B=0.814; *p* <.05	**Accepted** The two variables have a positive relationship and indicated an acceptable level of significance. Rasli et al. (2013) and Heinonen and Poikkijoki 2(017) share the same sentiments. Results indicate that entrepreneurship

Hypotheses	Results	Findings
towards pursuing entrepreneurship.		education positively affect individual's evaluation of entrepreneurship. After participating in entrepreneurship, the respondents can see the value of entrepreneurship for themselves and society.
Hypothesis 3 Learner's participation in entrepreneurship education positively impacts perceived abilities.	B=0.520; *p* <.05	**Accepted:** Both the relationship between variables and level of significance were positive. Mthimkhulu, (2015) and Bux (2016) proved individuals believed that entrepreneurship education equipped them with necessary entrepreneurial capabilities.
Hypothesis 4 Learner's participation in entrepreneurship education positively impacts subjective norms.	B=0.518; *p* <.05	**Accepted:** Ndofirepi & Rambe (2017:196) concurred with the results. Signifying that when loved one's perceive learner's understanding of entrepreneurship, it positively affects their view on entrepreneurship, which results in their support for learners.
Hypothesis 5 Learner's positive attitudes towards pursuing entrepreneurship positively impacts their entrepreneurial intentions.	B=0.730; *p* <.05	**Accepted** Both the relationship between variables and level of significance were positive. This result is consistent with Liñán and Chen (2009) and Tshikovhi and Shambare, (2015). Showing that individuals are likely to pursue entrepreneurship once they deem it beneficial.
Hypothesis 6 perceived abilities Learner's positively impacts their entrepreneurial intentions.	B=0.433; *p <.05*	**Accepted** These results confirm findings by Ajzen (2012), Malebana (2014) and Uysal et al, (2016), in which the authors found that intentions result from individuals who feel positive about their abilities to pursue entrepreneurship.
Hypothesis 7 Learner's subjective norms positively impacts their entrepreneurial intentions.	B=0.543; *p <.05*	**Accepted** The relationship and significance are both positive. Shah and Shah (2017:849) concur with this finding. Denoting that respondents would pursue entrepreneurship when they believe that they have their loved one's support.

4.7 SUMMARY OF THE FINDINGS

The findings in this chapter aimed at answering the research question stated in Chapter 1 - *To what extent is JASA's Mini Enterprise Programme successful in stimulating learners' entrepreneurial intentions?*

Although there are numerous entrepreneurship education programmes offered by JASA, the study only considered the Mini Enterprise Entrepreneurship education programme. The participation of Grades 10 and 11 learners' in the above-mentioned programme was observed. The results indicated that the entrepreneurship education offered by JASA directly influences learners' entrepreneurial intentions. Moreover, the three antecedents of the Theory of Planned Behaviour (attitudes, perceived behavioural abilities and subjective norms) were tested and they were found to be positively included by entrepreneurship education and positively influencing entrepreneurship intentions.

4.8 CONCLUSION

This chapter presented the findings obtained from data collection. The results were analysed and interpreted. The methodology outlined in Chapter 3 was followed completely. Both descriptive and inferential statistical methods were employed. Before performing inferential tests in the form of factor analysis, the KMO and Bartlett's tests were conducted to determine whether the data was suitable for factor analysis. Three factors were extracted from the factor analysis which satisfied the validity of the study. Moreover, confirmatory factor analysis (Cronbach's alpha) was conducted to measure the reliability of the research instrument. The conclusion of the chapter focused on both correlation and regression analysis to test hypotheses which were then accepted or rejected. The following chapter summarises the study, encompassing the research question, objectives and results), as well as presenting recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter explained the data analysis employed to answer the research question and either accepted or rejected the hypotheses. Chapter 5 draws conclusions of the study by presenting the conceptual model first indicated in Chapter 1 which was supported by literature and tested and proven in Chapters 3 and 4. As mentioned in Chapter 1, the findings are discussed along with the impact on the body of knowledge. Furthermore, the practical implications of these findings on policymakers, along with the JASA organisation, are discussed at length. The study's

limitations and proposed research areas are discussed.

5.2 SUMMARY OF THE STUDY

Entrepreneurship development is deemed the backbone of any country's economic development and growth, thus establishing the need to understand how to increase a country's entrepreneurial activity. Literature indicates that entrepreneurial intentions can be created and increased by various factors, including entrepreneurship education. Therefore, this study aimed at determining whether the Mini Enterprise Programme offered by JASA to Grade 10 and 11 learners positively influenced their entrepreneurial intentions.

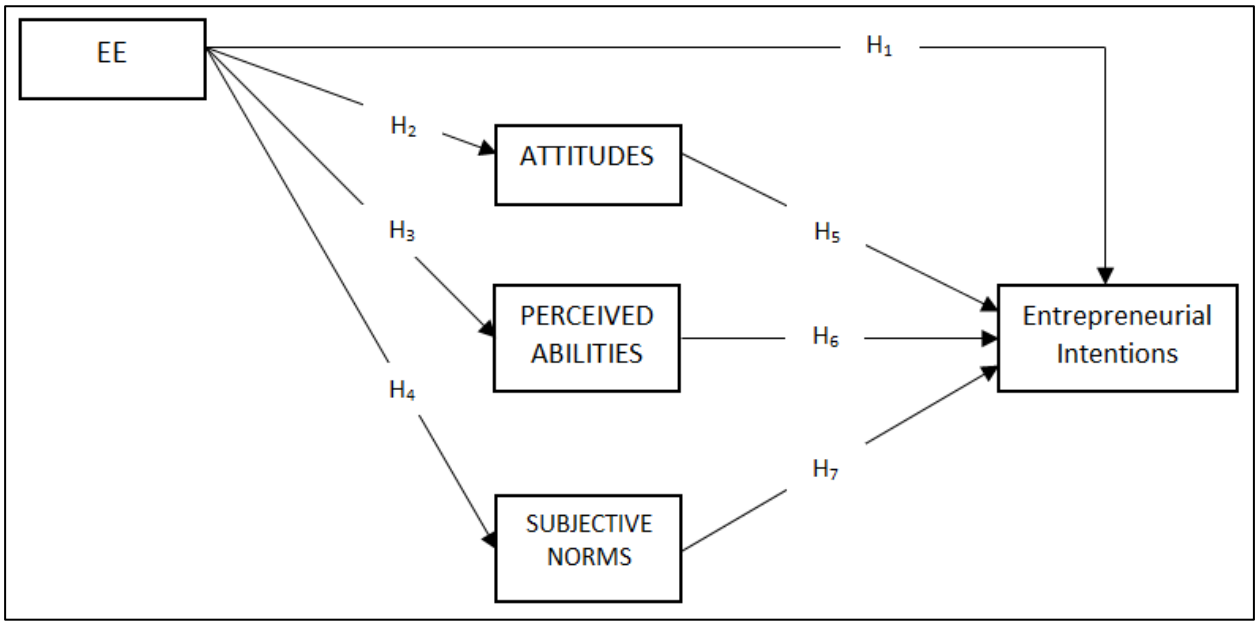

Figure 5.1 Conceptual model for the study

(Source: Adapted from Ajzen, 1991)

In order to achieve the study's objectives and answer the research question, the study employed a quantitative methodology which has been widely used in similar studies. The Theory of Planned Behaviour (TPB) theory questionnaire (Liñán & Chen, 2009:610) was used to collect data. This questionnaire tested all three TPB antecedents, namely, attitudes, perceived entrepreneurial abilities and subjective norms and entrepreneurship intentions. Furthermore, an entrepreneurship education section derived from the JASA programme's objectives, along with the relevant literature, was tested. The objectives of the study were all achieved, and the results proved that learner's entrepreneurial intentions were positively influenced by Jasa's Mini Enterprise Programme. Furthermore, the results indicated that the practical aspect of the Mini Enterprise Programme proved to have the most impact on learner's entrepreneurial intentions.

The model depicted in Figure 5:1 above was adapted from Ajzen (1991) and is based on the Theory of Planned Behaviour. This model has been extensively used in similar studies and has proven to be the best model to test entrepreneurship intentions (Liñán & Chen 2009:611; Tsordia, Papadimitriou & Parganas, 2018:100; Rantanen & Toikko, 2017:303). The model summarises all the study's hypotheses and aims to answer the study's research question:

To what extent does JASA's Mini Enterprise Programme influence learners' entrepreneurial intentions?

5.3 THEORETICAL IMPLICATIONS

Correlation results indicated that all variables - entrepreneurship education, attitudes towards entrepreneurship, perceived entrepreneurial abilities, subjective norms and entrepreneurship intentions - positively correlated. These findings confirm previous studies (Liñán & Chen, 2009:611 Mohammed, Fethi & Djaoued, 2017:280; Uysal & Guney, 2016:31; Fayolle et al., 2015:88). The study proved that entrepreneurship education greatly influences learners' entrepreneurial intentions, personal attitudes towards entrepreneurship, subjective norms and their perceived behavioural abilities.

Entrepreneurship education was divided into three categories (content, career and programme) during the factor analysis process and the programme sub-factor influenced entrepreneurial intentions greatly. This aspect of entrepreneurship education entailed assignments that required learners to compile business plans, and how they marketed and managed their respective organisations. This practical experience afforded learners real life experiences. Thus, more attention should be given to the practical aspect of entrepreneurship education.

5.4 PRACTICAL IMPLICATIONS

5.4.1 Junior Achievement of South Africa (JASA)

The results indicated that JASA's Mini Enterprise Programme positively influenced learners' entrepreneurship intentions. Of particular interest were the learners' responses which indicated that the practical aspect of the programme positively influenced entrepreneurial intentions rather than the theoretical aspect, confirming similar previous studies (Odewale, Hani, Migiro & Adeyeye, 2019:13; Idris, Komariah & Riadini, 2020:259). Consequently, JASA should focus more on practical entrepreneurial education by introducing more practical and life-experience based programmes (Olokundun, Moses, Iyiola, Ibidunni, Ogbari, Peter & Borishade, 2018:20).

5.4.2 Department of Basic Education

The study has sufficiently proven that when practical entrepreneurship education is offered to high school learners between the ages of 16–18 years, it positively influences their entrepreneurial intentions. Thus, this study would add value to curriculum reform efforts aimed at including practical entrepreneurship education, for the purpose of providing necessary skills and abilities required for new venture creation.

These results would translate into increased entrepreneurial activity in South Africa and subsequent significant greater economic growth and development. It should be said that JASA ought to expand and strengthen their efforts by partnering with the Department of Basic Education as research has proven that their Mini Enterprise Programme increases learners' entrepreneurship intentions.

5.5 RECOMMENDATIONS

5.5.1 Incorporation of entrepreneurship education programmes

Literature has indicated that entrepreneurship education is transdisciplinary, shaping entrepreneurial attitudes and capabilities throughout the learning phases, which are prerequisite for an entrepreneurial career or management position (Bux, 2016). Therefore, adopting the notion that entrepreneurship skills can be learned and consequently positively influence the entrepreneurial intentions of individuals who receive it. This study recognises this positive relationship and thus aimed to describe the influence that entrepreneurship education has on entrepreneurial intentions.

It is, therefore, imperative for education institutions at all levels (basic and higher education) to integrate appropriate pedagogy methods for stimulating creativity, innovation and creative thinking (Organisation for Economic Co-operation and Development Case Studies, 2016:14). Such conversion involves reconsidering formal and informal content, the training of teachers and or facilitators and the implementation of assessment measures.

Three approaches that are not mutually exclusive have been identified by the European Commission (EC) as ways to integrate entrepreneurship education into the curricula (European Commission, 2016:65). They are as follows:

(a) A cross-curricular approach, where entrepreneurship education objectives are expressed as being transversal and horizontal across different subjects.
(b) Entrepreneurship education is taught as a compulsory separate subject, or as part of (a) compulsory subject(s).
(c) Entrepreneurship education is taught as an optional subject, or as part of (an) optional subject(s).

In an attempt to validate the inclusion of entrepreneurship education into the school curriculum, Hungary addressed entrepreneurship education as a cross-curricula competence across all subjects at all levels of school. Hungarian and Malta have embraced education in entrepreneurship in their school's curriculum (EC, 2016:71).

In South India (Kerala), entrepreneurship education and training and industry experience through on-the-job training helps students understand the market. Furthermore, the programme helps students develop and market products and assist in obtaining finance (Thomas & Agarwal, 2017:95).

According to Chimucheka (2014:407–408), in order for entrepreneurship education to be effective, the audiences characterised by different learning needs have to be segmented into the following categories:

(a) Entrepreneurs - Active entrepreneurs who perceive a need for entrepreneurial and management training.
(b) Managers - Both line and senior managers may want to foster an entrepreneurial spirit.
(c) People with entrepreneurial spirit - People who want to kindle the entrepreneurial spirit within themselves need and may seek entrepreneurship education.
(d) Scholars - Scholars who wish to explore entrepreneurship at an intellectual level. Their purpose is not really to become entrepreneurs, but to acquire knowledge about the peculiarities of entrepreneurship.

Different audiences translate into types of entrepreneurship education. The role that entrepreneurship plays on employment, innovation, economic growth and development on national and regional levels cannot be taken likely (Zhang, Duysters & Cloodt, 2013:637). Johansen and Schanke (2013:357) state that entrepreneurship education can be broken down into three categories, namely: (1) “education about entrepreneurship investigates entrepreneurship as a societal phenomenon, (2) education for entrepreneurship is about the acquisition of skills and knowledge of relevance when starting a new enterprise, and (3) education through entrepreneurship uses the entrepreneurial as a tool to achieve a particular set of learning objectives”.

Additionally, learning should be context-based, thus exposing every learner to a variety of experiences and opportunities (Rae, Matlay, McGowan & Penaluna, 2014:396).

Lackéus and Middleton (2015:27) developed a model incorporating such assignments into entrepreneurship education which is illustrated in Figure 5.2 below.

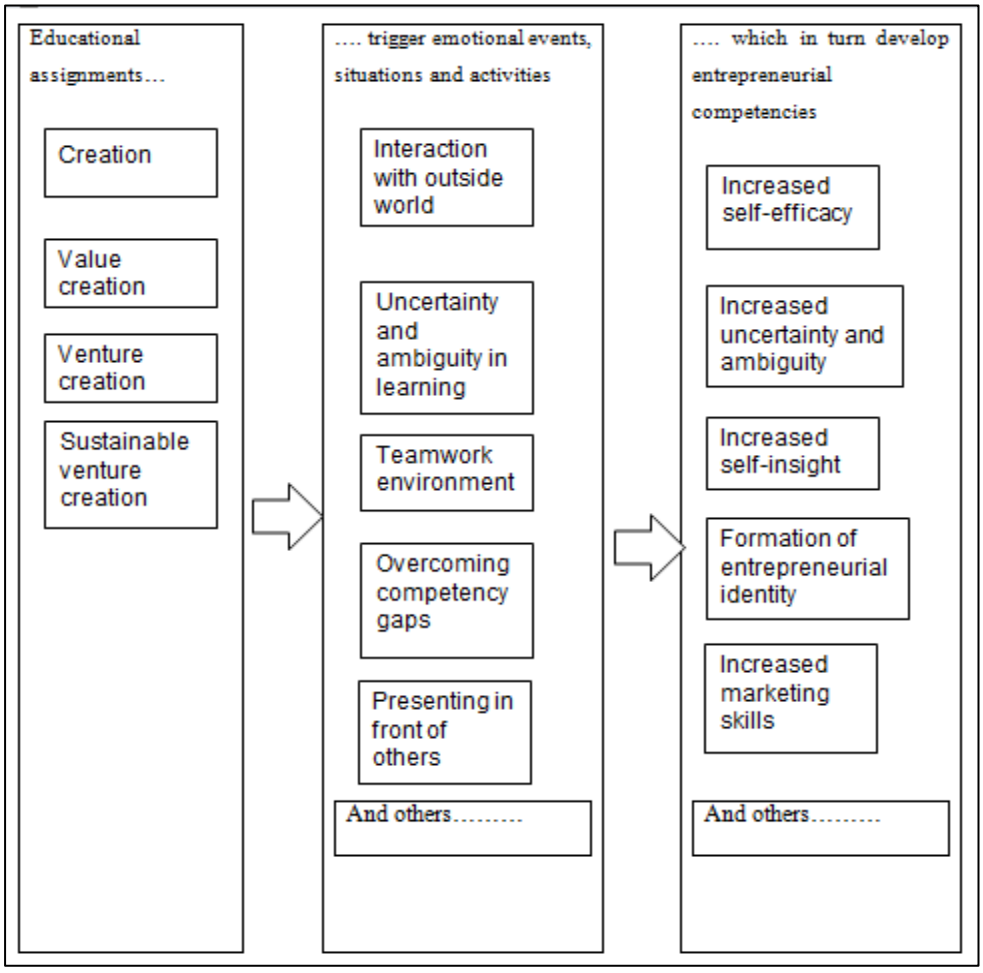

Figure 5.2 A model of entrepreneurial education and its outcomes

(Source: OECD, 2016:14)

These assignments need to focus on stimulating entrepreneurial interest (Lackéus and Middleton, 2015:28). Therefore, teachers need to focus on these activities, as they motivate the learning process (OECD, 2016:14).

5.5.2 Junior Achievement of South Africa (JASA)

This study has proved that the Mini Enterprise Programme result s in achieving learners' entrepreneurship intentions. The JASA organisation has reached only over 6 000 learners. With such great work being done by the organisation, the organisation would yield greater results by operating on a national scale. In order to do so, the following recommendations are made:

(a) With only 6 000 learners reached, JASA must advertise more and most importantly, accredit their programmes as this will encourage more learners to participate as it gives them credibility in sourcing funding or strategic partnerships.
(b) More offices need to be established across the country and more facilitators employed across the nation. This will encourage and result in greater participation from learners.
(c) Partnerships should be formed with school principals, together with using existing school structures to recruit more teachers and learners.
(d) A strategic partnership should be formed with the Department of Basic Education by outlining the potential of JASA's programmes in equipping potential and existing entrepreneurs to succeed in entrepreneurship, thus contributing to the greater national call for increased Total Entrepreneurship Activity.
(e) JASA should work with entrepreneurship academics to research the latest developments in the field to ensure current curriculum is taught.
(f) A database of local business operators or entrepreneurs to mentor learners throughout the programme and beyond should be built.

5.5.3 Department of Basic Education (DBE)

The findings of this study indicate that entrepreneurship education influences learners' entrepreneurial intentions. This will train learners to be more entrepreneurially minded instead of following an employment seeking path. The benefit of incorporating entrepreneurship education extends to the economy at large, as stated by President

Ramaphosa at the 2019 South Africa Investment Conference when he said, entrepreneurship should be incorporated into the school's curriculum, learners should now be groomed for new venture creation instead of employment seeking (Engineering News, 2019). This study, therefore, makes the following recommendations to the Department of Basic Education:

(a) DBE may investigate the ineffectiveness of the current Business Studies subject as it is currently not achieving its objectives.
(b) It would be beneficial for the DBE to enlist the assistance of entrepreneurship scholars and the JASA organisation, as well as seasoned entrepreneurs in developing an effective entrepreneurship education curriculum together with internship programmes aimed at equipping learners with entrepreneurial knowledge and skills.
(c) The DBE could possibly designate the Teacher Development Directorate to plan, implement and evaluate the effectiveness of incorporating EE in schools. This Directorate ought to promote EE to area managers, subject advisers, teachers and parents. Parents need to be involved as research has proved the impact that subjective norms have on learners' entrepreneurial intentions.
(d) Literature advocates for the importance of teacher's entrepreneurial orientation, thus the Department of Basic Education needs to consider equipping teachers with entrepreneurship knowledge skills through regular seminars and workshops. Additionally, collaboration with community entrepreneurs would assist in transferring practical skills to learners.

5.6 LIMITATIONS OF THIS STUDY

This study focused on the JASA programme's ability to create and increase learners' entrepreneurial intentions. Literature indicates that there are other factors impacting intentions, factors that cannot be ignored, but should be researched. The following four limitations arose:

(a) Data was collected only from Johannesburg learners, there, it does not represent the entire JASA population.
(b) The research method (quantitative) does not present an opportunity to probe findings further for clarification.

(c) The focus of the study was on predicted intentions and not the realisation of these entrepreneurial intentions.

This study only sought to investigate JASA learners' entrepreneurship intentions soon after participating in the 2018 JASA Mini Enterprise Programme. As such, this study did not investigate learners' entrepreneurial orientations nor other environmental factors that could have influenced their entrepreneurship intention. Although these factors were not considered for the purposes of this study as they extended beyond the scope of it, they are nevertheless relevant to any further investigations into entrepreneurship intention.

5.7 FUTURE RESEARCH

Consequently, future research could investigate whether entrepreneurial intentions result from entrepreneurial behaviour. Secondly, future studies could investigate JASA facilitators' entrepreneurial intentions and orientation prior to working at JASA. This further probing is significant as multiple studies have shown that a teacher/facilitator's entrepreneurial orientation assists in helping learners understand and grasp entrepreneurship (Nchu et al., 2015; Cayirdag, 2017:1970; Saptono, Purwana, Wibowo, Wibowo, Mukhtar, Yanto, Utomo & Kusumajanto, 2019:511). Therefore, their high-risk appetite and entrepreneurial pursuits would assist in teaching entrepreneurship. Thirdly, future research could look at developing a best practice model for entrepreneurship education, based on South Africa's socio-economic environment, a model that can be rolled out in public schools.

5.8 CONCLUSION

This study, based in the Theory of Planned Behaviour (Ajzen, 2005) investigated the impact of JASA's Mini Enterprise Programme in cultivating learners' entrepreneurial intentions. South Africa's basic education system does not offer entrepreneurship education and with the national imperative aligned to increasing the country's entrepreneurial activity, it was important to determine the value of entrepreneurship education at the basic education level as similar studies focused on higher education.

Chapter 1 highlighted the background of the study and presented the research question and hypotheses that were formulated from the exhaustive literature review on entrepreneurship education, JASA and the different theories used in similar studies presented in Chapter 2. Chapter 3 discussed the methodology followed to answer the research question. This study did not deviate from previous studies' methodologies as they were proven to yield the desired results. Chapter 4 presented and analysed the results, which have been discussed in detail. Chapter 5 concluded the study and recommended the expansion of the study by incorporating participants' lifelong learning experiences along with their entrepreneurial background. This study accepted all hypotheses and confirmed that entrepreneurship education, more specifically practical entrepreneurship education, positively influenced learners' entrepreneurship intentions.

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ANNEXURES

ANNEXURE A: SUPERVISOR'S DECLARATION

UNISA university of south africa

To whom it may concern

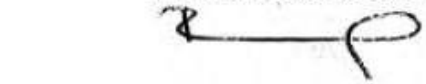
I Professor Richard Shambare hereby state that the Masters Research of Oageng Juliet Mokoka study meets the following criteria:

a) Education accountability;
b) Proper research design;
c) Sensitivity towards participants/ethical considerations;
d) Correct content and terminology;
e) Acceptable grammar; and
f) Absence of non-essential / superfluous items.

The aim of the research study is to determine whether the entrepreneurship education programme offered by Junior Achievement South Africa (JASA) has achieved its objective of increasing learner's interest and intentions in pursuing an entrepreneurial career. Thus, the outmost respect will be given to learners, as their identities will be kept confidential. The questions to be asked (see questionnaire attached) are not harmful in any way. The researcher will explain the aim of the research to the learners before completing of questionnaire, the right to withdraw at any time will be communicated to the learners.

Please see all the relevant attached information. Please contact me at richard.shambare@univen.ac.za or my student (mokokoj@unisa.ac.za) for further clarity.

Kind regards
Professor Richard Shambare



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ANNEXURE B: QUESTIONNAIRE

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DEPARTMENT OF APPLIED MANAGEMENT

A Survey on Junior Achievement South Africa learners' entrepreneurial intentions

Introduction:

Thank you for participating in this research. This questionnaire is part of a study designed to investigate learners' preference towards an entrepreneurial career path. The questionnaire should only take up to 15 minutes of your time. Your cooperation is appreciated.

Purpose of the Survey:

This study seeks to investigate the effect of entrepreneurship education on learners' entrepreneurial intentions. Your participation will contribute towards understanding the entrepreneurship process; in particular, it will allow for the design of more effective entrepreneurial initiatives in promoting and developing attitudes as well as intentions towards entrepreneurship as a career option.

General Instructions:

Before you begin, make sure you understand the following guidelines:

a) When evaluating the questions, please provide responses from your own perspective, as honestly as possible
b) Please respond to the items (or questions) by making a tick (x) next to what you consider the correct answer, or filling in the blanks.
c) Complete all sections, and do not leave any question unanswered
d) Apply the scale provided for each of the questions.
e) Your name is not required nor is it requested.

I would like to express my greatest gratitude for your participation!

Thank you

Oageng Juliet Mokoka
University of South Africa

Open Rubric

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SECTION A: BIOGRAPHICAL DETAILS

1 **What is your age?**

15-18	1
18 and above	2

2. **What is your gender?**

Male	1
Female	2

3. **What Grade were you in when you enrolled in the JASA programme?**

Grade 10	1
Grade 11	2
Grade 12	3

4. **What is your cultural group?**

African	1
Coloured	2
Indian	3
White	4
Asian	5
Other	6

SECTION B: ENTREPRENEURSHIP EDUCATION AND INTENTION

Indicate your level of agreement with the following sentences from:
1 Strongly Disagree, 2 Disagree, 3 Neutral; 4 Agree; 5 Strongly Agree.

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
JASA Entrepreneurship Education						
A1	I believe the Enterprise Programme adequately prepared me for an entrepreneurial career.	1	2	3	4	5
A2	I know how to develop an effective business plan.	1	2	3	4	5
A3	I understand how to conduct market research.	1	2	3	4	5
A4	I understand what gives a business it's competitive. advantage.	1	2	3	4	5
A5	I understand the entrepreneurial environment.	1	2	3	4	5
A6	I am able to compile financial statements.	1	2	3	4	5
A6	I believe I can build a management team for my business.	1	2	3	4	5
A8	I understood what was required of me in the programme.	1	2	3	4	5
A9	The level of difficulty of the programme was just right and easy to understand.	1	2	3	4	5

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A10	JASA motivates learners to become entrepreneurs.	1	2	3	4	5
A11	JASA made me aware of the benefits of entrepreneurship towards society.	1	2	3	4	5
A13	The duration of the programme was just right for me.	1	2	3	4	5
A14	The facilitators helped me understand the programme content.	1	2	3	4	5
Personal Attitude towards entrepreneurship: below are statements on your attitude towards becoming an entrepreneur (Ajzen, 1991; Ajzen, 2001 & Kolvereid, 1996).						
B1	Being an entrepreneur carries more advantages than disadvantages to me.	1	2	3	4	5
B2	A career as an entrepreneur is very attractive to me.	1	2	3	4	5
B3	If I had the opportunity and resources, I would like to start a business.	1	2	3	4	5
B4	Being an entrepreneur would greatly satisfy me.	1	2	3	4	5
B5	Among various options available to me, I would rather be an entrepreneur.	1	2	3	4	5
Perceived Entrepreneurial Abilities: below are statements about the ease or difficulty of becoming an entrepreneur (Ajzen, 1991; Bandura, 1997).						
C1	To start a business and keep it working would be easy for me.	1	2	3	4	5
C2	I am prepared to start a viable business.	1	2	3	4	5
C3	I can control the creation process of a new business.	1	2	3	4	5
C4	I know the necessary practical details to start a business.	1	2	3	4	5
C5	I know how to develop an entrepreneurial project.	1	2	3	4	5
C7	If I tried to start a business, the chances of me succeeding are high.	1	2	3	4	5
Subjective norms: below are statements regarding perception that important people (friends and family) would approve of the decision to become an entrepreneur (Ajzen, 1991)						
	If you decided to create a business, would people in your close environment approve of that decision?					
D1	Your close family.	1	2	3	4	5
D2	Your relatives.	1	2	3	4	5
D2	Your friends	1	2	3	4	5
Entrepreneurial Intentions: below are statements regarding the state of mind leading an individual to become an entrepreneur (Bird, 1988)						
E1	I am ready to be an entrepreneur.	1	2	3	4	5
E2	My professional goal is to become an entrepreneur.	1	2	3	4	5
E3	I will make every effort to start and run my own business.	1	2	3	4	5
E4	I am determined to create a business in the future.	1	2	3	4	5
E5	I have given serious thought to starting a business.	1	2	3	4	5
E6	I have the firm intention to start a business in the future.	1	2	3	4	5

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ANNEXURE C: JASA CONSENT LETTER

JA South Africa
A Member of JA Worldwide

27 July, 2018

RE: Permission to survey Junior Achievement South Africa (JASA) alumni on their entrepreneurial aspirations following their participation in the JA Enterprise Programme

To whom it may concern,

JA South Africa hereby grants Ms Oageng Juliet Mokoka, a Master's Degree student at University of South Africa (UNISA) permission to collect quantitative data from Junior Achievement South Africa (JASA) alumni within the Gauteng region on the effect of the JASA intervention on learner's intention to start a business.

Whereby JA South Africa agrees to:

- Introduce Ms Mokoka to selected high schools and alumni that participated in the JA Enterprise programmes in the Gauteng Province over the past 18 months.
- Support the research process but not waiver the learner's rights should they not wish to participate in the survey.

Whereas Ms Mokoka commits to:

- Administering the surveys herself;
- Protecting the learner's data as well as identity and only using the information gathered for the purpose of this study;
- Sharing the research findings and recommendations with JA South Africa
- Informing JA South Africa prior to any publication of the research.

Yours Sincerely

Nelly Mofokeng
Managing Director

ANNEXURE D: UNISA ETHICAL CLEARANCE

UNISA university of south africa

UNISA DESTTL ETHICS REVIEW COMMITTEE

Date: 20 November 2018

ERC Reference # : 2018_CEMS_ESTTL_013
Name : Oageng Juliet Mokoka
Student #:
Staff #: 90197615

Dear Ms Oageng Juliet Mokoka

Decision: Ethics Approval from November 2018 to November 2021

Researcher(s): Oageng Juliet Mokoka
Mokokoj@unisa.ac.za

Supervisor (s): Prof Richard Shambare
richard.shambare@univen.ac.za

Co-Supervisor(s): Mr Wise Sambo
Sambow@unisa.ac.za

Working title of research:

The influence of YLED's Entrepreneurship Programme on Johannesburg Leaner's Entrepreneurial Intentions

Qualification: MCom Business Management (Entrepreneurship)

Thank you for the application for research ethics clearance by the Unisa DESTTL Ethics Review Committee for the above mentioned research. Ethics approval is granted for three years.

*The **medium risk application** was **expedited** by the DESTTL Ethics Review Committee in November 2018 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on the 20th of November 2018.*

The proposed research may now commence with the provisions that:

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1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the DESTTL Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No field work activities may continue after the expiry date (11/21). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:
*The reference number **2018_CEMS_ESTTL_013** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Signature
Acting Chair of DESTTL ERC
E-mail: esttl_rerc@unisa.ac.za
Tel: (012) 429-4298

Signature
Executive Dean : XXX
E-mail: mogalmt@unisa.ac.za
Tel: (012) 429-4419

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ANNEXURE E: GAUTENG DEPARTMENT OF BASIC EDUCATION RESEARCH APPROVAL LETTER

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	**17 April 2018**
Validity of Research Approval:	**05 February 2018 – 28 September 2018** **2018/30**
Name of Researcher:	**Mokoka O.J**
Address of Researcher:	**12 Hitchcock**
	Ext 5
	The Orchards 0182
Telephone Number:	**082 8311 066**
Email address:	**mokokoj@unisa.ac.za**
Research Topic:	**The influence of Jasa's entrepreneurship academy programme on Johannesburg leaners' entrepreneurial intentions**
Type of Degree:	**MCom in Business Management**
Number and type of schools:	**Five Secondary Schools**
District/s/HO	**Johannesburg North; Johannesburg Central; Johannesburg East; Johannesburg West and Johannesburg South**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

23/04/2018

1

Making education a societal priority

ctor: Education Research and Knowledge Management
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