

**Investigating Integration of Entrepreneurship Education into Teacher  
Education Curriculum Framework in Zambia**

by

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submitted in accordance with the requirements for

the degree of

**Doctor of Philosophy in Education**

in the subject

**Education Leadership and Management**

at the

University of South Africa

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October 2022

## Declaration

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I hereby declare that "Investigating integration of entrepreneurial education into teacher education curriculum framework in Zambia" is my original work and that all sources cited or utilized were properly cited in this document.



Signature  
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Date

## **Abstract**

This research focused on investigating how entrepreneurship education (EE) was integrated in Zambia's teacher education (TE) curriculum framework. Simply put, the study investigated the aspects of leadership used by Zambian TE institutions (TEIs) to implement and oversee the 2013 policy framework for the curriculum for EE. A descriptive research design and mixed-methods research were both used to achieve the study's goals. This study argues that teaching of EE can promote sustainable development by developing students' leadership, entrepreneurial and opportunity-seeking mindsets in the corporate, social, civic, and technology spheres, thereby reshaping society. In Zambia's universities and teacher colleges of education, the systematic implementation, management, and integration of entrepreneurial education into the curricular framework for TE were found to be inconsistent. According to the poor results of the competency test, trainee teachers had a poor conceptualisation of EE in TE. The basic theoretical and practical pedagogical foundations of EE were found to be poorly understood by EE educators. The study offers policymakers and practitioners in teacher education insight into how to create policies, programmes, and leadership that support the growth of entrepreneurship and increased innovation through the development of human capital and the most effective use of the opportunity-based approach. I therefore, concluded that EE courses should be integrated into all teacher training programmes to produce active industrious teachers and educators who will then produce entrepreneurial learners and citizens for active citizenship and self-sustaining development at all levels of education.

### **Key Terms**

Entrepreneurship education; digital education; civic entrepreneurship; entrepreneurial teacher; edupreneurship; Service-learning; entrepreneurial pedagogy; entrepreneurial citizenship; teacher education; curriculum; active citizenship

## **Acknowledgments**

Without God's blessings and direction, my efforts would not have been possible. I owe Professor VJ Pitsoe a huge debt of gratitude for his exceptional mentoring and supervising. He served as a fantastic source of motivation for me throughout my PhD path, from the application stage to the final stage. Indeed, he is a unique personality, long live Professor!

I want to express my sincere gratitude to my wife for her unwavering support during my academic career. I should give myself a pat on the back for my children's composure and understanding while I worked on my studies, depriving them of some of my time and space.

I am grateful to my co-worker Mrs. Mtonga. D. Ngulube for her significant contribution and calm disposition. She is a versatile co-worker. I will always be grateful to the Mulungushi University School of Education personnel for the friendly atmosphere they provided throughout my time of the study. I want to express my gratitude to Doctor Nyirenda Kawunga, acting vice-chancellor, and his management team for their assistance.

My sincere gratitude goes out to professors G. Muleya, Innocent Mutale Mulenga, G. Masaiti, and doctors Chileshe Kandondo, and S. Mulubale, among others, for providing a solid foundation for me from undergraduate to master's level. My comrades Mr. E. Mwaba, Mr. S.M. Katongo, Mr. J.C. Mtonga, Mr. Sakala, Mr. R. Kalenga, Mr. A. Mazimba, and Ms. C. Kamoto deserve commendation for their steadfast assistance in data collection.

## **Dedication**

I dedicate this work to Mable Musonda Chola, my mother, for instilling a strong sense of entrepreneurship in me. She did not even finish the upper grades, but she had fundamental, unwavering confidence in education for her children. My five children, Mwila Alice Katongo, Chimwemwe Katongo, Chungu Regina Katongo, Kasongo Precious Katongo, and Success Besa Katongo are included in this commitment. To you my children, treat having an entrepreneurial mindset and taking action proactively as a way of life rather than an option because fortune favours the prepared.

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## Abbreviations and Acronyms

CDC	Curriculum Development Centre
CPD	Continuing Professional Development
EE	Entrepreneurship Education
4IR	Fourth Industrial Revolution
HEA	Higher Education Authority
ITE	Initial Teacher Education
IVET	Initial Vocational Education and Training
TE	Teacher Education
TEIs	Teacher Education Institutions
TEC	Teacher Education Curriculum
SL	Service-Learning
STEM	Science Technology Engineering and Mathematics
VUCA	Volatile, uncertain, complex, and ambiguous environment
ZAQA	Zambia Qualifications Authority



# CHAPTER 1

## 1.1 Introduction and Background

Today, it is widely understood that entrepreneurship plays a crucial role in sustaining the development and culture of societies. Since 2010, entrepreneurship education (EE) activities have grown dramatically in the USA, Asia, and Europe, while there are still some growing pains in the least developed nations. EE has shown some promising success in the field of education however, the training programmes in developing countries have primarily focused more on teaching knowledge and skills in principle rather than combining theory and practice to encourage active entrepreneurs (Ubogu, 2020; Bunmi, and Taiwo, 2017). Learners are able to build relevant skills, stay current with industry, and contribute to the workforce and development of the nation by using their entrepreneurial education knowledge.

Despite the fact that most European countries continued to promote entrepreneurship during the 1950s, 1960s and 1980s economic education era, the challenges of the early 1990s recession gave the subject of EE a labour and industrial policy connotation, primarily because of the precarious employment situation at the time. As a result, "entrepreneurship is increasingly acknowledged as a key driver of growth, innovation, and notably new job creators" (Bakoti & Krui, 2010 as referenced by Bili, Prka & Vidovi 2011: 116). Entrepreneurship is a recognised as a major driver of innovation-based economic growth (European Commission, 2014). In other words, everyone needs to have an entrepreneurial mindset in the existing workplace.

According to a clear statement by the European Commission (2015: 6), "teachers and educators are on the front line to enable entrepreneurial learning but can only build entrepreneurial abilities among students if they are themselves familiar with it and grasp the

pedagogical reason." Since this is the case, the European Commission suggests that "every student teacher and existing teacher should benefit from at least one experience of training on the essential issues and methodologies connected to entrepreneurial learning and EE during their career" (European Commission, 2013b:3). The creation of entrepreneurship-related curricula, pedagogical strategies, and rich content has been heavily targeted to match these expectations (European Commission, 2013).

This is in line with the European Commission's assertion that "TE institutions (TEIs) should enable student teachers to explore and develop a range of pedagogical techniques that are supported by active learning approaches, a willingness to experiment and "to try new things and to draw upon a wide range of learning contexts both within, but particularly outside the institution." (European Commission, 2011a: 23). Therefore, only well-prepared teachers can fulfil the goals of entrepreneurial education. Considering this, boosting teacher preparation in EE becomes essential to attaining educational objectives including fostering active citizenry and fostering creativity and innovation in learning and training, leisure pursuits, and the workplace.

As a fundamental competency, entrepreneurship does not always require the study of a particular academic subject; rather, it necessitates a method of instruction that emphasises project work and experience learning (service-learning) (European Commission, 2014). A practical educational environment that encourages the acquisition of important skills and knowledge for entrepreneurial practices is essential for entrepreneurial education. All educational institutions should emphasise practical experiences in related sectors by instilling positive values, competencies, and abilities toward a particular profession that might be applied in real-life scenarios. Teachers are essential to achieving this goal since they have a significant influence on students' academic success. Entrepreneurship and civic

learning take place outside of the classroom, and civic learning cannot flourish without the active involvement of local government, the courts, businesses, non-profits, community organisations, and families (Starks, 2010). Reflective educators must therefore continuously evaluate their methods and modify them in light of the objectives for learning as well as the unique needs of each student. Civic leaders must visit schools to engage pupils, and students must leave the school building to engage in civic practice. It is important to note that EE is implemented with variations globally as presented below from different countries.

Despite the fact that entrepreneurship education programmes are poorly dispersed among Higher Education Institutions (HEIs), Looi and Maritz (2021) report a considerable rise in EE (programmes and research) in Malaysia. Numerous study findings emphasise the value of entrepreneurship in teacher preparation programmes in Malaysia, but Deveci and Seikkula-Leino (2018) argue that greater attention should be placed on the methodologies, pedagogies, techniques, models, or strategies employed in entrepreneurship teaching. Ni and Ye (2018) draw the conclusion that despite their "unclear" responses to questions about entrepreneurial knowledge and entrepreneurship education, Chinese students demonstrated a fair amount of entrepreneurial skill and intention. Furthermore, entrepreneurship education influences students' entrepreneurial intention through the mediation of motivation, leadership, and enterprise knowledge.

As entrepreneurship education has been included into formal education, beginning at the primary levels, Yu, Goh, Kao, and Wu (2017) give a thorough comparative examination of entrepreneurship education in Singapore and Taiwan. While Taiwan is more concerned with theory and the dissemination of knowledge, Singapore lays a greater emphasis on experiential learning and real-world exposure. Continual industry trend adaptation, faculty development, and the evaluation of entrepreneurship education outcomes are only a few of

the problems the two nations must overcome (Rajpopat, 2023). Inspiring pupils to take risks and accept failure is a task that both of them have to tackle. Opportunities exist, nonetheless, in enhancing cooperation between academic institutions and business stakeholders, making use of technology for online entrepreneurship education, and cultivating global alliances for knowledge exchange is needed (Lv et al., 2021).

The situation in the Middle East and North Africa also requires attention, as Azim and Hariri (2018) note that neither secondary schools nor technical institutes offer any formal courses on entrepreneurship, but the majority of Saudi universities do, though only for business students. Furthermore, these courses are typically electives rather than requirements. The study also shows that the programme facilitators are less certain that their participants have the capacity to become entrepreneurs. The effectiveness of EE programmes to help participants develop crucial psycho-social skills is found to be diminished due to the relative under utilisation of interactive and experiential activities like games, competition, role-plays, and creative exercises in EE programmes.

According to Kalimasi (2018), the Tanzanian framework for entrepreneurial education is a good guide, but it has not been reflected in the comprehensive formal education curricula, despite the fact that there are noteworthy techniques in higher education, vocational education, and teacher training institutions. Many African governments and educational institutions agree that more efforts should be made to improve entrepreneurship education and training, including innovation, motivation, risk-taking, and business skills within the mindset of small and medium-sized enterprises (SMEs) Isaacs et al. ,2017; Ladzani and Van Vuuren, 2002; Naudé, 2017). Despite significant efforts made by the private as well as the public sectors, including the establishment of job creation offices in various states and the setting up of entrepreneurial centres in universities, none of these initiatives have been able

to significantly reduce the unrest among young people in the Nigerian Niger Delta (Ubogu, 2020). This unrest could be addressed through promoting entrepreneurship education in the educational system, which can stimulate economic growth, job creation, peace, and poverty alleviation.

In this disruptive world, teacher and instructor skills and knowledge in entrepreneurship education is crucial for ensuring sustained socioeconomic growth. Additionally, Bunmi and Taiwo (2017) note that the implementation of a curriculum reform for entrepreneurship education in Nigeria failed to meet predetermined goals due to a lack of proper awareness of teacher difficulties, insufficient resources, and a lack of policy commitment. But by 2030, all nations are expected to have met the targets set by the Sustainable Development Goals (SDGs), including those in education. If applied effectively, EE in teacher education can reduce poverty, enhance student well-being, promote peace, and eventually benefit the entire community. A young and energetic population, technology improvements, and a developing ecosystem of support are causing an entrepreneurial revolution on the African continent (United Nations, 2023; Alliance for African Partnership (AAP), 2022). African entrepreneurs take the chance to develop new approaches, promote economic expansion, and address societal problems. Building collaboration, making investments in skill development, and enabling the upcoming generation of African entrepreneurs are crucial as the entrepreneurial landscape continues to change (Naudé, 2017). However, the goals of entrepreneurship education would be plagued with failures if educators and instructors lacked sufficient skill development (Paloniemi and Belt, 2015).

In line with recent developments and societal needs, the 2013 Zambian Curriculum Framework added entrepreneurship as one of the new educational objectives by cultivating a supportive attitude toward self-employment and providing students with a foundational

understanding of issues related to entrepreneurship (CDC, 2013). Zambia Vision 2030 (2006) aspires to produce in a strong, dynamic, middle-income industrial nation that works to improve the well-being of all citizens, embodying socioeconomic justice values, and is supported by the following principles (i) sustainable development; (ii) democracy; (iii) respect for human rights; (iv) good family values; (v) a positive attitude toward work; (vi) peaceful coexistence; and (vii) good traditional values. All these principles are linked to the values of EE in the quest to be middle-income industrial nation.

The envisioned economy ought to be competitive, self-sufficient, dynamic, shock-resistant, and independent of foreign aid. The economy Zambians desire includes, among other things, a strong entrepreneurial capability, self-reliance, outward-looking, and enterprising, where citizens are prepared to recognise and seize available chances (Zambia Vision 2030, 2006). The formal introduction of EE into teacher education curriculum is consistent with the African Union vision 2063 just like the Zambia Vision 2030. Therefore, entrepreneurship is said to be a key driver towards the structural economic transformation envisioned in Agenda 2063, *'The Africa We Want'* with the potential to create millions of jobs; generate innovations in fields such as market analysis, risk analysis, feasibility analysis, social and environmental, human resources, and commercial and technical feasibility (Africa Union, 2019; Naudé, 2017). EE is also alignment and consistent with the SDGs 2030, substantially set to increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship through provision of quality education for all.

Hence, my commitment to Biesta's (2011:9) definition of the active citizen as a "dynamic individual who is self-reliant and takes responsibility for his or her actions, rather than relying on government intervention and support, and yet possesses a sense of civic virtue and

pride in both country and local community" remains consistent to this throughout in this study. But in most nations around the world, there has never been a bigger educational and societal need to foster truly participatory entrepreneurial citizenship as implementation of EE is still fragmented globally. As a result, the idea of public and private initiative needs to be revived through entrepreneurial education systems from the educators to the learners. According to Asiyai (2013: 46), citing Asayai (2012),

*adequate funding is critical to the adequacy and effective management of EE and training programme, including procurement and preparation of experts for entrepreneurial training, provision of quality infrastructure and equipment, staff training in entrepreneurship and sponsoring students to field trips for their entrepreneurial growth.*

With that in mind, given its primary focus on the development of citizens' socio-economic well-being, EE is a phenomenon worth researching. To encourage the constantly desired meaningful development and societal transformation, this research adopts a novel approach to investigate the integration of EE in TE for active entrepreneurial citizenship teaching, learning and reflection.

## **1.2 The Problem Statement**

Entrepreneurship is one of the most important drivers of job creation and economic growth and is crucial for the development of a vibrant formal small and medium-sized (SME) business sector. It enhances productivity growth and can also help find practical business solutions to social and environmental challenges, including climate change. Despite its importance, entrepreneurship is not always actively encouraged in most countries through dedicated policy initiatives (UNCTAD, 2012). Although Zambia is consistent in identifying

Entrepreneurship Education (EE) as an educational goal and ideal for young people and adults in its educational and national policies, plans, and strategies, the level of integration of EE into Teacher Education (TE) is not clear as there is a seemingly missing link between theory and practice.

Besides, integration of EE in the *Zambian TE* for active entrepreneurial citizenship and learning remains both a philosophical problem and policy imperative. Arasti, Falavarjani and Imanipour (2012) conclude that the effectiveness of EE is largely related to the teacher's skills and his (or her) knowledge of using different teaching methods, specifically the methods of teaching entrepreneurship. Hence, TE for, through, and about entrepreneurship has seen a paradigm shift to emphasize learning as a self-learning participatory process taking place in the social context of learners as well as the wider social context of the community to the nation as a whole. Therefore, this study aims at examining the integration of EE into TE for active entrepreneurial citizenship and learning. Therefore, from the background given in the preceding sections, the problem that was identified for investigation in this study was that of not knowing the level of implementation and integration of EE into TE for the actualisation of civically responsible and engaged citizens in the economy with the hope of creating home grown economic initiatives, sustainable peace building and enhanced governance processes.

### **1.3 The Research Questions**

Flowing from the above, the central and guiding question was as follows: *How do Zambian teacher education institutions (TEIs) employ leadership strategies in implementing and managing EE Curriculum Policy Framework?* In line with the central question, the guiding research sub-questions were:



- What is EE?
- What are the perceptions of TE practitioners on EE Curriculum Policy Framework?
- What are the best practices of implementing and managing EE?
- To what extent does the absence of strategies for managing EE Curriculum Policy Framework impact active citizenship?
- What guidelines could be employed by TEIs in implementing and managing EE Curriculum Policy Framework?

#### **1.4 The Aims and Objectives of the Study**

The aim of this research was to explore leadership strategies employed by Zambian TEIs in managing and implementing EE policy. The objectives of this study are to:

- find out conceptualisation of EE;
- investigate the perceptions of TE practitioners on EE Curriculum Policy Framework;
- establish the best practices of implementing and managing EE;
- examine the impact of the absence of strategies to manage EE Curriculum Policy Framework on active entrepreneurial citizenship; and
- suggest guidelines that could be employed by the Zambian TEIs in implementing and managing EE Curriculum Policy Framework.

#### **1.5 Justification and Motivation for the Study**

Economic development, innovation, and social change all require entrepreneurship. As a result, educational institutions ought to incorporate lessons on entrepreneurship into their curricula more frequently. Nowadays, entrepreneurship education is a significant component of education curricula at all levels of school due to the rapid advancement of technology, increased global connectedness, and constantly shifting market conditions. As Rajpopat

(2023) confirms, giving learners the knowledge and skills they need to succeed in today's business environment is crucial. Despite the enormous progress that has been made in entrepreneurship education around the world, there are still numerous obstacles to overcome. These include a lack of role models, a lacklustre inventive culture and mindset, little exposure to business and entrepreneurial skills. Nevertheless, there has been an increasing need to create educational initiatives that support and promote entrepreneurship (Kaala, 2022; Rajpopat, 2023; Naudé, 2017). As a result, in order for entrepreneurship education to be successful, educators and instructors must be well-trained, actively engaged in mentoring and coaching, serving as role models for students, and forging fresh partnerships. A person can learn how to start and run a firm, entrepreneurship education also focuses on encouraging invention and creativity, navigating disruptions, adjusting to new developments brought on by technology, and fostering a feeling of self-worth.

One of the primary issues with entrepreneurship education is still providing students with the necessary skills (Ubogu, 2020). Because of this, even when they have a great desire to start their own business, the majority of students still lack the essential skills to be successful entrepreneurs. Students should participate in young entrepreneurship to improve their entrepreneurial competencies, gain practical work experience, and demonstrate opportunity-seeking behaviours. The significance of providing pre-service and in-service teachers with the knowledge and abilities to foster entrepreneurial thinking and capabilities in their learners is highlighted by this study. As the world changes, it is more important than ever for educators to be equipped with these skills to encourage creativity, adaptation, and problem-solving in the next generation (Deveci and Seikkula-Leino, 2018; Rajpopat, 2023).

The emergence of new businesses, innovations, and jobs is all attributed to entrepreneurship. Therefore, it is essential to give teachers the tools they need to foster entrepreneurial thinking

and abilities in their students. The study emphasises that imparting an entrepreneurial mindset to pupils is just as important as educating up-and-coming business people. This mentality includes initiative, problem-solving skills, risk-taking, adaptability, and a proactive outlook. These skills are useful for founding enterprises as well as succeeding in a variety of professional and non-profit endeavours. The study looks into how entrepreneurship education is incorporated into preparation for teaching programmes at institutions of teacher education in Zambia. It acknowledges that teacher education is crucial in influencing how educators think, feel, and act. A new generation of teachers who can encourage entrepreneurial skills and attitudes in their learners for active entrepreneurial citizenship can be nurtured by incorporating entrepreneurship education into teacher training.

Zambia for a long time has been faced with unstable economic growth owing to internal and external challenges. The rationale of this study was to ascertain the integration of EE in TE in Zambia for active entrepreneurial citizenship. Therefore, integration of EE into TE can bridge the gap and ignite a sustainable homegrown stable economy, reduce the unemployment burden, increase self-reliance, creativity, and innovation among youths and adults. Hence, systematic implementation and integration of EE into TE can yield results by creating and nurturing of entrepreneurial minds of youths and adults. EE is dependent on teachers, and, if teachers lack experience and confidence in their ability to teach actionable entrepreneurship, even the well-funded and good-intentioned programmes will quickly become irrelevant. It is critical to develop effective training programmes for faculty, especially those who are working in educational systems that feature conventional classroom instruction. According to the researcher, no research has been carried out to find out the level of implementation and integration of EE into TE in Zambia, and yet this could be the missing link between creating homegrown economic initiatives and the actualisation of

civically responsible and engaged citizens. Therefore, the researcher sought to find out opportunities for new ways of training and updating the skills and competencies of faculty so that they can teach in different settings, on different platforms and to different audiences to address societal challenges.

- The study would help educational planners and policy makers to tailor education towards creating a more entrepreneurial culture, empowering the relationship between economic life and higher education, and promoting entrepreneurial competences such as creativity, spirit of initiative, responsibility, capacity of confronting risks and independence and attitudes within instructors and learners in the quest to produce active and productive citizens.
- The study is likely to strengthen capacities among curriculum developers, teacher educators, pre-service and serving teachers, standard officers, examination officers as well as educational planners and policy makers in enhancing their competencies in planning, designing, implementing, monitoring, and evaluating the curriculum content of TE in EE.
- The study is likely to raise not only learners' awareness of self-employment and entrepreneurship as options for their future career development by contributing to economic growth and to job creation but also as a way to stimulate the development of personal qualities that will help fulfil the potential of the individual with the civic lens in approach.
- Teachers would be likely to employ active learning strategies that will encourage civic responsibility and engagement among the learners.

Therefore, a skilled, motivated, and capable entrepreneurship educator can inspire their students to learn about entrepreneurship as a career choice and develop the skills necessary to address today's major challenges (Block, et al., 2023). No colourful tool, (digital) script, or course design can replace skillful and innovative educator but they need to be current with digital tools to navigate today's disruptive world. The teacher is what matters most in the end. Teachers who are ineffective produce inferior output. In this regard, the challenges of entrepreneurship education can be seen as opportunities to design, implement, and test innovative teaching methods by researchers and practitioners in the field. Entrepreneurial entrepreneurship instructors should, however, regularly reevaluate their objectives, give careful consideration to the demands of their particular target group(s), and pursue personal growth. This frequently goes beyond traditional teaching and places a greater emphasis on supporting the learning process. In order to analyse and develop the best pedagogic approaches, tools, and methodologies to produce a vibrant and effective entrepreneurship education, necessitates the proper kind of supplementary research. Thus, in an effort to create the finest design, educators have been experimenting with many facets of entrepreneurship education and training (Manimala, and Thomas, 2017). Clearly, this should result in several improvements in the methodology, target audiences, institutions, and curricula used in entrepreneurship education for societal transformation.

### **1.6 Original Contribution to Knowledge**

Numerous studies have been done on entrepreneurship education in Zambia (Mwiya, 2014; Chileshe, 2015; Mubanga et al 2019; Mwiya, et al 2018; Mwaanga, 2022). However, research on entrepreneurship education in teacher education has been neglected. The study's contribution to the discipline of entrepreneurship is based on interaction between entrepreneurship education curriculum and teacher education as most of the studies have

concentrated on students' entrepreneurial intentions. The most important person in the classroom is a teacher and he /she needs to be prepared properly for responsible entrepreneurial citizenship beyond the narrow focus on business enterprise so that right entrepreneurial intentions are imparted into the learners at all levels of education. In this study, I argue to address the gap between theory and practice in the management and implementation of EE in TE curriculum framework. The study offers policymakers and practitioners in teacher education insight into how to create policies, programmes, and leadership that support the growth of entrepreneurship and increased innovation through the development of human capital and the most effective use of the opportunity-based approach. The study would make a contribution to entrepreneurship education that puts its students in a position to tackle our society's biggest problems head-on as entrepreneurs, edupreneurs, techpreneurs, social entrepreneurs, intrapreneurs, or just enterprising citizens.

### **1.7 Definition of Key Concepts**

*Active Learning:* Methods that place the learner at the centre of the educational process and enable them to take responsibility for their own learning to experiment and learn about themselves.

*Civic Learning:* Any learning that contributes to student preparation for community or public involvement in a diverse democratic society.

*Enterprise Citizenship:* When an individual engages in such self-regulating activities as achieving financial independence, becoming a self-directed learner, being a problem solver and developing entrepreneurial ideas.

*Entrepreneurship Education:* Academic education or formal training interventions that share the broad objective of providing individuals with the entrepreneurial mind-sets and skills to support participation and performance in a range of entrepreneurial activities.

*Service-Learning:* Teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.

*Teacher Education Curriculum:* The programme content that has been designed to provide and develop the appropriate skills, knowledge and attitudes needed for teaching.

*Teacher Education:* The process of providing teachers and potential teachers with the knowledge, skills, attitudes and values necessary to perform the required tasks effectively in a classroom and the school.

## **1.8 Preliminary chapter outline**

Chapter one gives the background and introduction to the study. The chapter grounded the study into context. The problem statement, purpose, questions, objectives, motivation of the study and the scope definition of operational terms and structure of the thesis/dissertation was be outlined.

Chapter two: In order to show the gap that this study sought to fill in and to ground the study on solid theoretical and conceptual frameworks of EE base, a review of the relevant literature on EE and TE was presented. Furthermore, the chapter discussed the literature review taking into account the following themes: the notion of EE, TE and Civic Education; conceptual challenges; working definitions, historical and philosophical background; contemporary emergence of entrepreneurship and Civic Education; development of entrepreneurship

curriculum, entrepreneurship and civic education pedagogies and their elements. EE a collaborative approach, entrepreneurship and sustainable peace building, entrepreneurial school and entrepreneurial teacher, continuing teacher professional development, service-learning, and the historical background of service-learning in education is presented in this chapter. The philosophy of *Ubuntu* and EE fit and as the concept of civic entrepreneurship as the solution to igniting civic progress is discussed. The theoretical framework of opportunity-based entrepreneurship theory and human capital entrepreneurship theory guided principle of this study. The chapter ended with a summary on literature review.

Chapter Three: In this chapter, I focused on the philosophy of education in relation to TE, policy issues and challenges in the implementation of EE. The chapter further discussed perceptions of TE practitioners on EE curriculum policy framework; best practices of implementing and managing EE; guidelines in implementing and managing EE curriculum policy framework.

Chapter four explained the justification of the research design and methods used in this research. Highlights of chapter 4 included the mixed methods used in this research, the consideration of ethical issues and a description of the research setting. This chapter discussed the methodological approach that was be taken in the study. This was done by way of presenting the research design, the context of the study and sample size and recruitment of participants, description of data collection instruments, reliability and validity of instruments, pretest and data collection, and analysis procedures. The chapter ended with a summary of data collection and analysis.



Chapter Five focused on the discussions of the findings, their implications on the theory and practice of TE curriculum designing, and its implementation in the context of Civic Education.

Chapter Six provided the conclusions of the thesis, theoretical and practical implications, and recommendations based on the findings of the study. That done, the chapter presented the major findings of the study by way of drawing some broad conclusions based on each of the chapters discussed. The chapter also gave a summary of the theoretical framework with some implications to the study and thereafter ended with the research recommendations.

### **1.9 Summary of the Chapter**

The chapter highlighted the introduction the study to offer an overview of perspectives of entrepreneurship education globally. The research objectives, research questions and aims were presented. Statement of the problem, justification and motivation of study were discussed. Original contribution to knowledge, definition of operational terms and preliminary chapter outlines were presented. The next chapter is literature review.

## **CHAPTER 2: Literature Review**

### **2.0 Overview**

This chapter consists of two sections: A and B. Section A examines the literature to develop a framework for this study while section B narrows down to explain the theoretical framework on which this study anchors. This literature review begins with an exploration into the broad field of entrepreneurship and civic education and then moves to specific organisational factors that foster entrepreneurship and influence organisational performance and understanding of the concept. This chapter is organised in the following sub-sections:

Section A begins with a broad concept of EE and Civic Education; education about, for, and through entrepreneurship; kinds of entrepreneurs; EE and the changing world as well as service-learning as the pedagogy of EE. The chapter further discusses entrepreneurship and sustainable peace building; the philosophy of *Ubuntu* as an EE fit for Africa and EE as collaborative approach are discussed in this chapter. The chapter also explores the value of the entrepreneurial school; the entrepreneurial teacher; initial TE; continuing teacher professional development; EE pedagogies and a summary of the literature review.

### **2.1 Section A: Literature Review**

#### **2.1.1 Conceptualizing EE**

In this study, EE is approached from many dimensions, although the main focus is on the integration of EE into TE for active entrepreneurial citizenship. This is in the quest to enhance active citizen participation in the governance process particularly in economic, political, social and environmental aspects of private and public life, and to foster innovative and creative minds in teachers and eventually the learners as they acquire entrepreneurship behaviour, skills and attitudes.

The demand for EE is a result of the broad shift in the work market that has occurred in the 21st century; this movement has made it necessary for people to have new skills, the ability to reorient themselves, the ability to pursue various occupations, and to actively participate in their own success. According to the European Commission (2013), promoting EE in universities, colleges, and vocational schools will enhance the entrepreneurial dynamism of our economy. Undoubtedly, the value of entrepreneurship is being emphasised more and more in the world, particularly in light of the downfall of centrally planned economic systems. The entrepreneur, the lone actor who creates the markets by founding and expanding enterprises of any size, is at the centre of economic policies as a result of movements away from governments dominating the economy.

Even if there are no precise and widely agreed-upon definitions of entrepreneurship or EE, educational activities associated with them should be researched. According to Ruskovaara (2014: 13) asserts that "EE is related to instructional techniques aiming, creating and enhancing students' ability to behave responsibly, to be active, innovative, and able to seize chances to be able to assess and take controlled risks, and to plan and manage projects of proper proportions. Different interpretations of entrepreneurship, enterprise, and an entrepreneur "have far-reaching effects on the understanding of the objectives of entrepreneurship as a field of study, the setting of specific course objectives, the choice of target audiences, the design of course content, the teaching methods applied, and ultimately on evaluating entrepreneurship," according to Mwasalwiba (2010), as cited in Ruskovaara (2014:16). Mwasalwiba (2010: 40) summarises his findings by noting that "there is a shared understanding of what entrepreneurship education is generally striving to achieve, even though there is no unanimity on the basic definitional issues."

According to Harte and Stewart (2012, 332) points out that enterprise education and EE have very different meanings as concepts in curricula. They explain the differences as follows: "Enterprise education approaches can be about 'taking an enterprising approach to teaching,' or 'including challenging concepts within teaching practice to aid and increase problem-solving skills,' or 'bringing about an awareness of key employment skills beyond university education. While EE's approach to talent development and improvement is comparable, it also frequently has a clear aim on business start-up and the elements to consider in choosing this as a route of employment" (ibid).

Following up on the arguments and discussion surrounding the definitions and goals of EE and entrepreneurship education, Gibb (1996) notes that it can be difficult to distinguish between a "entrepreneurial" and "enterprising" individual in various languages, thus he uses the two terms interchangeably. Additionally, he notes that "enterprise" can be used in a variety of contexts, whereas "entrepreneurial" refers to business activity (1996: 313; 2005). According to Jones and English (2004: 417), "entrepreneurial education can be seen broadly in terms of the skills that can be taught and the qualities that can be engendered in people that will enable them to build new and inventive schemes." In the end, Harte and Stewart (2012) debated whether "enterprise education" is the ideal term for the discipline or whether an even more crystallised concept, like creative or innovative, could be more useful.

The "dilution effect" is one of the difficulties Kuratko (2005: 589) has noticed when researching the history of EE. As he points out, in some circumstances anything seems to become "entrepreneurial" because it sounds cool and fashionable, he sees a danger of diluting the true meaning of entrepreneurship and entrepreneurial. Additionally, he issues the following warning: "There seems to be a serious use and abuse of this phrase for objectives other than advancing the field of entrepreneurship education. We must protect the true idea

and meaning of the word "entrepreneurship" as entrepreneurship instructors. However, "entrepreneurship education" has mostly been embraced in scientific literature (Haase and Lautenschläger, 2011: 147; Gibb, 2011; Jones and Iredale, 2010). From the foregoing, it can be deduced that EE is a highly fluid and contested word to define; hence, curriculum intentions should be clearly defined.

Gibbs (2007:3) defines the concept of entrepreneurship/enterprise as behaviours, skills, and attributes applied individually and/or collectively to help individuals and organisations of all kinds to create, cope with, and enjoy change and innovation involving higher levels of uncertainty and complexity as a means of achieving personal fulfillment. This definition embraces the broader definition of entrepreneurship/enterprise of all kinds of organisations and for educational purposes.

Entrepreneurship is defined as a set of behaviours, characteristics, and abilities that enable people and groups to instigate change and innovation; manage and even relish greater levels of complexity and unpredictability (Gibb, 2007). As a result, institutional guidance and quality management frameworks should seek to fully utilise innovations, advantages, and learning from successful development measures in the field. Additionally, identifying various opportunities and gaps in how to encourage entrepreneurship as a key competency is or should be in the interests of school management (Ruskovaara, et al., 2015). Teachers have reported having trouble coming up with topics and strategies to address the obstacles posed by EE (Seikkula-Leino 2006, 2007; Fiet 2001a, 2001b), and it appears that the idea of EE is, at least in part, an undefined and uncharted field (Ruskovaara, 2014). Entrepreneurship is "the recognition of opportunities (needs, wants, difficulties, and challenges) and the use or production of resources to implement innovative ideas for new, well considered initiatives," (Carpenter, Bauer, and Erdogan, 2012: 21). Rwigema and Venter (2004) characterise

entrepreneurship as a complex, uncertain environment, the process of conceptualising, organising, launching, and via innovation, nurturing a business opportunity into a potentially high growth venture.

In understanding EE, at least four essential elements can be inferred from the definition: first, it involves a process, making it manageable; second, it creates value in organisations and the market where none previously existed; third, it requires resources that are uniquely integrated to create the value; and fourth, it is the result of an opportunity that has been identified (Morris & Kuratko, 2001). Three factors innovativeness, risk-taking, and proactiveness affect the level of entrepreneurship (Morris & Kuratko, 2001). During this process, the entrepreneur introduces fresh products and services to the market; occasionally, they even help to create new markets, organisation, and production methods. They look for, acquire, and apply new knowledge to satisfy customers and foster economic growth (Johansson, 2004: 517).

The focus is on how to cultivate entrepreneurial attitudes, abilities, and knowledge that, in essence, should empower students to "transform ideas into action" (European Commission, 2014). EE is the process of enabling people to recognise commercial possibilities and have the self-awareness, knowledge, and abilities to take advantage of them. It also covers training in spotting opportunities, commercialising ideas, allocating resources in the face of risk, and starting a business (Jones & English, 2004). Further, Carpenter, Bauer, and Erdogan (2012: 21) claim that an entrepreneur is a person who participates in the entrepreneurial process. This perspective views entrepreneurship as a process because it frequently entails more than just having a great concept because someone must also translate it into reality. A complex, dynamic economy cannot distribute resources to their highest-value use without entrepreneurship, and the acts of the entrepreneur as a person make the markets function

(Klein, 2008: 173). In this regard, with a few exceptions globally, programmes to promote entrepreneurship and so achieve the objectives of economic growth and prosperity have been quite prevalent in both developed and developing countries for decades.

Never before has promoting entrepreneurship been more crucial than our current time with disruptive business environment. In fact, EE will increase young people's employability and "intrapreneurial" skills in their job within current organisations in the social, public, and private sectors, in addition to helping to foster the development of social enterprises and commercial start-ups. Carpenter, Bauer, and Erdogan (2012: 23) in their conclusion stated that 'entrepreneurial firms and entrepreneurs, in general, are obsessive about recognising possibilities and solving issues for any organisation, entrepreneurship answers big concerns about "what" an organization's mission might be. As a result, investing in EE is one of the investments with the highest return on investment that any country can make, with TE serving as the foundation.

### **2.1.2 E E and Active Entrepreneurial Citizenship Education**

Both citizenship education and EE appear to benefit individuals in becoming proactive, acting independently, seizing opportunities, and making a difference. As a result, the two parties should work together more to advance education that will enable individuals to be proactive citizens and economic creators. According to Mitra, Sokolowicz, Weisenfeld, Kurczewska, and Tegtmeier (2020), Citizen Entrepreneurship (CE) can address local issues resulting from widespread phenomena like climate change, ecological and environmental challenges, inequality, social polarisation, populism, migration, and the gradual erosion of democratic institutions. CE can also generate economic and social value. According to Mitra et al. (2020), this type of citizen participation could improve the alignment of entrepreneurial ventures with societal, economic, and local concerns as well as solve issues relating to the

global relevance of local interests in unstable situations. In order to achieve this, I contend that involving citizens in the entrepreneurial process could facilitate collective agency at the level of people with their rights, duties, and responsibilities, to recognise, take part in, and govern with existing institutions, in meaningful economic and social activity in defined spatial environments.

Citizen entrepreneurship refers to the participation of citizens in the private, social, and public entrepreneurship processes as consumers, producers, and collective governance gatekeepers (Mitra, 2019). We are dealing with a paradigm change overall because for a very long time, skills like creativity and participation were seen as components of programmes like art education, reform pedagogy, participatory civic education, or youth work. The focus of economic education, in contrast, was mostly on understanding micro and macroeconomics, stock market mathematics, or the graphs and tables found in corporate planning and reports. Today, though, things have changed since organisations now demand innovation, creativity, and disruption, and entrepreneurial learning has grown in popularity. Weisenfeld and Hauerwaas (2018) suggest a transformative agenda for entrepreneurship and innovation for social and economic change in Europe and elsewhere that involves engagement with communities of citizens and shared knowledge creation.

According to Kahne and Middaugh (2009), civic education (CVE) is essential for a healthy human existence because it fosters innovation, entrepreneurship, risk-taking, and creativity in politics, the economy, and social and environmental issues. In light of this, it is essential that citizens are informed about and involved in these processes. The main advantages of civic learning in relation to entrepreneurial education include a vibrant and informed civic life, increased democracy and a healthy society. Therefore, renewing civic learning has more to gain and strengthen transformative learning experiences. This call for mindset changes



and build conversations that have to deal with the growth of the economy and social well-being of individuals and the community.

CE emphasises the idea of citizens actively participating in new enterprise creation and growth in the private, social, and public spheres made possible by successful socioeconomic ventures (Mitra, et al, 2020). As a result, CE offers fresh approaches to utilising technology while utilising a shared resource of human, social, and financial capital. It could enable a practical form of Aristotelian goodwill, virtue, objective transparency, and critical judgement, all of which are necessary for effective governance, thereby serving as a meaningful antidote to decreasing levels of trust in institutions, businesses, and governance processes in many countries around the world (Wynn, 2017).

Entrepreneurial citizens have the potential to be "change makers" and collaborate with many stakeholders to bring about societal change (Sterk, Specht & Walraven, 2013). According to a trans-sectoral view, entrepreneurship pedagogy might take into account the fact that business owners contribute to a democratic environment as employees, corporate citizens, or regular citizens. According to this viewpoint, the training or courses are enhanced by a democratic or civic perspective on entrepreneurship. However, it can also work the other way around: entrepreneurship may be a fun method for students to get involved in society and may enhance civic participation. As a result, educators may view it as a suitable area for involvement that is complementary to initiatives or non-profit organisations' self-organization. The concept of active citizenship has emerged as a critique of citizens' consumerist and "lazy" behaviour, as demonstrated in the literature, and it represents the (moral) obligations and responsibilities that are top-down imposed on citizens (Sader, Kleinmans, & Van Ham, 2019). Thus, entrepreneurial citizenship refers not only to obligations and responsibilities but also to chances taken by citizens to add value to society.

As a result, entrepreneurial citizenship calls for a different kind of relationship with the government(s) that is based on horizontal co-production rather than citizens reacting to government-initiated arrangements.

Participation in the public as people, in civil society groups, or in projects is the fundamental type of active involvement for democratic citizenship education. With an entrepreneurial capacity set of knowledge, skills, civic intelligence, and integrity in polycentric settings, citizens in CE projects are active users, producers, and providers (Mitra et al, 2020). The realisation of scalable projects that may tap into a variety of interests and abilities best represents their collective mindset and effectiveness for engaging in entrepreneurship in many guises. A useful expansion of the purview of Education for Democratic Citizenship is the creation of cooperatives, social entrepreneurship businesses, or other economic players attempting to adopt democratic ideas and practices (EDC). The scope of EE is expanding to include such societal consequences. When considering entrepreneurial education from the standpoint of citizenship education, it should emphasise and apply the whole range of economic models for providing solutions most appropriate to the context, needs and skills of the learners. One possible solution to the issue of youth unemployment is small business creation. Other strategies include promoting young people's employment in striving businesses, encouraging their involvement in alternative business models like mutual organisations and cooperatives, or making sure their voices are heard in trade unions.

According to Weber's work on "the Protestant Ethic," it can be claimed that entrepreneurship or an entrepreneurial mindset has always been a component of citizenship (Sader, Kleinhans & Van Ham, 2019). Entrepreneurs are important cornerstones of modern societies because they create value in the economic and society sectors. They show the involved citizen in their capacities as community financiers and organisers, and one may observe them in these

capacities as pillars of society and supporters of the community and as role models for ambitious youth (Audretsch & Thurik 2000; Audretsch, 2007). Therefore, one method to teach students how the world may be transformed is through entrepreneurial thought and individual initiative. Altruistic activism, giving activism, communal activism, and anti-materialist activism all follow distinct logics and are not always proactive. Altruism is defined by Khalil (2004) Street and Cossman (2006) as a person's readiness to sacrifice for the good of others without expecting anything in return.

However, I firmly believe that civic educators must acknowledge that for some individuals or organisations, entrepreneurship may be a highly intriguing means of bringing about social change. Therefore, pedagogy from both directions would better encourage a diversity of ideas on how to include the public and seek a methodological exchange in order to support learners in finding the kind of activity fitting best to their personal and societal needs. According to various academics, the rise in societal appreciation for entrepreneurship as a whole has had an impact on not just how we think about citizenship but also how governance institutions have altered, allowing for the emergence of entrepreneurial citizenship (Van Beek, 1998; Hoekema, 2007; Sader, et al., 2019). Additionally, governments encourage entrepreneurial citizenship top-down, but it also shows itself in a variety of bottom-up activities by individuals.

Civic education and EE both aim to make people more responsible in both their personal and societal domains and to regard themselves as the answer to society problems. This is because, in the opinion of Bili, Prka, and Vidovi (2011: 117), "entrepreneurship education concentrate on behaviour deals largely with specific abilities in relation to entrepreneurial behaviour, like seizing chances, making decisions, and developing social skills." When it comes to the establishment of new businesses and entrepreneurial scenarios, EE concentrates on

developing specialised situations (e.g. new ventures, corporate venturing). Contrarily, civic education aims to prepare students for responsible citizenship, further education, and useful work. According to this perspective, the European Commission (2016: 21) views EE in the following manner:

*Entrepreneurship education is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion, and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective.*

The most significant and enduring ideas, concepts, issues, dilemmas, and knowledge essential to the disciplines that should be taught and learned in school are outlined in the content standards for civic education. These standards enforce and indicate the ways of thinking, working, communicating, reasoning, and investigating. According to the European Commission (2016:19), the ability to put one's ideas into practice should also involve an understanding of moral principles and the promotion of good governance. Indeed, civic education is concerned with ethical conduct and sound government procedures in all aspects of human endeavour, including both private and public life. According to Krui et al. (2008), the educational process improves students' understanding of the key components of a family business, and after completing the course, the students' attitudes are more in line with the ideal model.

EE aims to give students the information, abilities, and drive necessary to support entrepreneurship in a range of contexts. All levels of education, from elementary or secondary schools to graduate university programmes, offer variations of EE. When seen broadly, entrepreneurship should be seen as a mindset that can be applied to all job tasks as well as daily life, such as creativity and invention (Sarri et al. 2010). In order to achieve the common good and the well-being of society, civic education seeks to cultivate both individual and collective participation in all facets of state life, including political, economic, social, and cultural affairs. Building a group of active citizens with the ability to demand change in social, economic, and political systems is essential for civic growth. Unquestionably, civic education plays a key role in developing a pool of social, civic, and corporate entrepreneurs with a critical and reflective mindset. Regardless of origin or region, everyone may at some point need to develop entrepreneurial skills, demonstrate entrepreneurial behaviour, or have the chance to launch their own firm (EU Commission, 2004). Beyond its use in starting new businesses, EE serves society by promoting entrepreneurial skills and mindsets change to make things work even in the fragile environment where others could hesitate to act. With exposure to EE learners become change management agents and face disruptive situations with calm and forward thinking to make things happen to solve individual and organisational problems.

Civic entrepreneurship is defined by Douglas, Melville, and Walesh (2004) as assisting communities in organising and developing their economic resources and creating fruitful, resilient linkages across the public, private, and civil sectors. Individuals who identify as civic entrepreneurs might come from a variety of backgrounds, including business, government, education, and other societal spheres. Civic education and EE both aim to develop vital entrepreneurial skills in the corporate, social, and civic sectors. Civic

entrepreneurs are motivated to act on an upbeat vision of how their community might prosper in the twenty-first century despite being aware of the current economic realities.

Additionally, civic entrepreneurs inspire social enterprise to re-establish the balance that has been so eluding and assist communities in working together to develop and organise their intellectual capital as well as to forge fruitful, durable connections between the private, public, and civil sectors (Douglas, et al. 2004). Civic entrepreneurs employ bottom-up grassroots success strategies, seek out novel ways to reform their communities, recognise the need for social change, and create strong economic communities in the face of adversity. revitalising rural and urban regions, changing educational systems, realising that community development is a process, embracing the new forces that are continually changing communities, and continuing to play the game while modifying their strategy are all necessary.

### **2.1.3 Educating about, for and through Entrepreneurship**

Three methods are frequently used to categorise entrepreneurial education. The three main themes of EE provision are theoretically oriented courses that educate (1) "about" entrepreneurship (Piperopoulos & Dimov, 2014) with the goal of raising knowledge about it and encouraging students to consider it as a potential career choice (Fayolle & Gailly, 2013; Klapper & Tegtmeier, 2010). To inspire students and strengthen their ambitions to become entrepreneurs in the future, practical-oriented courses that educate (2) "for" entrepreneurship are designed (Piperopoulos & Dimov, 2014). Teach "through" (3) entrepreneurship with the goal of graduating entrepreneurs (Vincett & Farlow, 2008; Sirelkhatim & Gangi, 2015), fostering the launch of new businesses, and enhancing entrepreneurial skills.

*Teaching entrepreneurship programmes "about":* The business plan is the most commonly cited material area in the articles that describe theoretical-oriented courses (Honig, 2004). Teaching "about" entrepreneurship refers to a theoretical and content-heavy approach designed to provide a broad overview of the issue. The majority of higher education institutions use this strategy (Mwasalwiba, 2010). Additionally, we see that small business management courses and traditional management-related topics like marketing and finance management are frequently cited (Kuratko, 2005; Solomon, 2007). Entrepreneurship is taught as a sociological phenomenon in entrepreneurship education. It discusses entrepreneurship theories and empirical research from disciplines like management, sociology, and psychology (European Commission 2021). Entrepreneurship is discussed in EE about both as a human and a group as well as an activity. Additionally, there is theoretical content on entrepreneurship in this issue that covers entrepreneurial qualities, personality features, economic success, how people think entrepreneurially, and entrepreneurial awareness (Piperopoulos & Dimov, 2014). The primary teaching methods for this theme include lectures, guest speakers, and case studies, which are typically taken directly from textbooks. Learning is passive and teacher centred (Fayolle & Gailly, 2008; Sirelkhatim & Gangi, 2015).

*Teaching "for" entrepreneurship programmes:* The curriculum content for this theme uses methodologies that are skills-based and aims to teach students how to operate a business (Bennett, 2006; Sirelkhatim & Gangi, 2015). Teaching "for" entrepreneurship refers to a career-focused strategy intended to equip aspiring business owners with the necessary information and abilities. This theme's content aims to offer a variety of methods to promote entrepreneurial activity, including idea generation, team building, business planning, creativity, innovation, and inspiration, as well as the recognition of opportunities and the unpredictable and contingent nature of entrepreneurship. Other methods covered include

anticipating and embracing failure (Fayolle & Gailly, 2013; Piperopoulos & Dimov, 2014). The goal of entrepreneurship education is to develop the information, abilities, and attitudes necessary to bring ideas into reality, particularly when beginning a new business (European Commission 2021). Such instruction places a strong emphasis on topics like creating a business plan, a marketing strategy, an organisational plan, and team management. In order to broaden learning experiences that are collaborative in nature, it is suggested that a growing conversation regarding the idea of "learning by doing" and experiential teaching approaches (Fayolle & Gailly, 2013). The usage of simulations was one of the most widely mentioned tools in this theme (Honig, 2004); additional teaching strategies included self-directed activities, team teaching between academics and practitioners, mentoring, and networking with businesses (Piperopoulos & Dimov, 2014). The main distinction between the teaching "for" and teaching "through" themes is that students who participate in the teaching "for" topic typically act out, role-play, and pretend to be entrepreneurs rather than actually becoming one (Vincett & Farlow, 2008).

*Teaching "through" entrepreneurship programmes:* However, it advises studying "with" and "through" real-life business to provide students the opportunity to experience "becoming" entrepreneurs rather than "pretending" to be ones. The curriculum content for this theme is comparable to teaching "for" entrepreneurship (Vincett & Farlow, 2008; Sirelkhatim & Gangi, 2015). This one advocate experiencing the dynamics of the market first-hand. These classes put a strong emphasis on training aspiring entrepreneurs how to pitch business concepts to shareholders and investors. The use of person-induced business simulation is one of the recommended teaching techniques for this theme (Klapper & Tegtmeier, 2010). For Vincett & Farlow (2008), incubators are recommended. In contrast, Wang & Verzat (2011) recommend internships to develop and deploy novel products for actual customers. Chang



and Rieple (2013) choose real-world projects where students work alongside actual businesses to gain exposure and experience.

This subject strongly relies on hands-on learning and experiential learning, which are related to entrepreneurial learning. A programme in Sweden, where Ph.D. science researchers with ideas are connected with undergraduate entrepreneurship students to build a company that manufactures the invention, provides a distinctive example of learning "via" entrepreneurship (Sirelkhatim & Gangi, 2015). Students begin by looking into customer needs to make the idea more marketable, forming a partnership, and submitting an application for startup funding. Mentors from the university's incubator provide assistance with each phase, and at the conclusion of each project, all students are given stock ownership rights in the business (Lundqvist & Williams Middleton, 2013). Additionally, education through entrepreneurship employs the entrepreneurial process as a means of achieving learning goals, particularly the development of students' capacity to recognise new opportunities, amass resources, and take advantage of them (European Commission 2021). This requires taking specific action to address an issue, such as starting a business or volunteering in the community.

According to Kyrö (2005), teaching "through" refers to a method that is process-based and frequently experiential and in which students actually engage in an entrepreneurial learning process. This strategy frequently relies on the broader meaning of entrepreneurship and can be incorporated into other general education subjects, linking entrepreneurial traits, methods, and experiences to the main topic. The embedded approach of teaching "through" entrepreneurship can be relevant to all students and at all levels of education, whereas the "about" and "for" approaches are largely relevant to a group of students at secondary and higher levels of education (see Smith et al., 2006; Handscombe et al., 2008). However, there are also significant obstacles to overcome when attempting to integrate entrepreneurship into

education in this manner, including resource and time limitations, teacher reluctance, difficult evaluation issues, and financial ramifications (Smith et al., 2006). As a result, a number of transformation processes that are a part of entrepreneurial education are at a crossroads for teachers (Ruskovaara, et al, 2015). As they translate the goals of EE into teaching activities and learning outcomes, teachers travel from the overall aims of EE to their actual outcome, which is an increase in entrepreneurial activity in society.

Although EE can take both official and informal forms, the European Commission suggests that all young people receive entrepreneurial education before they finish their obligatory schooling. It's interesting to note that EE can take the shape of a cross-curricular subject throughout education rather than having to be a distinct school subject. It shouldn't be separated from other teaching initiatives as a result. Additionally, it must incorporate components of the pedagogies described below: problem-based learning, experiential learning, project-based learning, and learning by doing. International organisations promote a generic approach to EE and its constructivist flavour, which is then translated into entrepreneurship pedagogies as a teaching strategy. The four types of pedagogies that emerged over time when the evolutions of pedagogies in EE are studied are teacher-centred, teaching-centred, learner-centred, and learning-centred. The first topic, which is a teacher-centred teaching strategy that teaches "about" entrepreneurship and attempts to raise students' awareness of entrepreneurship as a career choice, is evident from the discussion that came before it. It uses an excessive amount of theoretical content (Piperopoulos & Dimov, 2014). The second and third themes, teaching "for" and "through" entrepreneurship, are more learner-centred and focus on developing entrepreneurial abilities rather than just imparting knowledge. They aim to graduate entrepreneurs. This is accomplished by either providing a setting in which students can simulate actual business situations or by allowing them to start

or participate in venture formation (Piperopoulos & Dimov, 2014; Vincett & Farlow, 2008). As suggested by Krueger, Table 2.1 includes key presumptions and examples of tools for each of the instructional approaches:

*Table 2.1: The Evolution of Pedagogy*

<b>Key focus of pedagogy</b>	<b>Key assumption</b>	<b>Example of key tool</b>
<i>Teacher-centred</i>	Teacher transmits to passive students	Memorisation (lectures on entrepreneurial facts)
<i>Teaching-centred</i>	Recognises learning as a process	Skills and drills (e.g. writing business plan)
<i>Learner-centred</i>	Learners have “ownership” of learning	Case studies (assessing business plans)
<i>Learning-centred</i>	Learning is situated, students and teachers alike	Problem-based learning (e.g. self-managed field projects)

Source: Krueger (2007: 126).

To demonstrate how entrepreneurial learning goals can be realised, Hubba and Freed (2000) contrast learner- and teacher-centred paradigms. Teacher-centred paradigms exhibit the traits of rote learning, in which the teacher has complete control over the teaching and learning process. To promote problem-solving, action, and experience learning the core of entrepreneurial learning the learner, on the other hand, takes centre stage in the learning process. Comparison of the learner-centred and teacher-centred paradigms is provided in Table 2.2 on the next page.

*Table 2.2: Comparison of teacher-centred and learner-centred paradigms*

<b>Teacher-Centred Paradigm</b>	<b>Learner-Centred Paradigm</b>
Knowledge is transmitted from teachers/ lecturers and /or professors to students.	Students construct knowledge through gathering and synthesising information and integrating it with the general skills of inquiry communication, critical thinking, and problem solving.
Students passively receive information.	Students are actively involved.
Emphasis is on the acquisition of knowledge outside the context in which it will be used.	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real life contexts.
The instructor's role is to be the primary information giver.	The instructor's role is to coach and facilitate.
Teaching and assessing are separate.	Teaching and assessing are intertwined.
Assessment is used to monitor learning.	Assessment is used to promote and diagnose learning.
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors.
Desired learning is assessed indirectly through the use of objectively scored tests.	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.
Focus is on a single discipline	The approach is compatible with the interdisciplinary investigation.
Culture is competitive and individualistic	Culture is cooperative, collaborative, and supportive.
Only students are viewed as learners	Instructors and students learn together.

Source: Hubba and Freed (2000).

Therefore, a tangible, simple-to-use, and useful instrument for directing teachers' behaviour would be quite beneficial. There are some examples of tools that evaluate teachers' methods while also offering specific advice on how to move forward and improve. Teachers have discussed the value of these tools in reports, and they emphasise the significance of the feedback loop that is linked to self-evaluation (Seikkula-Leino et al., 2010). According to Gibb's (2007) perspective, entrepreneurial ventures must display a variety of entrepreneurial behaviours, attitudes, and talents (see also characteristics of entrepreneurial teacher in Table 2.3).

Table 2.3: Sets of Entrepreneurial Behaviours, Entrepreneurial Attributes and Entrepreneurial Skills

<p><b>1. Entrepreneurial Behaviours</b></p> <ul style="list-style-type: none"> <li>• opportunity seeking and grasping</li> <li>• taking initiatives to make things happen</li> <li>• solving problems creatively</li> <li>• managing autonomously</li> <li>• taking responsibility for, and ownership of, things</li> <li>• seeing things through</li> <li>• networking effectively to manage interdependence</li> <li>• putting things together creatively</li> <li>• using judgement to take calculated risks</li> </ul>	<p><b>3. Entrepreneurial Attributes</b></p> <ul style="list-style-type: none"> <li>• achievement orientation and ambition</li> <li>• self-confidence and self-belief/ esteem</li> <li>• perseverance</li> <li>• high internal locus of control (autonomy)</li> <li>• action orientation</li> <li>• preference for learning by doing</li> <li>• hardworking</li> <li>• determination</li> <li>• creativity</li> </ul>
<p><b>2. Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• creative problem solving</li> <li>• persuading</li> <li>• negotiating</li> <li>• selling</li> <li>• proposing</li> <li>• holistically managing business/ projects/ situations</li> <li>• strategic thinking</li> <li>• intuitive decision-making under uncertainty</li> <li>• networking</li> <li>• emotional intelligence</li> </ul>	<p><b>4. Values and Beliefs</b></p> <p>Entrepreneurship is embodied in sets of values and beliefs relating to:</p> <ul style="list-style-type: none"> <li>• ways of doing things</li> <li>• ways of seeing things</li> <li>• ways of feeling things</li> <li>• ways of communicating things</li> <li>• ways of organizing things</li> <li>• ways of learning things</li> </ul>

Adapted from Gibbs 2007

**Entrepreneurship is different from business.**

It's crucial to distinguish between entrepreneurship and simply acting "business like" or "professional" in the sense of administrative administration (Gibb, 2007). Such uncertainty is hazardous. The opposite of entrepreneurship is many of the methods, values, and beliefs that accompany corporate and administrative management (see the left and right-hand sides of Table 2.4). Nevertheless, they are occasionally included in educational curricula and occasionally in educational management systems as part of the entrepreneurial umbrella. Government/corporate organisations and entrepreneurial organisations have very distinct organisational design values (Gibb, 2007). Table 2.4 contrasts government/corporate organisations with entrepreneurial organisations in terms of values in organisational design.

*Table 2.4: Values in Organisation Design*

<b>Government/Corporate (Looking For)</b>	<b>Entrepreneurial Small Business (As Being)</b>
Order	Untidy
Formality	Informal
Accountability	Trusting
Information	Observing
clear demarcation	Overlapping
Planning	Intuitive
Corporate strategy	'Tactically strategic'
control measures	I do it my way'
formal standards	Personally observed
Transparency	Ambiguous
Functional expertise	Holistic
Systems	'Feely'
Positional authority	Owner managed
Formal performance appraisal	Customer/network exposed

Adapted from (Gibb, 2007).

## **2.2. Kinds of Entrepreneurs**

Educators at all levels of learning need to be aware of how EE can inspire all various kinds of entrepreneurs, including edupreneurs, technopreneurs, intrapreneurs, civic, political, social, and business entrepreneurs. I make the case throughout this work that entrepreneurship is not just a result of commercial activity. In a broader sense, it includes business owners who work for a variety of non-governmental organisations as well as social, economic, civic, religious, and educational entrepreneurs. However, other forms of entrepreneurship not mentioned in this study can be easily incorporated into these key characteristics. This study only discussed economic, social, civic, and political entrepreneurship as well as edupreneurship, technopreneurship, and intrapreneurship.

### **2.2.1 Economic Entrepreneurship**

Although EE has gained prominence in higher education because to the significant emphasis on economic success and job creation, it is not an integrated educational approach for all students at all levels. Entrepreneurship can help people succeed financially. Every company's

long-term performance depends on organisational renewal, and renewal procedures are essential to the health of economies. The main avenues for growth and job creation are entrepreneurship and innovation (Jones & Iredale, 2010, Kuratko, 2005, Volkmann et al., 2009). There is a demand for more people who are able and motivated to create job growth. Therefore, educators must focus on developing students who are capable of starting businesses, which will ultimately lead to the creation of the necessary jobs and a decrease in the unemployment rate. Leffler (2009:104) also draws attention to the economic undertones of entrepreneurship, saying that while the idea has its origins in the business world, it is increasingly being debated in relation to education during the early years of the obligatory school system. The job approach of entrepreneurship can help people achieve financial independence. People who work for themselves and their families have the opportunity to start and run a business where they serve as the employer or boss rather than just an employee.

### **2.2.2 Social Entrepreneurship**

Another odd but interesting entry point for EE is the rising student interest in social entrepreneurship (Tracey & Phillips, 2007). Around the world, young people are very interested in taking part in efforts to address societal problems (Youniss et al., 2002). Social entrepreneurship seeks to solve societal issues that the market economy has been unable to (Seelos & Mair, 2005, Austin et al., 2006, Rae, 2010). People have the power to change the world, and even the most disadvantaged individuals can prosper economically. To generate social value, corporations might work with small social entrepreneurship ventures (Volkmann et al., 2009; Kuratko, 2005). Most people think about entrepreneurship in terms of business. However, there may be connections between entrepreneurship and all aspects of life. EE supports social as well as business entrepreneurship, which contributes to the development of

a more equal and inclusive society. In its broadest sense, entrepreneurship may be a tool for fostering the imagination and ingenuity required to build a better neighbourhood, country, and world. Government policies should concentrate on the educational aspects of the enormous human potential for entrepreneurship that exists in every society in order to accomplish this goal. According to Leffler et al. (2010), entrepreneurship in the Swedish educational setting of obligatory school would concur with a broader interpretation and understanding in which it may target social and cultural activities rather than only or especially economic ones.

People with creative minds are frequently in a position to develop business concepts, which are frequently seen as complementary to efforts made by the government. Because of their tenacity and desire to address social issues, Nieswandt (2017) refers to these people as social entrepreneurs. In the same way, Bornstein and Davis (2010:1) define social entrepreneurship as "the process by which citizens build or transform institutions to advance solutions to social problems, such as poverty, illness, illiteracy, environmental destruction, human rights abuses, and corruption, to improve life for many." Social entrepreneurship encourages civic engagement, upward mobility, ability for entrepreneurship, and the development of a civil society. Social entrepreneurship encourages the development of social capital based on aspects of cooperation or collaboration, built collective norms in society that are founded on the connection of mutual respect, and the development of networks progressively. According to Iskandarini (2014), the formation of connections characterised by mutual trust, respect, and benefit constitutes the outer circle of social capital in social systems. A set of values that exist in the community and are given good value to the community's intention to value entrepreneurship is known as the inner circle or social capital centre.



### **2.2.3 Civic Entrepreneurship**

A vital element of the revitalised public service is civic entrepreneurship. It is highlighted that civic entrepreneurship offers a way to spark societal advancement. In an effort to properly provide social services to the public, some states in the world have restructured public service delivery, privatised it, deregulated it, and introduced business-like management techniques. This calls for active participation of all citizens. Public sector managers at all levels should think creatively, pick up new information quickly, comprehend and evaluate changing demands, embrace change, and take risks, and coordinate various organisations and sets of resources if we are to promote greater civic entrepreneurship (Leadbeater & Goss, 1999). In order to pursue a more successful plan, civic entrepreneurship entails gaining the support of decision-makers, personnel, and users for the risks that must be taken (Leadbeater & Goss, 1999). Civic entrepreneurs assist communities in working together to organise and develop their economic resources and to create fruitful, durable linkages between the public, private, and civil sectors. To benefit both the economy and the community, they create the bonds that unite them.

A new leadership approach for public and local government known as "civic enterprise" encourages councils to be more entrepreneurial, corporations and other partners to be more socially responsible, and citizens to be more involved (McAnaney, 2015). The public wants affordable, high-quality services that are convenient. Business expansion is what entrepreneurs strive for. Civic organisations aim to improve their structures. The three parties frequently, but not always, share the same overarching objective, which is to enhance service delivery to enhance citizens' quality of life. In this instance, in addition to their unique goals, they also have a similar motive. According to McAnaney (2015), because they are the recipients of services, residents are the true winners of civic entrepreneurship. Therefore, in

our core industries, citizens include those who use city services like waste collection or transit as well as those who attend schools, use electricity, are patients in the hospital system, or are residents.

The goal of developing these services is to better the lives of those who use them, as they play a crucial part in the ecosystem. In their statement that "the Public Entrepreneur provides the vision and the discipline that drives the modernization process, crowding enterprises into the modern sector and generating rapid learning processes and new human and institutional capabilities," Xu and Carey (2013: 7-8) state that this role is played by public entrepreneurs. Additionally, they emphasise how in the modern world, learning possibilities in a global economy with pervasive connectivity made possible by mobile technology, high potential for leapfrogging, and emerging middle-class markets offer potent new accelerators for such transformation processes (ibid).

#### **2.2.4 Political Entrepreneurship**

A new generation of political entrepreneurs is required to take on the challenge of the exponential technological developments that are upending political, economic, and societal norms. The major justification for bringing an entrepreneur to political science is that he/she is an inventor who wants to start a political dynamic of change by attempting to win support for politically novel ideas. This entails figuring out issues, setting up a network for political diffusion, defining the parameters of the political discussion, and forming coalitions (Mintrom, 1997: 739). Political entrepreneurs, according to Carpio (2017), are those who develop new concepts and methods while serving as new political leaders. They are people and organisations who want to disrupt politics in order to advance art and science. The term's worth and significance stem from how clearly it describes those who devise novel approaches to political issues in terms of political philosophy, political technology, political

campaigns, and government (Carpio, 2017). Political entrepreneurs were the ones who started movements like the Chartists and Suffragettes, Capitalists and Marxists, Futurists, and Luddites. The empirical investigation of Mintrom (1997) into municipal decisions on public education in the USA supports the hypothesis that political innovations come from the activities of politicians. There is a method and a tool that are unique to the political entrepreneur's distribution of inventions distinct from that of the economic market.

Politics, according to Carpio (2017: 1), can be defined as "the technique of utilising authority to make decisions to address societal problems." Politics today takes the form of difficult decisions about how to tax and spend constituents or deal with enormous issues like global competitiveness, regulation, or poverty. Politics and society therefore require individuals who are able to create something from nothing in order to address societal issues. These individuals should concentrate on new movements, communities, and groups of people who have come together to develop new ideas, methods, products, and services in order to address the major challenges.

There is a great need to continue to promote greater political involvement to create a new generation of political entrepreneurs. To address the significant contemporary problems, we require a new generation of political entrepreneurs. In this era of the Fourth Industrial Revolution, society must determine how to deal with issues like job automation, the concentration of power in the hands of large tech companies, the new industrialists of our time, the distorting effects of fake news on democratic discourse, threats to net neutrality and cyber security, the ownership of citizen data, and emerging labour markets like the gig economy.

High levels of political indifference worldwide are evidence that public trust in political institutions has declined, and many people are angry about the corrupt behaviour taking place in today's political systems. Instead of going back to our old methods of doing things out of habit and a lack of innovation, we must ask ourselves what the best approaches are to address political difficulties. Therefore, I contend that to ensure that the Fourth Industrial Revolution improves the state of the world, political entrepreneurs are required to develop new ideas, technologies, policies, visions, and civic actions. This can be accomplished through increasing the diversity of political party members, training up-and-coming political entrepreneurs, educating present political leaders about the changes taking place, and creating a new political philosophy to direct leaders of all political types in this new age.

### **2.2.5 Intrapreneurship**

In order to thrive in the volatile, unpredictable, complex, and ambiguous (VUCA) environment, businesses and organisations must deal with numerous disruptions. In order to develop and overcome the obstacles before they cause disruptions, this calls for a team of vigilant employees. While accepting and distinguishing the fact that entrepreneurs found and manage their own businesses, intrapreneurs are tasked with bringing innovation to an already-existing organisation. The art of inventing within an organisation to bring about change through the creation of fresh concepts, methods, or products will be referred to as intrapreneurship (Pinochet & Pellman, 1999). An employee who assumes direct responsibility for developing an idea into a new good or service to promote organisational expansion and/or profitability is known as an intrapreneur. Leaders who change their approach to address department or school needs to provide for greater flexibility in their use of time to focus on instruction are all intrapreneurs. Other examples of intrapreneurs include

those who restructure their organisations or use new administrative techniques or technology (Mann, 2018).

According to Antoncic and Hisrich (2001), the pursuit of innovative or creative solutions to problems facing the company, such as the creation or improvement of new or improved products and services, markets, administrative methods, and technologies for carrying out organisational functions, as well as alterations in strategy, organising, and dealing with rivals, may be viewed as an innovation in a broad sense.

In order to build within the framework of an existing organisation, an intrapreneur brings entrepreneurial thinking, attitudes, knowledge, values, and abilities. In other words, an intrapreneur is a person who behaves like an entrepreneur but within an organisation that is already in operation, such as a government agency. An intrapreneur is a manager, teacher, coach, team player, creative spark, motivator, and excellent communicator who leads these organisations and advances enterprises and organisations.

I hold that academics and educators can tackle problems facing higher education institutions and education by conducting research and consulting. As previously indicated, combining teaching with research and consulting can be an effective strategy to show students the abilities they need to use to deal with common working situations (Kneale, 2004). Students can clearly see the need of being creative and imaginative when entering the workforce by having the curriculum made "active" through various case studies, which are qualities that are highly regarded by a variety of businesses.

In this way, effective intrapreneurship makes use of already-existing structures and resources, and this bottom-up strategy typically results in initiatives that advance the overall goals, vision, and sustainability of the organisation. Organizations should realise that locating,

identifying, and nurturing intrapreneurs within the organisation is more important as well as developing them through the journey. Knowing how to efficiently breach the rules, insider entrepreneurs create revolutionary inventions. Additionally, an intrapreneur may be inspired to seek out new business opportunities, be innovative and proactive, and engage in self-renewal because there is less personal risk (Antoncic & Hisrich, 2001; Antoncic, 2007). Intrapreneurship pays off many times over in terms of company growth, culture, and talent.

### **2.2.6 Edupreneurship**

The entrepreneurship model is initially an economic model. The educational sector is becoming more appealing to entrepreneurs, though, and technology advancements have opened up new possibilities for autonomy, decentralisation, and customization in educational institutions. As a result, entrepreneurship is now a reality in the educational sector as well. According to Lacatus and Staiculescu (2016), the emergence of a new class of entrepreneurs interested in investing in the educational sector similarly to how they would start businesses in other, more market-oriented sectors, is facilitated by new forms of education such as virtual schools, online courses, or distance learning. These business people are referred to as "education entrepreneurs," "educational entrepreneurs," or just "edupreneurs" (Smith & Landry, 2006; Frederick, 2006). Having an education-based firm and offering educational goods and services are examples of edupreneurship. However, it is also possible to engage an audience or following in any field by using the platform of education. You can give seminars, workshops, and keynote speeches as an edupreneur. You can also write educational blog posts, make educational films, and publish books.

Edupreneurship is a way to improve the notions of education and entrepreneurship as well as develop new learning capabilities for the generations who will follow us. It emphasises the

things that help you think, react, and act better for both you and those around you and centres on making good changes in your life.

- Bringing about change is a gradual process. In order to inspire a broader audience, one must first start small and then advance gradually. Five entrepreneurial mindsets toward education that people must be able to utilise are identified by Olaniran and Perumal (2021):

- Identify a need in the educational field, then create an idea to fill it.

Put the concept into practice by launching a project, item, or company.

- Take part in marketing initiatives to get the project or organisation known.

- Recognize the risks and uncertainties present and put safeguards in place to lessen them.

- Keep planning and striving to gain an advantage over potential rivals. When it comes to identifying a need and developing a plan or project to address it, one must be proactive and versatile with one's immediate environment, especially with the education landscape.

The effectiveness of edupreneurship depends on a close relationship between entrepreneurship, teacher preparation, and digital education. I contend that new forms of teaching will arise to produce a profound learning experience for the student once teachers start to construct their own educational practices using the attitude and procedures of an entrepreneur. Due to the desire of business people to market and spread their ideas, many advances in teaching will move outside the classroom and result in new educational products or business models. As a result, with the help of leaders in TE institutions and collaborations, the educational system may be revitalised from inside through the innovation and creativity of instructors and students. Therefore, I employ academics, instructors, and students to take

advantage of all the opportunities in this rapidly expanding area of education. Edupreneurs can take advantage of some of the business prospects in the education sector that are open to investment, such as consulting services in education, the design of educational websites and mobile applications, research analysis, and editing services. After-school programmes, educational tour organisers, educational tourism, and leisure activities are further initiatives. Using the aforementioned examples, it is clear that there are a variety of education-based businesses around the world that are dedicated to creating solutions to address various difficulties in the education sector.

### **2.2.7 Technopreneurship**

Instructors, teachers, and lecturers face a struggle in navigating COVID-19 while still managing to provide their learners with high-quality learning experiences. A brand-new approach to educating entrepreneurs in the technical world is called technopreneurship education. According to Kaijage, Wheeler, and Newbery (2010), ICT-enabled education is now changing how knowledge is produced, shared, and consumed. They go on to say that it could have a significant positive impact on how entrepreneurs learn by making learning an active, engaging process that is connected to real life, preparing the current generation of young people for the workplace of the future, and fostering tacit learning in real-life contexts.

Technopreneurship is, in large part, still entrepreneurship, according to Drucker (1994). The distinction is that technopreneurship either entails producing a cutting-edge high-tech good (like Intel) or using high-tech in a creative way to reach consumers (like eBay), or both. Entrepreneurs in the technology sector are known as technopreneurs (Harsono, 2013). The conclusion, which continues to use Drucker's description, is that technopreneurs use both IT and software-hardware products to develop business ventures or service offerings to address social concerns. Technopreneurs' primary business categories are IT-based goods and



services. Through the commercialization process, they leverage technology to produce novel or cutting-edge products.

Future leaders must be trained to tackle challenging business problems as a result of technopreneur education, which must emphasise the development of the skills and talents necessary to foster a technical mentality (Paramasivan & Selladurai) (2017). Non-governmental organisations should make a little bit more of a contribution to getting the basic knowledge to the stakeholders, and the government and TE institutions need to focus more on these kinds of activities, not only to train the learners but also to encourage them.

### **2.3 Digital Education and EE**

Understandably, the pace of digital transformation has greatly increased since the start of the Covid-19 pandemic. To continue operating despite the restrictions, businesses in almost every sector were forced to digitise some aspect of their operations. The quick development of ICT has resulted in a profound integration of people, families, businesses, government agencies, and organisations (Naudé, 2017). This has transformed a biological process that was previously only digital, creating a network that is open, collaborative, and interactive (Jain, Nair, & Ahlstrom, 2015). The delivery of education and inclusion have both been impacted by COVID-19 and faced numerous obstacles. Digital learning platforms (like online EE courses and programmes) and other digital tools (like digital game-based EE) have grown more relevant to EE in the age of digitization and during the COVID-19 pandemic (Agrawal & Ting, 2022).

In fact, as the world adjusts to the new normal, leaders in the education sector must adapt in order to support innovation, maintain relevance, and provide value for their organisations' stakeholders. In order to adapt to difficulties and maximise opportunities for achieving

inclusive, pertinent, and high-quality education, as required from institutions of higher education, this necessitates new leadership, accountability, and governance of digital transformation in education.

Entrepreneurs and inventors are using digital or instructional technology to develop new kinds of entrepreneurial activities that go beyond the boundaries of traditional industries to include networks, environments, and communities, accelerating the development of new firms (Chang, 2017). Through technical and socioeconomic diversity, digital EE fosters students' interaction with entrepreneurs and combines resources from organisations and universities for research and entrepreneurial endeavours (Frolova, et al., 2019; Vinogradova, et al., 2019). Utilising digital technology can be essential for creating effective, affordable, and flexible solutions that encourage learners to have an entrepreneurial mentality and skill set (Rippa & Secundo, 2019). Digital skills are rapidly changing the structure, nature, and dynamics of communication, employment, manufacturing, and education around the world (Chan, Denford, & Wang, 2019).

The digital transformation in EE is a new strategy and a significant educational challenge to educate students about technological change. Building an EE curriculum centred on technology is essential right now because digitalization may help students connect with peers around the world, entrepreneurial teachers, and corporate groups (Permatasari & Anggadwita, 2019). Indeed, digital technologies are fast changing our economies, cultures, and politics. Their impact is particularly substantial on economic production activities, with significant effects on shifting economic trends in the education sector.

The revolution of education has benefited from the quick development of computer and Internet technology. Institutions must therefore adapt to online learning by increasing

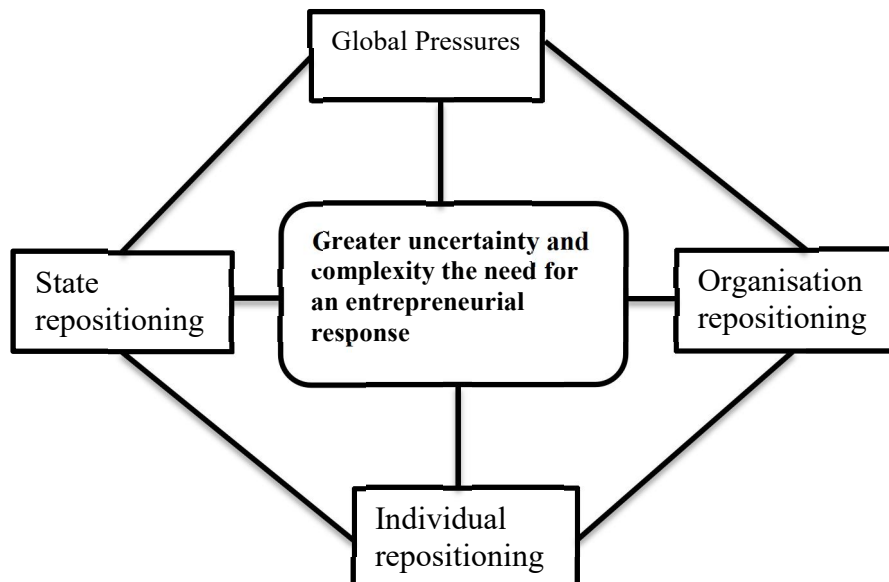
recording speed, embracing and changing the technical resources that are accessible, and including educators and scientists who lack inherent technology capabilities for online learning (Zhao, 2021; Naudé, 2017). Education businesses must innovate to be successful by providing new products or services, strengthening their organisational and learning processes, or increasing the marketing of their operations. The ability of an organisation to adapt to changing conditions is boosted by creativity, which can revitalise stagnant markets (Chen, et al, 2021; Yi, 2021).

Innovations in education have the potential to improve educational outcomes and standards. Customizing the educational experience may be made possible by changes to the educational system or instructional methods (Zhao, 2021). The core of new trends in customised learning is the use of ICT and creative school management techniques. In most nations, education is seen as a means of enhancing equity and equality. Increased services to and use of education and learning outcomes could both benefit from innovations. Even in the face of rapid societal and economic change, education must remain relevant.

#### **2.4 EE and the Changing World**

The importance of entrepreneurship in the educational system has increased since society today is placing more and more demands on all forms of entrepreneurial behaviour. In fact, many political and policy arguments in favour of entrepreneurship and EE are couched in terms of global competitiveness (European Union, 2011). However, stronger justifications for a focus on entrepreneurship need for more thorough research and projections of the world in which today's youngsters will live. We need to comprehend why and how people will be exposed to more complexity and uncertainty. Numerous studies have noted that the "what" and "how" have received insufficient attention (Bennett, 2006; Fayolle & Gailly, 2008; Mwasalwiba, 2010; Gibb, 2007; Sirelkhatim & Gangi, 2015). The pressures for greater

individual and collective entrepreneurial behaviour, in response to global pressures upon society, organisations and individuals are summarised in Figure 2.1.



*Figure 2.1 Education and the Changing World*

Adapted from (Gibb, 2007: 6)

At the global level, a number of factors including political realignments, reduced trade barriers, the increased importance of ICTs, higher rates of product and technological obsolescence, wide product differentiation, international standards for business, increased opportunities for travel and personal transfer, the expansion of the English language as an international medium of exchange, and various lifestyle choices combine to bring much greater opportunity but also greater uncertainty (Gibb, 2007).

Numerous variables influence increased complexity and unpredictability at the societal level. These include the shrinking of the state's territorial limits, demands on and cuts to public spending, privatisation, deregulation, the emergence of "markets" for public services, the outsourcing of social services, and increased industry participation in joint ventures with

governments. These led to the creation of new types of governance, such as non-governmental organisations, the expanding application of business principles in all spheres of life, standards-setting and bench-marking, the increasing influence of pressure groups in society, the legitimization of actions once regarded as abnormal, the decline of religion, the rise of environmental concerns, the growing influence of minority rights organisations, and the rising propensity to litigate disputes in court (Gibb, 2007).

The organisational level exhibits the same atmosphere of rising complexity and uncertainty. Globally, downsizing, delaying, decentralisation, re-engineering, greater subcontracting levels, new kinds of purchasing partnerships, and strategic alliances are becoming more commonplace. Greater capital mobility, international sourcing, spinouts and spin-offs, the impact of software on virtual reality management, mergers and alliances, and global company rationalisations are all associated with these changes. Additionally, the expansion of small, white-collar, professional businesses is associated with the growing importance of a company's human knowledge base over its physical assets (Gibb, 2007).

The individual is confronted in the workplace with greater career, rewards, and job uncertainty, a higher likelihood of part-time and contract employment, greater pressure for geographic mobility, more pressure and wider responsibility at work, and more stress as a result of everything that has been discussed thus far. Employees should have a public social safety net to secure quality life and entrepreneurial activities should be taken as the best option. As a result, there is a higher need for them to develop their own pension plans and take ownership of their property and credit management. As a consumer, one is increasingly confronted with a dizzying array of options for goods and services, with an accompanying rise in responsibilities in choice of learning.

It is obvious that there will be a demand for all of the entrepreneurial behaviours mentioned previously if these situations are projected into the future. If an educational response is to be valuable, it must be considerate of the earlier mentioned variables and the demands they will impose on the person and the organisation. According to Sirelkhatim and Gangi (2015), there is a need to map out common and best practices for the curriculum content and delivery of entrepreneurship education at the post-secondary level and to compare the results with entrepreneurial learning recommendations for EE practices for global survival.

### **2.5 Service-Learning as Pedagogy of EE**

Since some faculties believe that these business community experiences help the business community and offer students learning opportunities that may not be possible using other pedagogies, the practice of service-learning in education has drawn a lot of attention in recent years (Black, 2005). As a critical pedagogy for EE, service-learning fosters self-efficacy, civic development, multiculturalism and tolerance, democratic principles, and public involvement, as well as moral and ethical growth. Continuity of experience, the idea of interaction in learning, learning that leads to further inquiry, reflective activity, truly educative projects, concrete and abstract knowledge, citizenship, and the development of social intelligence are all central to Dewey's prospective service-learning theory (Eyler & Giles, 1994).

According to Steinke and Fitch (2007), service-learning is "an organised educational experience that both meets needs of the community and fulfills learning objectives," i.e., classroom instruction combined with community service like cleaning parks, visiting the elderly, and giving food to those in need. The method has been used in numerous academic fields, including nursing, literacy instruction, computer science, engineering, TE, and business (Desplaces et al., 2009). It has theoretical similarities with EE in that both

methodologies are said to have evolved from John Dewey's educational philosophy (Giles & Eyler, 1994, Pepin, 2012). Teachers interested in working with EE might definitely benefit greatly from service-learning efforts, learning things like what makes a good service-learning programme and what encourages and discourages the employment of a service-learning strategy in educational institutions (Abes et al., 2002). It might be difficult for teachers to design a service-learning programme that truly satisfies both the needs of the community and the educational requirements of the students. Despite the fact that there are many definitions of SL, four fundamental characteristics are frequently mentioned: a practical learning experience, the need for reflection, a community-based service that promotes civic values, and an advantageous experience for both the student and the community organisation.

The SL methodology includes a variety of efficient teaching techniques, from brief volunteer assignments to semester-long consulting projects, as well as individual or group-based activities that may be required or optional, integrated into the course material or provided as an extracurricular activity (Godfrey, Illes & Berry, 2005). According to Eyler (2000:12), service learning "appears to be ideally suited to help students develop a deeper understanding of subject matter, a practical knowledge of how community decision-making processes work, and strategies for transferring knowledge and problem-solving skills to new situations." At its best, service learning "allows students to confront issues and problems in complex natural contexts." Rosenberg (2000:8) encapsulated its importance in the following sentences:

*Service-learning combines community work with classroom instruction, emphasizing reflection as well as action. It empowers students by making them responsible in a real-world context while giving them the support, encouragement, information, and skills to be effective.*

The basis for learning is experience, and learning occurs in communities. However, according to these definitions, only students serve and learn among the parties participating in service-learning. In service-learning, reflection is the process by which individuals consider, talk about, and/or write about their service and learning experience. Therefore, experiential learning, community service, and reflection comprise the three primary components of service-learning in a variety of contexts. At its finest, service-learning fosters a number of important objectives, such as teamwork, community involvement, citizenship, social, emotional, and cognitive development in the context of more meaningful learning, and the capacity to solve complicated issues in complex contexts (Bishop, et al 2009). These attributes derive from the value inherent in promoting activities in which young people develop their capacity to serve others and to be more reflective learners.

## **2.6 Entrepreneurship and Sustainable Peace Building**

According to the 2030 Agenda, entrepreneurship is essential for attaining Sustainable Development Goal (SDG) 8 on decent work and economic growth as well as for advancing the dual objectives of prosperity and peace (UN General Assembly Resolution, 2015). For the most promising business people and social innovators (especially young people and women), an integrated strategy for entrepreneurship development should be developed to assist them in expanding their projects. This plan should be in line with the goals and objectives of the 2030 Agenda, particularly SDG 8 on inclusive economic growth and decent work for all, SDG 9 on resilient infrastructure and innovation, SDG 10 on the promotion of peaceful and inclusive societies, and SDG 16 on the reduction of inequality (SDG 16). According to Naudé (2013), an increasing number of academics and professionals are now researching entrepreneurship's potential to foster both peace and employment, particularly in post-conflict environments.



Entrepreneurs who want to safeguard their companies from the instability brought on by violence can be persuasive peacemakers. Peace is not just the province of the state. Ethical business can assist people in leading more dignified lives and assuage feelings of marginalisation that are frequently the cause of violence by providing a path to greater economic security and stability. Improving the ease of doing business is vital to encourage entrepreneurship, a process that can lead to better governance and is a major factor in the development of peaceful societies.

Local firms and entrepreneurs can be viewed as peace actors since they can grow the local private sector, especially small and medium-sized businesses, while also maintaining peace as a necessary condition for business sustainability. The establishment and maintenance of peace can be directly and concretely aided by a robust local private sector. It is mentioned that implementing educational and vocational training programmes focused on entrepreneurship would be one practical approach to support young people starting businesses. In order to instil a sense of initiative and self-sufficiency in all children at a young age, such education should be widely available rather than restricted to secondary and higher levels or to private institutions.

Having a high tolerance for failure, which must be emphasised and welcomed as a crucial step in the process of learning and creation, is also necessary to teach and promote creativity (Lucas, 2001). A rote-learning-based education system that is based on "a pervasive culture of risk avoidance and fear of failure" cannot support an entrepreneurial culture and will not assist people in acquiring the life skills necessary to deal with difficulties, including violent conflict, in a healthy way. Societies plagued by violence frequently experience poor levels of social cohesion and may be strongly polarised along ethnic, socioeconomic, or political lines. Social entrepreneurship and maintaining peace. The necessity and desire to rebuild one's

livelihood and to flourish economically are likely to create common ground amongst groups, regardless of social and political differences. Based on this common interest, entrepreneurial activities can establish venues for intergroup socialisation, which can be used as a lever for social entrepreneurship to maintain peace.

## **2.7 The Philosophy of *Ubuntu* and EE Fit for Africa**

*Ubuntu* is widely used throughout sub-Saharan Africa, notably, but South Africa dominates in terms of usage and literature. The concept of *Ubuntu* is rooted in the Nguni language family, which includes Zulu, Xhosa, Swati, and Ndebele, four of the many South African languages, and its roots can be found in the traditional indigenous cultures who lived in the Transkei and Ciskei regions (Poovan, 2005). When Chaplin (2006) claims that *Ubuntu* is an African word for a universal idea that puts the good of the community above self-interest, Mangaliso (2010) agrees. *Ubuntu* is defined as the essence of being fully human, that is, African humanism, a philosophy, an ethic and as a worldview (Gade, 2011; Ngunjiri, 2010; Oppenheim, 2012).

*Ubuntu* refers to the communal responsibility of sustaining life; it refers to people and the collective respect for human dignity.

*The cardinal spirit of Ubuntu is expressed in Xhosa, one of South Africa's eleven official languages, as "Umntu ngumntu ngabanye abantu" understood in English as "People are people through other people, and I am human because I belong to the human community, and I view and treat others accordingly (Mangaliso, 2010).*

It is clear from the writers' explanations of the idea of *Ubuntu* that having *Ubuntu* entails making an effort to respect people and being reliable and honest (Chinomona, 2016). To

achieve sustainable development, the humanities must come together under the banner of Ubuntu. In a world that is always changing, people need entrepreneurial skills and competencies to succeed. Entrepreneurial businesses are essential to the evolution of market structures. People with higher-level general skills are needed in a deregulated and flexible market (Henry et al., 2005; Jones & Iredale, 2010; Kuratko, 2005; Hytti & O'Gorman, 2004). The *Ubuntu* ethos might encourage authentically African entrepreneurial attitudes, abilities, and behaviour that can create long-lasting vital networks for the survival of civic values and homegrown businesses. The fundamental idea of prioritising the common good over one's own interests might help advance ethical approaches to carrying out human endeavours. The initial TE and in-service TE curricula will be able to adequately teach learners the commitment to the larger community, values clarification, career exploration, community knowledge, sense of community on campus, life-long learning, disciplinary and curricular options if the values of the *Ubuntu* philosophy are ingrained in them. Additionally, critical thinking, linking and evaluating theory and practice, comprehending bigger structural forces, problem-solving, knowledge construction, learning about learning from experience, and cognitive thinking skills can be developed.

In order to combat xenophobia, which poses a challenge to African immigrant entrepreneurs in South Africa and other nations, the spirit of "*Ubuntu*" needs to be strengthened, developed, and fully understood by everyone in South Africa as well as in Africa and beyond. Despite the fact that Ubuntu is the basis for all African cultures and a sense of unity, Gade (2011) notes that in the new South Africa, human rights, democratic ideals, and concepts like *Ubuntu* have been restricted to South Africans and have not been expanded to include people from the diverse African continent. Xenophobia's existence indicates a lack of tolerance towards other Africans (Ngunjiri, 2010).

To access the continent's businesses, it is therefore possible to reduce xenophobia through practicing the spirit of Ubuntu. According to Gwanga (2011), measures must be put in place to entice the best skilled immigrants to come, as they will contribute favourably to the country's development. South Africans need the knowledge that immigrants possess. The Ubuntu ideology upholds the legitimacy of leadership, value-sharing, collectivism, solidarity, interconnection, continual integrated development, and respect for human dignity. Since entrepreneurial teaching and learning are built on action, reflection, and experience, revitalising it and gaining a comprehensive understanding can be a powerful tool.

The emphasis on individualism, competitiveness, and profit maximisation under neoliberalism and capitalism has drawn criticism. These ideals can be perceived as at odds with *Ubuntu's* principles, which place an emphasis on community well-being, cooperation, and mutual assistance (Taringa, 2020; Terreblanche, 2018; Ogude, 2019). *Ubuntu* places a strong emphasis on sharing and redistribution of wealth, whereas neoliberalism and capitalism frequently result in the concentration of wealth and power in the hands of a select few. This may result in a society with a widening wealth divide and frequent disregard for the needs of the underprivileged. This is bad for the neighbourhood as a whole since it can cause crime, social unrest, and other issues. The goal of entrepreneurship inspired by the *Ubuntu* philosophy, on the other hand, would be to build enterprises that benefit the entire community, advance sustainable growth, and generate good jobs for everyone.

*Ubuntu* is an African ideology that places a strong emphasis on interdependence, interconnection, and community (Chigangaidze, 2021; Chiwandire, 2020; Mhlanga, 2014). It is founded on the idea that since we are all human, treating one another with respect and dignity is only right. Neoliberal and capitalist ideals can encourage an emphasis on quick money, worker exploitation, and environmental harm in the context of business. On the other

side, entrepreneurship that is motivated by the principles of *Ubuntu* would be more concerned with building firms that benefit the entire community, encourage sustainable growth, and provide decent work for everyone.

## **2.8 EE a Collaborative Approach**

I discussed strategies that can be used at the national (and/or regional) level to improve EE in this section. A crucial component of EE is interaction with the outside world (Lackéus, 2013, Gibb, 2008). A crucial part of EE is establishing efficient support mechanisms for instructors because they cannot succeed without help at various levels (European Union, 2011). To improve the relevance of the educational system for the labour market, the government will continually revise curricula at all levels of education in conjunction with stakeholders (Ministry of National Development Planning, 2017). This would entail emphasising crucial modern global market skill requirements including science, mathematics, technology, innovation, entrepreneurship, and strategic leadership training.

According to Ruskovaara et al. (2015), there are numerous stakeholders in the field of EE, including students from various generations, teachers at various grade levels, schools and training facilities at various levels, principals and other administrators, and local, national, and international decision-makers. They all appear to view EE from various angles. Teachers at the primary and upper secondary levels, school administrators, and other stakeholder groups have stated that they have a variety of EE practices and goals but that they also struggle to identify learning outcomes and accomplishments. Similar conclusions were obtained for teachers' objectives, routines, and outcomes (Seikkula-Leino et al., 2010). The objectives of these appear to mix and overlap, and education professionals were found to be unsure of them.

A guidance framework would therefore be very helpful since it might assist professionals reflect on their EE practices and goals, lead their learning in the field of EE, and evaluate their performance as EE policymakers and providers.

At the basic and secondary levels of education, the most crucial elements for engagement with the outside world are comparable to those at the collegiate level. Support from the school administration, the ability to develop organisational strength, and the presence of defined objectives and rewards are important (Sagar et al., 2012). Other crucial elements include a flexible timetable with students that permits longer uninterrupted courses, time allocated for teacher-teacher talks about pedagogy, time allocated for managing the transition process, and the requirement for individual reflections shape a new way of teaching.

It requires fortitude to relinquish control when integrating uncertainty and ambiguity into educational processes, therefore the teacher's and his or her colleagues' own character qualities and dispositions are also important considerations. A cohesive teacher team is viewed as essential, while sceptic colleagues are considered as obstacles (Sagar et al., 2012). Given that EE requires interaction with the outside world at all educational levels, there should be opportunities for students in primary and secondary education to benefit from the more sophisticated support systems found in higher education levels, given some contextualisation to school environments.

The delivery of education and training for everyone at all levels will continue to include key partnerships with private education and training providers. To increase the present 8.8% private provision, the government will create a climate that is favourable for private sector engagement. Private institutions will receive expert assistance from the ministry in charge of education in the form of consultation, instruction, and evaluation services (Ministry of

National Development Planning, 2017). Additionally, the government will make sure that employees from private institutions participate in pertinent activities and that owners of such institutions are appropriately and suitably represented on relevant committees. Additionally, a specific effort will be made to increase corporate sector involvement in youth out-of-school skill development.

Governments, ministries, and national decision-makers in the area of education are examples of national actors. According to Ruskovaara et al. (2015), these players jointly, individually, and in partnership with their partners establish aims, plans, and programmes to promote EE. However, it is challenging to put these procedures into practice at the regional level. Steering at the regional and provincial levels is still largely specified. Depending on the location or nation, provincial plans take a position on fostering entrepreneurship there, and regional government helps to fund EE projects. But there are significant differences in policies between nations and areas. Further, Ruskovaara et al. (2015) suggested that local objectives and policies established at the national and regional levels be further specified to satisfy the operational requirements of municipalities and federations of municipalities. Consequently, EE can support, for instance, municipal innovation and industrial strategies. In contrast, the process of municipal performance guidance is where most of the resources for EE are allocated.

The capacity to recognise possibilities has been mentioned as another crucial entrepreneurial skill that should be included in entrepreneurship education (Carvalho & Franco, 2015; Shane & Venkataraman, 2000; Hindle, 2004). Understanding the role of partnerships, clients, and other stakeholders is a crucial entrepreneurial idea (Gibb, 1993; Taylor & Thorpe, 2004). New educational experiences based on project work have been incorporated into curricula in order to stimulate the skills and abilities required for working life and to meet the increased

complexity and uncertainty that a worker must cope with in a globalised world (Lethbridge & Davies, 1995; Carvalho & Franco, 2015; Gibb, 2002).

It is obvious that action is necessary across a few disciplines. Many measures can also be incorporated into or connected to current policy and practice. Generally speaking, EE "goes with the grain" of many current trends in education, such as learner-centeredness and increasing teacher autonomy, and can even be a means of reaching goals outside of entrepreneurship itself by creating motivating learning environments throughout the curriculum which then drive-up attainment. Since social contacts influence several types of economic behaviour, such as career path modifications and the exchange of information or tangible products between actors, access to partnerships is an essential resource (Granovetter, 1985; Granovetter, 1974). As a source of inspiration and "mental models," which are collections of entrepreneurial behaviours, characteristics, and results that other partnership members can study and replicate, interaction with entrepreneurs in partnerships can also be beneficial (Shane, & Cable, 2002; Fornahl, 2003). However, it can occasionally be more difficult to involve participants from academia and industry in cooperation due to the major differences in norms and methods of operation between schools and businesses (Mosey, Lockett, & Westhead, 2006; Fisher, & Atkinson-Grosjean, 2002; Klofsten, & Jones-Evans, 2000; Carvalho & Franco, 2015).

Furthermore, it should be noted that although central stimulation of the required changes is crucial, it is equally crucial that local flexibility be possible so that local systems can be built by teachers and schools with the support of their local communities, as shown in figure 2.2 below. To create learner-centred practices for their children, the entrepreneurial agenda mandates that teachers and schools utilise their autonomy. The initiatives that can be taken to improve partnerships in EE are summarised in Figure 2.2 on the following page.



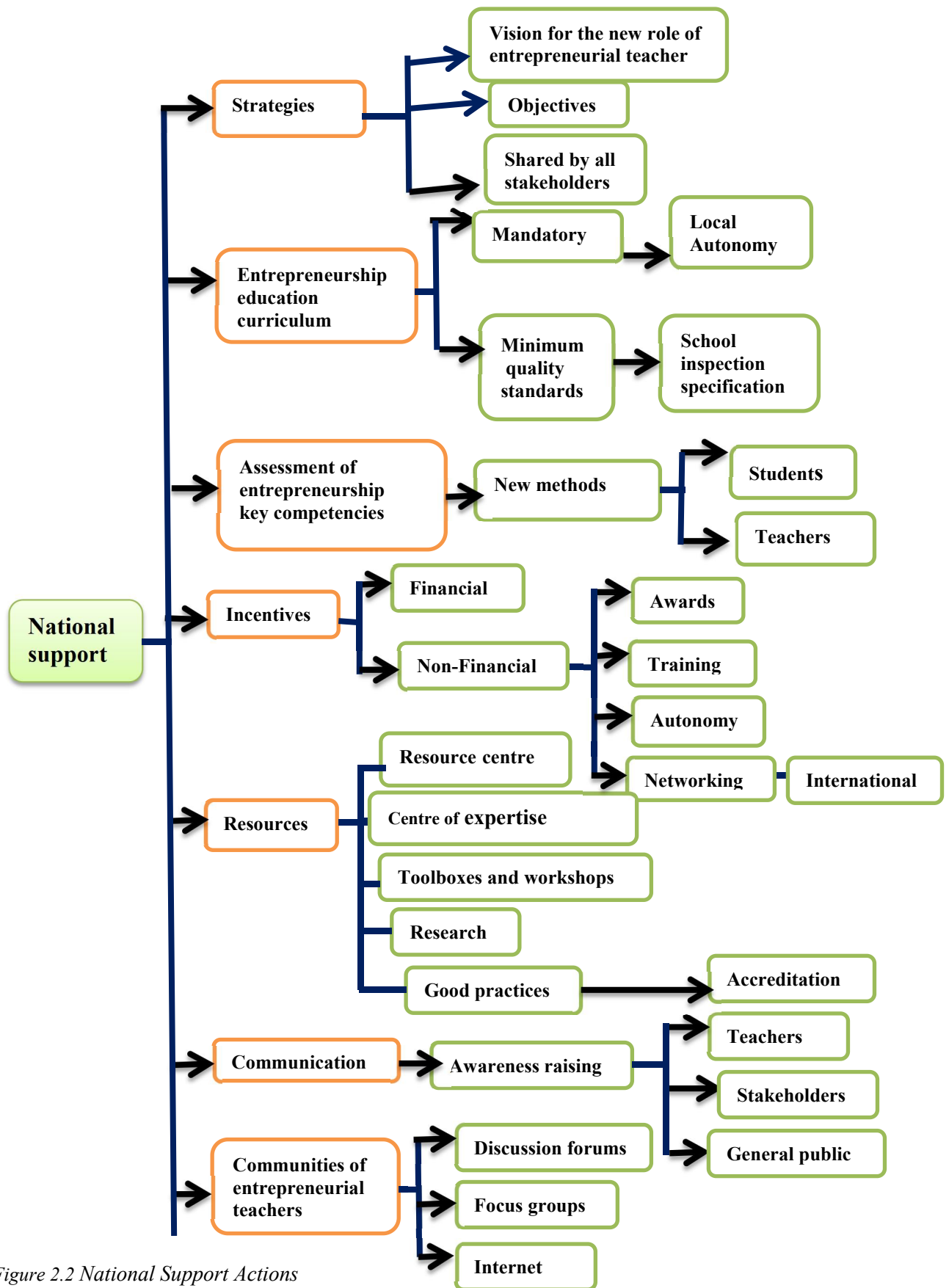


Figure 2.2 National Support Actions

Adapted from European Union (2011)

## **2.9 The Entrepreneurial School**

Numerous traits would define an entrepreneurial school. Some of these may be produced at an early stage in a school's "journey" toward becoming entrepreneurial, while others may take more time. A clear vision and policy for EE that expresses it as an entitlement for all students would be present in an entrepreneurial school, to start. In order to do this, school leadership teams would confer with all of the personnel, clearly defining and approving their own definition of EE that was acceptable for the institution. A shared understanding of what EE means for the school must be developed via discussion and communication with the personnel. According to Leffler (2009), schools should encourage students' creativity, curiosity, and confidence as well as their willingness to investigate their own ideas and find solutions to issues. Students should be given the chance to exercise initiative and responsibility and grow in their capacity to collaborate and work alone. The school should help students cultivate attitudes that support entrepreneurship.

According to Ruskovaara, Pihkala, and Hoare (2015), institutional direction and quality management frameworks are crucial to fostering the development of "entrepreneurial schools" where the spirit of entrepreneurship permeates every aspect of the learning environment. The "can do" mentality that education seeks to promote needs to be reflected in both the official and the "hidden" curriculum. The school would conduct an audit of current activity to develop its approach to EE. Schools typically already engage in a variety of activities that are typical of EE, and identifying these, can increase understanding and allay teacher concerns by proving that much of what they already teach and how what they teach fits well with the entrepreneurial approach. A variety of tactics and procedures, such as an agreed-upon list of annual events, specified timetabling, usage of a student diary, and a

school schedule, can be utilised to establish EE as a clear and defined entitlement for all students.

The entrepreneurial school would also be explicit about how to promote entrepreneurship to students, talking with them about it before activities begin. It is important to the ethos of EE that students understand why they are participating in entrepreneurship-related activities, as well as the targeted learning outcomes and long-term advantages of doing so. A four-pronged strategy that assesses student learning, the preparedness of teachers and school administrators, the institutional culture inside the school, and its surrounding community should serve as the foundation for institutional guidance and quality management systems for EE (Ruskovaara, et al., 2015). Prior to every EE activity, there should be a structured briefing that outlines the activity's goals, identifies the learning objectives, emphasises how entrepreneurial skills may be applied outside of the workplace and emphasises the ethical considerations.

The schedule for the entrepreneurial school would specifically designate time for EE. This would include time allotted for the "regular" curriculum in a wide range of academic areas, as well as opportunities made possible by scheduling "themed" sessions, collapsing the calendar, and participating in extracurricular activities. The goal of EE activities at the school would be to foster the complete spectrum of entrepreneurial skills, and students would be progressively urged to assume ownership of their own education. According to Leffler, Svedberg, and Bohta (2010), as schools and education are crucial to the growth of societies and nations, a variety of interests are vying for attention about the best ways to justify, structure, and prioritise knowledge in entrepreneurship.

In order to participate in EE activities, students would need to use their problem-solving and decision-making skills, collaborate with others, and engage in "supported" risk-taking and

learning activities that include the chance of failure (European Union, 2011). The variety of EE activities would be sufficient to accommodate the chosen learning preferences of various pupils/students. Additionally, an entrepreneurial school would ensure that its techniques for evaluating students are suited for evaluating transversal abilities and mindsets like those involved in such methods can differ markedly from those that are often used which are designed mainly to assess knowledge acquisition.

Depending on national arrangements, the school's EE programme would include an assessment of entrepreneurship learning. The school would identify a set of key knowledge, understanding and skills for EE which would form a focus on assessment and evaluation. Time would be made available in which teachers can observe pupils/students in experiential learning contexts and discuss progress with them. There are several tools and methods that aim to capture different elements of the entrepreneurial school (Ruskovaara, Pihkala & Hoare, 2015). The school might also encourage the assessment of entrepreneurship learning by the pupils/students of their own and others' work. Specific reference to EE outcomes should be included in students' records, portfolios, and progress files. Sound school leadership is essential in making sure that teachers are motivated to participate in EE. A teacher would be designated by an entrepreneurial school as the co-ordinator with specific accountability for EE activities. The position should have a clear work description and objectives. The leadership team should formally commit to supporting and funding necessary staff development for EE. Where financial management structures allow, the EE coordinator should have access to a specific EE budget.

### **2.10 The entrepreneurial Teacher**

It is the teacher's responsibility to integrate EE into the curriculum and guide students through the many processes by using effective pedagogies that make learning about

entrepreneurship a rewarding experience. A determination of what subject-matter expertise and pedagogical abilities instructors should have been at the heart of any discussion on teacher preparation (Mulenga, 2015). It is crucial that educators adopt a new position in the classroom that of "facilitators" of learning use cutting-edge, entrepreneurial teaching strategies, and assist students in acquiring entrepreneurial mindsets and abilities (European Union, 2011). They should be confident in their teaching, in effect being leaders in themselves, and not necessarily waiting for leadership from senior staff. In their new role, their task is to lead their students.

Leffler (2009) asserts that a teacher needs to possess entrepreneurial skills to be able to provide entrepreneurial learning environments for the students. The teacher needs to dare to break habits. The teacher needs to have the courage to give the students the freedom which an entrepreneurial learning environment requires; hence the teacher needs to dare to let go of different aspects of control (Leffler, 2009). The characteristics of an entrepreneurial teacher as recognised by participants at the Symposia are graphically depicted in Figure 2.3 on page 71. These attributes can be divided into two primary categories: a set of traits centred on the heart in the picture, and a set of crucial behaviours (European Union 2011). The elements of TE, school support, and community support that will be needed to assist the development of these traits are arranged in an arc around the bottom of these attributes. When we break down the collection of traits, we can see that entrepreneurial teachers should be enthusiastic about what they do. They ought to be incredibly upbeat and able to motivate others.

They are the kind of people who "just do it," teachers with a "can do" attitude toward their job, who have faith in what they are doing, according to one Symposium participant (European Union 2011). They must be enthusiastic, inspiring their students and their fellow teachers. They should also have a clear vision, be open to new ideas, and be capable of

thinking critically about a variety of topics and problems. According to Leffler (2009), the entrepreneurial teacher also acts as a change agent for the school as a whole and a mentor to the children in the classroom. It is important to note that past studies on different learning principles relating to this entrepreneurial teacher have been conducted. They ought to be open-minded about the methods in which not only parents, businesses, students, and other individuals should be involved in EE. These traits will indicate that they are well suited to teaching the EE curriculum both inside of schools and in terms of coming up with innovative ways to utilise resources in the community. The entrepreneurial teacher should be able to connect with a variety of stakeholders and network well in this regard. Entrepreneurship also calls on educators to be adaptable and push the envelope in terms of accepted norms in the field of learning without coming across as radical. At the same time, they must maintain professionalism, take a balanced approach, and be "down to earth." Figure 2.3 on the next page shows the Entrepreneurial Teacher – Characteristics, Actions and Support Measure.

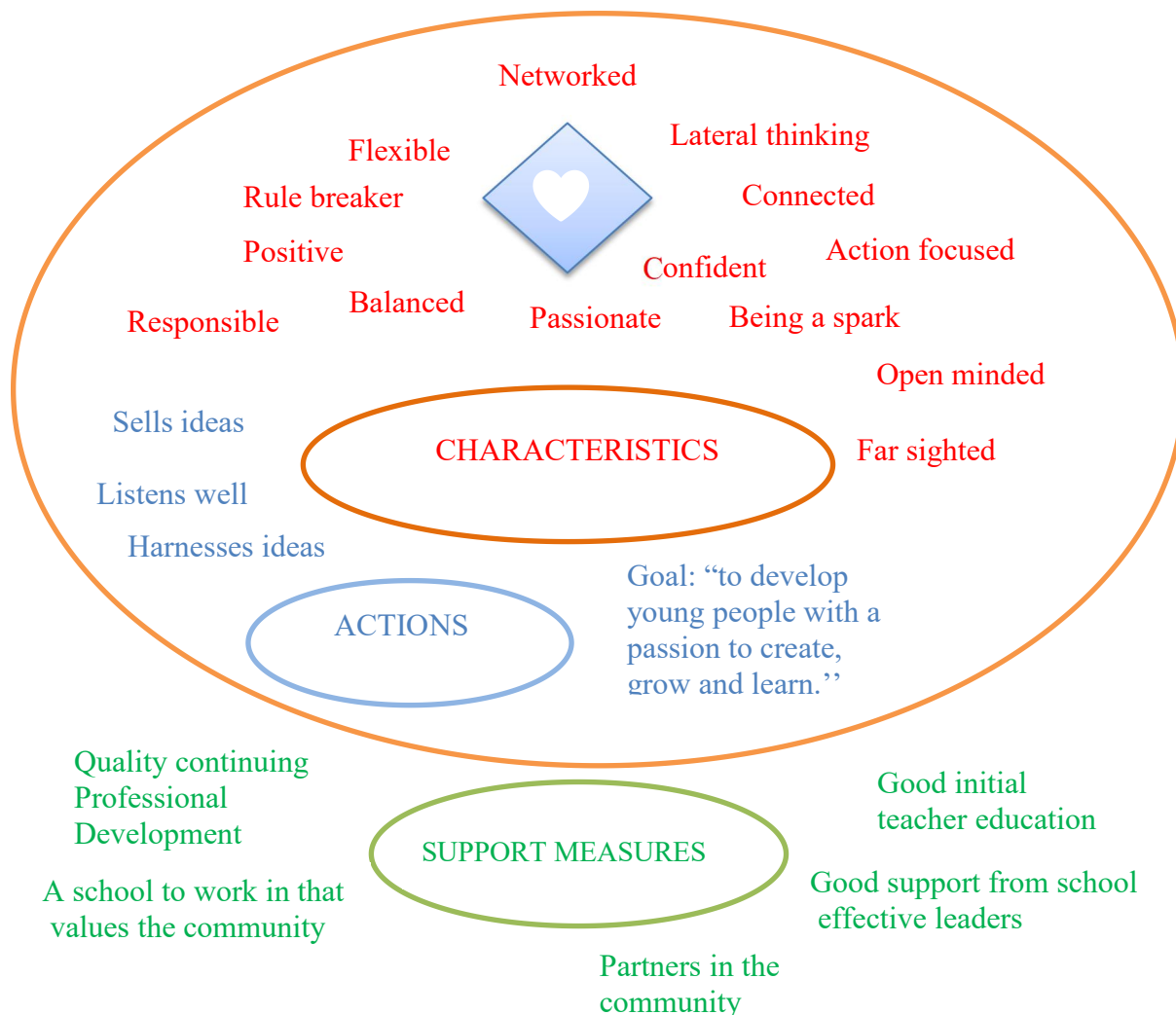


Figure 2.3 The Entrepreneurial Teacher Characteristics  
Adapted from European Union (2011)

## 2.11 Initial TE

Researchers contend that teachers are viewed as the single most influential player in classroom practices and the implementation of curriculum out of all interested and influential parties in school education (Aikenhead 2004; Anderson, 2007). Additionally, it has been discovered that the teacher has the greatest influence on a student's interest in and ability to study in a classroom (Hattie, 2009; Totterdell, Hathaway & la Velle, 2011). Institutions training future educators for the classroom should adopt paradigms and pedagogical models that will give them the abilities and attitudes required for EE. The data reveals that many

nations are still in the early stages of integrating EE into TE (European Commission, 2016: 110). In fact, there was resounding support from attendees at the Budapest and Istanbul Symposia for making entrepreneurship a required component of the introductory TE curriculum (European Union, 2011). Additionally, "beginning TE so becomes a question of emphasising those human generic abilities and attitudes that entrepreneurship demands, such as teamwork, feeling of initiative, decision-making, problem-solving, leadership, risk-taking, and creativity" (European Union, 2011: 23). For EE to succeed, more information is needed more abilities, and attitudes are needed.

Successful EE, according to Ruskovaara et al. (2015), should concentrate on teaching methods that seek to develop and improve students' capacities for acting responsibly, being active and creative, able to seize opportunities, assessing and taking calculated risks, and planning and managing projects of suitable sizes. Initial TE institutions will need to start by looking at current curricula and assessing how much EE supports and is integrated into it, as well as what else needs to be done. The same pedagogies that newly qualified teachers will be expected to use when teaching students, i.e. experiential learning (project-based activities, active learning, learning that is "co-constructed with those beyond the school, or college, etc.), and participatory teaching, will be needed to teach entrepreneurial skills and attitudes at the same time (European Union, 2011). As a result, TE institutions ought to offer diverse environments for learning about, using, and supporting entrepreneurship.

Educators should give student teachers the opportunity to experiment with and develop a variety of pedagogical techniques that are supported by active learning methodologies, a willingness to try new things, and the ability to draw on a wide range of learning contexts, both inside and outside the institution. In order to broaden their horizons and become more receptive to different viewpoints, student teachers should be encouraged to collaborate with



student teachers from various subject areas. These strategies can encourage the development of crucial EE skills including teamwork, effective communication and negotiation, project management, and reflective learning.

Therefore, it is suggested that educators, and more specifically instructors, play a key role in operationalizing EE and identifying the best practices. It will be essential to progressively incorporate EE in teachers' initial and in-service training in order to grow and establish the theme in educational systems (European Commission, 2012; Ruskovaara & Pihkala, 2014). Initial TE institutions ought to promote student teachers' ownership of their own learning as well as their reflection on and expression of their learning experiences through seminars, workshops, and learning diaries. Encourage them to incorporate this knowledge into the entrepreneurial lessons they create for future students. The integration of EE in ITE curriculum as a required subject for all aspiring teachers only occurs in Estonia, according to central directives (European Commission, 2016: 110).

The European Union (2011) noted that while TE in EE is a priority in most countries, a coherent approach has not yet been developed. Initial TE plays a key role in instilling in a new cohort of teachers the need for and skills and attitudes required for EE (while at the present time, it is CPD that has the task of promulgating EE to a much larger number of existing teachers). Teachers are not only "hands-on" with EE, but they are also in the best position to assess its objectives, practices, and results (Ruskovaara, et al, 2015). Teachers can, if they choose, ask their pupils in a classroom context for the most recent and accurate feedback on their EE behaviours. Additionally, they could regularly evaluate their own activities. In order to steer education in the right path, it is important to learn from past mistakes while setting EE targets. The map of procedures used in the initial TE on entrepreneurial learning is shown in Figure 2.4 overleaf.

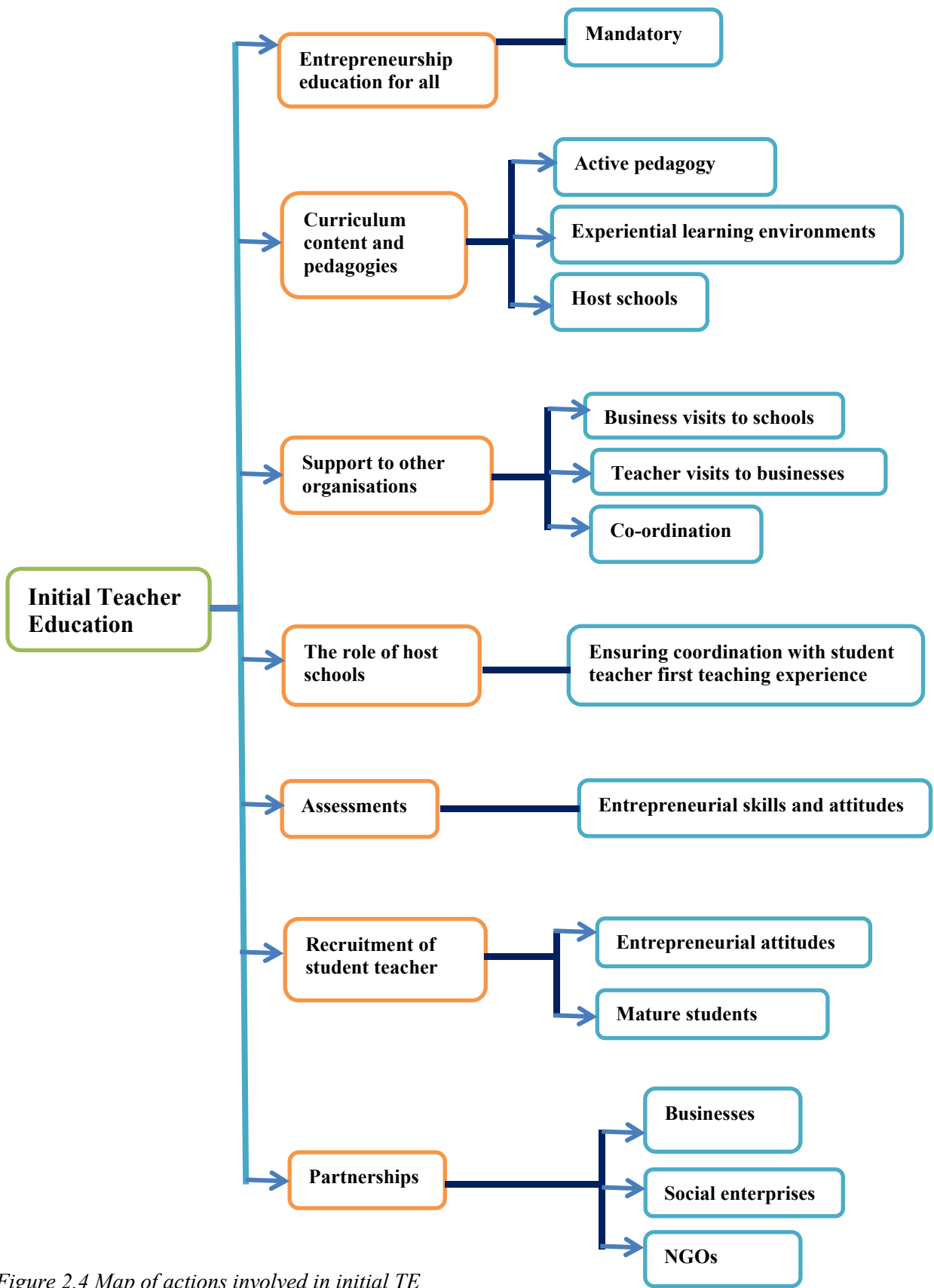


Figure 2.4 Map of actions involved in initial TE  
Adapted from European Union (2011)

"For EE to be fully mainstreamed, this would imply that a strategy has been in operation for several years, is being monitored systematically, that strong funding mechanisms exist, that learning outcomes are assessed, and that it is fully integrated into ITE and CPD for all teachers," the statement reads (European Commission, 2016:110). The Commission also contends that the strategy consolidation stage means that ITE and CPD have been used to provide EE training to all interested teachers, and that guidelines, an expert centre, or a teacher network would assist teachers in integrating EE into the curriculum (ibid).

### **2.12 Continuing Teacher Professional Development**

The attainment of high-quality education and sustained development is still largely dependent on the calibre of teachers and their commitment to ongoing professional development. "In order to grow EE at schools, it is vital not only to prepare aspiring teachers but also to offer opportunities for teachers who are already in the profession to be introduced to this issue or to advance their knowledge and abilities in the area" (European Commission, 2016: 97). CPD "is relevant not just in the teaching profession but in many other professions as well" (Sagar, 2013:50). Furthermore, because it affects the current teaching force, CPD is essential to the development of EE. Teacher professional development is another name for CPD for teachers (TPD). In this thesis, CPD focused on teachers. In fact, CPD is employed in a wide range of techniques and situations, much like many other concepts in the field of education (Day & Sachs, 2010).

According to Bolam and McMahon (2010), CPD addresses changes in 1) job skills, knowledge, and behaviour, 2) attitudes, beliefs, expectations, and concerns, and 3) grade level, school, or district in regard to teaching practice. Staff development would be included in CPD that was tied to the structure of the school, and according to Bolam and McMahon (2010:45), the following would be a "typical definition":

*Different types of programmes and activities which aim to empower teachers and administrators to develop positive attitudes and beliefs about education and management, become more effective individuals and teams, be competent in teaching students and managing the school process, as well as helping the school adapt to its changing environment.*

Key players in any educational system include teachers and teacher educators, who should routinely participate in CPD programmes (Curriculum Development Centre, 2013). This aids in the modernization of educational methods, learner pastoral care, assessment processes, school organisation and management, and connections with parents/guardians and the local community. While initial teacher education will produce a group of newly trained educators with a focus on entrepreneurship, appropriate continuing professional development is necessary to help all members of the educational staff acquire the necessary skills and to support the development of teachers who have already benefited from initial teacher education (European Commission, 2011a: 51). In order for teachers and teacher-educators to apply the curriculum effectively, learning institutions should instil in them a spirit of CPD. Day and Sachs (2010) introduce the several stages of CPD by emphasising that both the organisation and the individual teacher must recognise a need for a change in teaching practice at the same time. If the initiative only comes from the teacher, it might not align with the school's objectives. CPD that is imposed on a teacher individually may result in irritation and a lack of desire. European Union (2011) said that at the moment, in-service training for teachers in EE tends to rely primarily on provisions made by external players such as commercial organisations and NGOs, as well as on particular programmes run Ministries of Education.

According to Curriculum Development Centre (2013), those educational institutions should provide their workers with well-organized CPD programmes. Such programmes ought to be primarily anchored in institutions. Regular paper presentations and expert discussions in the topics mentioned should take place. If EE is to be realised as a right for all teachers and students, it is true that the development of entrepreneurial instructors and entrepreneurial schools must go hand in hand. The result of this is that efforts for schools to become entrepreneurial must obviously include CPD for teachers. Only when schools have a defined vision and objectives for how they aim to realise EE as a whole will CPD for entrepreneurship thrive. Essentially, this calls for local school action, which entails schools examining both their own procedures and the surrounding community. The Curriculum Development Centre (2013) pleaded with subject associations to exert greater effort in the efficient implementation of the educational curriculum on behalf of professional organisations. As a result, subject associations are anticipated to serve a complementary function in providing suggestions for ways to overcome difficulties that may arise during the teaching and learning process. According to the European Commission (2016: 99), "central authorities may also support the implementation of entrepreneurship education by developing or contributing to the development of guidelines, teaching materials, centres of expertise, and/or teacher networks, which can aid teachers in their work." It is obvious that TE and school growth are inseparably linked in this vision of continued professional development. However, there is benefit in handling them differently. The factors to take into account in CPD are summarised in Figure 2.5 on the next page.

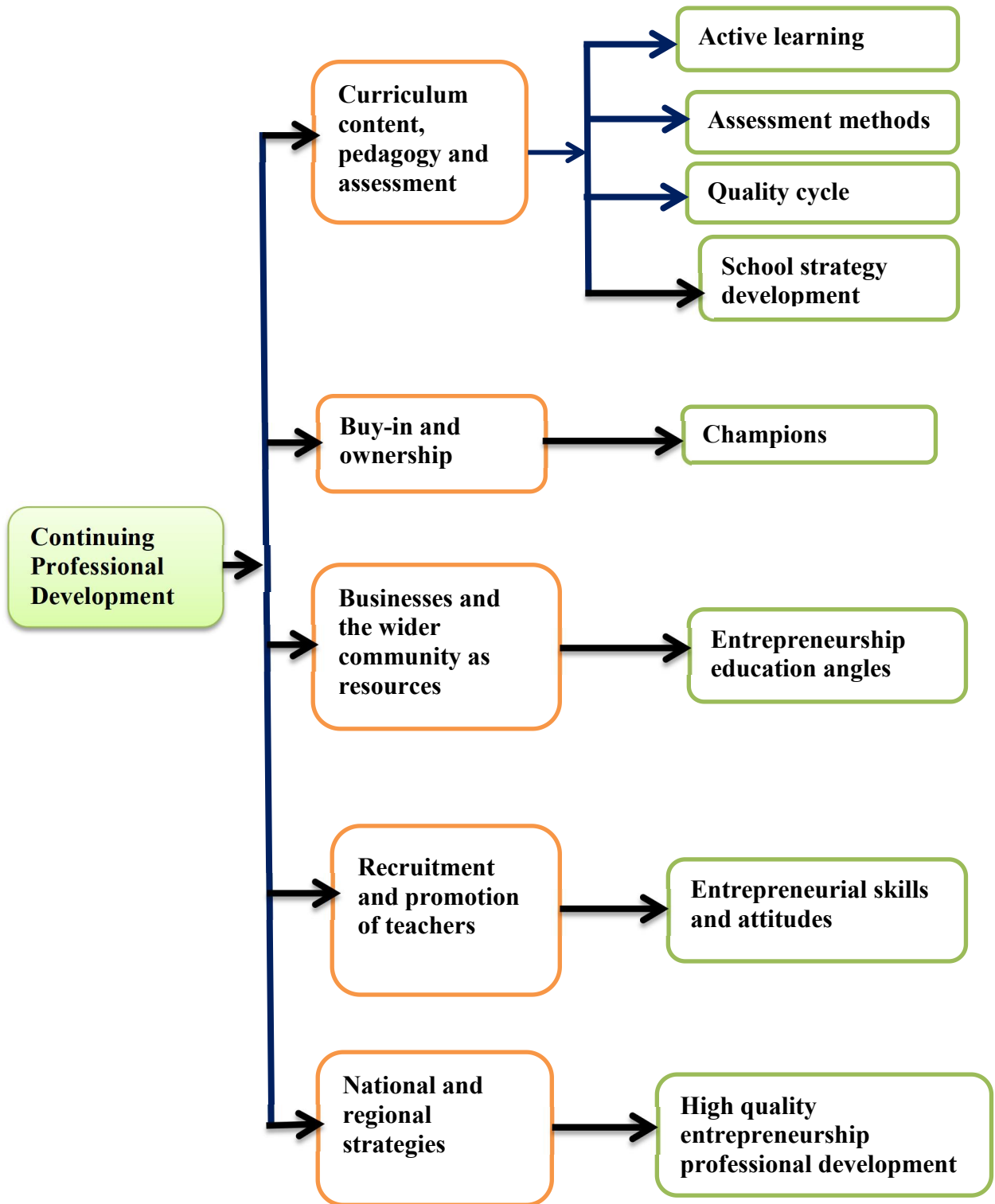


Figure 2.5 Map of actions involved in Continuing Professional Development

Adapted from European Union (2011)

### **2.12.1 Life-Long Learning**

A crucial component of entrepreneurial education is lifelong learning. It aids business owners in staying on top of trends, spotting new possibilities, acquiring new skills and information, and adapting to change (Kaala, 2022). These are the requirements for entrepreneurship success. Life-long learning is key for continuing professional development of teacher education curriculum. According to the idea of lifelong learning, learning happens in a variety of settings, including personal experiences and social interactions, in addition to formal educational settings. Before the child is even born, it begins, and it lasts their entire lives. It ought to accommodate both community and individual demands. Therefore, the curriculum should take into account the fact that formal education serves as a foundation for lifetime learning in addition to other purposes (CDC, 2013).

### **2.13 EE Pedagogies**

EE calls for the adoption of active learning techniques that put the student at the centre of the educational process and provide them the freedom to experiment and discover things about themselves. According to Gibb (2008), EE should be "child-centered in primary education, subject-centered in secondary education, vocational-centered in further education, and discipline-centered at the university level" in order to be successfully integrated into the educational system. It is possible to summarise contemporary EE pedagogies as active and interesting pedagogy, which goes hand in hand with the emergence of action-bound theories in the entrepreneurship area (Kurczewska, 2016). There is room for pedagogies utilised in EE such problem-based learning, experiential learning, action-based learning, and learning by doing. Each of these pedagogies emphasises behaviour and links learning with doing and that is the nature of entrepreneurship.

It is important to remember that current research indicates that EE, when broadly defined, is consistent with many of teachers' present educational objectives, particularly in terms of developing creativity, innovation, and humanistic values. In addition, once EE is presented, teachers can frequently match many of their fundamental skills to the necessary pedagogies. One of the strongest stances under the broad term of "action-oriented pedagogy" is a concept of problem-based learning. The idea is built around assisting pupils in solving open-ended challenges. These issues are typically discussed within real-world examples or narratives that are pertinent to the learners' subject of study. The solutions to the issues are frequently ambiguous and cause learners to experience cognitive struggle. In EE context, problem-based learning is believed to enhance entrepreneurial thinking. As Krueger (2007: 132) explains:

*... the particular value of problem-based learning (PBL) in entrepreneurship pedagogy is that PBL requires learners to move from answer-finding to question-creating, to take personal (cognitive) ownership of their projects. Faced with very high uncertainty, extreme time pressures and competing demands on their time and effort, problem-based learning mirrors what an entrepreneur faces on a daily basis. As students proceed, their reflections invariably lead them to that realisation: the necessity for further improving their personal role identity as an entrepreneur.*

The foundation of problem-based learning is critical and constructive thinking. It is a form of active education that occurs in a particular setting (Barrows, 1996). Open-ended problems are presented to students, who work to comprehend them and offer some solutions. They are conscious of the learning process and take ownership of their education. Rather of acting as disseminators, educators want to act as facilitators. The importance of team learning in the learning process is typically boosted by interactions with subject-matter experts. Less



planned and less structured educational interventions are used. The importance of all students having a deeper understanding of civic and democratic ideals must be emphasised in pre-service teacher education and in-service professional development (Cress, Burack, Giles, Elkins, & Stevens, 2010). This can only be done through instruction and teacher behaviour that models democratic principles and encourages student participation, not through traditional teaching methods and rote memorization.

In addition to fostering students' self-esteem, motivation, character, civic responsibility, and respect for individuals, cultural, religious, and ethnic differences, teachers must be dedicated to their pupils and their learning. The National Board for Professional Teaching Standards (2003) urged educators to reflect methodically on their practice, learn from mistakes, and model the qualities they want their students to possess (curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences) (the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation).

Numerous institutions support people' knowledge and skill growth as well as the formation of their civic identity and commitments. Family, church organisations, the media, and community organisations all have a significant impact. However, schools have a unique and important role to play in the development of civic competence and civic duty. Through formal and informal instruction that begins in the early years and lasts the duration of the educational process, schools fulfil this role. According to the National Board for Professional Teaching Standards' 2003 guidelines, teachers must be active participants in academic communities, contribute to the effectiveness of the school by collaborating with other experts on instructional policy, curriculum development, and staff development, and find effective ways to collaborate with parents. To ensure that civic learning is purposeful,

teachers should create classroom norms and teaching techniques that not only improve academic learning but also stimulate civic learning (Cress, et al. 2010). Service-learning instructors should think about implementing learning methodologies that will complement and reinforce the civic lessons from the community experience while keeping in mind that the majority of traditional courses are designed for private learning that progresses the individual student. In order to re-norm the teaching-learning process to be consistent with the civic orientation of service learning, attempts have been made, for instance, to convert individual assignments to group assignments and from instructor-only to instructor and student assessment of student assignments. Table 2.5 shows teaching-learning methods of entrepreneurship education.

*Table 2.5 Teaching-Learning Methods of Entrepreneurship Curriculum*

<b>Teaching-learning methods</b>	<b>Elements</b>
<b>Direct teaching-learning methods</b>	Inviting guest entrepreneurs – Mentoring - Official speech-seminars – Video watching and recording - Training in extracurricular activities - Training in specialized lessons - Small businesses mentoring – Entrepreneurship tutoring
<b>Interactive teaching-learning methods</b>	Process-oriented learning - Learning from mistakes - Interviewing entrepreneurs - Bilateral learning - Group discussion - Networking – Discussion - Problem-oriented learning - Active learning
<b>Practical-operational teaching-learning methods</b>	Role-playing - Training workshops - Site visiting - Class practice - Research projects – Internship - Business planning - Starting business - Studying nature - Investment projects - Practical experience

Adapted from: Esmi, Marzoughi and Torkzadeh (2015).

The process of developing curricula should take into account new global trends, methods, and practices as well as indigenous heritage and ideas that could be applied to local and national contexts (Curriculum Development Centre CDC, 2013). In order to meet the diversity of learning demands while taking into consideration the local resources available, it is crucial

that instructors and teacher-educators employ a variety of teaching approaches and techniques. As far as feasible, instructors and teacher-educators should employ strategies that encourage engagement and communication among active learners. They should also employ teaching strategies that promote reflection, thought, and action rather than rote learning and repetition. In this regard, it is strongly advocated that teachers and teacher-educators take a learner-centred approach to teaching and learning. It is crucial that parents and guardians are periodically encouraged to take an interest in the educational progress of their children because outcomes-based education encourages parents to take an active role in the teaching and learning process (CDC, 2013). This can be accomplished, for instance, by seeing the work that their children complete in school and corresponding with the administration and teachers.

#### **2.14 Reflective Education**

One has the chance to improve their business undertaking and increase their chances of being successful through reflection. Being proactive, taking action, fine-tuning your approach, and changing the game are all beneficial in the world of innovation. In order to promote motivating skills, entrepreneurial development, and ethical behaviour, learning should concentrate on helping learners develop their creativity, critical thinking, and reflection (Farrell, et al. 2012). As a result, engaging in real-world activities is determined to be the most beneficial learning method because it allows participants to connect with clients and refine their managerial abilities. Huxtable-Thomas and Brahm (2023) affirm that reflection can and should be used in the classroom to enhance learning outcomes as well as serve as a helpful tool for fostering entrepreneurial resilience in later life. Teachers must first evaluate their own presumptions and goals for employing reflection in the increasingly digital EE. Therefore, educators should establish suitable learning objectives that

acknowledge the importance of reflection as a habit that improves resilience and judgement in entrepreneurship.

Culture, values, traditions, language, information, and skills are passed down from one generation to the next through education. Traditional education used to be delivered by adults and peers in a non-formal setting. Since the advent of formal education, educational institutions have a joint obligation with families and local communities to transmit to students the cultural heritage that is relevant to and useful in contemporary society. Therefore, the curriculum should honour and preserve historical characteristics while also being able to develop and evaluate skills necessary for Zambia of the future (CDC, 2013).

### **2.15 Perceptions of TE Practitioners on EE Curriculum Policy Framework**

A variety of topics about teaching and learning in many social and cultural situations must be thoroughly understood by aspiring teachers in order for TE and training institutions to be effective in the globalised, dynamic world of the twenty-first century. Based on their findings, Korkko, Ammala, and Tuija Turunen (2016) recommended enhancing research in TE studies and making research procedures clearer to students. Theory, practice, and research integration ought to be more evident and pertinent. So that these students can progress to the stage of critical reflection, it is important to assist student teachers' development. They must also be able to apply these understandings in challenging educational settings with a growingly diverse student body. If the 21st century teacher is to be successful in this endeavour, TE and training institutions must continue to develop programmes that change the types of environments in which beginning and seasoned teachers both teach and develop into competent educators. It is crucial that TE and training institutions take on the responsibility of educating policymakers and the general public about what it actually takes to teach effectively, including the knowledge and skills that are

required and the school contexts that must be established to enable teachers to develop and use their knowledge on behalf of their students (Fullan, 1993).

If Africa is to be successful in adopting for growth and employment, it must foster young people's entrepreneurial mindsets, support creative company start-ups, and cultivate a culture more favourable to entrepreneurship and the growth of small and medium-sized businesses (Kaala, 2022). It is now commonly acknowledged that education plays a significant role in encouraging more entrepreneurial attitudes and behaviours, beginning even in primary school. The specific function of higher education institutions (HEIs) in promoting entrepreneurship is an acceptable subject of inquiry, discourse, and dissemination since education, and particularly universities, play an essential role in the change of economies and society (Mitra, 2008). The development of the qualities that will allow youths to mature and participate in our society is mostly the responsibility of the educational system. States all around the country have long believed that schools had a significant civic mission. However, this purpose has been ignored in recent years. Numerous factors have contributed to this neglect, including decades of changing federal and state education policies that have aimed to raise the standard of education as a whole while mostly ignoring civic learning by the wayside in the process.

### **2.16 Teachers' Creating Responsible, Participatory and Justice-oriented Citizens**

Beyond the constraints of the classroom, teachers have a job to generate pupils who should function as responsible citizens in all facets of life and strive for a just society for all. It is important to keep in mind that students must not only survive in the outside world but also make a difference. Kennedy (2005) notes that to be flexible and adaptive in a constantly changing and demanding environment, students need to learn how to do this by being equipped with relevant information and skills and capable of lifelong learning. According to

this perspective, civic professionalism is the way by which professional lives might once again have greater societal goals and civic significance. Leung, Yuen and Ngai (2014) contest that cultivating Justice-Oriented Citizen should be seriously explored with immediate urgency and propose that liberal civic education programmes aiming at cultivating Justice-Oriented Citizen should be included in school for an all-round development of citizenship in the youths to achieve entrepreneurial citizenship. To re-establish education's public purposes, the "new professionalism" in the teaching profession must be combined with the "new citizenship" (Kennedy, 2005:9).

### **2.17 Best Practices of Implementing and Managing EE**

The majority of nations worldwide are currently promoting EE as a key skill and a component of a growth plan meant to encourage entrepreneurship. Among other things, EE gives students the extra information, qualities, and skills needed to use these abilities in the context of starting a new endeavour or business. According to Ruskovaara et al. (2015), teacher preparation was one of the most important elements in determining the EE activities of basic and upper-secondary instructors. It's interesting to note that teachers who participated in both mandated in-service training days and continuing education programmes reported excellent outcomes. The process of fostering an entrepreneurial attitude among teachers is currently underway. For them to be able to offer their students the new curriculum, pedagogies, and learning environments that they will require in order to develop entrepreneurial capabilities, they must be well-equipped with the necessary skills, knowledge, and attitudes.

As they translate the overall purposes of EE into teaching activities and learning outcomes, teachers travel from the aims of EE to their actual outcome, i.e. growing entrepreneurial activity in society. However, teachers have occasionally struggled to pinpoint the subjects

and strategies they should use to address the issues raised by EE (Seikkula-Leino 2006; 2007, Fiet 2000a; 2000b). Teachers are not only "hands-on" with EE, but they are also in the best position to assess the objectives, activities, and results of EE. The most recent and accurate feedback on EE is always given to teachers. Learning from past activities is essential in the process of EE target setting since it contains the idea of directing education in the desired direction. As a result, establishing the best practices and operationalizing EE are crucial tasks for teachers.

Students that participate in civic education of the highest calibre gain the ability to think critically, hone their research abilities, evaluate, and synthesise material, and deliver convincing arguments (National Council for Social Studies, 2013). They collaborate with people in groups, plan events in their neighbourhoods, and deliver compelling speeches in public to put these abilities into effect. Additionally, they learn to respect opportunity, justice, and tolerance, as well as the knowledge that their actions matter, particularly when people cooperate.

Civic engagement is both a right and an obligation, and entrepreneurial citizenship involves entrepreneurial behaviour. Unfortunately, civic engagement is not as high as it should be in the majority of countries and governments if they are to maintain democracy and thrive in the global economy of the twenty-first century. According to Putnam (2000), since the end of World War II, practically every indicator of news readership, voting, political participation, charity, volunteering, church attendance, and civic engagement has decreased. Whether or whether the next generation is prepared for educated and engaged democratic participation will determine the destiny of republics and the globe as a whole. Both knowledge about the government and the capacity for participation in governance are necessary for citizenship. It entails being able to see problems, educate oneself about them,

research and weigh potential solutions, and then take action to fix them. You must be able to treat others with respect if you want to succeed. Additionally, it requests that you take responsibility for addressing the problems facing both your neighbourhood and the country.

There are several different techniques that can help EE. The most popular strategies, according to Jones and Matlay (2011), are experiential problem-based approaches to developing entrepreneurial attitudes, learning by doing, project work, projects with real clients, teamwork, workshops, studios, cooperation with businesses and small-scale sponsorship, students raising money, facilitating and encouraging students' critical thinking, and debates. Additionally, in an effort to foster entrepreneurial mindsets among the students, teachers can imaginatively use active learning techniques like business simulation, counselling or mentoring, study visits, starting a business, games and competitions, and practical training (Cheng, Chan & Mahmood, 2009; Hytti & O'Gorman, 2004; Solomon, 2007).

According to a European study, students who participate in entrepreneurship programmes are more likely to be analytical, driven, creative, and self-assured, with a higher predisposition to take risks (European Commission, 2012). Additionally, innovations, creativity, the growth of social and personal skills, and self-directed learning were emphasised, and students were given opportunities to work in a real-world environment. According to certain research (Penaluna, Penaluna & Jones, 2012; Powell, 2013), entrepreneurship clubs are an effective way to acquire similar abilities. These studies also emphasise the advantages of a slightly different, less regulated learning environment.

Teachers need a wide range of competencies related to creativity and entrepreneurship; they also need a school environment where creativity and risk-taking are encouraged and mistakes



are valued as learning opportunities. EE demands that teachers do not give students the answers, but rather assist them in researching, identifying the right questions, and finding the best answers. Teachers are at a turning point where a number of EE-integrated change processes converge (Hytti & O'Gorman, 2004; Hannon, 2006). Successful EE has garnered a lot of interest; expectations are high, and teachers are essential to seeing it through. This is a good reason to research how important teachers are in promoting EE. Given its central significance in the growth of socioeconomic well-being, it is a topic worth examining.

More focus could be placed, according to Ruskovaara et al. (2016), on the ways that headteachers are assisted in managing EE in schools. The support provided by resources, time, expertise, and links to the outside world has a significant impact on the implementation of EE and, in that regard, the headteachers' involvement in the implementation of EE in schools was of vital importance. Their study, however, did not analyse the contents of the training in which the headteachers had participated. It could be argued, however, that participation in EE training provides headteachers with possibilities to learn about the subject, pedagogies and available resources, and to get to know different support organisations and other colleagues from different schools as well as the notion of networking.

### **2.18 Guidelines in implementing and managing EE Curriculum Policy Framework**

Seikkula-Leino et al. (2010) draw the conclusion that internal and external entrepreneurship appear to lack balance in terms of the goals, practices, and outcomes of teaching, despite the fundamental principles in the national policies covering EE and the national core curricula. Seikkula-Leino et al. (2010) also noted that EE is not an obvious component of routine school activities and that instructors' instruction is still comparatively minimal. Additionally, there is no specific subject in which entrepreneurship is incorporated, and the teachers do not consider themselves in that context, thus the practices are maintained apart from the goals

and results. Contrast this with the fundamental concepts of entrepreneurship and EE, which place an emphasis on action and the responsible actor.

According to Asiyai (2014), funding, a lack of entrepreneurial curricula, a severe lack of facilities and equipment, a lack of infrastructure, and a paucity of competent employees are the biggest obstacles to the effective implementation of EE and training in higher education in Nigeria. Creating entrepreneurial programme centres in institutions, designing entrepreneurial curricula in line with market demand, inviting alumni to participate in the establishment of entrepreneurship centres in institutions, EE in ICT software, EE and training in fashion designing and textile production, and entrepreneurship training in Ph.D. programmes are additional strategies for effective implementation of EE and training in higher education that were suggested by the study (Asiyai, 2014).

Six areas of policy priority that directly affect entrepreneurship have been identified by (UNCTAD, 2012). These include developing a national entrepreneurship strategy, strengthening EE and skills, improving the legal environment, facilitating technological interchange and innovation, facilitating access to funding, and promoting awareness and networking. However, the overall strategy for entrepreneurship growth will be primarily determined by the national economic and social backdrop, as well as the unique development constraints encountered by a country. Kozlinska (2012) comes to the conclusion that the effectiveness of the specified outcomes may be directly influenced by the teaching strategies used in EE. Therefore, future research whether it be short- or long-term that should make every effort to address this relationship.

According to the Ministry of Education, Science, Vocational Training and Early Education in Zambia, (2014) a deficient entrepreneurship development ecosystem has resulted from a

lack of policy implementation harmonisation among various public and private stakeholders, which is essential for the creation of youth employment by both youth and adults. This means that the TE and training business must expand its reach and work even more closely with schools to implement a shared transformation goal, with all the challenges that entails. Key goals of Zambia's 6th National Development Plan (2011–2015) include accelerating economic growth and diversification, increasing rural investment, reducing poverty, and fostering human development. It focuses entrepreneurship initiatives on youth, women, and farmers in rural areas in order to achieve these aims. It includes initiatives to strengthen the infrastructure needed for the growth of rural firms as well as entrepreneurship training.

Esene (2015) found that rather than promoting the acquisition and practical application of entrepreneurial skills, the implementation of an Entrepreneurship Development Education (EDE) curriculum teaches these skills ineffectively or theoretically (as more intellectually) rather than as a deliberate process or endeavour to offer opportunities and insight into the world of human and economic survival. In order to teach students skills that are marketable and saleable, instructors need be knowledgeable about both approach and topic. As a result, the curriculum should incorporate more ways to teaching and learning that are active and practical.

The necessity for EE is a result of the broad shift in the work market that has occurred in the 21st century; this movement has made it necessary to acquire new skills, the ability to reorient oneself, the ability to pursue various occupations, and active involvement in one's own success. Based on their findings, Korkko, Ammala, and Tuija Turunen (2016) propose enhancing research in TE studies and making research procedures more clear to students. However, this research aims to highlight the need for a more visible, understandable, and pertinent integration of theory, practice, and research. So that these students can progress to

the stage of critical reflection, it is important to assist student teachers' development. More focus could be placed, according to Ruskovaara et al. (2016), on the ways that headteachers are assisted in managing EE in schools. However, their study did not analyse the contents of the training in which the headteachers had participated.

In summary, the implementation of EE is not only a matter of quantity but is very much affected by how it is supported through resources, time, expert assistance, connections to the world outside schools, and in that sense, the head teachers' involvement in the implementation of EE in schools was of vital importance. According to Zambia's Ministry of Education, Science, Vocational Training and Early Education (2014), the lack of policy implementation harmonisation among various public and private stakeholders has led to a deficient entrepreneurship development ecosystem, which is essential for the creation of youth employment by both youth and adults. This means that the TE and training business must expand its reach and work even more closely with schools to implement a shared transformation goal, with all the challenges that entails. Despite the numerous ambitious and admirable efforts made by the Zambian government, financial institutions, private sector, and NGOs to economically empower residents, their efforts have not yet had a substantial impact on the target populations.

## **Section B**

### **2.19 Theoretical Framework**

Fiet (2000a), is the most pronounced scholar for introducing more theory into the education about or in entrepreneurship. In his view, the theory provides an answer to what entrepreneurs should do, and he perceived theory as the only passable way since being lucky

and or being intuitive are states that cannot be taught. He argues that theory should be general rather than descriptive in relation to entrepreneurial performance.

*He does, however, emphasise the importance of would-be entrepreneurs' ability to apply the theory: the theory should not be weak, must consist of more theory than war stories and must be able to pass the test of applicability and the students need to know how to apply the theories (Fiet, 2000a).*

This study was based on the opportunity-based entrepreneurship theory and the human capital entrepreneurship theory. The rationale behind these theories is that people who possess the requisite training and information, along with the experience earned by involvement in the community and relationships, maximise and take advantage of chances. In order to help students, learn how to discover opportunities, take chances, cope with uncertainties, and think creatively and innovatively in order to increase entrepreneurial learning, teachers must be well-educated and trained. Learning about entrepreneurship may be defined as learning how to recognise, assess, and take advantage of opportunities (Lumpkin & Lichtenstein, 2005; Venkataraman, 1997). Therefore, teachers need sound training in entrepreneurial content, active pedagogies, and skills to prepare citizens for the 21st century who can actively participate in all human endeavours for the survival of democracy if they are to teach students how to exploit opportunities, take risks, and love ambiguities. According to entrepreneurship theory, "how to establish and build firms through the identification and exploitation of chances to bring future goods and services into reality" is its main focus (Shepherd, 2004: 274). The category of opportunity identification lies under the umbrella of entrepreneurship and refers to a person's capacity to find opportunities where others do not. According to Ardichvili, Cardozo, and Ray (2003), opportunity identification is one of the most crucial

talents of successful entrepreneurs, which is why opportunity-based entrepreneurship theory and human capital entrepreneurship theory are applied.

### **2.19.1 Opportunity-Based Entrepreneurship Theory**

Peter Drucker and Howard Stevenson are key figures in the opportunity-based paradigm. An opportunity-based approach, it is suggested, offers a comprehensive conceptual foundation for entrepreneurship research (Fiet, 2002; Shane, 2000). It is convincingly demonstrated that entrepreneurs do not initiate change, as asserted by the Schumpeterian or Austrian school, but rather take use of the chances that new technological advancements and consumer preferences offer (Drucker, 1985). According to him, this is how an entrepreneur is defined; the entrepreneur always looks for change, reacts to it, and seizes the opportunity it presents. According to Drucker's opportunity construct, entrepreneurs are more likely to look for opportunities than problems. Based on research to identify the distinctions between entrepreneurial management and administrative management, Stevenson (1990) expands Drucker's opportunity-based construct to include resourcefulness and comes to the conclusion that the core of entrepreneurial management is the "pursuit of opportunity without regard to resources currently controlled" (Stevenson, 1990: 2).

There is no growth without letting go of things that weigh us down or offer no value to our lives, thus teachers should encourage students to learn to step beyond of their comfort zones. The way certain people respond to opportunity is what makes them live better than other people. Others dislike and play around with theirs while others cherish theirs. I hold that both teachers and students should learn to take on obstacles head-on with the understanding that doing so will make you stronger and better than you were before. As achievers are not frightened of obstacles; rather, they relish them and use them advantageously, learners must feel comfortable using the storms of life to reach greater heights. The secret to success is

learning to highlight one's advantages and downplay seeming weaknesses (Kilby, 1971; Inegbenebor, 1995). Opportunities are frequently accompanied by obstacles; therefore students must be aware of this and be able to deal calmly with volatile, unpredictable, complex, and ambiguous (VUCA) circumstances.

Allowing the chance to pass by unnoticed is the same as refusing to take on problems or failing to recognise them when they come your way (Batty, 1974). Opportunities require taking a chance. In this context, risk refers to a conscious transition from the known to the unknown. The person gives up what they already have in the hopes of obtaining a greater one that will soon come (Schumpeter, 1934, Drucker 1985; Tushman & Nelson, 1991). The opportunity requires overcoming resistance. The laws of the game in entrepreneurship demand that entrepreneurs have a clear vision while appreciating ambiguity and staying focused despite challenges.

Discipline is required for taking advantage of a chance; this connects to feeling in control and denial. Discipline imposes a rigid and unyielding requirement on people. By exercising discipline, one answers to life's problems not how he or she would prefer it to be, but rather how it is necessary or demanded. In order to face life's reality, one chooses not to react to emotions (Abioye, 1996). It calls for discipline in the handling of people, resources, and materials (Stevenson & Sahlman, 1990). Always be on the lookout for opportunities since it is this expectation that turns dreams into reality. You cannot see what you do not expect. Consequently, one should constantly look for business prospects (Meredith, Nelson & Neck, 1990).

### **2.19.2 Human Capital Entrepreneurship Theory**

Any significant growth and development of any nation depends on education. The capability of the educational system to prepare people adequately to hatch original ideas that may be commercialised is a crucial element in the entrepreneurial ecosystem of nations. If the core structures for education and training are in place, imaginative, creative, open, and outward-looking societies will typically create the atmosphere required for entrepreneurship (African Development Bank Group, 2021). Regardless of their institutional capability for education and training, naive, unimaginative, closed, and isolated societies and cultures will often be more unwilling to change.

Given the increasing importance of technology in the 21st century, education and skill development are intrinsically linked to entrepreneurship, and the ability to create, manage, and apply data and related analytics will be essential to success. Employment is changing as a result of digital technology, and the effects of automation (such as robotics, linked sensors, and artificial intelligence) on labour markets could be unsettling as many people without the necessary skills have been pushed out of the main wealth, and income-generating sectors of the economy (Naudé, 2017). For this reason, teacher training should be of the highest standard in every area of knowledge creation and transmission in order to trigger change in learners at all levels of education (Rajpopat, 2023). This means that in order to promote societal stability, human capital formation must also permit widespread distribution of the positive effects of technology. Recognising that creativity, initiative, and innovation are the driving forces behind entrepreneurship, a crucial question is what institutional and cultural elements foster an environment in which it can flourish and what incentives are required to support the development and commercialization of ideas (African Development Bank Group,



2021). This is centred on high-quality EE training among educators at all levels of the education ladder.

The development of human capital depends on a wide range of elements. Formal education systems, the advancement of literacy and numeracy from the earliest elementary school years up the chain through a variety of secondary and tertiary level academic and technical institutions, and programmes and initiatives to develop essential technical and professional skills are good places to start (African Development Bank Group, 2021; Martin, McNally, and Kay, 2013). According to the human capital hypothesis, people or groups with higher levels of knowledge, skills, and other competencies will perform better than those with lower levels (Ployhart & Moliterno, 2011). Entrepreneurship is a method of thinking and acting that is applicable to all facets of society and the economy. It is not just about having business acumen or launching new enterprises. According to Farrell et al. (2012), EE is a process that helps people develop their mindsets, behaviours, skills, and capabilities. It can be used to create value in a variety of contexts and environments, including the public sector, charities, universities, and social enterprises, as well as corporate organisations and new venture start-ups. The human qualities and abilities that are the foundation of an entrepreneurial mentality and conduct, including creativity, initiative, risk-taking, autonomy, self-confidence, leadership, and team spirit, are developed through EE programmes.

Under the umbrella of resource-based entrepreneurship ideas, there are three categories of theories: human, financial, and social capital. Therefore, having access to resources improves a person's capacity to recognise and seize chances (Davidson & Honing, 2003). The human capital entrepreneurship hypothesis is underpinned by two elements: education and experience (Becker, 1975). Knowledge acquired through education and experience is a resource that is unevenly distributed among people and is therefore essential to

comprehending variations in opportunity detection and exploitation (Anderson & Miller, 2003, Chandler & Hanks, 1998, Gartner et al, 2005, Shane & Venkataraman, 2000). It is more likely that someone will spot appealing chances and successfully take advantage of them the more valuable entrepreneurial experiences they have. Making venture creations happen is what entrepreneurship is all about, thus educators should encourage learners' behaviour through their educational interventions (Kurczewska, 2016). One must also learn from professionals because entrepreneurs' actions do not occur in a vacuum but rather are the outcome of interactions with other people.

According to empirical studies, human capital aspects help people recognise opportunities, become entrepreneurs, and even succeed in business (Kim, Aldrich, & Keister, 2003; Davidson & Honing, 2003; Korunka et al, 2003). (Anderson & Miller, 2003, Davidson & Honing, 2003). The notion that business owners gain knowledge through their experiences stems from observations that second or subsequent ventures are frequently more successful than the first one (Politis, 2008). This indicates that some business knowledge develops during the encounter and is effectively applied in subsequent endeavours. In this regard, Kurczewska (2016) contends that EE is thought to produce the best results if learners are armed with entrepreneurial competence, take initiative to gather experiences that allow them to create new knowledge, and serve as the basis for some type of learner transformation. As a result, students gain knowledge in an entrepreneurial setting by making judgments that, through experience, lead to entrepreneurial behaviours.

This study has been informed by the entrepreneurial theories of opportunity-based entrepreneurship and human capital discussed above. Since possibilities are constantly present in human life, I have chosen to adopt the opportunity-based entrepreneurship and

human capital entrepreneurship theories. To fully take advantage of the chances offered, one must utilise their education and accumulated experiences. Therefore, I contend that EE must give people the ideas, attitudes, values, and abilities they need to recognise and take full advantage of chances that others may have missed. Education develops students' intuition, self-assurance, and knowledge and puts them in the driver's seat to take action where others have refrained. As a result, education is the surest road to personal success and societal advancement. A stronger inventiveness, creativity, and desire to create something of lasting value for oneself and society are all driven by EE. Therefore, educators at all educational levels must persistently and confidently promote entrepreneurial civic cultures in all spheres of public and private life.

### **2.19.3 Summary of Literature Review**

It can be seen from the following that entrepreneurship is a highly controversial and difficult subject to conceptualise. Therefore, rather than using the limited perspective of the enterprise, broader lenses should be used to analyse its outcome. Additionally, it is discussed how crucial teacher preparation and training are to helping students develop an entrepreneurial mindset. To awaken the principles of the entrepreneurial school, teacher, and ultimately learner, initial TE curriculum and ongoing teacher professional development are crucial components. To emphasise their applicability to the study, the two chosen theories that served as its framework were explained. The philosophy of education, Zambia's educational policy, and Zambian government regulations on TE were all covered in the following chapter.

## CHAPTER 3

### **Philosophy of Education and Zambia's Educational Policies and Laws on Teacher Education**

#### **Overview**

This chapter explores the philosophy of education and experience, Zambia's educational policies, and government laws on TE. The chapter is guided by the following sections: Linking philosophy of education, theory and EE, entrepreneurial learning and learning theories, philosophy of education and experience; Zambia's education policies and government laws on TE; perceptions of TE practitioners on EE curriculum policy framework; best practices of implementing and managing EE and guidelines in implementing and managing EE curriculum policy framework as well as a summary of education policies and laws guiding teacher education programmes.

#### **3.0 Linking Philosophy of Education, Theory and EE**

EE teachers or educators can improve their delivery effectiveness by understanding the various educational philosophies and theories that underpin EE pedagogy and practice (Bell, 2021). It is critical for educators to understand the philosophies that underpin EE, instruction, and practice in order to have a deeper understanding of how to deliver it and the reasoning behind it (Hannon, 2006). The educator's educational philosophy and learning theory of choice inform and guide their teaching practice, which has implications for what they deliver, how they deliver it, and how they assess learners.

Each teacher has a unique teaching style. No two teachers teach the same way. These methods are embodied in a teacher's education philosophy, which is defined as "the principles that guide professional action" (Parkay, 2015:114). A teacher develops his or her philosophy by

questioning his or her beliefs in a variety of areas, such as what a teacher's role should be, what a student's role should be, and what should be taught. The teacher's educational philosophy is the result of a thorough examination of his or her educational views.

### **3.1 Entrepreneurial Learning and Learning Theories**

More attention should be paid to the question of how entrepreneurs learn. As a result, a better theoretical understanding of entrepreneurial learning is required in the EE curriculum. It is argued that applying learning theory to entrepreneurship provides a road map for further investigating the magnitude and complexity of entrepreneurial action (Byrne & Toutain, 2012). Entrepreneurial learning is defined as a "dynamic process of awareness, reflection, association, and application involving the transformation of experience and knowledge into functional learning outcomes" (Rae, 2006: 42). In learning theory, the five major learning orientations are behaviourist, humanist, cognitivist, social cognitive, and social constructivist. By applying each lens of learning theory, the learner becomes more aware of the complexity of entrepreneurship and the benefit of connecting their knowledge products or insights.

### **3.2 Philosophy of Education and Experience**

As Phillips and Siegel (2013) point out, the evolution of many intellectual trends, such as Marxism, psychoanalysis, existentialism, phenomenology, positivism, postmodernism, pragmatism, neoliberalism, feminism, and analytic philosophy, has had a significant impact on our understanding of education. In the absence of educational philosophy, educators are vulnerable to externally imposed prescriptions, fads and frills, authorisation schemes, and other 'isms.' Few education systems adhere to a single philosophy, but the majority of them combine several (Ornstein & Hunkins, 1998). Ornstein and Hunkins (1998) also warn that putting too much emphasis on one philosophy at the expense of others may cause harm and conflict in a curriculum. The educational philosophies discussed, whether implicitly or

explicitly, represent a specific perspective on education curriculum and its proponents, which determines a specific approach to curriculum design and TE. According to Carl (2010), there are specific approaches to curriculum design that serve as a theoretical foundation for the development of a curriculum for higher education programmes such as TE. These typically reflect a single educational philosophy or a combination of educational philosophies.

Different approaches to TE and entrepreneurial behaviour can be viewed as ways of thinking about a curriculum that connects theory to practice, regardless of whether the many philosophies or beliefs that comprise any given curriculum approach are made explicit or remain implicit (Marsh & Willis, 1999). In the foregoing discussion, I looked at the main educational philosophies and their influence on TE curriculum designing. In the section to follow, I looked at how curriculum scholars explain the theory and approaches of TE curriculum designing.

### **3.2.1 Perennialism**

According to Perennialists, the goal of education is to ensure that students understand the great ideas of Western civilisation. These concepts have the potential to solve problems in any time period. Perennialism, according to Ornstein and Hunkins (1998), is the oldest and most conservative education philosophy based on realism. The goal is to teach everlasting ideas and to seek enduring truths that are constant and do not change, just as the natural and human worlds do not change at their most fundamental level. It is critical to teach these unchanging principles. According to perennialism, the goals of education are mind discipline, the development of reasoning ability, the pursuit of truth, and intellectual cultivation (Oliva, 1997; Ornstein & Behar, 1995). Perennialists believe that truth is eternal and unchanging, in contrast to progressivists who believe that truth is relative and changing. Perennialism, according to Ornstein and Hunkins (1998), is based on the past, universal knowledge, and

cherished societal values. The universe, human nature, truth, knowledge, virtue, and beauty are all described as unchanging by perennialists. According to them, the goal of education is the same in every age and society (Ornstein & Hunkins, 1998). Humans are rational beings whose minds must be developed.

A worthwhile education places the highest value on intellectual development. The perennialist curriculum emphasises subject matter. It heavily relies on defined disciplines or logically organised bodies of content, which proponents refer to as "liberal" education, with an emphasis on language, literature, mathematics, grammar, rhetoric, and great Western books (Oliva, 1997; Ornstein & Hunkins, 1998). Perennialists, like essentialists, regard the teacher as the unquestionable authority in the field, whose knowledge and expertise are unquestionable. The Socratic method of 'oral exposition' lecture and explication is used primarily in teaching. Because learners are immature and inexperienced and lack the judgement to determine what knowledge and values to learn, learners' interests are irrelevant to curriculum design (Ornstein & Hunkins, 1998; Ornstein & Behar, 1995). The rigorous curriculum emphasises students' growth in long-term disciplines while emphasising cultural literacy. The greatest achievements of humanity are highlighted, such as great works of literature and art, as well as scientific laws or principles. Robert Maynard Hutchins, who developed a Great Books programme in 1963, and Mortimer Adler, who expanded on this curriculum based on 100 great books of Western civilisation, are supporters of this educational philosophy.

### **3.2.2 Essentialism**

Essentialists believe that a common core of knowledge must be transmitted to students in a systematic and disciplined manner. The emphasis in this conservative viewpoint is on the intellectual and moral standards that should be taught in schools. The curriculum's core

components are essential knowledge and skills, as well as academic rigour. Although this educational philosophy is similar to Perennialism in some ways, Essentialists accept the possibility that the core curriculum will change. As stated by Ornstein and Hunkins (1998), this is another form of the traditional and conservative philosophy. Essentialism, which is philosophically rooted in both idealism and realism, emphasises an academic subject-matter curriculum and encourages educators to emphasise order, discipline, and effort (Ornstein & Levine, 1993). It is worth noting that during the period of essentialism, progressivism emerged briefly as the most popular educational philosophy. Progressivism encountered some difficulties as a result of essentialist criticism. Essentialism reclaimed its dominant position in 1957 (Oliva, 1997).

The transmission of cultural heritage is the goal of an essentialist curriculum. The essentialists, in contrast to social reconstructionists, want to preserve society (Oliva, 1997). An essentialist curriculum, according to Ornstein and Behar (1995), sought to promote the intellectual growth of the learner, and thus promoted essential subjects such as English, mathematics, science, history, and foreign languages at the secondary level. According to essentialists, knowledge was built on what Carl (2010) considers as essential abilities, academic disciplines, and mastery of concepts and principles in the subject area. He went on to say that the essentialist curriculum's core comprises academic courses.

Education ought to be useful and should equip students to contribute to society. It should emphasise facts that the world's objective reality and "the basics," teaching pupils how to communicate clearly and logically through reading, writing, speaking, and computation. Policies shouldn't be created or influenced by schools. Hard effort, respect for authority, and discipline should all be instilled in students. Students' non-productive impulses, such as violence or mindlessness, should be restrained by teachers. This method was developed in



opposition to the progressivist methods that were popular in the 1920s and 1930s. In the periodical he founded in 1934, William Bagley applied progressivist methods to his work. Koerner, 1959; Rickover, 1959; Copperman, 1978, and TheodoreSizer (1985) are additional essentialist. Organized courses are a way to sustain culture and promote mental discipline. In a sense, progressivism moulds the curriculum to the needs and interests of the learners, whereas essentialism moulds the student to the curriculum (Oliva, 1997). The "hard" academic instruction, a tonne of homework, and strict academic standards dominated the essentialist curriculum.

The student must be forced to put forth significant effort in his or her studies, with no room for enjoyment (Ornstein & Hunkins, 1998). According to essentialism, a teacher is viewed as a specialist in their field. According to this viewpoint, the teacher should be considered as an authority due to his or her knowledge and the high standards that they uphold (Mulenga, 2015). All instruction is guided by the teacher, and all pupils take part in one lengthy lesson (Parkay & Hess, 2000). Traditional exams are used by the essentialist teacher to assess the knowledge of his or her students. An essentialist curriculum has a strong emphasis on science and math, although reading, English, and history should also be taught. As a result, the instructor has considerable influence over the content in the classroom and little student input.

### **3.2.3 Existentialism**

Like its namesake, educational existentialism emerged from a strong rejection of conventional philosophy, just as it did from a similar strong rejection of the conventional, essentialist approach to education. Existentialism denies the existence of any authoritative, objective source of knowledge about epistemology, metaphysics, or ethics. The responsibility for deciding what is "true" or "false," "right" or "wrong," "beautiful" or "ugly" instead rests with the individual. According to existentialists, every one of us has the freedom to grow in

the way we see fit because there is no one universal form of human nature. The students' understanding and appreciation of themselves as distinct persons who accept full responsibility for their thoughts, feelings, and actions comes before academic content in the existentialist classroom.

Existentialism puts an emphasis on the development of the whole person and is student-centred while essentialism places a strong emphasis on teaching fundamental concepts and is teacher centred (Parkay, 2015). The teacher's job is to expose pupils to a variety of life routes and to foster an environment where they are free to choose their own preferred path in order to help them identify their own identity. The existentialist asks that all aspects of education, not just the mind, be provided because feeling and reason are not separate in the making of decisions. Although many existentialist educators offer some curriculum framework, existentialism offers pupils greater freedom in terms of subject matter choice than other educational ideologies. Students are presented with a wide range of possibilities in an existentialist curriculum.

The humanities are frequently given a lot of attention in curricula where personnel influence the content rather than students. They are studied as a way to give pupils fictitious experiences that would encourage them to express themselves freely. For instance, existentialists emphasise historical individuals' conduct rather than historical events, as each of these people might serve as examples for the student's own behaviour. Math and the natural sciences, in contrast to the humanities, may be undervalued, apparently because they are thought to be "cold," "dry," and "objective," and as a result, less conducive to self-awareness. Furthermore, rather than serving as a method of generating income, vocational education is seen as a way to teach students about who they are and what they are capable of. Existentialism supports individual invention and imagination over copying and replicating

existing models when it comes to art teaching. Existentialist approaches put the individual at the centre. Learning is self-paced, self-directed, and involves a lot of one-on-one time with teachers who are open and honest with each student. Existentialism has occasionally made an appearance in public schools, but it has gained more traction in private schools and alternative public schools established in the late 1960s and early 1970s.

### **3.2.4 Reconstructionism/Critical Theory**

Reconstructionism and critical theory can both be used to refer to a teaching strategy that emphasises social transformation and emancipation in the context of education. In order to confront these inequalities, this strategy would involve educating students about the social and economic inequities that exist in the world and assisting them in building the critical thinking abilities they require (Ankomah, 2020). In order to improve society and advance global democracy, Social Reconstructionism places a strong emphasis on tackling social issues. The curriculum of reconstructionist educators places a strong emphasis on social reform as the ultimate goal of education. Social reconstructionism was started by Theodore Brameld (1987) in response to the effects of World War II. He saw that technology and human brutality might either wipe out humanity or that technology and human compassion could build a good society. According to George Counts (1974), education served as a tool of training people to establish this new social structure. Like social reconstructionists, critical theorists think that systems need to be altered in order to end oppression and enhance human situations. Critical theory and reconstructionism are not the same, yet they are closely connected. Critical theory has an influence on reconstructionists, as they hold many of the same values. However, although critical theorists are interested in a wider range of social concerns, reconstructionists have a more narrow concentration on education. Reconstructionists think that education should be utilised to build a society that is more fair and just. They support a curriculum that is pertinent to students' needs and aids in the growth

of the critical thinking abilities required to question the current quo hence relevant to EE. Although they have a larger definition of what this entails, critical theorists share the belief that education should be used to build a more just and equal society. They are interested in exploring how oppression and power function in society and think that education may be utilised to counteract these forces.

Freire (1970) advocates for education and literacy as a means of bringing about social change because of his experiences with poverty. According to him, people must learn to oppose oppression to avoid becoming its victims or its oppressors (Freire, 1970). Freire further contends that to do this, conversation and critical consciousness are necessary, as is the growth of awareness to end oppression and dominance. Freire believed that learning and teaching should be a process of inquiry in which the child must create and recreate the universe rather than "teaching as banking," in which the teacher deposits information into students' heads (Freire, 1970). The curriculum emphasises student experience and taking social action on pressing issues like violence, starvation, international terrorism, inflation, and inequality, according to social reconstructionists and critical theorists. Focus is placed on investigation, dialogue, and diverse viewpoints when dealing with contentious matters (especially in social studies, civic education, and literature). Some of the techniques include using community-based learning and integrating the outside world into the classroom.

### **3.2.5 Progressivism**

Between the mid-1920s and the mid-1950s, the progressive education paradigm was formed in America. Its most prominent and important supporter was John Dewey. His belief that students should experience freedom and democracy in classrooms will help our citizens live better lives was one of his core principles (Dewey, 1946). Progressives think that education should put the student first, not the curriculum or the teacher. This educational concept places

a strong emphasis on the need for pupils to actively experiment with their ideas. The questions that learners have as a result of experiencing the world are the foundation of learning. It is not passive; it is active. The learner is a problem-solver and a thinker who finds meaning in the physical and cultural context through his or her own personal experiences. Dewey sees a learning environment, like a school, as a tiny democratic society where students can study and put their newly acquired talents to use (Ornstein & Hunkins, 1998). Scientific inquiry and problem-solving techniques are among the tools and skills for learning, according to progressivist theory. The focus of progressivism was more on how to think than what to believe. There were various parts to the progressive movement. The learner-centred curriculum and the activity-centred curriculum were among the most effective. The emphasis on the learner has taken the place of the emphasis on the subject matter, as noted by Ornstein and Hunkins (1998), which means that the curriculum-designing process has been heavily influenced by the needs and interests of the learner.

The theory of TE curriculum design appears to agree with the progressivist school of thought in that it is important to identify the requirements of the student-teacher. In this situation, the competencies pertinent to the teacher's future responsibilities are first determined, and they serve as the baseline information from which the curriculum is developed to ensure entrepreneurial learning. Effective educators provide their pupils opportunities to learn via experience. Student interests and inquiries are used to create the content of the curriculum. Progressivist educators employ the scientific method to allow pupils to study subjects and events methodically and first-hand with an emphasis on the process - how one comes to know. Aspects include student-selected subjects, teacher-student preparation, and shared decision-making. Books are tools, rather than authority. Table 3.1 on the next page shows five basic teaching philosophies.

Table 3.1 shows the five basic teaching philosophies

	<b>Perennialism</b>	<b>Idealism</b>	<b>Realism</b>	<b>Experimentalism</b>	<b>Existentialism</b>
<b>Reality (Ontology)</b>	A world of reason and God	A world of mind	A world of things	A world of experience	A world of existing
<b>Truth of Knowledge-epistemology</b>	Reason and revelation	Consistency of ideas	Correspondence and sensation	What works, what is	Personal subjective choice
<b>Goodness (axiology)</b>	Rationality	Imitation of ideal self, person to be emulated	Laws of nature	The public test	Freedom
<b>Teaching reality</b>	Disciplinary subjects and doctrine	Subject of the mind, literary, philosophical, religious	Subjects of physical world - Math, science	Subject matter of social experience – social studies	Subject matter of choice – art, ethics, philosophy
<b>Teaching truth</b>	Discipline of the mind via drill	Teaching ideas via lecture, discussions	Teaching for mastery of information demonstrate, recite	Problem solving, Project method	Arousing personal Responses questioning
<b>Teaching goodness (values)</b>	Disciplining behaviour (to reason)	Imitating Heroes and other exemplars	Training in rules of conduct	Making group decisions in light of consequences	Awakening Self to responsibility
<b>Why schools exist</b>	To reveal reason and God's will	To sharpen the mind and intellectual processes	To reveal the order of the world and universe	To discover and expand the society we live in to share experiences	To aid learner to know themselves and their place in society
<b>What should be taught</b>	Eternal truths	Wisdom of the ages	Laws of physical reality	Group inquiry into social problems and social sciences, method and subject together	Unregimented topic areas
<b>The role of the teacher</b>	Interprets, tells	Reports, person to be emulated	Displays, imparts knowledge	Aids, consultant	Questions, assists student in personal journey
<b>The role of the student</b>	Passive reception	Receives, Memorizes	Manipulate, passive participation	Active participation, Contributes	Determines own rule
<b>School's attitude towards change</b>	Truth is external, no real change	Truth to be preserved, anti-change	Always coming toward perfection, orderly change	Change is ever-present, process	Change is necessary at all times

Source: Van Cleve and Young (1976)

From Table 3.2, it is noted that traditional philosophies are relevant to implement education about entrepreneurship while contemporary ones are relevant to implement education for entrepreneurship and education through entrepreneurship. Therefore, TE curriculum design should maximise on the philosophies that encourage problem solving and action-oriented to get the benefits of EE. Table 3.2 shows a Comparison of Attributes of Educational Philosophies Categories.

*Table 3.2: Comparisons of Attributes of Educational Philosophies Categories*

<b>Categories</b>	<b>Traditional</b>		<b>Contemporary</b>	
<b>Philosophical-orientation</b>	<i>Realism</i>	<i>Idealism &amp; Realism</i>	<i>Pragmatism</i>	<i>Pragmatism</i>
<b>Theoretical-orientation</b>	<i>Perennialism</i>	<i>Essentialism</i>	<i>Progressivism</i>	<i>Reconstructionism</i>
<b>Direction in time</b>	preserving the past		growth, reconstruct present, change society, shape future	
<b>Educational value</b>	fixed, absolute, objective		changeable, subjective, relative	
<b>Educational process</b>	focuses on teaching		focuses on active self-learning	
<b>Intellectual focus</b>	train, discipline the mind		engage in problem-solving, social tasks	
<b>Subject-matter</b>	for its own self-importance		all have similar value	
<b>Curriculum</b>	composed of three Rs		three Rs, arts, sciences, vocational	
<b>Learning</b>	cognitive learning, disciplines		exploratory, discovery	
<b>Grouping</b>	homogeneous		heterogeneous, culturally diverse	
<b>Teacher</b>	disseminates, lectures, dominates instruction		facilitates, coaches, change agent	
<b>Student</b>	receptacle, receives knowledge, passive		engages discoverer, constructs knowledge	
<b>Social</b>	direction, control, restraint		Individualism	
<b>Citizenship</b>	cognitive, personal development		personal, social development	
<b>Freedom and Democracy</b>	conformity, compliance with authority, knowledge and discipline		creativity, self-actualization, direct experiences	
<b>Excellence vs. Equality</b>	excellence in education, academic, rewards and jobs based on merit		equality of education, equal change to disadvantaged	
<b>Society</b>	group values, acceptance of norms, cooperative and conforming behaviour		individual growth, individual ability, importance of individual	

Adapted from Diehl (2005)

### **3.2.6 Pragmatism**

A philosophical movement known as pragmatics was started in the USA around 1870. According to Kurczewska (2016), this tradition is primarily characterised by its strong practice orientation and pursuit of truth through a way of thinking that makes concepts and hypotheses clear (through scientific inquiry). Therefore, pragmatism is both a theory of truth and a strategy for discovering it. Additionally, Kurczewska (2016) emphasises how pragmatism, often referred to as instrumentalism, is linked to activity because people learn through doing and ideas are created via human activities (being active). Truth is judged by experience and the usefulness of the results. The only thing that matters is action since knowledge cannot exist without having some sort of application. The truth is action, as it has to be checked for practical consequences in order to be valuable. The ideas are true as long as they bring some value to our lives.

Pragmatic thinking aims to translate pertinent information about real-world challenges into action. Individuals must continuously acquire new skills and knowledge to cope with their circumstances better (Sharma and Jamwal, 2022). The goal of education is to create new skills that are useful in regular situations or to replace bad habits with better ones so that the adult society of the future will be better than it is now. John Dewey's educational pragmatism theory can help in this situation since it gives students the tools they need to deal with and come up with solutions for challenging economic circumstances (Bubu and Paschal, 2019; Farrell, et al., 2012).

Entrepreneurship education asks for this because it is the first step in education to decide why and what one should study as well as the goal of implementing the knowledge. Students should be anchored in pragmatic thinking in order to assist them in navigating the ever-changing economic and social landscape in this society. As a result, Dewey's concept of



education could be entrepreneurial as well as beneficial in reducing the effects of poverty and unemployment, and with an increasing number of graduates adopting this mindset entering society, there would be fairness in the allocation of the costs and rewards of social cooperation (Bubu and PAschal, 2019).

To properly ground experiential education in pragmatism, it is important to mention John Dewey (1859–1952), one of the most influential figures in the development of the pragmatism and instrumentalism schools of thought as well as one of the pioneers of functional psychology. Dewey did, however, provide one of the most compelling and significant contributions to the growth of the experience-based education necessary for entrepreneurial learning, if not the most. Dewey did a fantastic job of balancing pragmatism with knowledge and theory with practice. He created the idea or practice of pragmatism and applied it to education. He accepted the idea that learning processes are connected to the cycle of life experiences. He pioneered the progressive education tradition, which had an international impact on pedagogy in the 20th century. His theory of knowledge based on the concept of experiential learning changed how contemporary education is understood and provided.

John Dewey, the founder of the progressive educational movement, was not only a brilliant educator and reformer but also an outstanding philosopher and psychologist. Most of his writings contain in-depth and extensive discussions on the topics of education and experience, but the most significant ones are (in chronological order): *My Pedagogic Creed* (1897), *The School and Society* (1900), *The Child and the Curriculum* (1902), *Democracy and Education* (1916), and *Experience and Education* (1946). Both learning and experiencing, in Dewey's view, are aspects of life that contribute to the growth of the individual. He views education as an ongoing process of active progress through experience and views life as an experiment.

The role of education is to equip the learner with valuable experiences and by doing it enhancing his progressive intellectual growth. The process of active growth is possible only through collecting meaningful experiences.

For Dewey, education is a development *within, by, and for experience* (Dewey, 1946: 17). Finding the learning material inside experience is the first step in the process. Next, past experiences are developed gradually to create a broader, richer, and more ordered form, a form that eventually resembles how subject matter is presented to the trained, mature individual. Building and reconstructing experiences is the process of learning. This process and the ability to connect theory and practice are made possible by education. The attempt to give the work of the schools a new orientation requires, according to Dewey (1946: 21), a coherent theory of experience that provides positive direction to the selection and arrangement of acceptable educational techniques and resources.

Education is a never-ending experiment, and learning is the act of expanding. However, just "growing" is insufficient. the description of the growth's directional nature and the goal that it usually works toward. Dewey holds teachers accountable for pointing out the direction of students' growth. He states unequivocally that it is the responsibility of the educator to determine the direction that an experience is taking. Dewey connected social and psychological life with education and learning processes. He contends that experiencing need not be merely a cognitive exercise but also a tool for a learner's intellectual growth. Experiences are based on reality and how the learner sees it. People engage with the outside world. Experiences come into being as a result of interactions between the learner, his surroundings, the resources at his disposal, and his impulses. Experience does not take place in a vacuum, according to Dewey (1946: 34). Experience can be derived from things outside of a person.

The Dewey learning model might be referred to as learner centred. The responsibility of the educator is to monitor the development of attitudes and habitual tendencies . The educator should also be able to determine which attitudes are genuinely beneficial for future growth and which are harmful (ibid). Additionally, he must demonstrate empathy and a thorough grasp of the learner in order to understand what is going through the learner's mind as they are learning (Dewey, 1946: 33). Indeed, many other educators, philosophers, and psychologists drew inspiration from Dewey's theory of experience and experience-based education. Comparing progressive education to traditional education is one way to describe it. Dewey (1946: 83) made the following observation when contrasting these two educational philosophies:

*Traditional education tended to ignore the importance of personal impulse and desire as moving springs. But this is no reason why progressive education should identify impulse and desire with purpose and thereby pass lightly over the need for careful observation, for a wide range of information, and for judgment if students are to share in the formation of the purposes which activate them.*

The emphasis on time in traditional versus progressive education is a key distinction. While conventional education places greater emphasis on the accomplishments and cultural heritage of earlier generations, progressive education is more focused on addressing the actual challenges that society faces. The first uses the present as a point of comparison, whereas the second goes back in time without giving much thought to the present. The progressive viewpoint presupposes that reality, and all of its components change continuously, thus education must be dynamic and adaptable enough to keep up with the changing world and

take advantage of opportunities as they arise in the present. Table 3.3 lists some other distinctions between the pedagogy of traditional and progressive education:

*Table 3.3: Traditional Versus Progressive Education*

<b>Traditional education</b>	<b>Progressive education</b>
Imposition from above	Expression and cultivation of individuality
External discipline	Free activity
Learning from textbooks and teachers (instructors)	Learning through experience, varied sources
Acquiring isolated skills and techniques by drill	Acquiring skills as means of attaining ends Preparation for future
Following achievements and heritage of past generations	Making the most of the opportunities of present life
Static aims and materials	Acquaintance with a changing world

Source: Adapted from Dewey (1946).

### **3.3 Zambia's Education Policies and Government Laws on TE**

#### **3.3.1 Government Policies**

Early on, Zambia, then known as Northern Rhodesia, did not have any appropriate or well-organized programmes for teacher education. Both Snelson (2012; 1974) and Mwanakatwe (2013, 1974) agree that TE was the fault of several missionary organisations and was carried out carelessly. Their professional preparation was subpar, much like the educational quality of the professors. It was difficult for missionary societies to pool their meagre resources to construct adequate colleges of education for their teachers because of their disparate doctrines and competition over domains of influence, which also contributed to the lack of proper colleges of education (Snelson, 2012). As a result, the British South Africa Company (BSAC) voiced alarm about the dire need for competent instructors as early as 1918 and passed legislation known as the Native School Proclamation. It provided guidelines for the academic credentials of teachers. It stated that:

*No person shall be a teacher in any school unless duly qualified, and no person shall be deemed to be qualified unless he produces to the administrator such certificate of efficiency... as the administrator may by regulation prescribe (Snelson, 2012:130).*

Another piece of law was adopted in 1921. The need of having well educated missionary instructors overseeing their classrooms at the mission locations was emphasised. At the second General Missionary Conference that year, missionaries decided to pool their resources in order to create schools for the education of their teachers. The missionaries were informed at this conference by the BSA Company's part-time school inspectors that such schools would be extremely beneficial because the biggest barrier to growth was a lack of qualified teachers (Snelson, 2012:130). Interest in teacher education expanded when the British government took over the territory's governance in 1924. The 1925 Memorandum on Education Policy recommended, among other things, that teachers should receive refresher training after their first training and that there should be visiting instructors who could provide village teachers with new ideas, motivation, and support. Enhancing teacher education was one of Latham's top concerns after being named Director of Native Education in 1925. He explained that:

*The teacher must not only know the subjects which he has to teach, but he must be imbued with the knowledge of teaching methods...Four years of boarding school under the required character-forming influences after he has already mastered the mechanical business of reading and writing in the vernacular as the minimum of training required for turning out a teacher in any way worthy of the name and little enough can be expected of this. It will, however, be a great advance on what prevails at present (Snelson, 1974:136).*

Latham followed through on his words by allocating the meagre funding the government provided for African education to the building and enhancement of TE facilities in the region. Since missionaries were responsible for providing education for Africans, the funds were to be distributed in the form of grant-in-aid to missionaries, whom he urged to put a stop to the bush schools that were mushrooming so that they could refocus their efforts on a programme to effectively train their teachers. All of these initiatives, however, were made to enhance TE in primary schools. Due to this, even though there were many untrained teachers in African schools on the eve of independence, the academic and professional qualifications of African teachers in elementary schools had marginally improved. On the other hand, secondary school TE received very little attention in the years leading up to independence (Kalimaposo, 2010).

Except for Chalimbana College, which provided a three-year course for junior secondary school teachers, no facilities existed before 1963 for training secondary school teachers for the African educational system. Only 26 males and 8 women were enrolled as secondary school teachers in the country in 1963. Most secondary school teachers were foreigners who received their education outside of Northern Rhodesia (Mwanakatwe, 1974).

In all the information that most researchers including Mwanakatwe (2013; 1974), Snelson (2012; 1974), Kelly (1999), Carmody (1999; 2004), Kalimaposo (2010), and Manchishi (2013) provide about TE from the era of the early missionaries to independence. The fact that there was a critical need for teacher education after independence who were equipped with active learning pedagogies was of utmost significance to this study. If that were the case, it would be noteworthy for this study to analyse the instructions provided by educational policies for the development of TE curricula since political independence in

1964 in reference to EE. Three significant educational policy documents have been in place in Zambia since independence: the Educational Reforms in 1977, Focus on Learning in 1992, and Educating our Future in 1996. These three texts have tried to offer recommendations for the growth of education in Zambia. Therefore, they are presented and discussed below considering or guiding the standards for developing the TE curriculum in Zambia.

### **3.3.2 The 1977 Educational Reforms**

The evaluation of the entire educational system that led to the 1977 Educational Reforms policy was driven by a strong desire for change among Zambians who believed that the education system at the time was too intellectual and not practical enough to face the difficulties facing the nation. As a result, it was decided to conduct a comprehensive evaluation of the entire educational system between 1975 and 1977. The evaluation included field excursions abroad and national stakeholder engagements, among other things. A working document called Education for Development Draft Statement on Education Reform was created as a result of the exercise, and it was subsequently the topic of a national discussion (Manchishi, 2013; Educational Reform, 1977). The Educational Reforms Proposals and Recommendations, published in 1977, served as the discussion's concluding text. The following was mentioned about TE curriculum design in the 1977 Reforms:

*The curriculum should focus on helping trainee teachers comprehend the goals of school curricula and the fundamental concept of learning in the selection and use of teaching materials (MoE, 1977:67).*

The Reforms acknowledged that the TE curriculum should be in line with the school curriculum for which the teacher is being trained, as stated in the sentence. Previously, the Reforms had made specific reference to the teacher's qualifications by stating that:

*The teacher should communicate knowledge in a manner that helps children and young people to develop both the desire and ability to learn.*

*The teacher should, therefore, have a good command of the subjects he/she teaches and be resourceful in translating his knowledge into effective learning experiences for his/her students (MoE, 1977:61).*

What the Reforms were referring to could only be possible if the teacher had acquired the right knowledge and skills for the job of teaching in schools. Therefore, it was clear in the minds of those who were behind these reforms that in order to have a well-prepared teacher, there was a need to designing a curriculum that was relevant to what was in schools. In this context, the reforms defined the teacher's role by saying as follows:

*The teacher cannot play his various roles successfully from a position of mediocrity. Good teaching demands the teacher to possess a correct attitude and adequate knowledge of the subjects he teaches keep abreast with developments in those subjects and in the objectives and methods of teaching (MoE, 1977:61).*

The fact that the Zambian educational system made it clear through the Educational Reforms of 1977 that the TE curriculum should produce teachers who are well-prepared in the subject matter and in the methods of teaching in relation to what was relevant for schools is, therefore, relevant to this study. The 1977 Educational Reform was dubbed "Education for Development" because, according to scholars who have remarked on it, it outlined the entire educational system in a fairly thorough and reconstructionist manner. Following the 1990 World Conference on Education for All in Jomtien Thailand, another educational policy called Focus on Learning was created fifteen years later. Therefore, of relevance to this study is that, as early as 1977, the education system in Zambia had it clear through the Educational Reforms of 1977 that the TE curriculum should produce a teacher who is well prepared in the



subject matter and in the methods of teaching in relation to what was relevant for schools. Scholars who have commented on the 1977 Educational Reform have referred to it as being very comprehensive and reconstructionist in the way it defined the whole education system, a reason that Manchishi (2013) gave as to why it earned the tag 'Education for Development'. Fifteen years later, another educational policy called *Focus on Learning* was drafted resulting from the influences of the 1990 World Conference on Education for All in Jomtien, Thailand.

### **3.3.3 Focus on Learning 1992**

A national conference on "Education for All" was held in 1991 as a follow-up to the World Conference on Education for All, in which Zambia participated. Focus on Learning: Strategies for the Development of School Education in Zambia, the second significant piece of educational policy that succeeded the 1977 Reform, was the product of this conference. Contrary to Focus on Learning's narrow focus on just one sub-sector of the education system, primary education, the 1977 Reforms were comprehensive in their coverage of the educational system. This was consistent with the World Conference on School for All in Jomtien, which indicated that completing basic education would aid in reducing poverty and ignorance as well as in fostering economic and social growth. It makes sense that Focus on Learning largely criticised TE for the primary education curriculum while simply describing the difficulties in finding and keeping teachers in secondary education. But a deeper examination of the paper reveals that the Focus on Learning policy provided some broad recommendations about the expected calibre of teachers receiving degrees from colleges and universities. It stated that:

*The quality of Zambia's schools reflected the calibre of the teachers who staffed them, and the calibre of the teachers was a reflection of the success of the institutions that educated them. An excellent teacher education*

*programme places a strong emphasis on developing teachers who are capable and dedicated. To guarantee that the teacher education programme meets the actual needs of Zambia's schools, it must therefore be continually reviewed (MoE, 1992:97)*

The TE curriculum in Zambia was therefore intended to be created in a way that would train teachers who would have knowledge and abilities that were relevant to their job descriptions in their many subject areas, as stated in the 1992 education policy paper. A new educational policy document was required after Zambia adopted a multi-party democratic style of government in 1991. This was due to the philosophies of that system. As a result, *Educating Our Future*, a new educational policy statement, was released in 1996. The next section focuses on the education initiative, *Educating Our Future*, which was developed in response to the country's shifting political landscape. What interests us, though, is how it might have impacted TE curricular development.

### **3.3.4 Educating Our Future 1996**

Through the release of *Educating Our Future*, a national policy on education, the Ministry of Education provided new and expanded educational guidelines. Regarding TE, the policy acknowledged the following, even if it did not specifically address the topic of curriculum design:

*An educational system's effectiveness and quality are significantly influenced by the calibre of its professors. They are the essential players in determining if the system's objectives were achieved. Competence, commitment, and resourcefulness of students in schools are key components of their educational and personal wellbeing (MoE, 1996:107).*

In other words, Education Our Future was arguing that mastery of the topic to be taught and the ability to effectively communicate that knowledge and skills to students are crucial competences for every teacher. As this study has repeatedly emphasised in earlier sections, this is only achievable if the TE curriculum is created in a way that the knowledge and skills it contains are compatible with what is covered in the school curriculum.

This text clearly outlines preparation for employment, job experience, EE, and education for responsible citizenship, which are all elements of entrepreneurship (MOE, 1996). Life skills including decision-making, problem-solving, critical, and creative thinking, self-esteem, effective communication, self-awareness, interpersonal connections, stress and anxiety management, handling pressures, and confidence are prioritised in the curriculum (MOE, 1996). These all-important life skills are crucial for enhancing entrepreneurial learning. The Curriculum Development Centre was tasked with developing modules relating to entrepreneurship for inclusion in appropriate grades, with a focus on entrepreneurship and individual self-reliance, to fulfil that purpose.

Overall, this study found that although not in very clear terms, the educational policy texts that had directed Zambia's educational system had attempted to provide some principles regarding TE curriculum design from the 1970s. However, it had been emphasised that it was important to have a pertinent TE curriculum that could eventually develop teachers who could successfully teach what was mandated in Zambian schools.

### **3.4 The Fifth and Sixth National Development Plans of 2005 and 2011**

These five-year national plans span the years 2005 through 2015. The Vision 2030 is included in the Fifth National Development Plan. The primary strategies for delivering education are spelled out in detail in the Sixth National Development Plan, which is a

supplement to the prior plan. With the general goal of developing, modifying, and upgrading the overall framework for quality education, the plan includes formal, technical, and vocational education (MoE, 2013).

### **3.5 Zambia Vision 2030**

Zambia's first-ever long-term plan, Vision 2030, outlines the goals that the country's citizens hope to achieve by the year 2030 (Republic of Zambia, 2006). It outlines the necessary sectoral and national goals to fulfil peoples' ambitions. It is based on research with a focus on policy concerning important national strategic issues as well as on a process of discussion and dialogue with the commercial sector, civic society, and the public regarding Zambia's long-term objectives and future. The Vision presents viable long-term alternative development strategy scenarios at various times through the goal year 2030 and specifies the desired long-term pathways of the socioeconomic indicators to satisfy the expectations of the people. As a result, it will serve as the framework for interaction between all sectors and serve as a guide for short- and medium-term strategies. The Vision will be operationalised through the implementation of five national development plans, beginning with the Fifth National Development Plan, covering the period 2006-2010.

Since 1964, the Zambian Government has prepared and implemented medium-term plans to promote sustainable socio-economic development. However, these plans were never anchored on a National Vision. The lack of a Vision contributed to the fragmented character of development efforts in the past (Republic of Zambia, 2006). Republic of Zambia (2006) asserts that the need for a participatory and consultative process required that the Vision be acceptable and understood by the whole nation. The formulation process, therefore, utilised both top-down and bottom-up approaches, where various stakeholders at both national and regional level were consulted. Five national development plans, starting with the Fifth

National Development Plan for the years 2006 to 2010, will be implemented in order to put the Vision into practice. The Zambian government has created and carried out medium-term plans since 1964 to encourage sustained socioeconomic growth. These strategies, though, were never based on a National Vision. The past's fragmented nature of development initiatives was caused by a lack of a Vision (Republic of Zambia, 2006).

According to Republic of Zambia (2006), a participative and consultative process needed that the Vision be embraced and understood by the entire country. Therefore, the formulation process used top-down and bottom-up approaches, with many stakeholders being consulted at both the national and regional levels. At the regional level, discussions were held in all 72 districts and provincial centres. The consultative process involved several groups, including traditional authorities, civic society, and common people. The Vision was then submitted, and later endorsed in a national stakeholders' conference in July 2006. This was done to guarantee the legitimacy of the submissions given.

The people of Zambia have stated a goal to become middle-income by 2030 because of this consultation process. Zambia's ambition is "A Prosperous Middle-Income Nation by 2030" to achieve this goal. According to the Republic of Zambia's 2006 vision, by 2030, Zambians should aspire to live in a strong, thriving, middle-income industrial nation that offers opportunities to improve everyone's well-being and upholds socioeconomic justice. This vision is supported by the following tenets: gender-responsive sustainable development; democracy; respect for human rights; good traditional and family values; a positive attitude toward work; peaceful coexistence; and private-public partnerships. The country should have a competitive, self-sufficient, dynamic, shock-resistant economy that supports system stability, safeguards biological and physical systems, and is independent of donor reliance (Republic of Zambia, 2006). It should also have strong social and cultural structures that

promote the development of human capital. The kind of country Zambia wants to be should include the following traits:

- Devolved political systems and structures while keeping the foundations and positive parts of their own mould of social, cultural, and moral values.
- A continual path of ever-refining, ever-advancing, and ever-consolidating democratic government
- A common and shared destiny, united in diversity, equitably integrated and democratic in governance, promoting patriotism and ethnic integration.
- Economically, socially, and politically integrated within the sub-region, Africa and the rest of the world.
- Diversified and balanced and strong industrial sector, a modern agricultural sector, and an efficient and productive services sector.
- Technologically proficient, fully able to adapt, innovate and invest using its human and natural resources.
- Strong and cohesive industrial linkages in the primary, secondary and tertiary sectors.
- Sustained high and increasing productivity levels regarding every factor of production.
- Well-developed and maintained socio-economic infrastructure.
- A robust and competitive transport and communications network that services the region.
- Strong entrepreneurial capabilities, self-reliant, outward-looking, and enterprising, where nationals take advantage of potential and available opportunities.
- Exemplary work ethics, honesty, high human and ethical values, quality consciousness and the quest for excellence.
- A macroeconomic environment conducive for growth.
- Development policies consistent with sustainable environment and natural resource management principles.

- Access for all to good quality basic human necessities such as shelter, titled land, health and education facilities and clothing.
- Diversified education curricula that are responsive to the knowledge, values, attitudes, and practical skill needs of individuals and society at large.
- Regional centre of excellence in health and education.
- Decent work opportunities that ensure respect for fundamental human rights and principles.
- Opportunities for all citizens to become resourceful and prosperous nationals.
- Decentralized governance systems; and,
- Safe and secure social environment.

The Republic of Zambia made a commitment in 2006 to increase access to innovative and useful lifelong education and training for everyone by 2030. By 2030, this will thrive because of the implementation of extensive and varied curricula that are responsive to the socioeconomic demands of the individual and the community. This research repeatedly emphasises the importance of having "strong entrepreneurial capabilities, self-reliant, outward-looking, and enterprising, where nationals take advantage of potential and available opportunities," as well as being technologically advanced and having the capacity to fully adapt, innovate, and invest using its human and natural resources. Such ambitions must be included and actualised in teacher education curricula if we are to accomplish national goals. Developing a strong entrepreneurial citizenry that is global-minded and makes the most of technology to create, invest, and take advantage of the potential and available opportunities.

### **3.6 Seventh National Development Plan 2017-2021**

According to the Ministry of National Development Planning (2017), the Seventh National Development Plan (7NDP) was created as a foundation for achieving the objectives of Vision 2030. The Zambian people's hopes to live in a powerful and dynamic, middle-income

industrial nation that offers chances for enhancing everyone's well-being are expressed in the long-term plan known as Vision 2030. It embodies ideals of socioeconomic justice supported by the values of democracy, respect for human rights, gender-responsive sustainable development, excellent traditional and family values, a constructive work ethic, harmonious coexistence, and public-private partnerships (PPPs). In order to fulfil the expectations of the Zambian people, Vision 2030 identifies long-term national and sectoral targets for achieving acceptable socioeconomic metrics. Once put into practice, the Vision depicts Zambia as having an economy that is dynamic, resilient to shocks from the outside, competitive, self-sustaining, and supportive of the stability and protection of biological and physical systems, and unreliant on foreign aid. Zambia is anticipated to have stable social and cultural structures that facilitate the development of human capital in addition to these goals.

National development plans help to operationalize Vision 2030's goals (NDPs). The Fifth National Development Plan (FNDP), Sixth National Development Plan (SNDP), and the Revision Sixth National Development Plan have all been created by Zambia to date (R-SNDP). Previous NDPs' development outcomes presented divergent development scenarios from what is espoused in Vision 2030. Alternative long-term development scenarios are outlined in Vision 2030 in order to achieve desired socioeconomic metrics by that year. These are the most likely, optimistic, and baseline situations. Over the course of Vision 2030, the baseline scenario forecasts a real growth rate of 6%. The favoured scenario makes the following real growth rate assumptions: 6% from 2006 to 2010; 8% from 2011 to 2015; 9% from 2016 to 2020; and 10% from 2021 to 2030. Last but not least, the optimistic scenario envisions a 6% real growth rate from 2006 to 2010 that gradually increases to 14% by 2030.

The 7NDP intends to have an average of 5% economic growth between 2017 and 2021. The 7NDP was developed in a way that will help the country get on the right track to realising



Vision 2030. As Zambia struggles with a skilled worker shortage in manufacturing due to a mismatch between the skills provided by training institutions and those required by industry, the 7 NDP has tried to boost entrepreneurship skills training and development (Ministry of National Development Planning, 2017). Self-starting enterprises are likewise in short supply, particularly among graduates. During the course of the Plan, the Government has put the following programmes into place in order to address the demands of manufacturing in terms of human capital, including entrepreneurship. As can be seen here entrepreneurship is consistently being identified as key to national planning and achieving sustainable development. Therefore, TE programmes should connect to such visions to implement and manage entrepreneurship education to release such aspirations through strong and quality education and knowledge creation for human emancipation and transformation.

In order to create societies that are better able to address the challenges of socioeconomic development they encounter; improved education and skill development are essential. To help all economic sectors shift to highly productive activities, increase labour productivity, draw investment to the nation, combat poverty, and strengthen the economy's resilience, a trained workforce must be readily available. Building the capacities of individuals and society as a whole and achieving gender equality depend on issues of lifelong learning, CPD, and knowledge generation in addition to innovation.

Zambia has made progress toward reaching universal primary education, but a significant obstacle still exists with regard to participation rates at all educational levels, as indicated by the Net Enrolment Rates (NER). The net enrolment rates for primary and secondary education were 89 and 28.1%, respectively, in 2015. By 2010, just 7.6% of people had completed a bachelor's degree in post secondary education (Ministry of National Development Planning , 2017). In terms of the Gender Parity Index (GPI), there are 99 girls

enrolled for every 100 boys in primary school, while the GPI decreases to 84 girls for every 100 boys in secondary school. These differences are noticeable in both urban and rural regions. The country must be able to overcome the difficulties of low progression rates to higher education levels, gender discrepancies in participation rates, and variances in participation rates across the rural-urban divide by investing in education and skill development. Additionally, disadvantaged people situated in isolated locations and busy urban centres, like Lusaka, need to have their access to and participation in education expanded.

Zambia's Vision 2030 places a strong emphasis on creating quality human capital, including spending money on education and skill-building. All forms of education should result in a workforce that is effective and inclusive, able to address shortages of labour and enable all citizens to contribute to and profit from the country's economic prosperity.

The Teaching Profession Act, which was passed by the government in 2013 to encourage high-quality teaching and learning, made it easier to establish the Teaching Council of Zambia (TCZ) (Ministry of National Development Planning, 2017). The Act intends to improve teacher professionalism and regulate teacher preparation programmes. Zambia need a labour force with functional skills and credentials that promote the growth of practical abilities in science, technology, engineering, and mathematics to achieve diversification. To effectively support economic diversification, technical education, vocational training, and entrepreneurship training (TEVET) has play a significant role in helping to develop the human capital necessary. However, Zambia confronts a few challenges in achieving this goal, some of which include limited access to skills training, poor quality of skills training, and skills mismatch resulting from industry's minimal involvement in the formulation and implementation of TEVET curriculum.

Programmes to improve equal access by all persons, including those with disabilities and special needs, to school places at all levels of education should be put into place over the medium to long term interventions. Infrastructure needs to be upgraded and innovative methods of education delivery instituted. The government should put into place to give everyone the infrastructure they need to have equal access to high-quality education, skill development, online learning, research, innovation, and training in entrepreneurship and trades.

This will be made easier by modern ICT, which is essential in enhancing learning possibilities for various learner groups and fostering CPD and lifelong learning. The inadequate quality of education, which is demonstrated by low performance scores in the National Assessment Surveys, is one of the primary issues that the educational system faces, according to the Ministry of National Development Planning (2017). The 7 NDP put more of an emphasis on fostering the development of literacy and numeracy abilities in students, particularly at the elementary education level, as part of its effort to raise quality. Additionally, acquiring and supplying instructional materials (including ICT) and enhancing teacher competencies would be prioritised.

### **3.7 Eighth National Development Plan 2022-2026**

The 8NDP, or Eighth National Development Plan, will be in effect from 2022 to 2026. The government would concentrate on increasing access and enhancing the quality of early childhood, primary and secondary education as well as TVET and higher education as part of the plan's efforts to boost education and skills development. The Government would make sure that all students have access to equitable and inclusive quality education during the 8NDP era so that they are ready to pursue higher education. This has been accomplished by employing a decentralised approach to provide bursaries, free education from early infancy

through secondary school, and the hiring and placement of more teachers in underserved areas. In addition, the development of more ECE facilities, secondary schools, and other educational facilities, including the completion of unfinished classroom structures, and accommodation for teachers, especially in rural areas, will be undertaken. The delivery of education using ICT platforms will also be promoted and enhance entrepreneurial behaviour among the students.

To ensure that schools are adequately equipped to deliver quality and relevant education, focus will be on enhancing the supply of educational requisites, including procurement of school desks, and learning materials. Furthermore, the education curriculum has be reviewed to ensure that it provides life relevant knowledge and skills and promotes the application of national values and principles. This should include building the skills of learners to increase their uptake of science and technology. Science and technology must stimulate more technopreneurs and edupreneurs. The objective is, from an early age, to increase learners' interest in science and technology to facilitate innovation and entrepreneurship. At secondary school, the two-tier education system would be promoted to provide TEVET skills to learners. The skills development fund would help with this. In order to ensure that nobody falls behind, programmes should also be introduced to guarantee that Learners with Special Educational Needs (LSEN) receive an education at all levels of the educational system. Additionally, adult literacy education will be promoted to encourage inclusive lifelong learning.

To transform the economy and create jobs, the Eighth National Development Plan places a strong emphasis on enterprise development. The government is committed to creating an environment that is conducive to the creation of cooperatives and businesses, the facilitation of business services and mentorship, and the promotion of access to both domestic and international markets. Access to financing for cooperatives, and micro, small, and medium-

sized businesses will receive special attention. These strategies are meant to help to decent job and wealth creation, especially for the youth and women.

The government should increase the availability of technical, vocational, and entrepreneurship skills through the promotion of these talents to encourage the expansion of businesses and local economic participation. Additionally, policies would be implemented to encourage the private sector to organise internships, mentorships, and apprenticeships. To assist women, young people, and people with disabilities in developing their talents at the constituency and ward levels, the government will also boost the number of resources distributed to the sub-national level.

The government continues to put emphasis on developing TEVET skills, up-skilling and re-skilling, mentorship, and apprenticeship to foster the growth of entrepreneurial citizens. To teach pupils EE and financial education, TE institutions and schools must realign their curricula. To achieve this, the government will provide a supportive environment over the plan period to encourage financial service providers to create novel, customer-focused solutions, particularly those that would entice those with modest incomes to invest in capital markets. The provision of digital, mobile, and agency banking services to underserved groups will rise because of the enabling environment and the digital transformation goal stated in the Plan. The digital transformation will promote an entrepreneurial mindset among students and the broader public and improve networking, collaborations, innovation, and creativity. The curriculum must be regularly evaluated to make sure it meets industry demands to make sure TEVET is applicable to industry. In addition, the promotion of career paths like work-based learning, particularly internships and apprenticeships, would take place. The government should also make sure the TEVET system is sustainably financed.

### **3.8 Revised 2013 curriculum for TE: Tertiary Education**

This section covers the revised 2013 curriculum for TE at all levels: Early Childhood Care, Development and Teacher Education (ECCDE), Primary Teacher Education and Secondary School Teacher Education. All institutions of learning at each level will provide two forms of programmes under Teacher Education. These will be Pre-service and In-Service Teacher Education programmes.

#### **3.8.1 Pre-service**

Candidates without any prior formal teaching training or experience should apply for pre-service TE. The knowledge, abilities, constructive attitudes, and values that student instructors gain throughout the semester should enable them to successfully implement the academic programme. The programme that leads to an education diploma must last three years. More information should be included in college curricula to better prepare student instructors, according to the justification. However, the length of the degree programme will be determined by the individual educational institutions, although it must not be shorter than four years (CDC, 2013).

#### **3.8.2 In-Service Education**

Giving teachers and teacher educators CPD during in-service is a crucial part of the process. TE universities will provide programmes for a range of time periods in accordance with stated needs. The Ministry of Education will continue to perform a coordination role and make sure that programmes are not merely randomly put together but rather fit within the parameters of a larger, more comprehensive plan. Several fundamental concepts of provision will be included in the strategic approach under the In-Service Teacher Education, including the following:

- Programs will be demand-driven and in response to social needs that have been recognised.
- Cascade models will be given special consideration, subject to avoiding too much dilution at the lower levels.
- Most of the In-Service programmes will focus on institutional needs and will be institutional-based or based in Resource Centres.
- Cost-effective programmes that reach large numbers of personnel will be given high priority.
- Programmes offered under In-Service mode shall be both short and long term as designed by the institutions.

These short courses, which are designed to advance the teaching profession, will range in length from one week to 12 weeks and be delivered through workshops, seminars, conferences, and face-to-face teaching and learning methods. The long-term programmes are typically upgraded typically upgrade programmes for teachers who are certified to teach specific subjects. These courses will last 12 to 24 weeks on average. These programmes ought to be created to assist teachers and teacher educators in raising their academic and professional credentials to the necessary levels. Teachers who want to update their academic and professional credentials might take long-term courses from higher education institutes.

### **3.8.3 Distance Education**

The educational institutions that offer TE will create distance learning programmes for both pre-service and in-service TE under the direction of the Ministry of Education. The Ministry of Education will see to it that all Pre-service and In-Service programmes offered via distance learning are handled by instructors who are trained in those techniques (CDC, 2013). In

Zambia, distance education plays a critical role in addressing human capital deficit and infrastructure challenges in training institutions. Not all potential students can be accommodated on full-time basis hence blending the programmes to accommodate more in service and pre-service students.



### **3.8.4 School Experience**

The preparation of teachers includes a crucial element called school experience. During this time, student teachers get experience in a genuine school setting and show development in a range of academic, instructional, and professional abilities. The combined efforts of practicing schools, universities or other educational institutions, and student teachers will determine how well the School Experience turns out. Less than one complete school term must pass between each school experience (CDC, 2013).

### **3.9 Teacher Education Programmes**

Programmes designed to prepare teachers for various education system sub-sectors will be created under this Education Curriculum Framework (CDC, 2013). The creation of four TE programmes is planned. Teachers will be able to earn a diploma or degree thanks to the programmes' thoughtful design. However, the Ministry of Education hopes to have all teachers hold a degree as a requirement for employment. The programmes that will be provided by various TE institutions are as follows:

#### **3.9.1 Early Childhood Care, Development and Teacher Education Course**

This programme will prepare teachers to teach children that are aged between 0 to 6 years in the ECCDE centres. The programme will prepare teachers to qualify for a diploma or degree.

#### **3.9.2 Primary School Teacher Education Course**

This professional course will cater for teachers who will teach at Grades 1 to 7 in the primary schools. Students who successfully complete this course will graduate with a diploma or degree in the primary education.

### **3.9.3 Secondary School Teacher Education Course**

This is an academic and professional course to be offered by university colleges or universities. Those who successfully complete the course will be awarded either Bachelor of Education or Bachelor of Arts/Science with Education Degrees. The Secondary School TE Course graduates will be qualified to teach Grades 8 to 9 and Grades 10 to 12.

### **3.10 Key Competences for Teachers at all the Levels**

Teachers' professional life revolves around knowledge and learners. The knowledge is always increasing and changing while the learners are uniquely different and live in the changing social environment. Against this background, TE Programmes will focus at producing a teacher with high levels of competences in:

- Material that is to be taught.
- Skills in communicating that material to the learners (teaching methodologies).
- Understanding educational foundations.
- Creativity, constructiveness and innovation (Skill acquired); and
- Providing competent leadership.

### **3.11 Some Changes in the TE Curriculum**

The following are some significant changes in the TE Curriculum:

- In the area of Special Education, TE institutions providing specialised education will offer opportunities for student teachers to major in **one area of Special Education**. This kind of specialisation will enable student teachers to master the necessary competences in those areas.
- Study Areas in the tertiary (TE) curriculum have been **linked** to the school curriculum so that the student teachers become familiar with the school curriculum while at college.

- **EE** shall be integrated into the curriculum for TE.
- All student teachers shall be exposed to adequate skills in **Sign Language and Braille** to enable them to communicate effectively with learners who have severe hearing and visual impairments respectively.
- **Information and Communication Technology** shall be offered by all the TE institutions to equip student teachers with sufficient skills in this new learning area.
- **Practical subjects** have been allocated more time to equip student teachers with sufficient skills.

### **3.12 Special Education Curriculum**

Pre-service TE Programmes will provide Basic Special Education to all student teachers. However, the Zambia National Institute for Special Education (ZAMISE) and the University of Zambia Special Education will offer specialised programmes in Special Education. Students will opt to specialise in one particular area: Hearing, Intellectual and Physical, or Visual Impairments.

The curriculum will be as follows on table 3.4 below:

*Table 3.4 Special Education Curriculum*

<b>Education Foundations</b>	<b>Special Education Courses (for Specialised Special Education Teachers)</b> Learners will opt to specialise in one of the following areas:
i. Education Psychology	i. Hearing Impairment and a teaching subject
ii. History and Philosophy of Education	ii. Intellectual Impairment and a teaching subject
iii. Production of Aids (Teaching/Learning Aids)	iii. Physical Impairments and a teaching subject
iv. Sociology of Education	iv. Visual Impairment and a teaching subject
v. Research Methods	
vi. Information Communication Technology	
vii. Entrepreneurship Education	
viii. Curriculum Studies	

Adapted from CDC (2013)

*Table 3.5 Curriculum for ECCDE - Teacher Education*

<b>Education Foundations</b>	<b>Teaching Courses</b>
i. Child Psychology	i. Language Development
ii. Theory and Practice of Education	ii. Music, games and Dances
iii. Production of Aids (Teaching/Learning Aids)	iii. Art and Design
iv. Sociology of Education	iv. Mathematics
v. Research Methods	v. Information and Communication Technology
vi. Health, Nutrition and First Aid	vi. Integrated Science
vii. Special Education	vii. Social Studies
viii. Entrepreneurship Education	

Adapted from CDC (2013)

Table 3.6: Curriculum for Primary Teacher Education

Education Foundations	Teaching Courses
i. Education Administration, History and Philosophy of Education	i. Mathematics Education
ii. Psychology and Sociology of Education	ii. Integrated Science Education
iii. Special Education and Guidance and Counselling	iii. Literacy & Language Education
iv. Curriculum Studies	iv. Expressive Arts
v. Teaching Methods	v. Technology Studies
vi. Entrepreneurship Education	vi. Social Sciences
vii. Information and Communication Technology Education	vii. Social Studies
viii. Research Methods	

Adapted from CDC (2013)

### 3.13 Curriculum for Junior Secondary Teacher Education Education Foundation

- Education Administration, History and Philosophy of Education
- Psychology and Sociology of Education
- Special Education and Guidance and Counselling
- Curriculum Studies
- Teaching Methods
- Entrepreneurship
- Information and Communication Technology Education
- Research Methods.

#### Optional Teaching Subjects

*Students will be required to study at least two teaching subjects of their own choice. Higher institutions of learning will be expected to determine the subject combinations but should be in line with the teaching subjects found in the Junior Secondary School Curriculum.*

### **3.14 Curriculum for Senior Secondary School Teacher Education**

#### **Education Foundations**

- Education Administration, History and Philosophy of Education
- Psychology and Sociology of Education
- Special Education and Guidance and Counselling
- Curriculum Studies
- Teaching Methods
- Entrepreneurship Education
- Research Methods
- Information and Communication Technology Education.

#### **Option Teaching Subjects**

*Students will be required to study at least two teaching subjects of their own choice. Higher institutions of learning will be expected to determine the subject combinations but should be in line with the teaching subjects found in the Senior Secondary School Curriculum (CDC, 2013).*

#### **Co-Curricular Activities**

All learners will be expected to be involved in the following activities which are part of the education curriculum:

- Clubs and Associations
- Sports
- Preventive Maintenance
- Production Unit.

### **3.15. Technical Education, Vocational and Entrepreneurship Training**

The policy of the government regarding the development and review of TEVET curricula requires that it is end-user driven. The **labour market demand** dictates the kind of curriculum and content to be provided by institutions of learning.

#### **Key Competences for Learners at TEVET level**

To ensure relevance, quality and economic demand-responsive of a TEVET learner, the content, structure and processes of training and learning should be tailored towards producing a learner possessing the following attributes:

- i. **Foundational Competences.** Demonstrate an understanding of the knowledge and thinking which underpins actions taken.
- ii. **Practical Competences.** Demonstrate ability in an authentic context to consider a range of possibilities for action and follow through with the most appropriate for that trade or profession.
- iii. **Reflective Competences:**
  - Demonstrate ability to integrate or connect performances and decision making with understanding.
  - Demonstrate ability to adapt to change in unforeseen circumstances and rationalise these adaptations within the context of a given trade or profession.

#### **TEVET Curriculum**

Table 3.7 below shows the approved general structure of the curriculum for Technical and Vocational Training. At all levels of TEVET curriculum, EE is compulsory. Table 3.7 on the next page shows TEVET curriculum structure.

*Table 3.7: TEVET Curriculum Structure*

<b>Qualification or Award Description</b>	<b>TEVET Qualifications Framework Level</b>
Diploma	Level 6
Advanced (Technician) Certificate	Level 5
Certificate/Craft Certificate	Level 4
Trade Test Certificate	Level 3

Adapted from CDC (2013)

### **3.16 Government Laws**

#### *3.16.1 The Education Act of 1966*

This was the first government law on education passed after independence. It was intended to modernise the colonial educational system to satisfy Zambia's ambitions for independence. The act opened the door for other curriculum changes, such as the adoption of English as the primary language of instruction from Grade One through Tertiary. It was encouraged to educate business studies, civics, agricultural sciences, and practical skills. The practical instruction of science was another revolution (MoE, 2013).

#### *3.16.2 The Constitution of Zambia, Act No.1 of 1991 & the Amendment Act No.18 of 1996*

In 1991, Zambia's constitution underwent reform to take into account plural politics that are governed by democratic ideals. This indicated that the educational system would likewise be changed to reflect the democratic regime. As a result, in 1996, the Act was amended to the Constitution. The Act served as the cornerstone for Zambia's educational reform and subsequent reviews (MoE, 2013).

#### *3.16.3 The Education Act of 2011*

This law relates to the educational system of Zambia. It lays out guiding principles for how education should be delivered in Zambia at all levels in light of the democratic system. The



Act upholds the liberalisation, decentralisation, equality, equity, partnership, and accountability ideals of educational progress. The emphasis on the need for information, skills, and values to be taught throughout the curriculum from ECCDE to tertiary is based on this Act (MoE, 2013).

Many countries are moving toward integrating EE into their educational systems in order to develop a pool of citizens with the entrepreneurial mindset necessary for job creation and self-sustenance, according to the literature review. Teachers have been advised to embrace their new roles as educators and engage in active civic learning pedagogies such as group projects, a case study of a prosperous entrepreneur, role playing, site visits, interactive sessions with entrepreneurs, and project-based assignments to create long-life learning through action-based and problem-based learning experiences. The use of learner-centred approaches to encourage Dewey's theory of learning by doing is strongly emphasised. To attain the objectives of entrepreneurial learning, schools, teacher educators, teachers, and students are urged to have an entrepreneurial mindset. To close the knowledge gap when the first TE lacked entrepreneurship topics, CDP must be efficiently coordinated. Unfortunately, Sagar (2013) found that due to inertia on the part of management and instructors, most CPD meetings have not received the required attention. In Zambia, many policy documents including the updated TE curriculum consistently make reference to EE challenges and opportunities. However, there is scant or no actual research to support how EE has been applied in TE. Due to this, this thesis is still more pertinent to examine how EE in TE has been integrated and applied to develop a dedicated active citizen who should function properly for the survival of 21st century democracy.

### **3.17 Summary of the Chapter**

The chapter discussed linking philosophy to education, theory and EE. Government policies, laws and education policies were presented to locate the necessity of EE into teacher education programmes. The 2013 teacher education curriculum was discussed to bring to light its content in reference EE. The next chapter presents research methodology followed in this study.

## **Chapter Four: Research Design and Methodology**

### **4.0 Overview**

This chapter describes the methodology applied in carrying out this study. The following sub-themes, research design, target population, study sample, sampling procedures, research instruments, data collection procedure, data analysis, and ethical considerations are described.

### **4.1 Research Design**

McMurray (1990) asserts that the research designs are a set of instructions to the researcher to gather and analyse data in such a way as to control whom and what to study. Therefore, a research design is a framework in the whole process aimed at pointing the researcher in the direction of this research. A mixed research approach was used employing descriptive statistics and thematic to establish how participants make meaning of EE into TE in public universities and TE colleges. Hart et al. (2009) pointed out that many educational researchers had come to recognise that the complexity of current educational issues warranted multifaceted research designs, and how there was increasing interest in mixing qualitative and quantitative methods to both thoroughly understand educational activities in context and to provide generalisable recommendations that could support educational policy decisions. This was achieved by analysing the participants' perceptions, attitudes, understanding, knowledge, values, feelings, and experiences with regard to the integration of EE into TE.

According to Burns and Grove (2003:201), descriptive research is “designed to provide a picture of a situation as it naturally happens”. It may be used to justify the current practice and make judgement and also to develop theories. For this study, a mixed-method specifically parallel convergent design was used to obtain a picture of lecturers, education officials and students' opinions of integration of EE into TE for active civic engagement.

This study employed paralleled convergent research designs which incorporate qualitative and quantitative research approach. The study was descriptive in nature so as to present a picture of the specific details of a situation, social setting or relationship (Neuman, 2007). In this study, the qualitative method involved the collection of information by in-depth interviews from lecturers, curriculum specialists, TE officers and focus group interviews from student teachers. Quantitative data were collected by administering closed questionnaires in-service and pre-service student teachers. Student teachers were also exposed to a competent test to assess competency levels among the trainee teachers both in-service and pre-service. The qualitative method is more than just a collection of data. It involves measurement, classification, analysis, comparison, and interpretation of data (Neuman, 2000). It is more applicable when collecting information about people's attitudes, perceptions, opinions, habits, or any of the variety of education or social issues. The qualitative data were used to interpretive orientations that focus on complex and maintenance of meaning derived from the study.

#### **4. 2 Mixed Methods Design**

There are generally three advances or methods for conducting research: qualitative methods, quantitative methods and mixed methods (Creswell & Plano-Clark, 2011). As this study involved collecting and analysing both quantitative and qualitative data, a mixed-methods approach was implemented to address the research questions. Mixed Methods Research (MMR) combines qualitative and quantitative methods in the same study for the broad purposes of breadth and depth of understanding and corroboration (Creswell, 2012).

A design might be considered mixed if it employs qualitative and quantitative approaches at any stage, including research questions development, sampling strategies, data collection

approaches, data analysis methods, or conclusions (Creswell & Garrett, 2008). Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Johnson et al., 2007).

A mixed-method study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority and involve the integration of the data at one or more stages in the research process (Creswell & Plano-Clark, 2011). According to Mason (2006), mixing methods offers enormous potential for generating new ways of understanding the complexities and contexts of social experience, and for enhancing our capacities for social explanation and generalisation. In other words, the approach helps the researcher to answer questions that cannot be answered using only qualitative or quantitative methods alone. More importantly, mixed methods provide a more complete picture by noting trends and generalisations as well as in-depth knowledge of participants' perspectives.

Quantitative methods achieve objectivity while qualitative methods provide the explanation to a given research phenomenon. The basic premise is that the integration of quantitative and qualitative approaches permits a more complete and synergistic utilisation of data in providing a better understanding of research problems and complex phenomena than either approach alone (Fetters & Freshwater, 2015). Better understanding can be obtained by triangulating one set of results with another and thereby enhancing the validity of inferences.

Various typologies of mixed methods designs have been proposed. Creswell and Plano Clark's (2011) typology of some "commonly used designs" includes six "major mixed-method designs". The summary of these designs runs as follows but the adopted Convergent Parallel Design for this study was elaborated in detail:

- Explanatory sequential design - The first phase of quantitative data collection and analysis is followed by the collection of qualitative data, which are used to explain the initial quantitative results. Explanatory sequential design is a type of mixed methods research in which you first collect and analyse quantitative data and then follow the results up with a qualitative phase. In this approach, researchers implement the qualitative phase to explain initial quantitative results in more depth.
- Exploratory sequential design - the first phase of qualitative data collection and analysis is followed by the collection of quantitative data to test or generalise the initial qualitative results. Exploratory sequential design is a type of mixed methods research design in which you collect and analyse qualitative data and then follow up your results with a quantitative phase. This mixed qualitative and quantitative research methods design aims to explore a phenomenon before deciding which variables you need to measure quantitatively.
- Embedded design - In a traditional qualitative or quantitative design, a strand of the other type is added to enhance the overall design).

- Transformative design - A transformative theoretical framework, e. g. feminism or critical race theory shapes the interaction, priority, timing, and mixing of the qualitative and quantitative strand).
- Multiphase design - More than two phases or both sequential and concurrent strands are combined over a period within a programme of study addressing an overall program objective).
- Convergent parallel design - A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyses the two components independently, and interprets the results together (Creswell & Pablo-Clark, 2011). In this case, the quantitative and qualitative strands of the research are performed independently, and their results are brought together in the overall interpretation. Schoonenboom and Johnson (2017) assert that convergent design is a type of mixed methods research in which you collect quantitative and qualitative data simultaneously and analyse them separately and after the analysis, you then combine or compare the results to draw a conclusion. Convergent design is used when there is a need to compare statistical results with qualitative findings to understand the research problem better. Researchers also use this mixed qualitative and quantitative research methods design to validate and illustrate qualitative findings with quantitative results. In this study, qualitative and quantitative data were collected and analysed concurrently QUAL + QUAN.

### **4.3 Population and Sampling**

#### **4.3.1 Target Population**

Singh (2006) avers that a target population is an aggregate or totality of objects or individuals regarding which inferences during the study are made. It is also referred to as an entire group of persons or elements that have at least one thing in common. For the purpose of this study, the population included teacher Education lecturers, student teachers pursuing teacher education qualification (early childhood, primary and secondary), curriculum specialist, and TE specialists.

#### **4.4 Study Sample**

Babbie (2007: 205-208) asserts that 'purposive sampling also known as judgemental sampling is a non-probability sampling technique in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful or representatives'. Central to purposive sampling is that it relies on selecting information-rich cases. Furthermore, Babbie (2007) maintains that information rich-cases are those from which one can learn a great deal about issues of central importance to the purpose of the research thus the term purposive sampling. Being a purposeful sampling criterion, considerations were based on knowledge, position and experiences the respondent has. For this study, the population will be as follows on the next page.



*Table 4.1: Composition of study samples*

<b>Position of the respondent</b>	<b>Total number of respondents</b>
Curriculum Specialists	03
Teacher Education Officers	03
Lecturers (university and college)	12
Deans school of Education/ registrars	06
Heads of Department Ed.	06
Student Teachers	250
<b>Total</b>	<b>280</b>

Curriculum Specialists from Curriculum Development Centre (CDC) from Lusaka were interviewed being among stakeholders the overseers of curriculum development and planning. The TE Officers were interviewed as they are mandated to oversee TE and are experienced with educational policies. Lecturers teaching EE or related courses were interviewed as they were central in the learning and teaching process of student teachers and that they were also experienced with educational policies and trends. In-service and pre-service student teachers were given questionnaires, competency test and focus group discussions being involved in everyday classroom and community interactions with learners, parents, content knowledge and school management. One focus groups discussion of 5 trainee student teachers each from the three public universities and three colleges of education were conducted to stimulate discussion and get rich data among the student teachers. Ten student teachers from each of the six sampled institutions wrote the competence test.

#### **4.5 Sampling Procedure**

Systematic random sampling and purpose sample were used to sample the participants.

##### **4.5.1 Purposeful Sampling**

This study was guided by a purposeful sampling procedure employing maximal variation. Ellsberg and Heise (2005) observed that Maximum variation sampling (purposely selects a wide range of variation on dimensions of interest) to document diverse variations and can help to identify common patterns that cut across variations. This means participants are selected because they are likely to generate useful data for the project. This involved selecting key demographic variables that are likely to have an impact on participants' views of the topic. Then five student teachers from each of the six institutions were exposed to Focused Group Discussion (FGD). In selecting the participants, attention was given to diversity with regard to gender, years of teaching/learning experience, management experience (maximal variations and typical sampling). For the competency test, ten student teachers from each of the six sampled institutions wrote the test.

The three public universities in (Lusaka, Central, and Copperbelt provinces) were selected purposefully as they were the oldest and experienced in TE programmes secondary school teacher's level. As a result, they have the wider experience to share for this research. Kothari (2004) avers that purposive sampling is considered more appropriate when the universe happens to be small and a known characteristic of it is to be studied intensively. The three colleges of education in ( Luapula, Southern and Northern Provinces) have a long-standing history of training teachers to teach junior secondary schools, primary teachers and introduced early childhood teachers not too long ago. The revised TE curriculum has been integrated into all TE programmes based on the 2013 teacher education curriculum

#### **4.5.2 Systematic Random Sampling**

Student teachers who participated in this study were selected using systematic random sampling. The 160 student teachers from the last year of study were asked to complete the closed structured questionnaires. At least 60 in-service and 100 pre-service student teachers

were selected from universities and colleges of education, in this case students in their fourth or third year of study using systematic sampling procedures by the use of class register or lists to take the nth number from each programme. Systematic sampling can be taken as an improvement over a simple random sample in as much as the systematic sample is spread more evenly over the entire population (Kothari, 2004). It is an easier and less costly method of sampling and can be conveniently used even in the case of large populations. Furthermore, Singh, (2006) points out systematic sample may be comprehensive, and representative of the population and observations of the sample may be used for drawing conclusions and generalisations. The data collected were descriptive so that the reader can understand what happened and how it happened.

#### **4.6 Instruments and data collection techniques**

Data collection was conducted by means of in-depth personal interviews (curriculum specialists, TE officers, lecturers, registrars) focus group discussion of five students from each of the six institutions sampled and questionnaires were administered to in-service teachers and pre-service teachers. Curriculum specialists, TE officers, students and educators, engaged during November and December 2021 after the approval from the ethics committee from Unisa. The interviews were conducted in English. The interviews were recorded and transcribe into verbatims. Reflective field notes were taken by the interviewer for the sake of triangulation.

##### **4.6.1 Questionnaires**

According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. Self-administered questionnaires were distributed to 160 students in the fourth, third- and second-year student teachers who enrolled for a TE programme in sampled universities and colleges of education. The main essence of administering a self-

completion questionnaire to student teachers was to investigate the integration of EE into TE curriculum.

#### **4.6.2 Interview Schedules**

An interview as a method of data gathering refers to the questions which are asked to the respondents orally (Kombo & Tromp, 2006). It consists of a written list of questions or topics that need to be covered by the interviewer. In this study, to collect qualitative data, semi-structured interviews were administered to curriculum specialists, TE officers and lecturers. According to Kombo and Tromp (2006), semi-structured interviews are interviews based on the use of an interview guide. Simply put, an interview guide is a written list of questions or topics that need to be covered by the interview. The follow-up questions were asked to clarify the viewpoints. During the interviews, the participants were labelled as university lecturer from university A 1 (UL1UA) 2, 3, 4, 5 and 6 and College lecturer 1 (CL1CA) 1, 2, 3, 4, 5 and 6. Curriculum experts /specialist were labelled as CE1, CE2 and CE3, TE officers as TEd1, TEd2 and TEd3, Heads of Department from university A as (HoD1 UA), and HoD from college A (HoD1 CA). Registrar number 2 from university B (R2UB) Registrar number 2 from college B (R2CB).

#### **4.6.3 Focus Group Discussion Schedule**

Focus group is a form of qualitative research in which a group of people are asked questions about their opinions, perceptions, beliefs, and attitudes towards a product, service, concept, or idea (Bradley, 2007; Wilson, 2010). Bryman (2004) and Cooper and Schindler (2011) define a focus group as an interview conducted by a trained interviewer among a small group of respondents. However, there is the disadvantage of observer dependency raising questions of validity unless the interviewing of the focus group is repeated several times (Chinomona, 2016). The focus group discussion guide was used to address the five research questions in

this study. Each institution sampled had five student teachers exposed to the FGD to make 30 students all together. The student teachers were given labels as student teacher number 1, 2, 3, 4 and 5 from university A, B and C for example (ST1UA) or Student teacher number 1,2, 3,4 and 5 from college A, and C or for example ST2CC that student teacher 2 from college C.

#### **4.6.4 Competency Test**

Leutner, et al (2017) assert that the assessment of competencies plays a key role in optimizing educational processes and improving the effectiveness of educational systems. In this regard, a competent test was given to trainee teachers both under full time and distance modes. This was to ascertain the competence levels among the trainee teachers and eventually the teacher educators' input in reference to knowledge being imparted. Using systematic random sampling 10 student teachers (5 full time and 5 distance) were selected from each college and university to make 60 participants. Student teachers were given codes to avoid identification eg UZ1F, UM1F (see 5.7 under table 5.6 for the results compiled). Student teachers were assured that the results from the test would not affect their programme performance assessment in any way and that participation in the test was voluntary.

#### **4.7 Data Analysis and Interpretation**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006). The study employed both qualitative and quantitative techniques in collecting and analysing data. The study involved four data collection techniques, namely questionnaires, interviews, document analysis and FGD. Quantitative data sets were analysed using descriptive statistics from in-service student teachers and pre-service student teachers on how they viewed or perceived integration of EE

into TE in Zambia. From the final data set, descriptive statistics were generated. Qualitative data sets were coded and transcribed according to the emerging themes. Descriptive statistics were used to analyse quantitative data sets while emerging themes were used to analyse qualitative data. Descriptive research involves gathering data that describe events and then organises, tabulates, depicts, and describes the data collected (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution.

#### **4.7.1 Quantitative Data Analysis**

Quantitative data were collected through closed questionnaires. The data from 160 questionnaires were entered on the data entry screen created on the Statistical Package for Social Sciences (SPSS) version 20.0 software. SPSS software facilitates accuracy and speedy entry of data from questionnaires as well as analysis of the responses. Descriptive statistics in form of frequency tables, means, standard deviation and charts were generated using SPSS Software and MS Excel.

#### **4.7.2 Qualitative Data Analysis**

The information from the interviews and FGD was condensed, grouped and reduced using research questions. The use of detailed, in-depth descriptions enables readers to make conclusions about transferability. Using emergent themes, the researcher went over all the data and coded it. Following that, related codes were arranged into preset categories. The researcher then went back and read through the transcriptions again to make sure that he had caught all of the significant ideas that had come from the data. The reader's ability to apply the material to different contexts and assess whether the conclusions are transferable is made possible by the extensive descriptions (Creswell, 2008).

Semi-structured interviews and focus group discussions yielded qualitative data that were gathered, transcribed and classified into themes and sub-themes by thematic analysis. This was accomplished by paying close attention to the recorded talks to decipher, condense and code significant comments into overarching and supporting themes that would subsequently be discussed. This was carried out in consideration of the current research questions. Additionally, some comments were selected and utilised directly as actual quotes to emphasise significant study findings. The prevalence and applicability of EE in TE were confirmed by the analysis of key documents, including TE curricula, educational policies and course structures. The summary of the recommended methodology is shown in diagram form on the following page.

#### **4.6.5 Document Analysis**

Document analysis is a methodical approach to studying and evaluating documents. It can add context, spark questions, support other types of research data, track change through time, and verify information from other sources (Bowen, 2009). Both quantitative and qualitative elements can be used in document analysis (Dalglish, Khalid, and McMahon, 2020). Both sets of procedures can be employed with the strategy described in this article. However, this study uses a qualitative approach since it is better suited to the socially constructed meaning-making involved in collaborative activities like deciding on educational policy. In this study, documents such as educational policies, TE curriculum, course and programme structures and course outlines were reviewed and analysed to check for EE in TE programmes.

### Methodology to be Followed

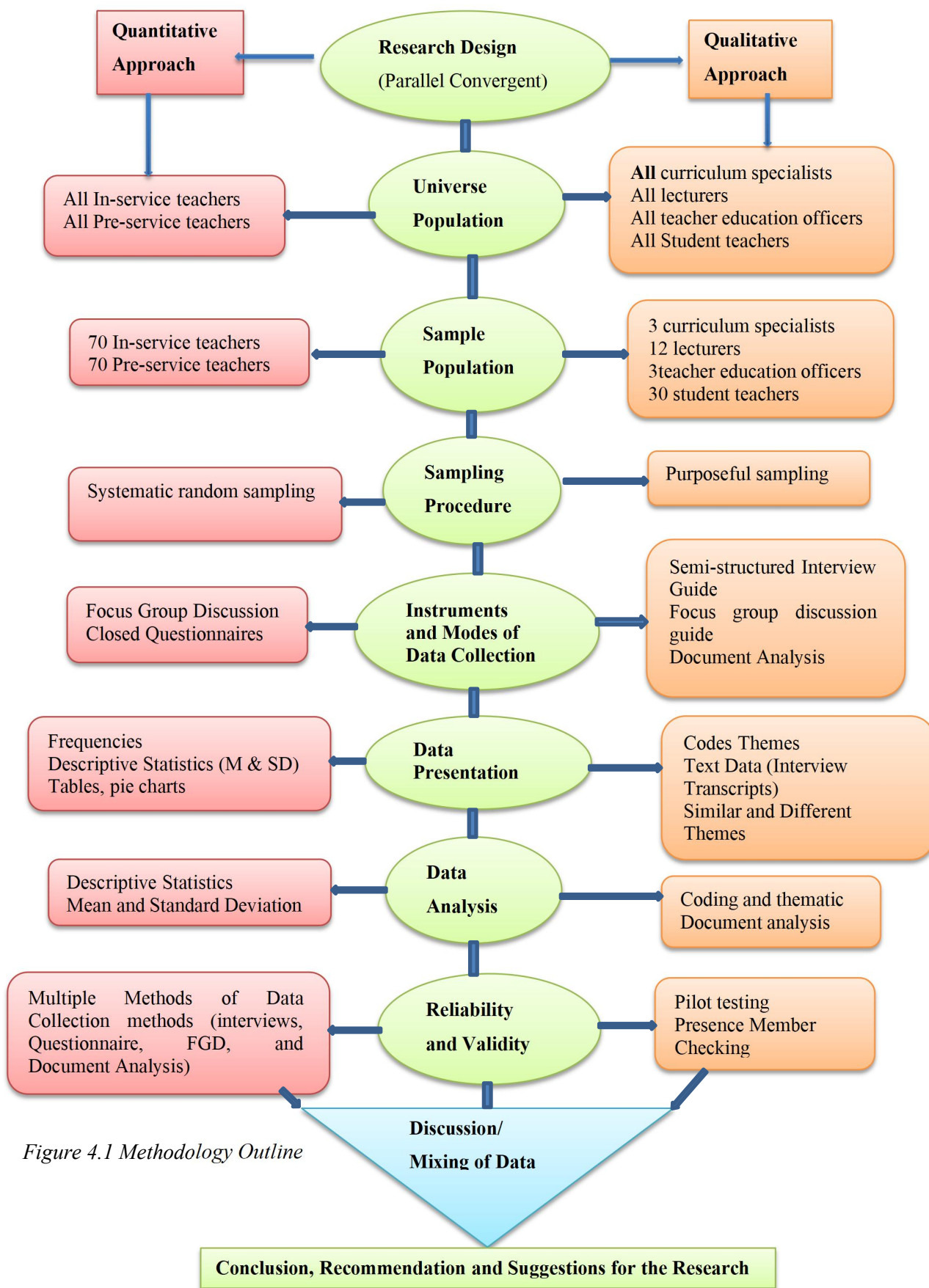


Figure 4.1 Methodology Outline



#### **4.8 Issues of Reliability/Validity and Trustworthiness**

Along the way of the study, validity and reliability issues were also covered. The integrity of the conclusions drawn from a piece of study is what validity is concerned with (Bryman, 2008:3). Validity in this context refers to how accurately and completely an instrument captures the aspects being studied (Cohen et al., 2007). It has to do with whether a study can produce the same results when repeated and the quality and precision of the data. Validity evaluates how well the study's findings can be extrapolated to the real world (Bless & Achola, 1988). However, contact information (of the researcher) was also included on self-administered questionnaires that dealt with quantitative data. All research instruments related to qualitative data were personally administered by the researcher, who made sure that probes, clarifications and follow-up questions were addressed. By preventing data from being distorted, recording the interviews contributed to further enhancing the data's reliability.

The consistency of a measuring instrument's results is what reliability is all about. Reliability, according to Bless and Achola (1988), is the consistency with which a specific measuring approach produces equivalent results over a number of repeated trials. It relies on how reliable the research tools are, namely, whether they can consistently produce the same results when used repeatedly. All of the study instruments were piloted to make corrections and improvements and to assure consistency. The complementary nature of the quantitative and qualitative data sets in this instance allowed for the triangulation of findings, which increased the validity and dependability of the conclusions that were drawn. The research is validated through a variety of data collection techniques. This is because different approaches complement one another without having similar flaws (Brewer & Patton, 2002). Consistencies are eliminated by a combination of techniques, resulting in the production of

accurate and trustworthy data (Patton, 1990). The researcher should check with the participants to validate the interpretation if something was not clear during the interview, and this could help to strengthen the study (Nieuwenhuis, 2007).

#### **4.9 Ethical considerations**

Singh (2006) cautioned that a researcher should not mention the name of subjects anywhere in the report and if possible, names of institutions where sample subjects have been selected for data collection should not be mentioned even in the appendix. Instead, the code number should be used for this purpose. Singh further pointed out that as a general rule, the researcher must respect the human sample subjects selected in his/her specific research study. The following points were considered in process of data collection and report:

- The researcher protected the dignity and welfare of human sample participants.
- The human sample respondents' freedom to decline participation was respected, and the confidentiality of research was maintained therefore, participation is voluntary.
- The researcher guarded against violation or invasion of privacy and human rights.

Hence, permission to carry out the research was obtained from the Permanent Secretary Ministry of Education in Lusaka, Zambia (see appendix 6). Before going into the field for data collection, permission was requested from Unisa Ethics Committee and an introductory letter from the Postgraduate in the School of Education was given (see appendix 7) . Each of the interviewees received an informed consent form to formally sign to agree or disagree participation in the study (see appendix 5) . Appointments were made for the interviews, in each case; a brief explanation of the aim of the study and a tentative interview schedule were given.

The interviewees were informed that information they provide would be kept confidential and only for academic purposes. Since the principle of anonymity is linked with confidentiality, the participants were assured that their names, as well as their schools, would not be disclosed or identified. At the beginning of the interviews, permission was sought from the participants to record the interviews with a promise that the audiotapes would be destroyed at the end of the research and that there were no other risks involved in participating in this study apart from the time taken for interviews and answering the questionnaires.

The competent test would not affect student's academic performance record as it is merely to position Entrepreneurship Education Competency among trainee teachers (see appendix 5). The student teachers were not allowed to write any name or student identity number of any form. Participants were encouraged to attempt all sections; however, they were free to answer questions they were willing or preferred to answer. No penalty would be given for such a decision.

#### **4.10 Delimitation and limitation of the Study**

##### **4.10.1 Delimitation**

This study was conducted in three selected public universities in Lusaka, Central and Copperbelt provinces and three TE Colleges in Luapula, Northern and Southern provinces of Zambia.

##### **4.10.2 Limitations**

The study was conducted in three public universities and three TE College. Therefore, the results from this study may not be generalised to represent trends of EE in TE of all universities and colleges in Zambia. However, it is hoped that the results of this study

offered an insight into what the picture was like in public universities and colleges concerning the integration of EE in TE curriculum policy framework in creating entrepreneurial citizens who are solution oriented to the everyday life problems.

#### **4.11 Summary of the Chapter**

This chapter presented the methodology applied in carrying out this study. Research design, target population, study sample, were discussed. In addition sampling procedures, research instruments, data collection procedure, data analysis, and ethical considerations were presented. The next chapter deals with presentation of the findings.

## **Chapter Five: Presentation of Findings**

### **5.0 Overview**

The results of a study looking at the management and implementation of EE policy by Zambian teacher education institutions (TEIs) were presented in this chapter. The study's objectives were to define EE; investigate TE practitioners' perceptions of the EE curriculum policy framework; establish best practices and guidelines for implementing and managing EE; and examine the effects of the lack of strategies to manage the EE curriculum policy framework. The results were presented based on these objectives.

Along with qualitative information from lecturers, student trainee teachers, curriculum experts, TE managers, and other educationalists, the quantitative findings from the trainee teachers were provided. While every effort was made to use the respondents' own words in the descriptions, some of the words have been paraphrased. In each of the objectives, the quantitative data sets were presented first in tables and figures, whereas the qualitative data were presented using verbatim.

### **5.1 Demographics of the Respondents**

The demographics of the respondents who took part in the study are reported in this section. A background check was necessary to look at the relevant demographics that were collected in the questionnaire, such as age, gender, programme undertaken, and work experience, to get a clear image of the samples observed.

### 5.1.1 Age of the Participants

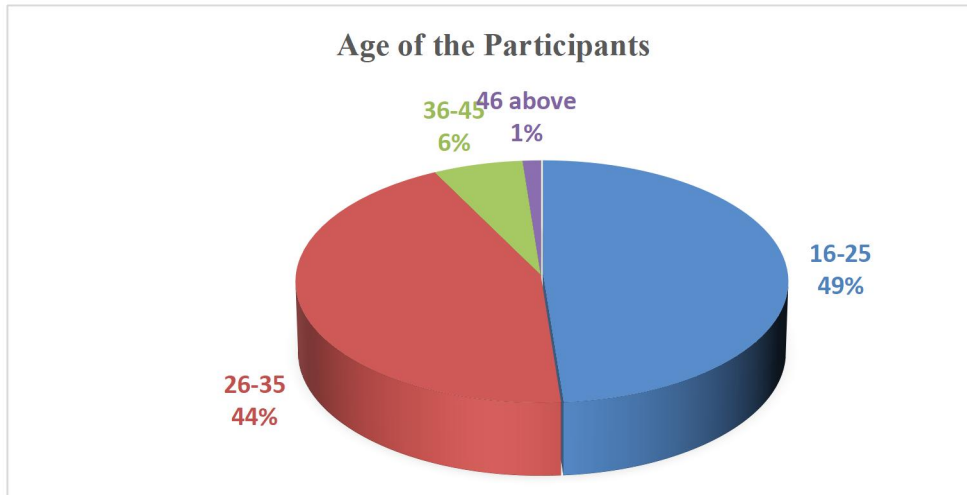


Figure 5.1 Age of the Participants

According to Figure 5.1, 49% of the sampled trainee teachers were between the ages of 16 and 25 and 44% were between 26 and 35. Then 6% of people were between the ages of 36 and 45, and 1% were over 46. There were more 16 to 25-year-old trainee teachers.

### 5.1.2 Gender of the Participants

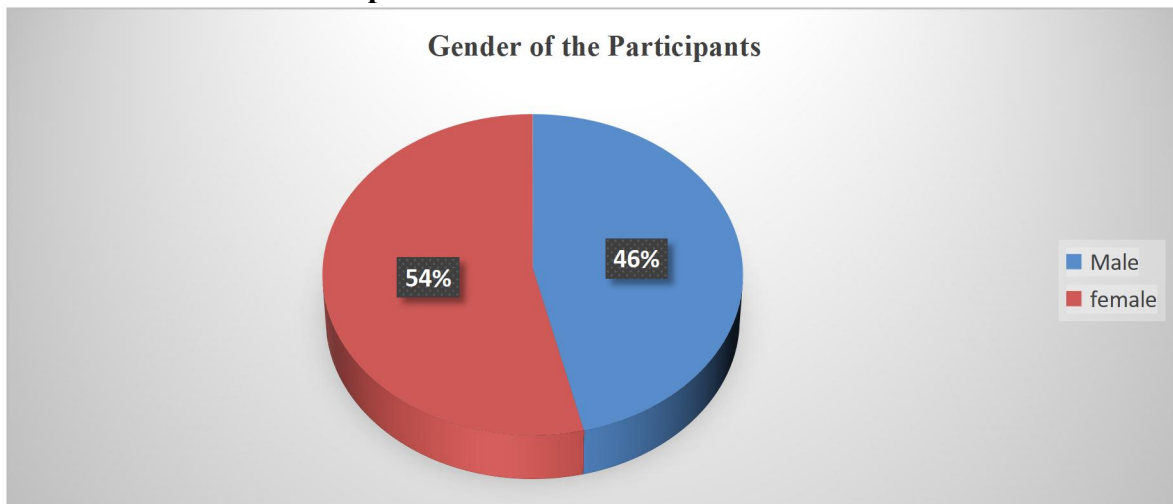


Figure 5.2: Gender of the Participants

Figure 5.2 reveals that whereas 54% of the sampled teachers were female while 46% of them were male. Male teachers were outnumbered by female teachers.

### 5.1.3 Programme being Pursued

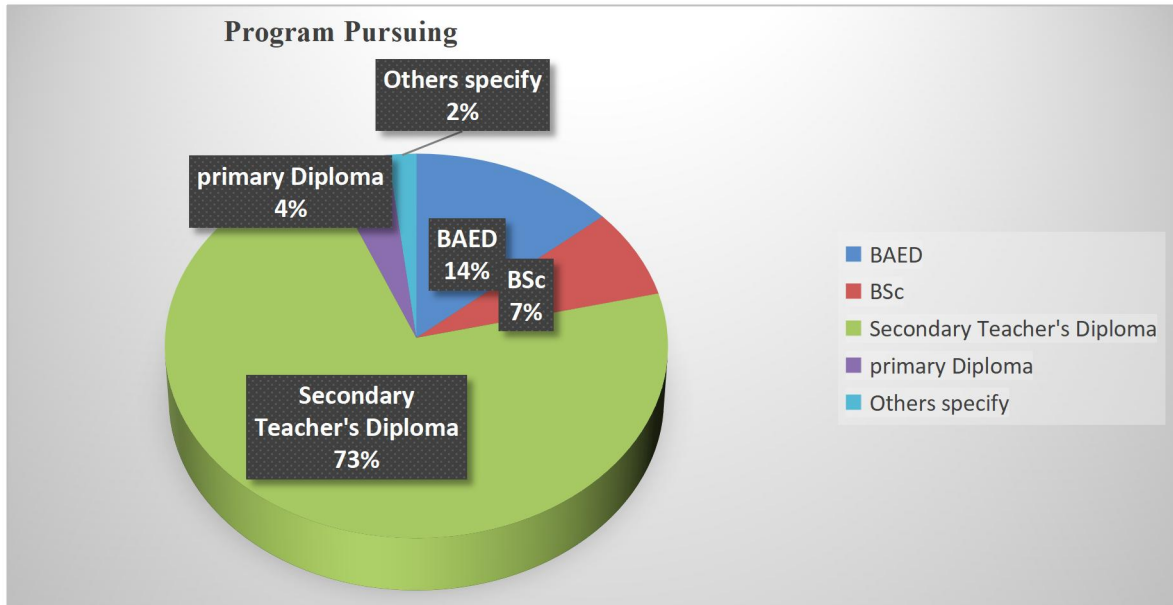


Figure 5.3: Programme of Study

Figure 5.3 shows that 73% of students were pursuing a secondary teacher's diploma, 7% were pursuing a BSc, and 14% were majoring in arts with a focus on social sciences. Primary diplomas made up 4% of the total, while degrees in Home Economics, Business Studies and early childhood diplomas made up 2% put together.

### 5.1.4 Work Experience

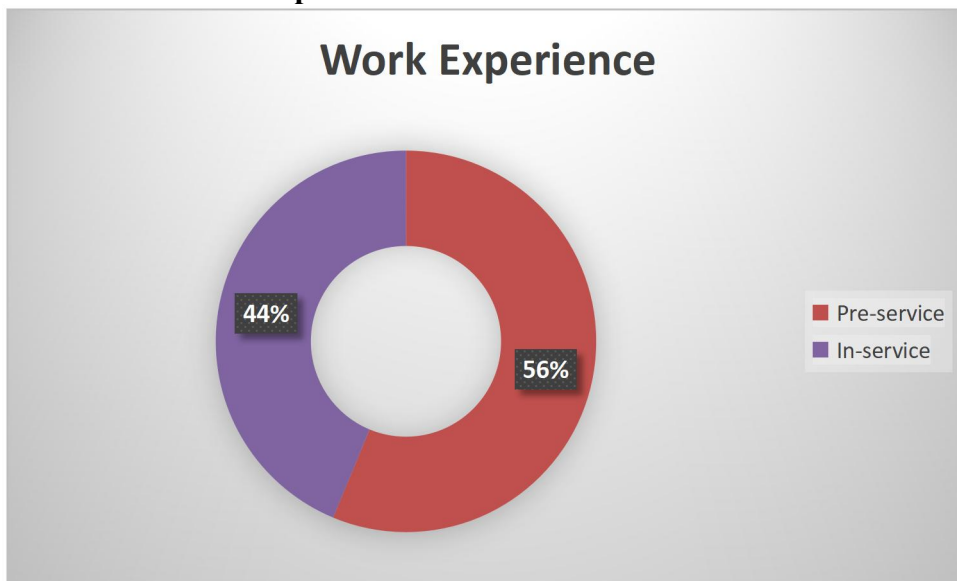


Figure 5.4: Work Experience

Figure 5.4 shows work experience; 44% were in-service while 56 were pre-service.

### 5.1.5 Programme Duration/ Academic Year

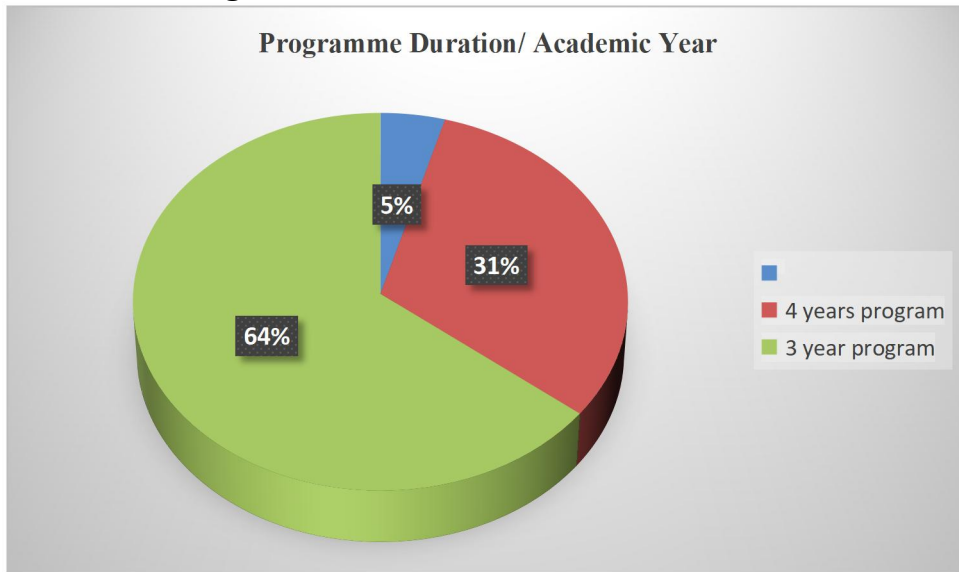


Figure 5.5: Programme Duration / Year of Study

Figure 5.5 reveals that 31% of students were enrolled in a 4-year programme while 64% in a 3-year programme, and 5% in a 2-year programme, largely in early childhood education.

### 5.1.6 College / University

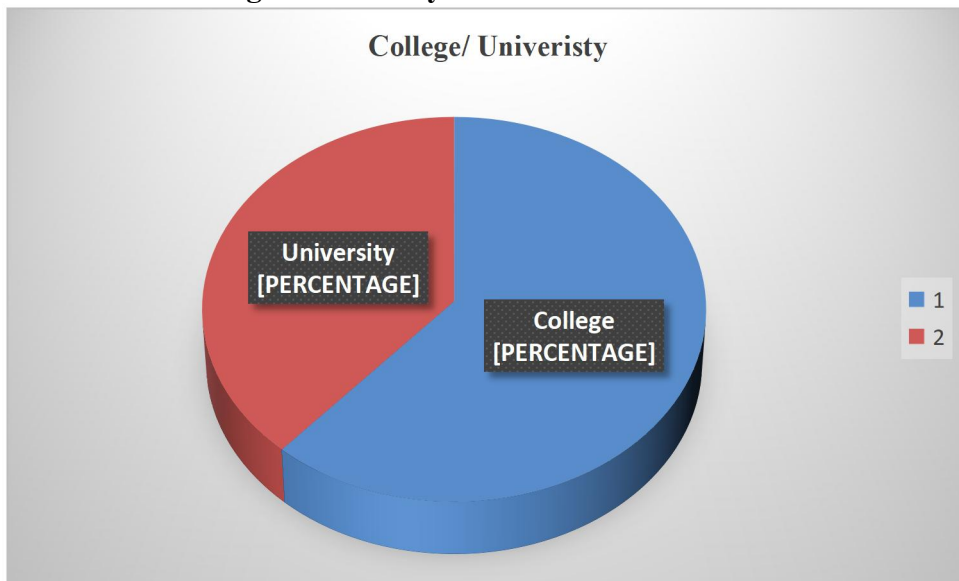


Figure 5.6: College / University

Figure 5.6 indicates that 38% sampled were university trainee teachers while 62% were college students.



## **5.2 Conceptualisation of Entrepreneurship Education**

As was already established, the first research question for this chapter asked how EE was conceptualized in Zambian teacher training programmes. A few statements were provided to aid in providing a tabular response to this query (see Appendix 1). This question, which aimed to address discussions surrounding the idea of EE in TE curricula, was quite significant. The discussion focused on the interactions and opinions of teachers, administrators from institutions that provide TE, and student teachers and how they conceptualised the word both inside and outside the classroom setting to foster that entrepreneurial citizen. The definition of EE statements in the table were rated by the respondents on a Likert scale of 1 = Fair, 2 = Good, and 3 = Very Good and 4= Excellent. The findings for conceptualisation of EE by student teachers were presented in Table 5.1 on the next page.

Table 5.1: The Concept of Entrepreneurship Education

**Descriptive Statistics**

<b>The concept of entrepreneurship education</b> 1= Fair, 2= Good, 3= Very Good, and 4= Excellent	<b>N=</b> <b>160</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std.</b> <b>Deviation</b>
A process of providing individuals with the ability to recognise commercial opportunities and the insight, self-esteem, knowledge and skills to act on them.	160	1	4	2.87	.898
Is the study of the source of opportunities and process of discovery in which an individual endeavours' ability of creativity, risk-taking and turn their ideas into action.	160	1	4	2.86	.921
Creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as becoming a creative and independent thinker, risk-taker, assuming responsibility, and valuing diversity.	160	1	4	2.76	.963
Is training for an uncertain future which provides the capabilities of venture creation.	160	1	4	2.51	.971
The process of professional application of knowledge, attitude, skills, and competencies.	160	1	4	2.76	1.008
Is seen as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risks, and receiving the rewards of monetary and personal satisfaction.	160	1	4	2.65	1.047
Is the willingness and the ability of an individual to seek out investment opportunities in an environment and able to establish and run an enterprise successfully	160	1	4	2.99	.955
An attempt to create value through recognition of business opportunities, communicative, and management skills to mobilize human, financial, and material resources necessary to bring a project to function	160	1	4	2.66	.938
Is the process of identifying, developing, and bringing the vision to life by creating a new venture formed under conditions of risk and considerable uncertainty	160	1	4	2.74	1.055

1= Fair, 2= Good, 3= Very Good, and 4= Excellent

Nine statements were provided to in-service and pre-service student teachers in the questionnaire as answers to question B7 (see Appendix 1). The questions under the first objective's produced mean and standard deviation are shown in Table 5.1. The majority of frequencies from the aforementioned mean were focused on the response of good and very good. There was a fair (1) to exceptional value range (4). The range of ratings from "fair" to

"good" has been used to represent a variable with a mean score on a continuous Likert type scale of 1 to 2.5 (1 mean 2.5). The ratings of "very good" to "excellent" have been considered to reflect a variable on a continuous Likert scale with a mean score of 2.6 to 4: (2.6 mean 4) and a standard deviation of greater than one denotes a considerable variation in how the variable affected the responses. Table 5.0's findings showed that, with the exception of one response with a mean of 2.51, practically all responses had a mean of (2.6). This suggested that trainee instructors had a thorough understanding of EE from several angles. With the exception of three responses from the nine claims, these responses did not exhibit considerable variance among them, as measured by their standard deviations, which are less than one (1). The following propositions were at least conceptually sound, but the responses varied widely, as shown by the standard deviation, which is greater than one (1).

The understanding of the interviewees regarding the inclusion of EE in TE curricula is presented in the next section. From the interview schedule (see Appendix 3) and focus group interview schedule for student teachers, several questions were posed to curriculum experts, interviewees, and trainee teachers (see Appendix 2). The researcher interacted with academics from universities and colleges of education who specialise in curriculum creation, TE, and specialised services.

These concerns or themes emerged in answer to the first study question:

### **5.2.1 Concept of Entrepreneurship Education in Teacher Education**

On what it means EE college lecturer (CL1CC) had this to point at:

*Well, entrepreneurship education entails teaching learner skills and knowledge of being innovative, taking initiative, critical thinking, acting, and grasping opportunities where others have failed to, and developing*

*trust with whom they work. Having studied entrepreneurship as a subject call for holistic management skills and demonstrating entrepreneurial values, attitudes and skills that can stimulate solutions to societal challenges.*

Another lecturer, CL2C2, had to emphasise how EE needed to be conceptualised more broadly in light of the technological disruption of our time:

*Teaching entrepreneurship today needs to emphasise taking calculated risks, embracing discomfort and embracing the disruptions that characterise our time. For students to enjoy the benefits of opportunity seeking, creative freedom and fulfilment, they must learn to forge their own paths, learn to be at ease in uncomfortable situations, and accept a lot of rejections, risks, failure embarrassment, anxiety, criticism, tears, and doubt. Students should enjoy putting themselves in challenging, novel settings that push them to advance.*

The curriculum specialists CE2 and CE1 had similar observations, and this was put forward:

*Entrepreneurship education must aim to deliver technical skills, soft skills, business management skills and personal entrepreneurial skills as important learning outcomes. Individual students should learn how to plan, start and run their own businesses in the formal or informal sector and create a positive impact on individual life, economy and the community.*

One officer (TEd3) from TE and specialised services elaborated further on how EE should be conceptualised from a bigger picture to achieve its objectives.

*I must say first and foremost that entrepreneurship education is needed to build entrepreneurial human capital for education at all levels and students of the future. Entrepreneurship education should not only conceptualise as creating business plans and starting new ventures. It is also about growth, creativity and innovation and a technique of thinking and acting relevant to all parts of the economy and society as well as the whole surrounding network or democratic ecosystem. Universities and colleges should need to encourage a more entrepreneurial culture and develop the necessary skills, creativities, innovations, motivations, attitudes, and behaviours to prepare learners to pursue techno-entrepreneurial opportunities and harness the value of digital transformation for 21st century survival.*

### **5.2.2 Objectives / Benefits of EE Teacher Education Curriculum in Zambia**

On objectives of introducing EE into TE curriculum o lecturer UL3 UC and UL1 UA had similar opinions this was said that:

*Essentially and primarily, entrepreneurship education is given to student teachers in order to give them the skills that will eventually be passed on to the learners in primary and secondary schools. In this instance, students are taught how to structure their company ideas into successful business ventures, how to come up with business concepts, plans and how to produce opportunities for wealth and employment at all levels.*

The registrar UR3 UC, HoD3 UC and TEd1 had similar views on the objectives of EE:

*To prepare future teachers to deal with challenges relating to extended career pathways. It was recognised that the idea of EE combines knowledge, information, skills, attitudes, and values. If these are conveyed via effective teaching techniques, they are likely to establish connections and links between theory and practice, bringing about the necessary advantages that come with information acquired in the courses and transform learners' lives.*

Student teacher ST2 CC from the focus group discussion offered her contributions on the benefits of EE into TE curriculum. She had this to say:

*Surely entrepreneurship education allows students to interact and exchange knowledge and ideas necessary for entrepreneurial behaviours and intentions. Through research and reading or contact with various agencies or institutions and keeping regular contacts make students learn best practices from the industry. Definite learners will get such experiences through the teachers and apply to everyday life and address personal and community problems.*

### **5.2.3 EE in Zambia is Developing Enterprising Individuals**

On whether EE is developing enterprising individuals, curriculum expert (CE1) commented as following:

*Acknowledging that EE is new in Zambian curriculum and not much research and monitoring has been done so far since 2013 to ascertain the*

*outcome of EE. Probably, educators are doing everything possible to combine theory and practice to achieve active entrepreneurial learners who can identify opportunities and act even in a volatile situation as was the case with covid 19. Otherwise, we risk EE being taught as traditional business education and miss the intended set objectives of EE and true meaning of the concept EE.*

Student teacher (ST5 CA) confidently said that:

*Teachers in first place should display and apply what they teach to make real meaning and appreciation of the benefits of EE. They should be practicing entrepreneurial behaviours by creating value rather than just borrowing for consumption as the case on the ground. It is this reason that EE must be taken seriously and be offered to all teachers whether through initial training or in house refresher courses to be updated with trends. Therefore, in my opinion EE is not contributing much to stimulate enterprising actions.*

Student teachers ST1 CB, ST2CB, and ST5CB had similar claims on the same:

*To display the results of EE with practical benefits rather than just theoretical ones, more needs to be done to ensure that students who have learned EE exhibit some qualities of being entrepreneurial and show some form of initiative and creativity. In order to tap and awaken the niche of doing something in order to be your own boss and create employment for others even in a tiny fashion, the path forward should be focused on practical aspects.*

### **5.3 Perceptions of Teacher Education Practitioners on EE Curriculum**

Finding out how TE practices were viewed in relation to the policy framework for EE was the second research topic of this study. The surveys (see Appendix 1) contained a number of statements that were distributed to pre-service and in-service trainee teachers. To gauge how participants perceived the practitioners of TE, they were asked to rate 12 statements. The descriptive statistics for the perceptions of TE practices on EE curricula are shown in Table 5.2 on the following page, with ratings of 1 = very weak, 2 = weak, 3 = strong, and 4 = very strong.



Table 5.2: Perceptions of Teacher Education Practitioners on EE Curriculum

<b>Descriptive Statistics</b>					
<b>Perceptions of Teacher Education Practitioners on EE Curriculum</b>	<b>N=</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Would you like instructors to receive some further training on creativity?	160	1	4	3.06	.856
Do educational and school cultures fully support teachers/trainee teachers in fostering creative and innovative approaches to learning?	160	1	4	2.88	.948
Issues of self-employment and innovations are emphasised in the curriculum	160	1	4	2.88	.963
Is Creativity fully embedded into your TE programmes?	160	1	4	2.93	.848
Do teachers fully understand what is required in the curriculum for teaching EE?	160	1	4	2.79	.991
Did or do your initial TE curriculum include an EE component/course	160	1	4	2.72	1.058
Do you feel teacher educators are competent enough when teaching EE?	160	1	4	2.83	.947
In-service teachers engage in EE through continuing professional development (CPD)	160	1	4	2.79	.954
How well is the EE strategy implemented?	160	1	4	2.54	.875
Examination of the quality of EE provision is well implemented	160	1	4	2.56	.943
Is entrepreneurship an integral part of teachers' continuing professional development?	160	1	4	2.75	.904
School and its community help teachers to provide learning opportunities in entrepreneurship	160	1	4	2.61	1.059

Rating 1= very weak, 2= weak, 3= strong, and 4= very strong

Twelve statements were provided to in-service and prospective student instructors in the questionnaire's response to question C8 (see Appendix 1). The questions under the second objective's produced mean and standard deviation are shown in Table 5.2. Most frequencies from the mean displayed above were focused on the response of 3=strong if rounded off.

Very weak (1) to very strong (4) was the value range. The range of scores from "very weak"

to "weak" has been used to represent a variable with a mean score on a continuous Likert type scale of 1 to 2.5 (1 mean 2.5).

The ratings of "strong" to "very strong" have been used to indicate a variable with a mean score of 2.6 to 4 on the continuous Likert scale (2.6 mean 4). A standard deviation of >1 denotes a significant variation in the variable's impact on the respondents. Table 5.2's findings showed that, with the exception of one response with a mean of 2.54, practically all responses had a mean of (2.6) and above. This suggested that if the numbers were rounded off, student teachers had a solid understanding of TE practices for the implementation and management of EE. With the exception of two responses from the 12 assertions, these responses did not exhibit much diversity among them because their standard deviations were less than one (1).

The impressions and opinions of the interviewees regarding the Zambian curriculum and policy framework for EE are presented in the section that follows. A few questions from the focus group interview schedule and the interview schedule for student teachers, respectively, were asked. The following themes emerged during interviews with educators and FGDs with student teachers.

### **5.3.1 Teachers know the Aims, Contents, and Teaching Methods of EE**

When asked on whether the EE curriculum cover relevant content for the students, lecturer (UL6 UC) pointed out that:

*The school integrated entrepreneurship education module covers topics such as entrepreneurship, business plan, business ideas, sales, marketing, product and service, business organisation, business management, financial planning, managing finances, cost and pricing, record keeping. The module*

*also covers issues of legal responsibilities and business ethics and start-up capital. Good and conclusive these topics maybe they should be backed by innovative teacher, lecturer or simply educator to use active learning pedagogies and present the content in a more relevant manner. I might say this as well, educators should be open minded to embed ICT and digital transformation ideas, so the students are able to maximise what technology has to offer to do business and deliver goods and services. At the moment, ICT platforms are not being fully utilised to teach EE by most of the educators.*

Another lecturer (UL3 UB) had this to say on perceptions of TE practices on EE curriculum policy framework:

*We need more education on the topic of entrepreneurship, I have to admit as an instructor. Undoubtedly, this was essential in assisting us in comprehending the pertinent abilities and information that we must cultivate and impart to the student teachers whom we are preparing to teach their primary and secondary students.*

Similar sentiment from the college registrars (CR1 UA, CR2 CB and CR3 CC) was as follows:

*The contents and teaching methods and teaching aids used by most of lecturers are more traditional in nature. Entrepreneurship education should be innovative with some updated applications and the training policy. It should induce the learners to take part in the practical sessions. Entrepreneurship education curriculum needs to emphasise the promotion*

*of acquisition and practical application of entrepreneurial skills. These entrepreneurial skills acquisition must be taught by capable hands both theoretically and practically to stimulate more intellectual and innovative mindset of the learners. Such kind of critical and pragmatic approach will create a deliberate process or endeavour to provide opportunities and insight into the world of human and economic survival and enhance self-esteem of the learner to think and act creatively.*

### **5.3.2 EE is Adequately Integrated into Teacher Education Curriculum**

One of the principal officers from TE and specialised services when asked; do you think EE is adequately integrated into TE curriculum in Zambia. The officer TEd2 clearly stated that:

*Entrepreneurship education is a new concept in the Zambian education system especially in the primary and secondary schools. This calls for robust training of human resources at all levels as entrepreneurship education and training is meant to develop abilities for the learners at all levels with values, skills, knowledge, and motivation encourage entrepreneurial success and entrepreneurial citizenship in many different settings.*

When asked if EE was adequately integrated into TE curriculum, lecturer (UL4UB) said:

*At the moment, EE is not well coordinated at university level as the programme which I coordinate there is nothing of EE to mention. Thoughtful coordination, monitoring was needed to ensure that EE is*

*compulsory to all TE programme whether they are STEM based or Arts based. The Ministries involved and stakeholders need to provide the needed leadership and follow-up to avoid fragmentation on EE implementation and management.*

### **5.3.3 TEIs doing their Best in Training and Supporting Student Teachers**

Student teachers ST3 UB, ST5 UB, ST1CA and ST4 CA from focus group discussions lamented that:

*Teacher education institutions are not doing enough in training and supporting student teachers on entrepreneurship education. There is little to show that students have been equipped with entrepreneurial mindset to work and developing the ability to solve current problems and relevant issues in the safety of the classroom and community environment. All what matters was to cover the term module and the set assessment criteria and write exam. I never encountered any exposure to see successful entrepreneurs and learn from their stories of failures and successes.*

When asked whether TE institutions were doing their best in training and supporting student teachers, the following concerns were uttered by two student teachers ST1 UC and ST4 UC:

*Much of the content were covered theoretically instead of practically. For instance, on business plan the lecturer would just list the requirements of the business plan instead of students to formulate or initiate their own business plan and then guide them through. Such kind of teaching will never encourage learner to originate or initiate something for greater benefits. Covering the module was at the centre of learning and as such less support to initiate problem solving and taking responsibility.*

## 5.4 Best Practices of Implementing and Managing EE Curriculum

Table 5.3: Best Practices of Implementing and Managing EE Curriculum

<b>Descriptive Statistics</b>					
<b>Best Practices of Implementing and Managing EE Curriculum</b>	<b>N=</b>	<b>Min</b>	<b>Ma</b>	<b>Mean</b>	<b>Std.</b>
	<b>160</b>		<b>x</b>		<b>Dev</b>
Entrepreneurship Education should be taught as a single subject in schools.	160	1	4	3.46	.776
Entrepreneurship Education should be embedded in all the subjects' curricula and relevant to all students.	160	1	4	3.17	.942
Entrepreneurship Education begins with early childhood education, primary and secondary through tertiary institutions.	160	1	4	3.15	.933
Make resources available for teaching Entrepreneurship Education adequately.	160	1	4	3.41	.763
Have well-qualified personnel to teach Entrepreneurship Education.	160	1	4	3.38	.837
Upgrade the qualifications of in-service teachers through CPD.	160	1	4	3.31	.802
Entrepreneurship Education should be compulsory for all initial teacher education curriculum.	160	1	4	3.38	.776
Align students' expectations, content, and methods of teaching the courses while reflection and learning from experience be highly encouraged.	160	1	4	3.11	.806
A specialist entrepreneurship programme should be inserted into all core academic curriculum.	160	1	4	3.21	.772
Learners set real challenges and innovative ventures.	160	1	4	2.87	.939
Learners take responsibility for their learning.	160	1	4	2.76	.923
Learning is supported by community partners.	160	1	4	2.84	.901
Learning generates real solutions.	160	1	4	3.17	.810
Introduce it as an extra-curricular programme.	160	1	4	3.04	.958
The multi-dimensional approach to the course content should result in teachers from faculties of law, business, psychology, and technology being appointed to teach the course.	160	1	4	2.86	.944
Combination of several teaching methods to provide students with a wide range of required skills and up-to-date knowledge.	160	1	4	3.39	.761
Increase learners' awareness of entrepreneurship as a career possibility.	160	1	4	3.34	.717
Emphasis on the personalised process that is rooted in practice and involves personal information.	160	1	4	2.99	.836
The use of digital education (digital technologies/ ICT) tools should be applied when teaching	160	1	4	3.39	.745

Rating 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree

Table 5.3 shows the responses to question D9, which had 19 comments about best practices: strongly disagree (1) to strongly agree (4) made up the value range (4) maximum. The scores of "strongly disagree" to "disagree" were used to present a variable with a mean score on a continuous Likert-type scale of 0 to 2.5 (strongly disagree to disagree). The responses "agree" and "strongly agree" were used to represent a variable that had a mean score on the continuous Likert - type scale of 2.6 to 4 (2.6 mean 4). A standard deviation of >1 denotes a significant variation in how the variable affected the responses of the respondents. Table 5.3's findings show that respondents agreed or strongly agreed to be applied to all 19 assertions, meaning that the management and execution of EE in the TE curriculum policy framework will produce the best results. The following were the educators' comments on goal three and the student teachers' focus group talks. What, in your viewpoint, are the best methods for putting together and overseeing a curriculum for EE?

The principal officer (TEd2 from TE and specialised services had the following to say about the best practices for implementing and managing the EE curriculum policy framework:

*Educators need to design and deliver appropriate EE content and pedagogy that will awaken learners' potential to identify opportunities and pursue them for individual gains and community benefit. There is no need just to offload EE content with traditional pedagogy merely to help the learners memorise and pass the course or examination paper with no long-term application of acquired skills from the content. The issue here is to go beyond facts and act to implement and provide leadership in Entrepreneurship Education. This is clearly guided by 2013 teacher education curriculum policy framework that EE should be compulsory for all initial teacher education curriculum in Zambia*

The lecturers (UL6 UC and CL3CB) had similar views as that of TE and specialised services officer (TEd2). They had to point out that:

*Lecturers should be blending several teaching methods to provide students with a wide range of required skills and up-to-date knowledge should be at the centre of entrepreneurial teacher/ educator. This should be complemented by the skilful application of digital technologies/ ICT) tools when teaching.*

When asked what the student was thinking could the best practices of implementing and managing EE. Student teacher (ST1CA) from the focus group discussion had this to say:

*Entrepreneurship education should be taught as a single subject in schools or if that fails, it should be inserted in all the subjects' curricula and relevant to all students. More hands-on lessons that demands application and critical thinking should be encouraged to awaken entrepreneurial habits and experiments of action taking.*

Lecturer (CL5 CC) had this to add on:

*More evidence-based decisions on best practices should be encouraged through rigorous research on entrepreneurial intentions and outcome of EE. To encourage networking and partnership, learning should be supported by community partners and agencies through the community of practice. Teaching and learning should stimulate real solutions to the problem and begin to look at entrepreneurship as the career pathway instead of looking for white collar jobs which are scarce to get in formal employment.*



## 5.5 Impact of the Absence of Strategies to Manage EE on Entrepreneurial Citizenship

Table 5.4: Impact of the Absence of Strategies to Manage EE on Entrepreneurial Citizenship

<b>Descriptive Statistics</b>					
<b>Impact of the Absence of Strategies to Manage EE on Entrepreneurial Citizenship</b>	<b>N= 160</b>	<b>Min</b>	<b>Ma x</b>	<b>Mean</b>	<b>Std. Dev</b>
Weak Entrepreneurship intention, employability, and competence.	160	1	4	2.79	1.035
Low impact on the need for achievement and locus of control.	160	1	4	2.64	.865
Weak confidence, ideation, entrepreneurship skills, and problem-solving skills among citizens.	160	1	4	2.89	.869
Weak framework for sustainable entrepreneurship education in school-based environments.	160	1	4	2.86	.915
Low opportunity recognition and exploitation.	160	1	4	2.82	.988
Citizens have a weak drive for innovation and entrepreneurship agendas in partnership with government and the private sector.	160	1	4	2.79	1.010
Weak peaceful conflict management and resolution skills.	160	1	4	2.74	.928
Low provision of opportunities to experience entrepreneurship and support moving from ideas to action and implementation.	160	1	4	3.03	.941
Citizens may be inactive and less entrepreneurial to take responsibility for maintaining the quality of life in their neighbourhood.	160	1	4	2.94	.913
Citizens may ignore to demand more responsibilities and more opportunities from governments to have a say in developing and organising (services in) their own neighbourhood.	160	1	4	2.89	.932
Active citizenship requires entrepreneurial skills and knowledge.	160	1	4	3.21	.879
The curriculum may ignore the value of Entrepreneurial citizenship for economic survival.	160	1	13	2.75	1.308
Low achievement of human potentiality and moral worthy.	160	1	4	2.73	.931
Weak self-reliant, assertiveness with the high dependent syndrome.	160	1	4	2.84	.975
Weak education entrepreneurial and teacher entrepreneurial competency skills.	160	1	4	2.94	.963

Value Ratings 1= *strongly disagree*, 2= *disagree*, 3= *agree* and 4= *strongly agree*

Fifteen statements were given in response to question E10 regarding how the lack of EE management strategies affects entrepreneurial citizenship. The statement received a rating

from student teachers that ranged from "strongly disagree" (1) to "strongly agree" (4). The ratings of "strongly disagree" and "disagree" have been used to express a variable with mean ratings on a continuous Likert scale ranging from 0 to 2.5 (0 mean 2.5). The responses "agree" and "strongly agree" have been taken to indicate a variable with a mean score of 2.6 to 4 on the continuous Likert scale: (2.6 mean 4) and a standard deviation of >1 implies a considerable difference in the variable's impact on the responses. According to the findings depicted in Table 5.4, all 15 of the claims were accepted by student teachers with a mean score of more than 2.6. Additionally, the standard deviation of almost all the means was less than one, indicating less divergence from the responses provided. Only three out of 15 statements suggested that there were occasionally views that differed from what was expected, since the standard deviation was 1 or just above 1.

The following themes emerged as a result of the interviews with educators and the focus group discussions with student teachers when discussing Objective 4. Effects of ignoring entrepreneurial citizenship in EE, EE's ability to develop civic engagement skills, and EE's ability to foster entrepreneurial leadership and peace were the topics of discussion.

#### **5.5.1 Effects of neglecting entrepreneurial citizenship in EE**

During the interviews, registrar (CR5 CC) said the effects of neglecting entrepreneurial citizenship in EE could be that:

*Students will lack confidence in themselves and their abilities to think critically and creatively to escape poverty. Today's corporate environment requires responsible and engaged minds to work through group effort. One needs to develop their moral character and leadership skills which entrepreneurial citizenship is anchored on.*

*Exceptionally, innovative managers and entrepreneurs are needed for this Fourth Industrial Revolution. Therefore, neglecting entrepreneurial citizenship is neglecting EE as they are inseparable.*

A student teacher (ST2 CA) from the focus discussion pointed out that neglecting entrepreneurial citizenship has several bad effects such as the following:

*Pathetic or weak assertiveness or confidence, weak self-reliant, and poor problem-solving skills among citizens. So, when look at all these when taken positively are key ingredients for an entrepreneur who must be good at problem-solving be self-reliant as well as assertive.*

Two student teachers (ST4 CB and ST1 CB) from the same FGD added that when asked what the effects were of neglecting entrepreneurial citizenship in EE:

*When entrepreneurial citizenship is neglected in entrepreneurship education, students develop inadequate or non-existent abilities in recognizing and utilising opportunities as well as insufficient entrepreneurial competency. In this regard, emphasis should be placed on fostering civic entrepreneurship and enhancing capability through active engagement and learning.*

### **5.5.2 EE improve capabilities needed for civic engagement**

A college Head of Department and lecturer (HoD1 CC and CL2 CC) commented that EE improves capabilities needed for civic engagement. From the interviews, the following were said to confirm their viewpoint:

*Of course, entrepreneurial citizenship encourages entrepreneurial action, one of the characteristics of entrepreneurship. It must be clear that benefits cannot be obtained without action goals. Engagement in civic life needs both personal and collective effort. Therefore, the EE curriculum should use every available means to highlight the importance of entrepreneurial citizenship in order to increase civic commitment, particularly among adolescents and students at all grade levels.*

In similar view the university lecturer (UL1 UA) pointed out that:

*Civic engagement cannot be replaced by critical engagement, whether in business or personal life as they are mutually inseparable. In this fourth industrial revolution period, it is very important to analyse business data critically in order to make wise decisions that will benefit both the corporation and the individual.*

### **5.5.3 EE enhance entrepreneurial leadership and peace**

Principal officer (TEd3) from TE and specialised services categorically had this to say on EE enhancing entrepreneurial leadership and peace:

*You see, the theme of leadership is there to prepare students for leadership not just in business but in other community and personal settings. According to the school-integrated entrepreneurship education module for teachers in secondary schools, the topic of leadership is there. You understand that a state of peacefulness is a requirement for any successful business venture. Entrepreneurs should be peace-loving and participate in peaceful networks, partnerships, collaborations, and*

*negotiations since no businessperson can enjoy conducting business in a hostile environment. These factors are the main justifications for including ethical conduct and legal obligations in the curriculum for entrepreneurship education for teachers.*

## 5.6 Guidelines on TEIs in Implementing EE Curriculum

Table 5.5 Guidelines on TEIs on implementing and managing EE Curriculum

<b>Descriptive Statistics</b>					
<b>Guidelines on TEIs in Implementing EE Curriculum</b>	<b>N=</b> <b>160</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev</b>
Strengthening of teacher education for pre-service training of entrepreneurial future teachers.	160	1	4	3.23	.931
Continuing professional development to foster entrepreneurship competency of in-service teachers.	160	1	4	3.34	.734
Encouraged schools to intensify their collaboration with the local community, especially with entrepreneurs.	160	1	4	3.31	.795
Lecturers/teachers should experience entrepreneurship themselves.	160	1	4	3.39	.778
Lecturers/ teachers should not just talk from textbooks.	160	1	4	3.37	.902
The curriculum should value entrepreneurial citizenship.	160	2	4	3.51	.604
Schools should be committed to collaborations and knowledge exchange with industry, society, and the public sector.	160	1	4	3.40	.720
Encourage lecturers and teachers to establish partnerships and relationships with a wide range of stakeholders and interns.	160	1	4	3.42	.722
Zambia should have an updated system for the assessment of students' entrepreneurial skills.	160	1	4	3.44	.715
Creating economic awareness among young people of all ages.	160	1	4	3.43	.790
Creating a wider understanding of the industry, business, and management colleges and individuals or developing an understanding of small businesses and their management systems.	160	1	4	3.43	.696
Developing transferable skills such as communication, presentation, negotiation, problem-solving as well as ICT competency.	160	1	4	3.31	.818
Introducing young people to the concept of new venture development via simulation exercises in schools and opening gateways to better career planning.	160	1	4	3.37	.798
Providing work experience for students and teachers creating business partnerships between schools.	160	1	4	3.33	.837
Conducting an enterprise education audit on planning and managing enterprise education.	160	1	4	3.14	.910
Make continuing professional development an integral component of a school's strategy for achieving entrepreneurial citizenship education.	160	1	4	3.23	.841
Formal training of qualified teachers/lecturers in entrepreneurship education.	160	1	4	3.36	.748
Introduce qualifications in education entrepreneurship for teachers and lecturers at all levels of education.	160	1	4	3.52	.691

Value Rating 1= *strongly disagree*, 2= *disagree*, 3= *agree* and 4= *strongly agree*

Eighteen statements were provided as recommendations for TE institutions on how to establish and manage a policy framework for EE from question F11. The statement received a rating from student teachers that ranged from "strongly disagree" (1) to "strongly agree" (4). The ratings of "strongly disagree" and "disagree" have been used to express a variable with mean ratings on a continuous Likert scale ranging from 0 to 2.5 (0 mean 2.5). The responses "agree" and "strongly agree" have been taken to indicate a variable with a mean score of 2.6 to 4 on the continuous Likert scale: (2.6 mean 4) and a standard deviation of >1 implies a considerable difference in the variable's impact on the responses. Table 5.5's findings show that the student teachers agreed with all 18 assertions with a mean of more than 3. Additionally, almost all of the means had standard deviations that were smaller than one, indicating that there were fewer different opinions or differences among the responses. The two assertions or guidelines "The curriculum should value entrepreneurial citizenship" and "Introduce qualifications in education entrepreneurship for teachers and lecturers at all levels of education" received high marks with scores of 3.52 and 3.51, respectively.

Following the student teachers' information from the FGD and educator interviews, the qualitative data for goal number five was shown below. One of the curriculum experts (CE2) mentioned the following regarding guidelines for the implementation and management of the EE curriculum:

*For teachers and lecturers at all levels of education, from certificates to PhDs, universities and teacher academic institutions need to establish and promote degrees in education entrepreneurship. As teachers and instructors become more knowledgeable about the objectives, knowledge,*

*and content of EE, the quality of instruction provided to students at all levels will improve as a result of this type of action. To satisfy the demand for more competent and qualified professionals in the sector, capacity building is necessary because it is obvious that the majority of lecturers and instructors that teach EE may not have a strong foundation in entrepreneurship education.*

With similar concerns on qualification in EE, one university registrar (UR1 UA) said:

*As at now we only have one degree tailored toward entrepreneurship education away the traditional business programmes that is Bachelor of Education in Commerce and Entrepreneurship. Our focus is to have such at masters and PhD levels in near future to support the introduction of EE in teacher education.*

Three student teachers from the FGD number 6 (ST2 UC, ST5 UC and ST1 UC) had similar concerns on introducing qualifications in EE:

*Our lecturers in EE clearly possess other credentials besides EE; thus they are merely assisting. The closest people to teach or lecture are typically individuals with business studies credentials. Others only volunteered to help because the course is new to the curriculum and there aren't many experts available to teach it. In order to fill the gap in the needed human resources shortage, institutions should start offering degrees specialised in EE right once. More research should be encouraged from both students and instructors in EE areas for the project to succeed more effectively.*

The in-service student teacher (ST3 CB) from the focus group discussion said:

*To fill the knowledge gap in entrepreneurial education, serving teachers should carefully consider continuing professional education (CPD) or*



*receiving internal training. It is important to seriously consider strengthening teacher education programmes for in-service or basic training in entrepreneurial education. It is essential to ensure that the objectives, content and delivery of EE involve resolving local issues for our society.*

The principal officer (TEd1) from TE and specialised services emphasised that:

*To make sure the outcomes benefit the community and learners, EE needed to be monitored and evaluated on time. In the same projects, higher education institutions should be dedicated to partnerships and knowledge exchange with business, society and the public sector and make sure there is a connection between the substance of the school curriculum and business expectations. To put the lessons learned in class and the experiences of the community to the test, service learning should be promoted. Indeed, supported schools need to step up their interactions with the neighbourhood, particularly with seasoned local business owners. This will encourage students to seriously consider EE, especially when learning from established businesses.*

## 5.7 Entrepreneurship Education Competent Test Results

Table 5.6 Competent test results

University / College	Student Code	Mark 100%
University 1       Lusaka Province	UZ1F	22
	UZ2F	10
	UZ3F	12
	UZ4F	59
	UZ5F	35
	UZ6D	30
	UZ7D	12
	UZ8D	56
	UZ9D	53
	UZ10D	15
University 2       Central Province	UK1F	15
	UK2F	25
	UK3F	40
	UK4F	12
	UK5F	46
	UK6D	58
	UK7D	18
	UK8D	20
	UK9D	36
	UK10D	50
University 3       Copperbelt Province	UM1F	33
	UM2F	13
	UM3F	26
	UM4F	12
	UM5F	24
	UM6D	35
	UM7D	55
	UM8D	40
	UM9D	47
	UM10D	54
College 1       Southern Province	CL1F	67
	CL2F	47
	CL3F	48
	CL4F	65
	CL5F	15
	CL6D	48

	CL7D	78
	CL8D	68
	CL9D	52
	CL10D	45
College 2	CM1 F	48
	CM2F	62
	CM3F	25
	CM4F	10
Luapula Province	CM5F	55
	CM6D	48
	CM7D	67
	CM8D	72
	CM9D	46
	CM10D	58
College 3	CK1F	20
	CK2F	46
	CK3F	38
Northern Province	CK4F	66
	CK5F	55
	CK6D	46
	CK7D	49
	CK8D	71
	CK9D	59
	CK10D	43

Table 5.6 depict the performance of both full-time student represented by last letter F in the codes given for each university or college while distance student represented by last letter D in the code. University 1 recorded 3 students scoring 53, 56 and 59% as passing mark. The remaining 7 students scored between 10-35%. This represented a 30% pass rate with 70% failure rate. University 2 had 2 students scoring 50 and 58% respectively, representing a 20% pass rate while 8 student scored in the range between 12- 46% representing 80% failure rate. University 3 recorded 2 students with 54 and 55 translating to 20% pass rate while 8 students had 12-47% representing 80% failure rate

College1 recorded 5 students with 52, 65, 67, 68 and 78% which represented 50% passrate while the other 5 students scored 45, 47, 48, 48 and 15% being the lowest. College 2 had 5 students scoring 55, 58, 62, 67 and 72% depicting a 50% passrate. A 50% failure rate was recorded with 10% being the lowest, while others scored 25, 46,48, and 48 %. College 3 had 4 students passing with 55, 59, 66 and 71% respectively representing 40% passrate. A total of 6 students scored below 50% pass mark with 20% being the least while the rest scored 38, 43, 46,46, and 49% showing a 60% failure rate. From the foregoing the 3 universities had had 7 out of 30 students passing representing a 23.3% with 76.7 % failure rate. The 3 colleges recorded 14 students out of 30 passing while 16 failed to meet 50% pass mark. This represented 46.7 pass rate and a 53.7% failure rate. Overall 21 out of 60 students who participated in writing the competency test passed depicting 35 pass rate and 65% failure rate.

### **5.8 Document Analysis**

Educational policy document such as Educational Policy educating our future 1996) and the 2016 policy review were part of documents to depict EE availability in Zambia development agenda. The 2013 teacher education curriculum framework, 8<sup>th</sup> National Development Plan, Vision 2030, programme outlines and course outlines were equally evaluated to check the visibility of EE to support teacher education programmes (See table 5.7) below.

Table 5.7 document analysis

<b>Document</b>	<b>Visibility of EE</b>
2013 Teacher education Curriculum	EE is put as a compulsory course for all teacher education programmes from early-childhood qualification to secondary teacher qualifications.
Educational Policy (educating our future 1996) , 2016 policy review	Although EE do not come out visibly as in 2013 teacher education curriculum framework, the 2016 policy review and 1996 educational policies recognize the need to promote TEVET as a means of providing young people and adults with the practical knowledge and skills necessary for economic and income growth, poverty reduction, employment, productivity, and human development. The 1996 educating our future puts emphasis on educating young people in all facets of life for responsible living hence EE still lingers in the education curriculum. Indeed, EE must be integrated to address the need for a curriculum better aligned with labour market requirements, lack of quality trainers, and a lack of quality training programmes as identified in 2016 education policy review.
8 <sup>th</sup> National Development Plan	Digital innovation and entrepreneurship development is identified as crucial for economic transformation and job creation. To stimulate local participation in the economy and enterprise development, the Government has set and scale-up the provision of technical, vocational and entrepreneurship skills to support growth of enterprises.
Zambia Vision 2030	Zambia aspire for strong entrepreneurial capabilities, self-reliant, outward looking and enterprising, where nationals take advantage of potential and available opportunities. Thus attaining and sustaining high levels of economic growth require affective EE across all sectors to achieve holistic development.
Course and /or programme structures	While in 2013 teacher education curriculum EE is one of the compulsory component of any teacher education, universities have different variations when it comes to EE foundation course as only individual programmes has components of EE and not compulsory as a foundation course as instructed in the 2013 teacher education curriculum framework. However, early childhood and primary diplomas have EE as a compulsory component.
Course outlines	For early childhood and primary diplomas and secondary teachers diploma EE course content outline were available. Degree programmes especially science based and some art based had no EE course outlines, however, bachelors degree such as Home Economics (Food& Nutrition, Home Management, Fashion and Designs) Agriculture Science, Business Studies, had some components of EE by the nature of the subject

## **5.8 Summary of the Chapter**

The findings from both qualitative and quantitative data sets revealed that there was fragmentation in the way EE was integrated into the TE curriculum in Zambia, which was supported by the five research questions that were provided in this chapter. The results confirmed the findings, which had suggested that teacher educators rarely used active and transformative learning techniques to present knowledge on entrepreneurship. According to the results of the competency test the learners took, it is also quite obvious that their entrepreneurial competencies did not make a positive impression.

According to the student teachers' mean ratings on the Likert scale, which is 2.6 and above, they highly value entrepreneurial practices. The key informants firmly believed that teacher educators needed more EE training and that EE qualifications should be created to upskill teachers. The respondents firmly believed that in order to implement and administer the EE curriculum policy framework, best practices and recommendations should be continuously monitored and assessed through thorough and rigorous research. The findings that have been provided in this chapter are discussed in the following chapter.

## **Chapter Six: Discussion of the Findings**

### **6.0 Overview**

The findings and their implications for the inclusion of EE in Zambia's TE curricular policy framework are discussed in this chapter. The findings are reviewed in relation to the research objectives, the existing knowledge about TE programmes and EE, as well as existing theories. The findings from pre-service and in-service student teachers have been discussed alongside those from teacher educators, curriculum specialists and university/college lecturers.

### **6.1 Demographics of the Respondents**

According to Figure 5.1, trainee teachers between the ages of 16 and 25 and 26 and 35 made up 93% of the total population. Owing to the ease with which young teachers may be educated and the speed with which they can adjust to new changes, this raises high hopes for the integration of EE. In the majority of situations, those young people are already enrolled in early TE programmes where EE was required and they are eager to experiment and take risks, which are traits of an entrepreneur. They can also transmit to the learners the correct content of EE.

Figure 5.3 indicates that only 2% of students were enrolled in EE programmes in Business Studies, Home Economics, Design and Technology, other practical subject areas, and early childhood. An examination of the programme descriptions for STEM-based TE degrees revealed that EE was not a frequent component, as was the case with social science programmes. Even subjects in mathematics, such as commercial arithmetic, which are intended to foster entrepreneurship skills, are taught in an abstract manner using foreign names for business entities and depictions that are far from actual business activities within

the local environment. But the 2013 Teacher Education Curriculum Policy Framework mandates that all TE courses include entrepreneurship. The management of the entrepreneurial curricular framework in TE institutions requires strong leadership from the Ministry of Education, the Higher Education Authority (HEA) and the Zambia Qualification Authority (ZAQA).

## **6.2 Conceptualization of Entrepreneurship Education**

In Zambian institutions of education and universities, EE is still in its infancy. Students in colleges and universities face a variety of challenges when learning about entrepreneurship, including a weak will, poor entrepreneurial intentions, poor entrepreneurial consciousness, low levels of innovative thinking, a lack of moral integrity, and poor psychological tolerance and problem-solving skills. This is demonstrated by the competency exam administered to student teachers, where only 21 out of 60 students received scores above 50%, or a 35% competency level. The test was prepared using the curriculum for TE's course structure. Despite the research being conducted in the final year of study in the hopes that all programme courses had been completed, about 15 out of 60 participants scarcely responded to the questions. Even still, student teachers' responses in Table 5.1 showed that EE was conceptualised more effectively, with means over 2.6 for most of the statement alternatives. The written test revealed that the student teachers had low levels of proficiency.

Jumana, et al. (2020) argue that to boost the acceptance of EE in institutions, a flawless EE framework must be established. In this paper, I make the case that EE curricula need to be more forceful and provide students the tools they need to create, ask questions, think critically, and challenge the status quo. Students should take initiative to spot opportunities, take action, and address issues that have an impact on both their personal life and the community.



The definition of "entrepreneurship" and "EE" should be based on data showing how important it is for individuals to build entrepreneurial traits, abilities and behaviours to identify, assess and successfully commercialise opportunities in business ventures. The argument made by Solomon et al. (2002) that EE must incorporate courses that develop students' negotiating, leadership, new product development, creative thinking and exposure to technical innovation is based on this justification. Since EE is becoming increasingly popular outside of business schools and in the arts, engineering and sciences, TE institutions need to be aware of pedagogical trends that use a variety of experiential learning tools, interdisciplinary delivery and EE.

According to programme and course descriptions, EE courses are lacking in programmes based on the Sciences, Mathematics and Social Sciences. As a result, the curriculum needs to be intensified and implement EE as a requirement for all teacher training programmes. The main goal of EE should be to assist students to acquire the hard and soft skills needed to succeed in this quickly changing world. It has become crucial to have an entrepreneurial mindset and to plan for a dynamic future in any place of employment, whether it is public or private.

Based on the data findings shown in table 5.1, it seems that student teachers were more familiar with the broad conceptualization of EE than they were with traditional business education. Although the student teachers' and educators' theoretical conceptualisation of EE is good (see Table 5.1 and 5.2.1). Much of the content is presented theoretically at the expense of exposure to the community of practice and practice-based approach to get insights and learn from the experience.

### **6.3 Perceptions of Teacher Education Practitioners on EE Curriculum**

A realistic solution to the problematic lack of fresh and creative value-creation activities in EE need attention. Let us raise awareness in society that a viable solution to the deficit problem is to empower not only all students but also citizens with enhanced entrepreneurial competencies. EE in secondary and primary schools is a recent addition to the curriculum, and eventually the TE curriculum, as per principal (officials TEd1, 2 and 3) from TE and specialised services and lecturers.

There are various difficulties such as the lack of suitably trained personnel and the lack of resources for teachers, lecturers and students to use. It is time to properly integrate EE into the TE curriculum to improve EE. This needs to be adequately monitored to ensure the established and recommended standards were followed. In fact, there has been a lack of consistency in the management and implementation of entrepreneurship in TE curricula, particularly in universities depending on the programmes offered. The sampled colleges only offered entrepreneurship courses in programmes like the Bachelor of Business Studies, the Bachelor of Education in Nutritional Science, the Bachelor of Education in Textile Science, and the Bachelor of Education in Agriculture Science.

For student teachers to increase their theoretical and practical competency levels, teacher training institutes need to provide additional training and assistance. Only 35% of those who sat for competency test passed. With such substandard competency test results, it is clear that the student teachers do not have a firm grasp of the objectives, subject matter and pedagogies of EE. This lack of proficiency should also be attributed to the instructors instructing the student teachers, who may require more instruction to upgrade the knowledge and skills necessary to deliver EE efficiently. To improve deep learning and knowledge

retention among students, it is crucial to facilitate technological application and innovation in the delivery of EE content. UNESCO (2016) observe that in order to address the need for a curriculum that is more matched with labour market requirements, a shortage of competent trainers, and a lack of quality training programmes, EE must be integrated. This is in line with the findings that trainee teachers had weak competency levels in EE contents and that more robust EE programme offerings must be introduced not only in teacher education qualifications but also other programmes stretching from science based to liberal arts and social sciences. Therefore, it is essential to develop and implement a market-driven EE curriculum that is focused on actual cross-functional problems to aid students in understanding how problems interact in this informational and democratic ecosystem.

Entrepreneurial leaders must be involved in management and support programmes that reward risk-taking and creativity if an entrepreneurial mindset is to be nurtured and established in universities and colleges. These leaders must inculcate in management teams a mindset of opportunity-seeking, establish a positive work environment, and then inspire and mobilise the teams.

In teacher learning institutions and schools, the top management must act entrepreneurially and feel at ease in taking risks. In a volatile, unpredictable, complex, and ambiguous (VUCA) situation, they must sense, act, think flexibly, and decide. The need for readiness as a leader and competency would aid leaders dealing with pressure, frequent changes, ambiguous, and uncertain situations to balance the conflicting and opposing concerns in a mature and calm manner to thrive in the unknown (Kayes, 2018; Rimita et al., 2020). When TE institutes adopt an entrepreneurial mindset, their students have the chance to get direct experience of the ecosystem within those institutions. As a result, it equips students to handle problems in

the actual world or in their communities and confront the difficulties of a cutting-edge society.

All levels of TE institutions must foster an entrepreneurial attitude in their students for them to graduate as better managers and leaders who are prepared for the workplaces of the 21st century and who can advance the level of the country's economy. An entrepreneurial mindset is considered to be an important skill set for students and, eventually, citizens, in the VUCA environment of today. Successful TE institutions require top management that welcomes new technologies, creativity and collaboration and has an entrepreneurial mindset. Students who are part of this network will acquire the entrepreneurial mindset that they need to be competitive in the corporate world. These findings were in line with what Kumar (2014) confirms embedding entrepreneurship in education and facilitating broader access are crucial stages for developing innovative cultures and entrepreneurial people and organisations, which in turn can spur economic growth, generate jobs and enhance global quality of life. Despite the phenomenal expansion of EE, there are still numerous obstacles to overcome which TE institutions and management leadership should confront and resolve.

#### **6.4 Best Practices of Implementing and Managing EE Curriculum**

Since entrepreneurship is the future, the emphasis should not just be on preparing students to find employment but also to go out and improve our society. The student teachers clearly demonstrated their understanding of the best practices to implement and manage the EE curriculum in Zambia with a mean score of 3 on the majority of assertions and a standard deviation of less than 1 as shown in Table 5.3. But in reality, these best practices receive less attention, which results in a lesser degree of programme objectives being met.

This is partially owing to the fact that the existing strategy for education and training does not help more entrepreneurs who can contribute to economic growth and individual quality of life, as is the case with inadequate monitoring and research of entrepreneurship programmes.

Students who want to become entrepreneurs should be able to do so thanks to the knowledge bases of teacher learning institutions. By involving students in structuring real-life innovative solutions in the form of intelligent software systems, video games, edupreneur skills and solutions, mobile applications, and other forms of technological solutions, collaboration, and networking among students and industry allies and or experts can inspire building technologies.

Learning institutions may play a significant role in helping to solve the problem of producing jobs by, for instance, collaborating with businesses to place students in hands-on learning experiences. As a result, educational institutions must make sure that the curriculum provided by universities and colleges in the Fourth Industrial Revolution era adapts to the changes that are taking place in the world. In this study, I contend that teacher educators, teachers and learners should feel at ease with ongoing, more integrated learning by doing, problem-solving and mimicking others, making mistakes, and picking up knowledge from experience. Role modelling and practical learning should be used to do this, and new knowledge should be produced and widely publicised to address societal problems.

Open and distance learning (ODL) is expected to dominate higher education in the future. Therefore, educators should start developing digital platforms to address issues. Owing to the changes that will follow the Fourth Industrial Revolution, many higher education institutions will be obliged to implement blended learning or entirely transition to ODL.

Therefore, to take advantage of enormous prospects for institutions of higher learning, educators and students should establish websites, mobile applications and learning management systems (LMSs). Owing to the Fourth Industrial Revolution's rising need for these services, such edupreneurship projects will give young people with education qualifications the chance to pursue their own business ventures and put their knowledge and talents to use.

To ensure that today's entrepreneurs contribute to the digital economy while creating job opportunities and developing business solutions that are future-ready and address real-world issues, university and college leaders should leverage the significance of combining entrepreneurship and technology in one space. Leaders and management in TE, educators and students must engage to understand that digital technologies require investment and maximise application to harness the huge benefits that come with today's digital society.

Students and instructors may take full use of m-commerce, also known as mobile commerce or social commerce, thanks to technological advances. Simply put, mobile commerce (m-commerce) is a branch of online business that has been gaining ground alongside social media. Using social media channels for product promotion and sales is known as mobile commerce. M-commerce usage businesses have integrated Facebook and Twitter as channels for selling their goods. Teaching learners innovation and creativity will enable them to make advantage of the learning environments that aim to foster media and technology fluency and apply them with a focus on digital citizenship. This will encourage market research behaviours and choices to recognise and seize on opportunities.

In this study, I assert that effective community partnerships, respectable initial TE programmes, top-notch CPD, active and deep learning pedagogies, entrepreneurial teaching

networks, solid entrepreneurial strategies, and a vision are some of the best practices to put into place and keep an eye on to achieve EE goals. With poor leadership, though, none of these best practices will be able to provide real outcomes. To effectively and efficiently recognise the need for EE in TE curricula, higher learning institutions and school leaders must promote principles that inspire an entrepreneurial spirit. Therefore, there has to be a greater interest in didactical approaches, methods, and instruments that go beyond student enterprise notions and may be used in entrepreneurship education in schools and even in preschool and kindergarten (Mauer et al., 2017). Furthermore, there is no need to cease entrepreneurial education once undergraduate courses are finished because EE is a lifetime endeavour and it keeps evolving. The need to build, broaden, and deepen the competences that result in entrepreneurial spirit and activity at all ages and positions goes hand in hand with the justifications for lifelong learning. This is why there is a request for entrepreneurship education programmes to receive more attention as continuing education that can also be created to focus on professional growth within already-existing businesses and other organisations, dubbed "intrapreneurship education."

### **6.5 Impact of the Absence of Strategies to Manage EE on Entrepreneurial Citizenship**

EE should go beyond instructing students in the creation of products and businesses. It is an important ability for citizens' personal and professional growth as well as for encouraging critical thinking, a sense of value, ethical conduct, and foreseeing and finding lasting solutions to social problems. Indeed, entrepreneurial citizenship promotes social, emotional, ethical, cognitive skills and dispositions and these attributes help in entrepreneurship success hence should not be ignored.

In pedagogical settings, EE and citizenship education work in concert to encourage citizens with an entrepreneurial mindset. Developing active civic learning methodologies that support entrepreneurship consolidates the skills of creativity, proactive, group work, planning, task division, and a focus on problem-solving, which are essential to full and active citizenship and entrepreneurial success, as the key informant highlighted in chapter 5 on 5.5.2 and 5.5.3. The idea that the curriculum should encourage entrepreneurial citizenship was backed by student teachers. With a mean of 3.51 and a standard deviation of .931, this statement performed well, indicating that there were minimal variances among the options selected for agree.

In light of the fact that entrepreneurship is a life-skill, implementing and supporting a learning-by-doing methodology involving various community members outside of the classroom can significantly contribute to the development of more independent and proactive citizens with a democratic, pluralistic, critical, and creative spirit. The sustainability of our shared global reality is facilitated by our ability to take the initiative, mobilise others and convince them to support our ideas and/or solutions.

## **6.6 Guidelines on Teacher Education Institutions in Implementing EE Curriculum**

Indeed, EE is new in TE curriculum and this calls for robust guidelines on implementation and management of the roll out programme properly align the content and its aims for achieving set agendas such as the Vision 2030. In this case, it becomes imperative to introduce qualifications in education entrepreneurship for teachers and lecturers at all levels of education to facilitate transition into the programme. This was highly recommended by student teacher as witnessed by the score of score of 3. 52 mean and standard deviation of .691 (see Table 5.5).



As earlier alluded to, EE is a new component of the TE curriculum, and the need for strict criteria for programme administration and implementation ensures that the material is in line with its objectives for accomplishing established goals like Vision 2030. To make the transition into the programme easier in this situation, it is essential to create qualifications in educational entrepreneurship for instructors and lecturers at all educational levels. The student instructor gave this good recommendation, as evidenced by the score of 3.52 mean and .691 std. dev. (see Table 5.5). It is important to build the EE competence of leaders, teacher educators and teachers in educational institutions and to clearly communicate what EE is and what benefits it brings to address economic, technological, ecosystem, political, and social challenges. There is a need to acknowledge that EE is ostensibly new in Zambia's TE curriculum to accommodate best practices and guidelines from lessons learned in the process of implementation.

The creation of relevant pedagogical interventions through the university and educational systems should be supported by policy frameworks. At all levels of interactions and instruction, schoolteachers as individuals, educational institution leaders and TE systems are more practical and pertinent in fostering entrepreneurial and innovative cultures among the students. Action-oriented TE must eschew conventional business education and have a broad understanding of EE. To expose students to theory, practice and experience, pedagogies should incorporate teaching about, teaching for and teaching via entrepreneurship. Since it takes entrepreneurial thinking and action to address society's pressing issues, entrepreneurs are playing an increasingly important role in societal well-being. As a result, entrepreneurship and sustainability are becoming more and more linked, for instance, through the accomplishment of the UN's Sustainable Development Goals (SDGs). In addition to corporate and economic settings, all types of disciplines need entrepreneurs in

research, politics, and civic society (Block et al., 2023). Entrepreneurial thought and behaviour, characterised by creativity, problem-solving, and action orientation from many stakeholders, are both necessary and potentially beneficial.

The implementation and results of EE in TE institutions and programmes at all levels must be continuously monitored and evaluated for the Ministry of Education to exercise leadership. More study and analysis should be focused on to establish the validity of EE curricula, methodologies and policies. It is important to promote experiential learning in EE, which typically should involve trial and error and learning while doing. It frequently entails cooperation between educational institutions and businesses or non-profit groups. Networking between various educational settings, business and industry, organisations, decision-makers in administration and politics, and students' families is stressed in EE. Such networks create learning environments, educational objectives and a culture of action that improves the learner's capacity for entrepreneurship and life organisation. With this method, students get the knowledge, abilities, attitudes, and operating style necessary to operate entrepreneurially in their own lives and in collaboration with others.

The learning content design should be in line with the curriculum and include fundamental ideas like opportunity recognition and value creation. There is a need to integrate trust, morality and integrity into the educational process while balancing entrepreneurial traits with soft skills. Initiatives to advance EE in Zambia should be encouraged and make it available to as many students as feasible who can address important societal issues with a practical understanding of what it means to be an entrepreneur in the modern world. EE has the potential to enable educators to impart knowledge to students through a digital and environmentally conscious lens, enabling the sustainable construction of a more resilient

society for all. I maintain that EE should be emancipatory education that must move learners/citizens from this current dependant syndrome state to a competitive position in the global status.

To improve teaching and learning, knowledge and experience need to be shared with relevant stakeholders. Through the exchange of EE knowledge and experiences, inefficiencies may be improved or built upon, and best practices may finally be improved. European Commission (EC) (2021) guidelines state that EE is for lifelong learning with suitable content, techniques and tools at each level of learning and participation. It is not just about business but about all topics. Learning about entrepreneurship should be a comprehensive process that can support the goals and give students the power to change entire industries to be more environmentally friendly. Science, Technology, Engineering, and Mathematics (STEM), digital and entrepreneurial skills, as well as financial literacy and social skills, should all be taught in teacher preparation programmes. Researchers and educators in the field of entrepreneurship should concentrate more on using their findings in multidisciplinary and extra study programmes. Even though business administration programmes now cover a lot of entrepreneurship-related material, other fields like engineering, social science, and the liberal arts still have a lot to offer. Entrepreneurship educators need to be conscious that while a larger focus on the term innovation may open doors into other departments and faculties, a perceived focus on business generation as a goal of entrepreneurship education may limit access to other disciplines.

These abilities must be imparted to the students for the EE to be effective. As a key informant acknowledged, there is a lack of EE at the university level, particularly in the STEM fields. Most EE-related course materials were only found in diploma-level technology and design

courses after a review of the programmes at that level. To give significance to everyday experiences, financial literacy and commercial arithmetic should be taught in mathematics using an EE lens. Another crucial principle is to do research, start conversations, engage active players in EE, and bring about genuine change in all spheres of economic and human sustainability. Research has the potential to provide empirical evidence and make evidenced based decision be it in adopting best practices and lessons learned.

### **6.7 Connecting the Theories to Findings of the Study**

The study was underpinned by two theories: opportunity-based theory and human capital entrepreneurship theory. While the primary argument against entrepreneurs revolves around their having natural talents, it is undeniable that constant learning during the entrepreneurial journey reduces failure rate, as result of improving human capital knowledge. Entrepreneurship education should encourage practical learning, personal development, and the creation of an entrepreneurial attitude in addition to imparting theoretical knowledge. In entrepreneurial education, it is important to underline the significance of learning through experience. Students should experience actual situations using case studies, fieldwork, internships, and engagement with businesses. Problem-solving, critical thinking, and the application of abstract concepts to concrete circumstances can all be encouraged through pedagogical tactics. Acquired knowledge and experience improve networking and the pursuit of opportunities in a more informed manner with organised decision making and business leadership.

Students are frequently unaware of what it takes to become entrepreneurs and do not realise they possess many necessary characteristics and qualities, hence the need to activate them through human capital development. It is important to recognise that not all students are born

entrepreneurs and that an enterprising mindset needs to be taught in a completely different way. The process of applying new information systematically can help businesses flourish and actively take up opportunities as they unfold. Learning is the fuel that keeps things moving ahead. As the entrepreneur of a successful business, learning takes the form of a challenging, hands-on learning experiment that takes years to master, and teaches how to deal with disruptions. Active learning pedagogies and community partnerships can lead to real change in the way entrepreneurship is taught. Learning is beneficial when one is trapped because it enables one to reframe, reflect, plan, and act on what may need to be done to move forward. When entrepreneurs are willing to learn new things and take on each problem with interest while searching for new chances, even in the most unlikely of businesses, they become unstoppable.

I argue that when an entrepreneur has EE knowledge, and best practices obtained by continually investing in human capital, opportunity-seeking behaviours are enhanced. These skills can be developed through using consulting services, formal education, seminars, workshops, reading books, using social media, and hearing from seasoned and inexperienced business people. Now, entrepreneurs must understand new methods of operation like digital transformation, mobile commerce, e-commerce, and social media marketing to gain from their advantages and avoid potential disruptions. While entrepreneurs thrive in an environment of uncertainty and discomfort, they nevertheless require education to comprehend the various ways in which these manifestations may occur and how to manipulate them to ensure the survival of their business or organisation. As a result, this study is compatible with the underlying theories and emphasises internal capacity building as well as improving the standard of EE provided through beginning TE programmes.

In reference to opportunity-based theory, the focus of EE should be on empowering students to recognise and seize opportunities, manage risks, and create value. The study emphasises how EE is required to overcome entrepreneurship's challenges, which include spotting opportunities, controlling risks, coming up with new ideas, and acquiring resources. Both academic and practical information, as well as possibilities for personal development, should be a part of EE. Additionally, continuous digitization and the post-pandemic world condition present new difficulties for entrepreneurship educators and facilitators and spur new developments in (digital) entrepreneurship training, education, and tools (Liguori and Winkler, 2020). Thus, it is important that students become open minded, create networks and be able to swiftly recognise opportunities and maximise. EE should encourage active, practical learning while also developing critical thinking and problem-solving abilities. Research in the subject of entrepreneurship as well as the growth of educators in EE are important for its development. Entrepreneurship educators and researchers should regularly update entrepreneurship education tools, interventions, and training programmes and adapt them to the unique needs of entrepreneurs and changes in the entrepreneurship ecosystem.

## **6.8 Summary of the Chapter**

It was concluded from the discussion that EE in teacher preparation must be implemented and managed consistently throughout universities and colleges of education. To ensure adherence to quality standards and best practices, the Ministry of Education (MoE), Higher Education Authority (HEA) and Zambia Qualifications Authority (ZAQA) must step up their monitoring and evaluation of the educational programmes on offer. It was noted that the more theoretical way in which EE is taught makes it challenging for student teachers to demonstrate high levels of competency. It was discovered that entrepreneurial citizenship should not be overlooked because it serves as a platform for EE. To thoughtfully standardise

the education in content and understanding of EE, the MoE through universities must establish new degrees in EE, ranging from certificates to doctorates. The final and following chapter presents recommendations and conclusions.

## **Chapter Seven: Conclusion and Recommendations**

### **7.0 Overview**

The study's conclusion and recommendations derived from its findings are presented in this chapter. The purpose of the study was to investigate how EE was incorporated into Zambia's TE curriculum and policy framework.

### **7.1 The Main Research Findings and Conclusions**

As a recap, this study examined how EE was integrated into Zambia's TE programme. The issue was the lack of knowledge regarding the degree of implementation and integration of EE into TE for the actualisation of civically responsible and engaged citizens in the economy with the hope of fostering local economic initiatives, lasting peace-building and improved governance procedures through entrepreneurial citizenship in the ecosystem. Here, using the research questions as a reference is a summary of the key findings.

A mean of 2.6 and just above that is shown by the results on the topic of how EE was conceptualised. Although the educators noted that the concept is still in its infant stages in Zambia's educational system, I conclude that instructors and educators should conceptualise it in a broader application and practice and work to create various types of entrepreneurs outside of the realm of classroom theories who can solve problems by looking for and taking advantage of opportunities.

Based on the findings from student teachers, I conclude that they had higher expectations for the EE curriculum, but that teachers needed more training and needed to employ creative delivery techniques for the EE material. In addition, CPD for in-service teachers must include EE. As can be observed from 5.3.1, to scale up skill requirements, educators and



teachers need further training in EE. To align enterprise knowledge and practice, universities, colleges of education, and other educational institutions must deepen their relationships with local businesses and the community.

It was determined that the ways to incorporate EE into TE were fragmented from the data collected from the three public institutions and the three schools of education. Less coordination and adherence to the 2013 TE curriculum, which mandated that all TE programmes and credentials include entrepreneurial instruction, was noticed.

The student instructors are aware of the best practices for implementing and managing EE as they have been presented and debated. As opposed to teaching EE conventionally and theoretically at the expense of practice, it was decided to swiftly adopt new active tactics and embrace best practices. To concretise and apply best practices, the inadequate monitoring and assessment of the objectives and results of EE as observed by educators must lead to thorough research. It is important to encourage more research from organisations that support risk-taking, entrepreneurial purpose, and internal organisational innovation. Investing in ICT infrastructure will ensure that state-of-the-art technology is used in teaching, new business ventures and the community's genuine challenges.

I concluded that to manage the EE curriculum policy framework and encourage active citizenship for the responsible entrepreneur, EE should work closely with establishing entrepreneurial citizenship initiatives. Neglecting entrepreneurial citizenship could lead to a lack of skill, employability and intention in the field. Additionally, it can cause learners to have low self-esteem, poor entrepreneurship skills and poor problem-solving abilities, which could eventually affect all residents. Governments must be ready to provide citizens

with additional possibilities and responsibilities, as well as give them more control over how they create and manage their own commodities and services.

It was determined that learning institutions should introduce qualifications in EE for teachers and lecturers at all levels of education to meet the anticipated demand for the courses or programmes because of the lack of experience and qualifications among those who teach EE. To execute and manage the policy framework for EE curricula, strict guidelines must be continuously maintained by TE practitioners. Consolidation of TE for in-service CPD to advance content understanding and pre-service preparation of entrepreneurial future teachers.

## **7.2 Recommendations**

The educator is where entrepreneurial instruction is transformed, put into practice and managed. To completely incorporate EE into the TE curriculum, TE institutions and the MoE should demonstrate leadership strategies. The administration of the EE curriculum framework in all teacher preparation institutions and programmes must be actively monitored and evaluated by the MoE, HEA and ZAQA.

The findings have implications for those who make decisions in the public and academic sectors. The study highlights how important it is to integrate entrepreneurship education into teacher education curricula and design lessons that successfully develop students' entrepreneurial ability and mentality for sustainable development. The study concludes that more research should be done to determine the long-term effects of entrepreneurship education on students' actual entrepreneurial activity as well as the factors that influence how successfully entrepreneurship programmes are implemented in teacher education curricula. As a result, the goal of EE should be to develop thoughtful, accountable citizens who are

adequately equipped for life outside the four walls of the classroom. EE should stimulate and build Zambia and Africa in an entrepreneurial style by addressing the requirements of individuals and/or communities in order to generate wealth, combat poverty, and more, all in the name of generating locally urgently required employment.

The Fourth Industrial Revolution dynamics in the educational system need teachers and institutions that are enthusiastic about and up to the task of educating pupils about the problems of the day. To address the complex educational issues of today, we need innovators and inventors in the field of education who can create technologies and educational solutions. Universities and colleges of education need to see this as more than a problem; they need to see it as a call to action to produce more entrepreneurs who have a solid understanding of the educational system and the technological know-how necessary to bring about a paradigm shift in various aspects of school operations, including curriculum, assessment and the delivery of teaching and learning. With the Fourth Industrial Revolution creating a challenging educational environment for teachers in the 21st century, TE institutions must quickly rise to the challenge and set up interventions that will assist new and experienced teachers in navigating this challenging educational environment. Those with entrepreneurial abilities and ideas that can address social and human problems would be the elite of the Fourth Industrial Revolution, not those with advanced degrees. As a result, the education sector needs to act fast to promote and revolutionise learning environment with the 4IR and artificial intelligence (IA). Owing to the widespread use of robotics and artificially intelligent machines in 4IR to address educational issues, many qualified instructors without these tools or expertise may lose their careers, especially if online learning obtains greater new leads and recognition as evidenced during Covid 19 pandemic.

To encourage the potential contribution of EE to economic growth and quality of life for individuals and society at large, the MoE should work with universities and colleges to introduce EE qualifications at all levels, from certificate to PhD. Furthermore, degree programmes offered by all academic institutions should incorporate elements of EE. A general or required EE must be included or strengthened in the 2013 TE curriculum for the Bachelor of Education (B. Ed, BSc Ed, BA Ed), postgraduate diploma and certificate in education, Master of Education (M Ed, MSc Ed), and Doctor of Philosophy PhD and Doctor of Education EdD degrees. More research studies need to be carried out by institutions of TE in collaboration with industries to consider the roles of EE in job creation, economic growth and enhancing people's quality of life. This will strengthen the delivery of education services and appreciation of EE goals. To encourage recent graduates to embrace entrepreneurial citizenship, the government, through the MoE, educators and policymakers must develop programmes and projects in colleges and universities. To empower edupreneurs and advance the operations of Small and Medium Enterprises (SMEs) of all types and in all sectors, it is necessary to establish various funding schemes. The current view of people with education degrees as teachers must change to start seeing them as education change agents capable of guiding sustainable education solutions and development that is focused on homegrown ideas. This can be done by promoting entrepreneurship opportunities in the education sector.

By incorporating the best practices from creativity, innovation, and EE into the curriculum and enhancing their collaboration with the government, industry, and numerous support groups, schools of TE should encourage successful entrepreneurs. By boosting EE material, bolstering experiential and deep learning opportunities, and emphasising role model stories, it was necessary to depart from traditional business education. When educating students about entrepreneurship, educators must work hard to link and balance theory and practice. In

EE, theory and practice are connected through the process of equipping students with the knowledge and abilities to see opportunities that others have neglected and to act where others have hesitated.

### **7.3 Recommendations for Future Research**

- To compare data about the integration of EE into the TE curriculum policy framework, additional studies should be conducted to cover private and more public universities and colleges offering TE courses.
- To evaluate how EE has been incorporated in secondary and primary schools since 2013, a study should be conducted.
- A study should be conducted to evaluate the proficiency of lecturers providing entrepreneurship instruction at colleges of education, universities, and schools.
- Studies should be conducted to examine whether the outcomes of EE were successful.
- Research to investigate academics' entrepreneurial behaviour.

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## Appendices

### Appendix 1 Student Teacher Questionnaire



## College of Education

### DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT

#### QUESTIONNAIRE FOR STUDENT TEACHERS

**Daniel Katongo Chola**

**Student number: 61140090**

**Research title:**

**Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia**

**Supervisor: Prof VJ Pistoe**

#### GENERAL INSTRUCTIONS

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

When evaluating the questions/ statements, please provide responses from your own perspective, as honestly as possible

Please respond to the items (or questions) by making a tick (x) what you consider to be the answer or filling in the blanks.

You are encouraged to complete all sections, though you are not compelled. You are requested to apply the scale provided for each of the questions/ statements.

Please note that your name or student identification number is not required nor is it requested, hence confidentiality is assured.

*Please find the questionnaire on the next page*

**Section A. Education and demographic information**

A1. Please indicate your age group by ticking in the appropriate box

16 – 25	1	
26 – 35	2	
36 – 45	3	
46 – above	4	

A2. What is your gender?

Male	1	
Female	2	

A3. Which program are you pursuing?

BAED		
BSc		
Bachelor of Business Studies		
Secondary Teacher’s Diploma		
Primary Diploma		
Early Childhood Diploma		
Others specify.....		

A4. Do you have any employment experience?

In-service	1	
Pre-service	2	

A5. Are you a final-year student from a university or college?

4-year program		
3-year program		
2-year program		

A6. Are you at a college or university?

College	1	
University	2	



**Section B 7: The concept of entrepreneurship education**

Rate the statements on the concept of entrepreneurship education  1= Fair, 2= Good, 3= Very Good, and 4= Excellent	1	2	3	4
A process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge, and skills to act on them				
Is the study of the source of opportunities and process of discovery in which an individual endeavours' ability of creativity, risk-taking and turn their ideas into action				
Creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as becoming a creative and independent				

thinker, risk-taker, assuming responsibility, and valuing diversity.				
Is training for an uncertain future which provides the capabilities of venture creation				
The process of professional application of knowledge, attitude, skills, and competencies.				
Is seen as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risks, and receiving the rewards of monetary and personal satisfaction				
Is the willingness and the ability of an individual to seek out investment opportunities in an environment and able to establish and run an enterprise successfully				

An attempt to create value through recognition of business opportunities, communicative, and management skills to mobilize human, financial, and material resources necessary to bring a project to function				
Is the process of identifying, developing, and bringing the vision to life by creating a new venture formed under conditions of risk and considerable uncertainty				

**Section C8: Perceptions of teacher education practices on Entrepreneurship education Curriculum Policy Framework**

<b>Perceptions of student teachers on teacher education practitioners</b>	1	2	3	4
Rate the perceptions 1= very weak, 2= weak, 3= strong, and				

4= very strong				
Would you like instructors to receive some further training on creativity?				
Do educational and school cultures fully support teachers/trainee teachers in fostering creative and innovative approaches to learning?				
Issues of self-employment and innovations are emphasized in the curriculum				
Is Creativity fully embedded into your teacher education programmes?				
Do teachers fully understand what is required in the curriculum for teaching EE?				
Did or do your initial teacher education curriculum include an entrepreneurship education component/course?				
Do you feel teacher educators are				

competent enough when teaching entrepreneurship education?				
In-service teachers engage in entrepreneurship education through continuing professional development (CPD)				
How well is the EE strategy implemented?				
Is entrepreneurship an integral part of teachers' continuing professional development?				
Examination of the quality of EE provision is well implemented				
School and its community help teachers to provide learning opportunities in entrepreneurship				

**Section D9: Best practices for implementing and managing Entrepreneurship Education.**

Rate the best practices  1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree	1	2	3	4
Entrepreneurship Education should be taught as a single subject in schools				
Entrepreneurship Education should be embedded in all the subjects' curricula and relevant to all students				
Entrepreneurship Education begins with early childhood education, primary and secondary through tertiary institutions				
Make resources available for teaching Entrepreneurship Education adequately				
Have well-qualified personnel to teach Entrepreneurship				
Upgrade the qualifications of in-service teachers through CPD				
Entrepreneurship Education should be compulsory for all initial teacher education curriculum				
Align students' expectations, content, and methods of teaching the courses while reflection and learning from experience be highly				

encouraged.				
A specialist entrepreneurship program should be inserted into all core academic curriculum				
Learners set real challenges and innovative ventures				
Learners take responsibility for their own learning				
Learning is supported by community partners				
Learning generates real solutions.				
Introduce it as an extra-curricular programme				
The multi-dimensional approach to the course content should result in teachers from faculties of law, business, psychology, and technology being appointed to teach the course.				
Combination of several teaching methods to provide students with a wide range of required skills and up-to-date knowledge.				
Increase learners' awareness of entrepreneurship as a career possibility.				
Emphasis on the				

personalized process that is rooted in practice and involves personal information.				
The use of digital education (digital technologies/ ICT) tools should be applied when teaching				

**Section E10: Impact of the absence of strategies to manage Entrepreneurship Education Curriculum Policy Framework on the quality of entrepreneurial citizenship**

Rate the impact of the absence of strategies to manage the EE curriculum policy framework. <i>1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree</i>	1	2	3	4
Weak Entrepreneurship intention, employability, and competence				
Low impact on the need for achievement and locus of control				
Weak confidence, ideation, entrepreneurship skills, and problem-solving skills among citizens.				
Weak framework for sustainable entrepreneurship				



education in school-based environments.				
Low opportunity recognition and exploitation.				
Citizens have a weak drive for innovation and entrepreneurship agendas in partnership with government and the private sector				
Weak peaceful conflict management and resolution skills				
Low provision of opportunities to experience entrepreneurship and support moving from ideas to action and implementation.				
Citizens may be inactive and less entrepreneurial to take responsibility for maintaining the quality of life in their neighbourhood.				
Citizens may ignore to demand more responsibilities and more opportunities from governments to have a say in developing and organizing (services in) their own neighbourhood				
Active citizenship requires entrepreneurial skills and knowledge				
The curriculum may ignore the value of Entrepreneurial citizenship for economic survival.				

Low achievement of human potentiality and moral worthy				
Weak self-reliant, assertiveness with the high dependent syndrome				
Weak education entrepreneurial and teacher entrepreneurial competency skills				

**Section F11: Guidelines for Zambian teacher education (TE) institutions in implementing and managing Entrepreneurship Education Curriculum Policy Framework.**

Rate Guidelines for Zambian teacher education (TE) institutions in implementing and managing Entrepreneurship Education Curriculum Policy Framework.  <i>1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree</i>	1	2	3	4
Strengthening of teacher education for pre-service training of entrepreneurial future teachers				
Continuing professional development to foster entrepreneurship competency of in-				

service teachers.				
Encouraged schools to intensify their collaboration with the local community, especially with entrepreneurs.				
Lecturers/ teachers should experience entrepreneurship themselves				
Lecturers/ teachers should not just talk from textbooks				
The curriculum should value Entrepreneurial citizenship				
Schools should be committed to collaborations and knowledge exchange with industry, society, and the public sector				
Encourage lecturers and teachers to establish partnerships and relationships with a wide range of stakeholders and interns				
Zambia should have an updated system for the assessment of students' entrepreneurial skills				

Creating economic awareness among young people of all ages				
Creating a wider understanding of the industry, business, and management colleges and individuals or developing an understanding of small businesses and their management systems				
Developing transferable skills such as communication, presentation, negotiation, problem-solving as well as ICT competency				
Introducing young people to the concept of new venture development via simulation exercises in schools and opening gateways to better career planning				
Providing work experience for students and teachers Creating business partnerships between schools				
Conducting an enterprise education				

audit on Planning and managing enterprise education				
Make continuing professional development an integral component of a school's strategy for achieving entrepreneurial citizenship education.				
Formal training of qualified teachers/lecturers in entrepreneurship education				
Introduce qualifications in education entrepreneurship for teachers and lecturers at all levels of education				

End of the questionnaire

Thank you for your time



**College of Education**

**DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT**

**Daniel Katongo Chola**

**Student number: 61140090**

**Research title: Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia**

**Supervisor: Prof VJ Pistoe**

Focus Group Discussion Schedule (pre-service and in-service trainee teachers)

**Section A:** the concept of entrepreneurship education

1. How do you conceptualise entrepreneurship education
2. What are the benefits of introducing entrepreneurship education into teacher education curriculum?

**Section B:** investigate the perceptions of teacher education practitioners on Entrepreneurship education Curriculum Policy Framework;

3. Does the entrepreneurship education curriculum cover relevant content for the students
4. Do you think Entrepreneurship Education is adequately integrated into teacher education curriculum in Zambia?
5. Are the training institutions doing their best in training and supporting student teachers?
6. Do the teachers know the aims, contents and teaching methods of entrepreneurship education?

**Section C:** best practices of implementing and managing Entrepreneurship Education;

7. What do you think are the best practices of implementing and managing Entrepreneurship Education?

**Section D:** impact of absence of strategies to manage Entrepreneurship Education Curriculum Policy Framework on entrepreneurial citizenship

8. What are effects of neglecting entrepreneurial citizenship in EE?
9. How can Entrepreneurship Education improve capabilities needed for civic engagement?
10. How can Entrepreneurship Education enhance entrepreneurial leadership and peace?

**Section E:** guidelines for Zambian teacher education (TE) institutions in implementing and managing Entrepreneurship Education Curriculum Policy Framework.

11. Suggest guidelines Teacher Education (TE) institutions can adopt to implement and manage Entrepreneurship Education Curriculum Policy Framework

-END-

Appendix 3: Interview Guide for Educators (**for Lecturers, Curriculum specialist, Teacher Education Specialised Services, teacher education administrators/ leaders**)



**College of Education**

**DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT**

**Daniel Katongo Chola**

**Student number: 61140090**

**Research title: Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia**

**Supervisor: Prof VJ Pistoe**

Interview Guide for Educators (**for Lecturers, Curriculum specialist, Teacher Education Specialised Services, teacher education administrators/ leaders**)

**Section A:** The concept of entrepreneurship education

1. Explain the concept of entrepreneurship education in teacher education.
2. What are the objectives of EE teacher education Curriculum in Zambia?
3. Do you really agree that EE in Zambia is developing enterprising individuals in the society, providing knowledge and skills required for enterprise creation?

**Section B:** Perceptions of teacher education practices on Entrepreneurship education Curriculum Policy Framework;

4. Do you think Entrepreneurship Education is adequately integrated into teacher education curriculum in Zambia?
5. Are the training institutions doing their best in training and supporting student teachers?
6. Do the teachers know the aims, contents and teaching methods of entrepreneurship education?

**Section C:** Best practices of implementing and managing Entrepreneurship Education;

7. Which best practices would you recommend for implementing and managing EE curriculum?



**Section D:** Impact of absence of strategies to manage Entrepreneurship Education Curriculum Policy Framework on entrepreneurial citizenship

8. Does teacher education curriculum encourage active entrepreneurial citizenship?
9. What could be the effects of neglecting EE on entrepreneurial citizenship?
10. How does EE improve capabilities needed for civic engagement

**Section E:** Guidelines for Zambian teacher education (TE) institutions in implementing and managing Entrepreneurship Education Curriculum Policy Framework.

Suggest guidelines that can be useful in teacher education institutions in implementing and managing EE

-END-

Appendix 4: Competent Test for Student Teachers



**College of Education**

**DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT**

**Daniel Katongo Chola**

**Student number: 61140090**

**Research title: Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia**

**Supervisor: Prof VJ Pistoe**

**Entrepreneurship Education Competent Test**

To be answered by: Trainee teachers in colleges and universities

The test will not affect your academic performance record as it is merely to position Entrepreneurship Education Competency among trainee teachers. Participants are encouraged to attempt all sections; however, you are free to answer questions you are comfortable with or questions you prefer to answer.

**INSTRUCTIONS:**

Do not write any student number or name

Attempt all the sections in the test and use the same question paper as the answer sheet

Time Allowed: 50 minutes Maximum

College (tick in the box)

University (Tick in the box)

Program of study

Course combination if applicable

Year of study

**Section A: Short answers**

Define the following terms

Entrepreneur: .....

.....  
.....  
.....

Entrepreneurship:

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Entrepreneurship Education:

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Business plan:

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Business idea:

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.....

.....

**SECTION B:**

I). Answer True [T] or False [F] in the space provided

Entrepreneurship education is all about learning business skills.....

Even children/ without tons of business ability would benefit from a business education.....

Most small businesses fail because people find out they do not have business abilities the hard way.....

II) Complete the following Acronyms

SWOT Analysis:

.....

.....

.....

SMART Objectives:

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PESTLE Factors:

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**SECTION C**

Explain 3 importance of keeping records in business:

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Describe the 3 importance of ethics in business:

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Mention 4 personal attributes important in entrepreneurship success:

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Discuss the value of leadership in entrepreneurship education:

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.....  
.....  
.....  
.....

Write 4 reasons why active citizenship requires entrepreneurial skills and knowledge

.....  
.....  
.....  
.....

End

**Appendix 5: Individual Informed Consent**



**College of Education**

**DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT**

**Daniel Katongo Chola**

**Student number: 61140090**

**Research title: Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia**

**Supervisor: Prof VJ Pistoe**

INTERVIEW, FOCUSGROUP DISCUSSION & COMPETENT TEST: INDIVIDUAL INFORMED CONSENT

I, the undersigned,

Title: .....

Initials And Surname:.....

Institution/ Interest group:.....

Position / Appointment: .....

Address.....

have been fully informed about the purpose of the research and understand the conditions of informed consent under which I shall be interviewed and /or given a test. I hereby grant permission for the interview on the condition that:

**\* Delete what is not applicable**

the interview \*may / may not be \*electronically recorded/documented in an electronic format / documented in a written form for research purposes.

\*my name and affiliation to \_\_\_\_\_ may be used and cited for the purposes of \*the thesis only/the thesis and related articles.

\*if the researcher wishes to pursue publication at a later date, my name and affiliation to \_\_\_\_\_ \*may be cited / may be cited only with prior informed consent

\*my name may not be used or cited, or my identity otherwise disclosed, in this research project, thesis or related articles, but that the interview can be used or cited on a basis of anonymity

\*the interview may not be used or cited, or my identity otherwise disclosed, in this research project, thesis, or related articles

Interviewee signature:----- Date: ----- Place: -----

Researcher signature: ----- Date: ----- Place: -----

Supervisor Signature: ----- Date: ----- Place: -----  
(if applicable and/or required)




## Appendix 6 Permission letter from the Ministry of Education

All correspondence to be addressed to:  
The Permanent Secretary, Ministry of General Education  
Not to any individual by name

Telephone: 250855/251315/251283  
251293/211318/251291  
251003/251319

In reply please quote:  
No. ....

  
REPUBLIC OF ZAMBIA

MOGE 101/43/1

**MINISTRY OF GENERAL EDUCATION**

16 November, 2021 P. O. BOX 50093  
LUSAKA

Daniel Katongo Chola  
Mulungushi University  
LUSAKA

Dear Sir,

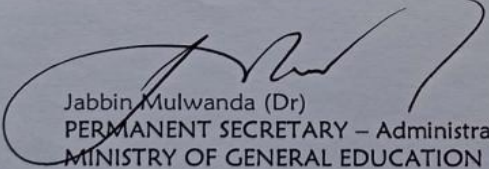
REF: PERMISSION TO COLLECT DATA FROM DEPARTMENT OF TEACHER EDUCATION AND SPECIALISED SERVICES (TESS), CURRICULUM DEVELOPMENT CENTRE SELECTED PUBLIC UNIVERSITIES AND COLLEGES OF EDUCATION

Reference is made to the above captioned matter and your letter dated 19 October 2021, in which you are requesting authority to collect data on Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia.

The Ministry has no objection to you undertaking the data collection exercise which will be focussing on investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia.

Authority is therefore granted for you to conduct the research in the departments of Teacher Education and Specialised Services (TESS), Curriculum Development Centre and selected Public Universities.

Please ensure you avail a copy of this letter to the concerned Directorates and Public Universities that you will be visiting prior to commencing the activity. Also ensure you provide a report of the research findings to the Ministry. Strict adherence to the prescribed Ministry of Health guidelines on Covid-19 must be observed as you undertake the research exercise.

  
Jabbin Mulwanda (Dr)  
PERMANENT SECRETARY – Administration  
MINISTRY OF GENERAL EDUCATION

Cc: Director – Teacher Education and Specialised Services  
Cc: Director – Curriculum Development Centre

## **Appendix 7 Ethical Clearance from UNISA**

**UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE**

Date: 2021/10/13

Ref: **2021/10/13/61140090/20/AM**  
 Name: Mr DK Chola  
 Student No.: 61140090

Dear Mr DK Chola

**Decision:** Ethics Approval from 2021/10/13 to 2026/10/13

**Researcher(s):** Name: Mr DK Chola  
 E-mail address: dchola@mu.ac.zm  
 Telephone: +26 0961546368

**Supervisor(s):** Name: Prof VJ Pitsoe  
 E-mail address: pitsovj@unisa.ac.za  
 Telephone: +27124294436

**Title of research:**  
**Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia**

**Qualification:** PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/10/13 to 2026/10/13.

*The low risk application was reviewed by the Ethics Review Committee on 2021/10/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa  
 Preller Street, Muckleneuk Ridge, City of Tshwane  
 PO Box 392, UNISA 0003 South Africa  
 Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
 www.unisa.ac.za

3. 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 UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. 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.
6. 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.
7. 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 requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2026/10/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

*The reference number **2021/10/13/61140090/20/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



**Prof AT Motlhabane**  
**CHAIRPERSON: CEDU RERC**  
 motlhat@unisa.ac.za



**Prof PM Sebate**  
**EXECUTIVE DEAN**  
 Sebatpm@unisa.ac.za



Approved - decision template – updated 16 Feb 2017

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 www.unisa.ac.za

## Appendix 8: Language Editing Certificate

### **EDITING AND PROOFREADING CERTIFICATE**

7542 Galangal Street

Lotus Gardens

Pretoria

0008

17 October 2022

#### TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have language edited DK Chola's thesis entitled, "Investigating Integration of Entrepreneurship Education into Teacher Education Curriculum Framework in Zambia."

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:



Dr Jack Chokwe (PhD)

Contact numbers: 072 214 5489

[jackchokwe@gmail.com](mailto:jackchokwe@gmail.com)

Professional  
**EDITORS**  
Guild

**Jack Chokwe**  
Associate Member

Membership number: CH0001  
Membership year: March 2022 to February 2023

076 471 6881 / 072 214 5489  
012 429 3327  
[jackchokwe@gmail.com](mailto:jackchokwe@gmail.com)  
[www.academicproeditor.co.za](http://www.academicproeditor.co.za)

[www.editors.org.za](http://www.editors.org.za)



## Appendix 9 : Proof of Registration



1046 MIRST

CHOLA D K MR  
NCHELENGE SECONDARY SCHOOL  
PO BOX 740050  
NCHELENGE  
MANSA  
LUAPULA PROVINCE  
ZAMBIA

STUDENT NUMBER : 6114-009-0

ENQUIRIES NAME : MR P FOLKARD  
ENQUIRIES TEL : 0861670411

DATE : 2022-03-30

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE : PHD (EDUCATION) (90019)  
TITLE : The intergration of entrepreneurship in teacher education courses in Zambia  
SUPERVISOR : Prof VJ PITSOE ([pitsovj@unisa.ac.za](mailto:pitsovj@unisa.ac.za))  
ACADEMIC YEAR : 2022  
TYPE: THESIS  
SUBJECTS REGISTERED: TFPEM01 Phd - Education (Education Management)

A statement of account will be sent to you shortly.

You must re-register online and pay every academic year until such time that you can submit your dissertation/thesis for examination.

If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website [www.unisa.ac.za](http://www.unisa.ac.za)) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister online and pay the full fees.

Please access the information with regard to your personal librarian on the following link:  
<https://bit.ly/3hxNqVr>

Yours faithfully,

Prof M S Mothata  
Registrar



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

## Declaration

Student number: 61140090

I hereby declare that "Investigating integration of entrepreneurial education into teacher education curriculum framework in Zambia" is my original work and that all sources cited or utilized were properly cited in this document.



Signature  
(Mr) Daniel Katongo Chola

23/03/2023  
Date

## Appendix 10: Turnitin Originality Report

Turnitin Originality Report

Processed on: 01-Nov-2022 21:58 SAST  
ID: 1922427039  
Word Count: 59548  
Submitted: 2

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27%	Internet Sources: 26%
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	Student Papers: N/A

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<https://www.slideshare.net/diocyanrequillo/comparison-edu-phil-1>
- < 1% match ()  
Muleya, Gistered. "The teaching of civic education in Zambia : an examination of trends in the teaching of civic education in schools", 2015
- < 1% match (Internet from 17-Apr-2018)  
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