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**ENTREPRENEURSHIP EDUCATION AS INTERVENING SOLUTION TO YOUTH
UNEMPLOYMENT IN SOUTH AFRICA****Ntise Hendrick Manchidi***Department of Applied Management, College of Economic and Management Sciences, University of South Africa,
Preller Street, Muckleneuk Pretoria, 0002, South Africa*manchnh@unisa.ac.za*Received 22 September 2024; accepted 11 May 2025; published 30 June 2025*

Abstract. Youth unemployment has reached an intolerable level in South Africa (SA) since the advent of the new dispensation that was ushered in by the first democratic general elections in 1994. This high level of unemployment amongst young people is attributed mainly to a lack of entrepreneurship teachings at an early age of schooling. Teaching entrepreneurship subjects at primary schools and creating an entrepreneurship culture in SA has become crucial to motivating learners to become entrepreneurs. Using the qualitative research method, the key aspect of this study is to establish whether encouraging entrepreneurial teaching in primary schools at an early stage will create a culture of entrepreneurship that exposes young learners to entrepreneurial opportunities. A phenomenology was chosen nested in social constructivism to explore the participants' experiences of entrepreneurship culture in primary schools, with twenty-seven participants from five primary schools in the City of Tshwane Metropolitan Municipality (CTMM) purposefully selected in varying categories that include learners, educators, principals, and school governing bodies (SGBs). Face-to-face interviews using semi-structured interview questions captured the participants' lived experiences. Through the descriptive, thematic, and phenomenological data analysis, the findings advise on how primary schools could create an entrepreneurship culture to encourage learners to become entrepreneurs as an alternative career preference by applying three cardinal pillars of extra training for educators on entrepreneurship, allocation of extra time to teach entrepreneurship and incorporating the teaching of entrepreneurship in the curriculum.

Keywords: baseline; entrepreneurship; entrepreneurial culture; entrepreneurship teaching; primary schools; youth unemployment; young learners; teachers; school governing bodies; South Africa

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JEL Classifications: A21

1. Introduction

Many parts of the world regard entrepreneurship as a beacon of hope to bolster job creation and economic growth, particularly in developing countries. Therefore, these emerging economies have always focused on entrepreneurship as a stepping-stone to economic development. The envisaged incorporation of entrepreneurship education in traditional primary school education is a game changer that challenges educators to enhance and broaden the teaching methods to make entrepreneurship teaching effective and contribute to growing the economy (Bell & Bell, 2020).

The International Labour Organisation (ILO) report states that Africa's population is proliferating rapidly, and its youth have limited income opportunities other than to consider self-employment (ILO, 2019). It is estimated that 85% of young people live in developing economies and that nearly 41 million of these young people are job seekers (ILO, 2020). Along with other developing countries, SA is struggling with youth unemployment and endeavours to mitigate this challenge by initiating the teaching of entrepreneurship in primary school. The country's 2011 Curriculum and Assessment Policy Statement (CAPS), however, indicates that entrepreneurship is taught as a small component of the Economic and Management Sciences (EMS) subject in grade seven (DBE, 2011b). This is contrary to the belief that entrepreneurship at the primary school level creates a culture and

social behaviour that influences learners to become entrepreneurs. The effective creation of an entrepreneurship culture would provide an alternative to youth unemployment and, therefore, should be taught as a stand-alone subject.

A high unemployment rate has characterised the labour market situation in SA for many years, and several reasons drive it. In addition, one of the problems often faced by developing countries is the increase in population growth, which is not controlled effectively in quantity and quality, so it has an impact on increasing the number of unemployed (Yulianti, Chaidir & Permana, 2022). For the most part, the situation in SA originated when the liberation movement in the country, the African National Congress, came to power after the country's first democratic elections in 1994 (Maskaeva & Msafiri, 2021). However, several public policies have been implemented in developed and developing countries, including SA, to foster entrepreneurship and enhance entrepreneurship education (Adeel, Daniel & Botelho, 2023). Entrepreneurship training and education and SMEs' development have a significant positive relationship with job creation, income generation, and poverty reduction (Nor, 2024; Madondo & Tinonetsana, 2024).

Despite entrepreneurship being a national imperative and being at the forefront of the National Development Plan (NDP) 2030 in SA, attempts to steer the plan to reduce youth unemployment failed to inject positive results in increasing employment levels. Accordingly, the Global Entrepreneurship Monitor (GEM) South African Report of 2015/2016 indicates the total early-stage entrepreneurial activity (TEA) rate in the country is lower compared to those countries with a similar economic structure (Herrington & Kew, 2016).

Sadly, the implementation of entrepreneurship education at primary schools faced overwhelming hurdles, such as inadequate educator training, lack of practical teaching of entrepreneurship, and inappropriate teaching methods (Du Toit & Gaotlhobogwe, 2018). For example, even though primary schools in SA offer entrepreneurship lessons, albeit on a limited scale of only 30% in EMS, the need to search for an entrepreneurship culture arises. The rationale is that if learners experience an entrepreneurship culture and can be exposed to entrepreneurship opportunities early, some would be encouraged to consider becoming entrepreneurs, contributing to reducing the negative impact of youth unemployment.

The focus of this study is to investigate the role of primary school education in creating an entrepreneurship culture to inspire primary school learners to become entrepreneurs as an alternative intervention to youth unemployment. The following questions are therefore asked:

1. Are educators well-trained to teach entrepreneurship at primary schools and able to inspire learners to become entrepreneurs?
2. Is there adequate time allocation for educators to teach and create an entrepreneurship culture in primary schools?
3. Are the learners interested and inspired in learning about entrepreneurship, creating a culture of entrepreneurship and becoming entrepreneurs?

2. Literature review

2.1 Entrepreneurship education

Various schools of thought have defined entrepreneurship, and there is still no cohesive definition for this concept in the literature despite being a multi-faceted paradigm (Iwu, Opute, Nchu, Eresia-Eke, Tengeh, Jaiyeoba & Aliyu, 2021). Many African countries continue searching for a solution to how entrepreneurship education should be introduced in primary schools to address youth unemployment and identify obstacles preventing primary schools from teaching entrepreneurship. In doing so, entrepreneurship education (EE) has received the attention of governments, policymakers, and entrepreneurship scholars in the last three decades (Otache, Edopkolor, Sani & Umar, 2024). Encompassing a wide array of methodologies that include causal and linear planning, mindset cultivation, and process-oriented approaches (Gazi, Rahman, Yusof, Masud, Islam, Senathirajah, & Hossain, 2024), EE is seen as one of the tools that can be used to boost the economic contribution of entrepreneurs to global prosperity and development, particularly among women (Padi, Dzisi & Eshun, 2022). The concept of EE plays a significant positive role in promoting economic activities because new firms can overcome the disadvantages related to small size and liability of newness (He, Zheng, Sharma &

Leung, 2024). EE is, therefore, simply an education for improving innovation and creativity skills (Lose & Cheteni, 2024). It is meant to encourage, equip, and give students a thorough understanding of what is needed to become a successful entrepreneur (Davids, Tengeh & Duffett, 2021).

Education is vital to growing both human capital and entrepreneurial capital. However, the orientation and approach of education to build entrepreneurial capital would have to differ significantly (Olutuase, Brijlal & Yan, 2023). Despite its importance, EE in upper secondary education is substantially less researched than in higher education. Many entrepreneurship education review studies are conducted at the university level, while relatively few are performed at the high school level (Lin, Qin, Lyons & Sekiguchi, 2023). It is crucial, therefore, to identify the level at which entrepreneurship education should be initiated to create an entrepreneurship culture. Du Toit and Gaotlhobogwe (2018) believe that entrepreneurship should be introduced from grade one in primary schools, even though the assertions lack specifics on how that should be attained. There is, however, a global need to introduce EE at primary schools as a strategy to reduce youth unemployment and grow economies (Shah, Amjed & Jaboo, 2020).

Though EE in primary schools is still muddled and arguably vague, it is generally considered a contemporary effort to endorse youth start-up businesses and self-employment (Korzhev & Pasko, 2020). The inclusion of entrepreneurship in the primary school curriculum should assist in the creation of an entrepreneurial culture. This phenomenon resembles the application of enterprise behaviours, attributes, and competencies to creating cultural, social, or economic values, which do not exclusively lead to venture creation (Penaluna, 2018). Educators, therefore, only facilitate the entrepreneurship processes to ensure that learners gain the necessary practical entrepreneurship experience and are introduced to problem-solving skills, teamwork, innovation, and creativity while still in primary school, as clearly stated by the curriculum (Cárcamo-Solis et al., 2017). Shekar, Huang-Saad and Libarkin (2019) argue that any entrepreneurship education should focus on the learner; therefore, measuring the impact on the learner is vital.

2.2 Training for educators

Seikkula-Leino and Deveci (2018) believe that entrepreneurship teaching must be done by well-trained experts in the subject's content. Lack of educator training has hampered the implementation of entrepreneurship teaching in primary schools. Therefore, educators need to be skilled and empowered to translate theory into practice so that learners can grasp the concept of entrepreneurship at a precise level of understanding (Dhaliwal, 2016). Creating an entrepreneurship culture depends on a planned programme and educators (Makwara, Iwu, Sibanda, & Maziriri, 2024).

On the other hand, the strong emphasis on educator training in entrepreneurship must be acknowledged. In addition to educator training on entrepreneurship, it is assumed that learners would comprehend entrepreneurship education better if, for example, theory is accompanied by practice as directed by the curriculum (Nani, 2016). Furthermore, the engagement of local businesses in teaching entrepreneurship should inspire learners to be entrepreneurs and subsequently create an entrepreneurship culture (Rothman, 2019).

2.3. Uptake of entrepreneurship education by African countries

Responding to the unstable economy and fewer employment opportunities for graduates, the Ministry of Education in Nigeria and the management of higher education institutions were called to integrate entrepreneurial education into the curriculum (Adelaja, 2021). Adebakin and Alege (2023) believe that learners must be equipped with primary and secondary education to acquire entrepreneurial knowledge, competencies, and skills that will enable them to develop a strong entrepreneurial mindset even before they gain admission to tertiary education. Therefore, Nigeria's educational system needs reform to eradicate its numerous challenges, such as a lack of qualified teachers, inadequate resources, and a lack of focus on entrepreneurship education. Refocusing the educational system towards entrepreneurship education can contribute to economic development, job creation, and fostering creativity, problem-solving, and decision-making skills (Nwaordu, 2024).

Kabonga and Zvokuomba (2021) observe a positive relationship between the choice of entrepreneurship as a career and entrepreneurship education in Zimbabwe. Zimbabwean entrepreneurs' contribution towards entrepreneurship depth was found to be insignificant. As a result, the Zimbabwean entrepreneurship education curriculum ought to be coordinated to feed into primary school to university (Jengeta & Phiri, 2021). The country implements various training programmes, including vocations, apprenticeship, and entrepreneurship, to augment the private sector training offered in entrepreneurship.

Mbazo (2019) believes that the increase in youth unemployment in Botswana could be attributable to the dearth of entrepreneurship teaching. For this reason, young people are found unequipped with the skills and knowledge to start a business, contributing to Botswana's high rate of youth unemployment. The understanding is that if entrepreneurship is not taught in primary schools, young people may find it challenging to own sustainable enterprises, perpetuating the culture of youth unemployment. Dinama, Kelebemang and Olesitse, 2024 assert that introducing the business studies syllabus in senior secondary schools was aimed at equipping learners with entrepreneurial skills for future economic survival.

The impact of business start-up procedures on the relationship between unemployment and entrepreneurship was discovered in Namibia to the extent that the more unemployment increases, the more the procedures of starting businesses are eased. This phenomenon shows an increase in the number of individuals who engage in entrepreneurial activities. However, the ultimate results lead to the complexity of executing the formal processes of business start-ups (Nautwima et al., 2023).

The official unemployment rate in SA stands at 32.1% in the third quarter of 2024 as the youth between 15 to 34 years remain vulnerable in the labour market (Stats SA, 2024). SA, for its part, has since acknowledged, as is the case with other countries in the African continent, that entrepreneurship holds the key to unlocking youth unemployment. However, some uncertainties remain about empowering youth with business skills (Du Toit & Kempen, 2018). The country is amongst those countries with the worst youth unemployment rates in the world, although the unemployment rate for graduates is lower compared to those with low education levels (Maskaeva & Msafiri, 2021). Demand for job creation and unequal distribution of economic power have highlighted a need for young entrepreneurial individuals to serve in South Africa's future economic development (Davids, Tengeh, & Duffett, 2021). The promotion of youth entrepreneurship is one of the possible tools for poverty alleviation and economic growth through job creation of young people (Ahmed & Ahmed, 2021).

2.4 Summary and gaps in the literature

There is a common belief that entrepreneurship education should start early during children's primary schooling and be integrated throughout the education system. In the context of SA, primary schooling refers to grade R to grade 7, and therefore, the appropriate grade at which entrepreneurship education should be initiated is still inexplicable. Furthermore, introducing entrepreneurship education in primary schools has received support from many researchers around the globe. However, the precise guidelines for teaching the subject remain scant. Training of educators is vital to ensure proper skill transfer to learners. Therefore, if educators are not well trained, providing entrepreneurial education to primary school learners will be futile. What is still unclear is the training format educators need to create an entrepreneurship culture in schools and inspire confidence in the learners to become entrepreneurs.

3. Research methodology

3.1 Population and sampling

The population of this study included all grade seven Economic and Management Sciences (EMS) learners aged 13 years and their educators. The population also included selected school principals, School Governing Bodies (SGBs) members, and Department of Basic Education (DBE) officials responsible for curriculum development. A sample was selected from these groups in the education sector of Tshwane (see Table 1).

Table 1. Selection of participants

Selected participants	Name of category
Grade 7 learners	Interviews about the learners' experiences of learning about entrepreneurship at school.
Grade 7 Educators	Interviews about the experiences of teaching entrepreneurship and the challenges they encountered.
The SGB Members	Interviews were conducted to obtain complementary data from the main participants and to determine whether they were satisfied with how entrepreneurship was taught in primary schools for additional clarification of data.
DBE Official	Interviews on curriculum development as well as the rationale for making entrepreneurship an optional subject in grade 7 and a component of EMS, i.e., the justification for the structuring of entrepreneurship education, how it contributed to creating an entrepreneurship culture and why it was an optional subject and 30% only EMS.
School Principals	Interviews on the training of educators and the structure of entrepreneurship as a component of EMS.

Source: Own

The selection of the prominent participants was purposeful and targeted at learners in grade 7 and their educators. In addition, the school principals, members of SGBs and DBE officials responsible for curriculum development were strategic participants interviewed to fill the gaps left by the learners and educators for a better understanding of the findings. The sampling was specific and purposeful in that five schools in different areas of the City of Tshwane Metropolitan Municipality (CTMM), such as farm, township/rural, suburban, and urban, were identified from the DBE website and chosen by the researcher for this study.

3.2 Data collection and analysis

Semi-structured interviews were used for the data collection, and interview questions were used as the data collection protocol. Face-to-face interviews were conducted with all selected participants except the DBE official and four SGB members, who were interviewed by telephone due to their unavailability. Purposive (non-probability) sampling was the selection of participants based on a specific purpose rather than random selection (Babbie, 2018). This method was used to determine and understand whether the schools' environment affects the creation of an entrepreneurship culture. Five participants were chosen from each selected primary school for this study. One school had an extra learner, bringing the number of participants to 26 plus one curriculum developer to make the number 27.

Data was recorded and then verified by participants and transcribed, coded, analysed and interpreted by the researcher to construct information and generate knowledge. Data collected for this study was then analysed using descriptive thematic data analysis as elucidated by Herzog, Handke and Hitter (2019), where data were identified and coded. In addition, Atlas ti 8 – a computer program, was also utilised for additional data analysis.

3.3 Ethical and quality considerations

The Gauteng Department of Education (GDE) granted permission for this study with underage learners and urged the researcher to get permission from the learners' parents; the researcher did obtain signed parental consent. The identities of the schools and all participants were withheld for confidentiality. Selected schools were named using alphabet letters, e.g., School A, B, C, D and E. Learners were numerically identified, e.g., Learner 1, 2,3, etc. Other participants were referred to using their titles, e.g., Principal or educator at school A, B, C, D or E. The principals assisted respective educators from each selected school with identifying eligible learners to participate in the study according to the researcher's specifications relevant to purposive sampling.

Efforts were made to ascertain that the collected data were trustworthy. Trustworthiness entailed credibility, conformability, dependability, transferability, and authenticity. Data were collected from various sources to present credible findings (grade 7 learners, EMS educators, school principals, SGB members, and the DBE official). This triangulation process ensures that data is plausible and a reader finds it believable. For conformity, the researcher remained neutral and objective when interpreting the data to ensure genuine findings. The responses were further referred to participants for corrections and recorded as agreed upon by both the participants and the researcher to ensure dependability. The non-probability sampling was subjective and targeted participants who could express their experiences and feelings about an entrepreneurship culture clearly and unambiguously to yield authentic and transferrable findings.

4. Findings

4.1 Descriptive analysis

All learners who participated in the study were between 11 and 13 years of age (with an average age of 13) and were interviewed in the presence of an educator because they were minors. Four members of the SGB and an official from the DBE were interviewed telephonically due to their busy work commitments; one SGB member was interviewed face-to-face.

Table 2. Demographic profile of participants

Learner participants				
Primary school	Location	Lecturers	Gender	Average age
A	Township/Rural	2	F	13
B	Farm	1	M	13
		1	F	
C	Suburban	1	F	13
		1	M	
		1	F	
D	Suburban	2	F	13
E	Urban (Private)	2	F	13
Total learners	11			
Adult participants				
Primary school	Position	Age	Gender	Qualifications
A	Educator	40≤	F	BA Ed.
	Headmaster	40≤	F	BA Ed.
	SGB Member	40≥	M	Not disclosed
B	Educator	30≥	F	BA Hons. Ed.
	Headmaster	40≤	M	BA Hons. Ed.
	SGB Member	40≤	F	Not disclosed
C	Educator	50≤	F	Dip. Ed.
	Headmaster	50≤	F	BA Hons. Ed.
	SGB Member	50≤	M	PhD in Commerce
D	Educator	30≥	F	BA Ed.
	Headmaster	50≤	F	BA Hons.
	SGB Member	40≤	F	Not Disclosed
E	Educator	50≤	F	BA Ed.
	Headmaster	50≤	M	BA Hons. Ed.
	SGB Member	50≤	F	BA Hons. Soc.
DBE	Official	30≥	M	BA Ed.
Total adults	16			
Total participants	27			

Source: Own

The total number of participants was 27, including 11 learners and 16 adults. Table 2 displays the participants' demographic profiles, excluding personal identities.

Table 3. Frequency of word appearances

Words	Length	Appearance	%	Total	%
Activities	10	8	0.12	8	0.23
Alternative	11	5	0.08	5	0.14
Businesses	10	22	0.33	22	0.64
Concepts	8	5	0.08	5	0.14
Consider	8	6	0.09	6	0.17
Constraints	11	4	0.06	4	0.12
Creating	8	6	0.09	6	0.17
Culture	7	30	0.45	30	0.87
Education	9	12	0.18	12	0.35
Educators	9	31	0.46	31	0.90
Encourage	9	8	0.12	8	0.23
Engineer	8	4	0.06	4	

Entrepreneurship	16	146	2.19	146	0.12
Interesting	11	4	0.06	4	4.24
Knowledge	9	4	0.06	4	0.12
Learners	8	81	1.21	81	2.35
Learning	8	11	0.16	11	0.32
Parents	7	10	0.15	10	0.29
Primary	9	4	0.06	4	0.12
Principals	11	9	0.14	9	0.26
Profit	6	6	0.09	6	0.17
Schools	7	20	0.30	20	0.58
Stand-alone	10	9	0.14	9	0.26
Suburban	8	58	0.87	58	1.68
Teachers	8	5	0.08	5	0.14
Teaching	8	30	0.45	30	0.87
Township/rural	14	29	0.43	29	0.84
Unemployment	12	5	0.08	5	0.14
Youth	5	4	0.06	4	0.12
Total	265	6675	100.00	6675	100.00

Source: Generated by ATLAS ti 8 (2019)

All the words in Table 3 were linked to the research objective and focus on the study: An investigation of the role of primary school education in creating entrepreneurship culture to effectively stimulate primary school learners to become entrepreneurs as an alternative intervention to youth unemployment. Transcribed data, correctly rewritten and orderly organised data (Busetto, Wick & Gumbinger, 2020) were initiated from disorganised codes about mixed-up words and phrases. Raw data collected from the field were broken down in open coding as free codes, words, and phrases identified as applicable to the study. Words such as entrepreneurship, educators, learners and culture, to name a few, were selected from raw data from the field as relevant to the study. Axial coding connected concepts, words, or phrases from open coding into categorised codes, classified into related clusters to make sense and given an identity as a theme.

4.2 Thematic analysis

4.2.1 Creating an entrepreneurial culture

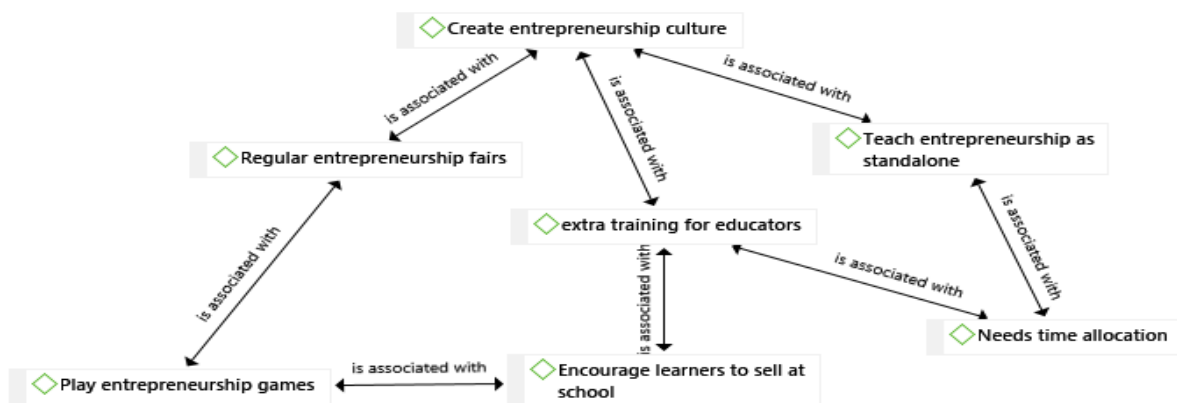


Figure 1. Schematic representation of networks

Source: Generated by ATLAS.ti (2019)

Figure 1 shows how creating an entrepreneurship culture could be achieved by forming networks to link the concepts initiated through data coding. Figure 1 further shows that the creation of entrepreneurship culture is associated with various activities such as regular entrepreneurship fairs, extra training for educators, teaching entrepreneurship as a stand-alone subject, playing entrepreneurship games and encouraging learners to sell at schools. All these activities answer the research questions by reflecting on the study's findings and in line with the conceptual framework. More time is also indicated for the teaching and learning of entrepreneurship. The

data reveals that participants experienced obstacles to creating an entrepreneurship culture at the primary schools.

4.2.2 Perspectives from Learners

Figure 2 summarises the learners' perspective on the interview questions, followed by a detailed description and analysis of the data collected from the learners.

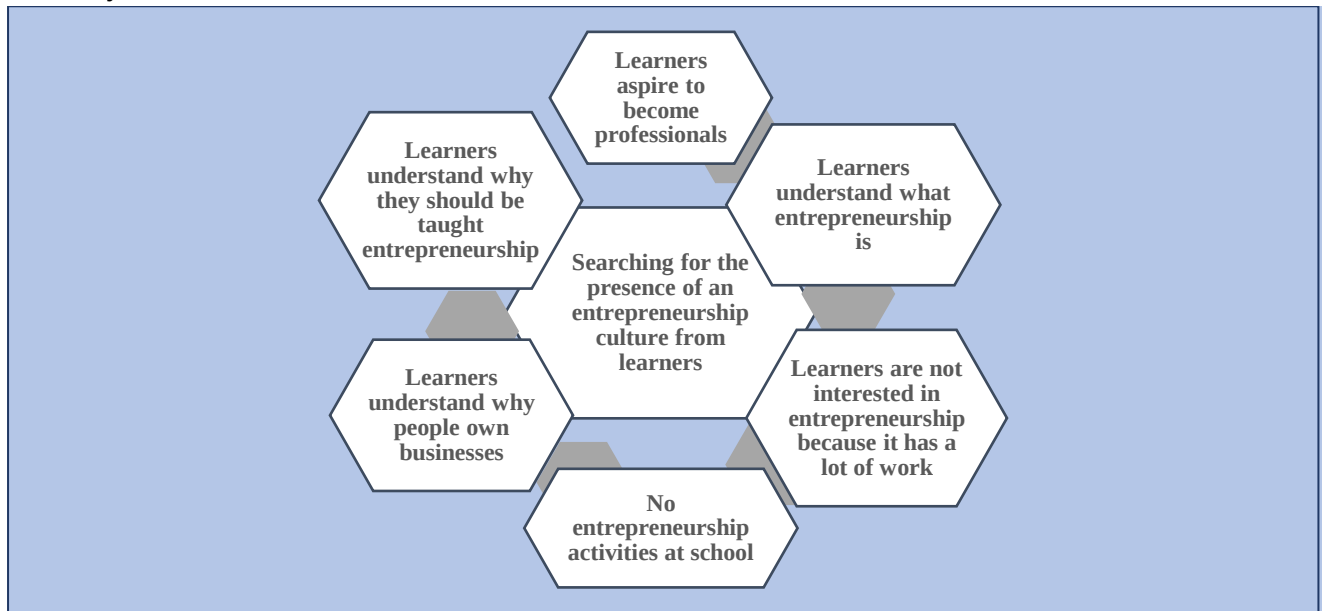


Figure 2. Learner's Perception of Entrepreneurship Culture

Source: Own

Learners' responses to interview questions were less engaging, but a lack of interest in entrepreneurship teaching and learning was evident. Answers were followed by probing, which yielded fewer results. Learners understood the concept of entrepreneurship and why people own businesses but displayed no pleasure in discussing the topic further. It became apparent that learners never knew that becoming an entrepreneur was a possible career option.

When asked about the possibility of owning businesses in the future, the learners' reactions indicated their lack of interest in entrepreneurship. Irrespective of understanding entrepreneurship, learners displayed unhappiness about the subject and complained that entrepreneurship has burdensome work. Learners' experiences with the teaching and learning of entrepreneurship were generally negative. The assumption is that the subject will not be valued if educators' entrepreneurship teaching does not appeal to learners. The entrepreneurship fair is not viewed as a practical event, as learners regard it as an occasion to raise money for the school.

Finally, learners acknowledged that there were few or no entrepreneurship activities at their respective schools, except the fair where learners sold sweets and cakes. The fair did not expose learners to entrepreneurship possibilities or capture their interest. The findings answer the research question of whether learners were interested in learning entrepreneurship, to which the answer was a 'no'.

4.2.3 Perspectives from Educators

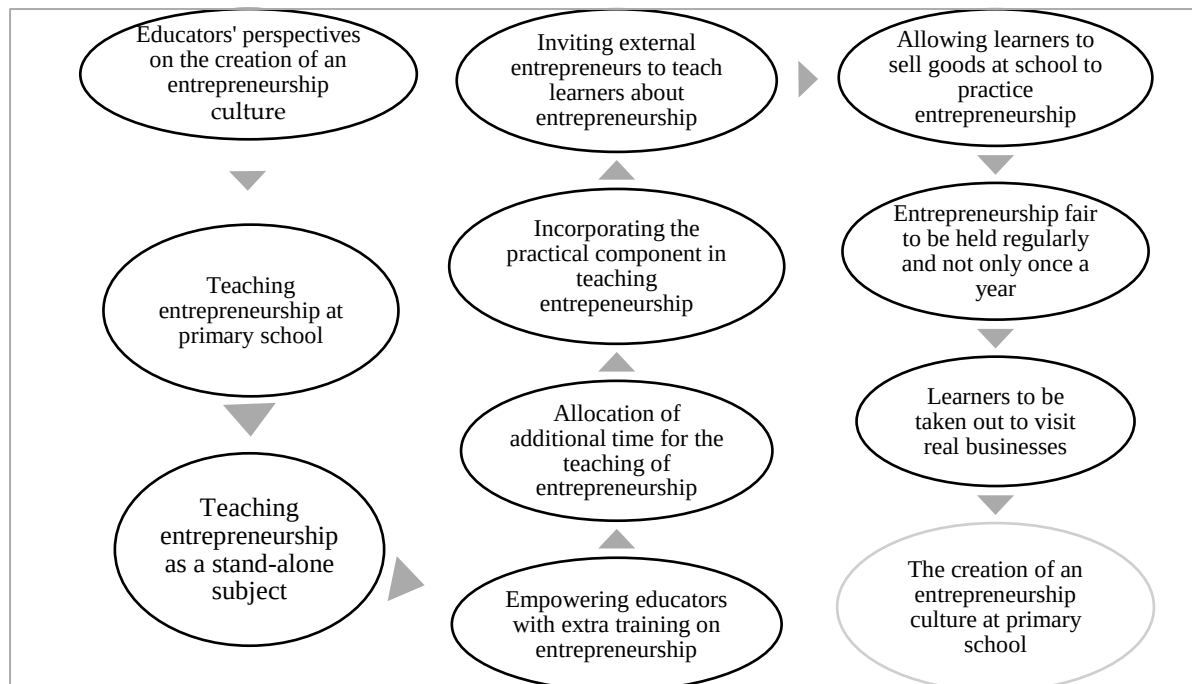


Figure 3. Responses from Educators and the Link to Learners' Responses

Source: Own

Seikkula-Leino and Deveci (2018) suggest that practical teaching should accompany entrepreneurship. This suggestion was validated by educators who affirmed that practical activities barely existed for learners and that this lack posed an obstacle to creating an entrepreneurship culture at the primary schools in the study. The practical teaching of entrepreneurship has been a point of contention since the restructuring of the primary school curriculum in 2005. Accordingly, the practical part of entrepreneurship has never been correctly integrated into the teaching of the subject, even though it has been touted as essential, even though clarity is not provided (Du Toit & Gaotlhobogwe, 2018).

The discussions with educators were intense and nearly degenerated into venting sessions at times, prompting the researcher to pull the discussion back to the research questions. Regardless, the data from the educators was invaluable in presenting challenges and obstacles to creating an entrepreneurship culture. Participants, in this case, educators, provide solutions to the problem presented by the study, and the responses assist in answering the research question on the role of primary school education in creating entrepreneurship culture and generating knowledge on this aspect.

Educators believe that teaching entrepreneurship should be linked to real businesses in the community for learner mentoring, motivating, and guiding. This should create an entrepreneurship culture to display entrepreneurship possibilities to learners. The ideas presented by educators are focused on benefitting learners in learning entrepreneurship better and igniting interest in the subject. Effective entrepreneurship teaching can only be attained if educators are empowered to be experts in teaching the subject and promote it to stimulate the creation of an entrepreneurship culture. Ultimately, creating an entrepreneurship culture and inspiring learners to be entrepreneurs would reduce youth unemployment.

4.2.4 Perspectives from school principals

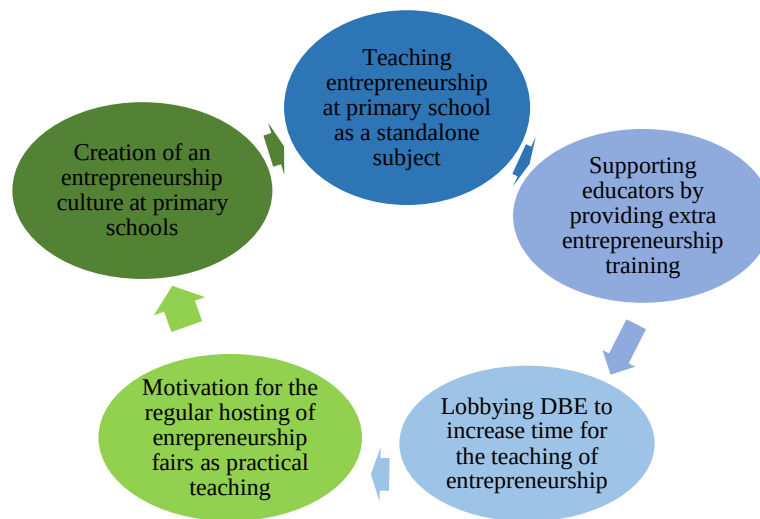


Figure 4. Key Concepts in Creating an Entrepreneurship Culture

Source: Own

Figure 4 presents principals' perspectives on creating an entrepreneurship culture in primary schools, echoes the educators' sentiments, and summarises key aspects that could be considered in making an entrepreneurship culture. The school principals support educators and emphasise that learners are attracted to an exciting and well-presented learning programme. There is also an acknowledgement that entrepreneurship should be well-presented to learners. Currently, the presentation of entrepreneurship content is not intriguing to learners, and educators are not adequately trained to teach entrepreneurship, thus causing them to lack confidence in presenting entrepreneurship content. The principals reiterate the emphasis on establishing if educators are suitably qualified to teach entrepreneurship at primary school, alluding to the fact that inadequate training of educators is why learners are not interested in entrepreneurship, hence playing no role in creating entrepreneurship culture.

The principals also addressed the objective of investigating if learners are interested in learning about entrepreneurship by providing why learners are not interested in entrepreneurship - due to educators' inadequate training and not being assertive in presenting entrepreneurship content. The findings from principals present a picture of the role that primary schools could play in creating an entrepreneurship culture. The principals ponder engaging the DBE to consider teaching entrepreneurship effectively as a stand-alone subject. The principals display support for educators and appear to be hamstrung by DBE's inflexible CAPS. They shared educators' frustration with the ineffective teaching of entrepreneurship. The principals concede that primary schools do not create an entrepreneurship culture, thus not reducing youth unemployment.

However, the researcher observed the principals' determination to engage DBE to address the teaching of entrepreneurship. The intention was to present to DBE that entrepreneurship should be structured as a stand-alone subject, allocated extra time, and given the necessary attention.

4.2.5 Perspectives from members of school governing bodies (SGBs)

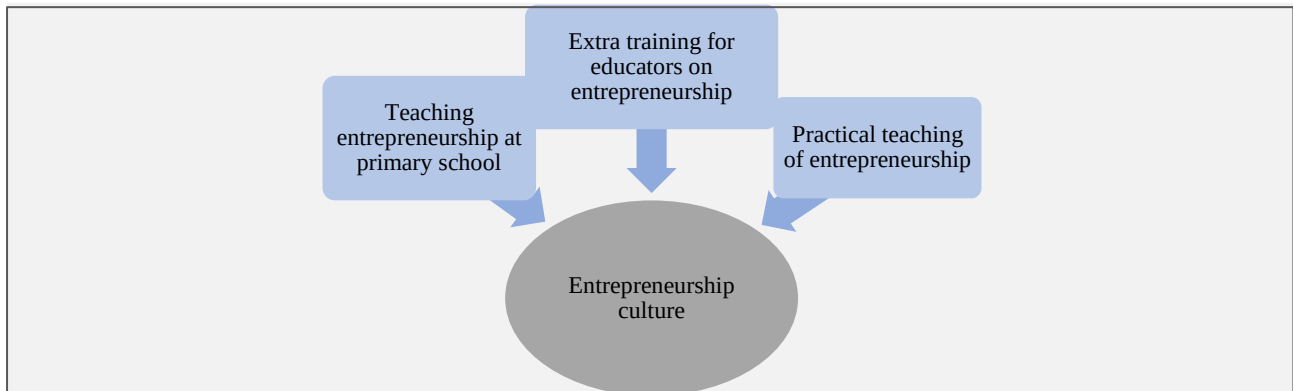


Figure 5. SGB members' view regarding the creation of entrepreneurship culture

Source: Own

As contributors of extra information to the study, the information shared by the SGB members is in contrast to that of the principals and educators. SGB members believe that the time allocated for teaching entrepreneurship was adequate and that the subject should remain part of EMS. From the information shared by SGB members, the researcher identified possible obstacles to creating an entrepreneurship culture. The three points in Figure 5 align with the responses from the other participants when considering building an entrepreneurship culture. The consensus was that entrepreneurship should be taught at primary school, and educators require appropriate training. In addition, the practical teaching of the subject was regarded as vital for learners.

The differing responses from SGB members serve as a reminder that data synthesis requires a more profound exploration to attain new information. Another research study must prove that SGB members had valid reasons to voice these contrasting views of entrepreneurship remaining part of EMS and diverse opinions on the frequency of hosting entrepreneurship fairs. If not adequately addressed, these views will hinder the creation of an entrepreneurship culture in primary schools.

4.2.6 Perspectives from the Department of Basic Education (DBE) official

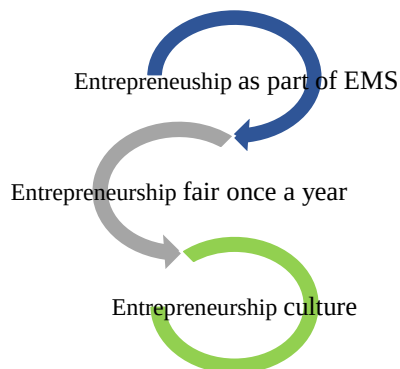


Figure 6. DBE official's response

Source: Own

Further clarification of the data was obtained from an official in the curriculum development section of the DBE. The participant focused on two issues that differed from educators and principals but agreed with SGB members that entrepreneurship should remain a component of EMS and that the entrepreneurship fair should be held once a year. Figure 6 presents the view of the official from the DBE on maintaining entrepreneurship's incorporation in EMS; indicating that it had been thoroughly researched and found to be appropriate. The official

defended hosting an entrepreneurship fair once a year, saying that learners could learn to trade from entrepreneurship fairs held for one day a year. The statement addressed objective d) to evaluate entrepreneurship activities in primary schools. It became evident that the entrepreneurship fair was supposedly the practical part of teaching the subject. This acknowledged that entrepreneurship as a subject required practical teaching and learning. When asked why entrepreneurship was an optional subject, the official said many factors were considered when the decision was taken but declined to elaborate, posing an obstacle to creating an entrepreneurship culture.

5. Discussion

The participants' experiences are unpacked and examined to uncover the truth about the research question, a process called interpretation (Babbie, 2018). Willig (2017) expounded that human behaviour is attached to meaning and that meaning must be uncovered through interpretation. The discussion in this study centres around views obtained about learners, educators, principals and SGB members. Finally, the opinions of DBE officials are discussed to identify possible links between the data from the other participants.

5.1. Learners

There is no difference between learners at no-fee schools in township/rural and farm areas and those in urban and suburban areas regarding how they responded to interview questions. However, learners could not link entrepreneurship taught in class with the entrepreneurship fair, for example, 'What do you learn during the entrepreneurship fair?' To which all learners' responses were 'To sell sweets and cake for the school.' This discrepancy poses an obstacle to creating an entrepreneurship culture since the fair is hosted for only a day in a year; therefore, it will not be feasible for learners to grasp the concept of entrepreneurship in its totality-transferring theory to practice. Furthermore, learners cannot connect what they learn about entrepreneurship in class with businesses outside the school, which is further evidence that there is a disconnection between theory and practice. There is no in-depth learning about entrepreneurship as a practical subject. Therefore, excluding the practical part in teaching entrepreneurship at primary schools would not assist in creating an entrepreneurship culture that attracts learners into the field of entrepreneurship, and ultimately, less contribution to the reduction of youth unemployment. Additionally, for teaching entrepreneurship to be effective, the curriculum must provide a clear direction of how the subject should be taught in schools. Currently, DBE policy on the teaching of entrepreneurship is ambiguous and unattractive to learners and needs restructuring.

Generally, learners lacked eagerness in the discussion of entrepreneurship, and their aspirations most lean towards obtaining a qualification and looking for employment in line with DBE objectives of preparing learners for the world of work and providing employers with skilled employees. Although encouraging learners to consider entrepreneurship as a career option did not imply that all learners would become entrepreneurs, providing a different career consideration would assist them in making informed choices with the belief that creating an entrepreneurship culture in schools will inspire learners to consider entrepreneurship as a career. However, it is difficult to discern if the lack of interest in entrepreneurship was due to excessive work or the limited time allocated to the subject. It is further evident that there is a general dislike for the subject due to unskilled educators' evaluating the subject of entrepreneurship or a lack of intentional, practical teaching. Therefore, the lack of interest in entrepreneurship signals the schools' absence of an entrepreneurship culture.

5.2. Economic and management science (EMS) educators

All EMS educators concede there is an inadequate entrepreneurship culture in schools. As a result, educators touted the suggestion of inviting external entrepreneurs to the schools to share business knowledge and provide learners with much-needed practical learning. This idea would create an entrepreneurship culture at schools and encourage learners to consider entrepreneurship as a career of choice. DBE needs curriculum restructuring to elevate the status of entrepreneurship education as the backbone of the country's economy. The devaluing of the subject of entrepreneurship does not motivate learners to consider being entrepreneurs and contributes to the reduction of youth unemployment. This is an obstacle to creating an entrepreneurship culture. In this regard, school education does not create an entrepreneurship culture, and educators are willing to change the situation.

5.3. School Principals

Principals are bound to follow the DBE guidelines and are not at liberty to introduce alternative methods of teaching entrepreneurship. This lack of flexibility hinders the creation of an entrepreneurship culture at the school. The general perception from principals is that better ways of disseminating entrepreneurship education in schools are possible if only the DBE would grant permission for educators to apply creative methods of imparting entrepreneurship information. However, principals are discouraged because they must follow the strictly structured school curriculum with little room to manoeuvre. Another concern is that learners are not inspired to become entrepreneurs; parents pressure them to study for professions such as doctors, engineers, accountants, and pilots, which would remunerate them well.

5.4. SGB members

The SGB members contradict what the educators and principals said, mostly agreeing only on teaching entrepreneurship in primary schools and the training of educators. SGB members lack classroom teaching experience, which contradicts principals' and educators' experience in teaching.

5.5 DBE official

The DBE official endorsed some views shared by SGB members, such as entrepreneurship remaining part of EMS, the entrepreneurship fair being held once a year and adequate time for teaching entrepreneurship. The official acknowledges the department's knowledge of the need for entrepreneurship in practical teaching and learning. This awareness informed the decision by the GDE to start building entrepreneurship schools, with the first already completed in Soweto. However, it seems removed from schools' challenges in teaching entrepreneurship.

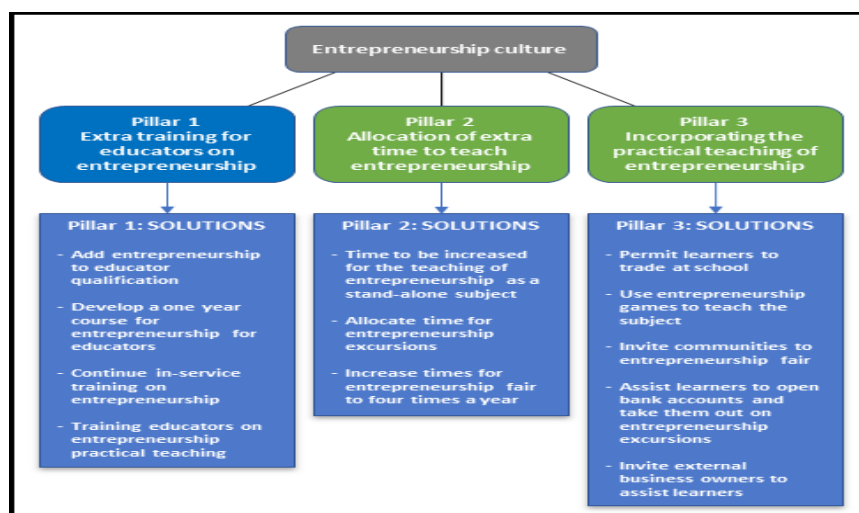


Figure 7. Main contribution of the study: three cardinal pillars

Source: Own

Figure 7 portrays the main contribution of this study, which is the three cardinal pillars for enhancing entrepreneurship culture in schools. These pillars address the main obstacles raised throughout the study: inadequate training of educators, lack of practical teaching and learning, and less time allocation for entrepreneurship education. Poorly trained educators would not be able to convey entrepreneurship information to learners, learners would not be able to internalise the concepts of entrepreneurship without practical learning and more time allocation is required for entrepreneurship to be taught as a component of EMS and/or as a stand-alone subject, preferably as a stand-alone subject. The suggested solutions aim to aid all stakeholders in the basic education sector in determining appropriate measures to be taken to enhance entrepreneurship culture in schools and amongst learners at their early ages of education.

Conclusions

This study sought to investigate the role of primary school education in creating an entrepreneurship culture to inspire primary school learners to become entrepreneurs as an alternative intervention to youth unemployment. In doing so, the questions asked were threefold:

1. Are educators well-trained to teach entrepreneurship at primary schools and able to inspire learners to become entrepreneurs?
2. Is there adequate time allocation for educators to teach and create an entrepreneurship culture in primary schools?
3. Are the learners interested and inspired in learning about entrepreneurship, creating a culture of entrepreneurship and becoming entrepreneurs?

The findings indicate that the training of educators, practical teaching and learning, and more time allocation for teaching entrepreneurship are the focal points needed to create an entrepreneurship culture at the primary schools in SA. In other words, learners will benefit from trained educators, while more time allocation is required for entrepreneurship to be taught as a component of EMS or as a stand-alone subject. The findings present the foundation for a more comprehensive study to be conducted with the findings to assist other primary schools in SA. The literature review and the interviews conducted in this study point to the lack of three cardinal pillars (as the main obstacles) while creating an entrepreneurship culture.

The ineffectiveness of entrepreneurship education in primary schools can be attributed to the devaluation of the subject cloistered in EMS and allocated very little time and the insecurity of educators about entrepreneurship content. In addition, the inauspicious nature of entrepreneurship means that learners are not interested in the subject, an entrepreneurship culture cannot be established, and therefore, youth unemployment cannot be alleviated. The three cardinal pillars and solutions present the ideal process for creating an entrepreneurship culture of teaching entrepreneurship at primary schools, training educators in entrepreneurship, ensuring that entrepreneurship becomes a stand-alone subject that is allocated more time, incorporating practical components to the teaching of the subject, provide resources for teaching entrepreneurship and ultimately create entrepreneurship culture and expose learners to entrepreneurship opportunities.

Recommendations

This study reveals a notable disconnection in entrepreneurship teaching between theory and practice that should be given attention when restructuring the curriculum. The current teaching methods of textbooks, chalk and board appeared ineffective and disregarded by learners. Consequently, learners are still expected to look for employment after leaving school, thus perpetuating youth unemployment. Teaching entrepreneurship in primary schools should allow learners to start enterprises whilst still in school (White, 2017). For primary schools to contribute to reducing youth unemployment, the DBE should initiate the process by training educators on entrepreneurship before considering entrepreneurship as a stand-alone subject to create a culture that would motivate learners to aspire to become entrepreneurs. Creating an entrepreneurship culture in primary schools to make entrepreneurship an alternative career to job-seeking that appeals to learners can only be realised when teachers are confident in teaching the subject. Therefore, the inculcation of cognisance for entrepreneurship education should be preceded and propelled by a desire to create an entrepreneurship culture in primary schools.

Table 4. Recommended activities

Creating entrepreneurship culture	Recommended activities
Role to be played by primary schools to create an entrepreneurship culture	• Extra teacher training on entrepreneurship • Increased teaching and learning time for entrepreneurship. • Invitation to business owners to visit primary schools to teach learners the practical elements of entrepreneurship. • Permitting learners to sell goods at school under supervision. • Playing entrepreneurship games with learners in class during lessons • Regular entrepreneurship fairs for practical learning (at least quarterly – four times a year) • Teach entrepreneurship as a stand-alone subject

Source: Own

Limitations of the study and further research

Qualitative research requires a small sample (27 participants in this study) and covers only the selected schools in the City of Tshwane Metropolitan Municipality in Gauteng Province. Although non-probability sampling was necessary, the sampling method was subjective in selecting suitable participants for the study as the researcher decided the type of participants that would benefit the study. Of all primary school learners, only grade 7 participated in the study as they were the only grades taught entrepreneurship. The educators, principals and SGB members were additional participants. Phenomenological qualitative research is subjective and prone to biases because it focuses on participants' personal experiences. In this study, the researcher tried to avoid biases by allowing participants to respond without interference and reflect on their responses.

This study was conducted in the City of Tshwane Metropolitan Municipality in Gauteng Province and included only five out of 1368 primary schools and 27 participants; hence, it was a small study. However, the information yielded by the research and the knowledge created should serve as a reference for an extensive analysis that would produce findings generalised to all primary schools in the country. Phenomenological qualitative research allows participants to express themselves and narrate their experiences. The DBE can interrogate these experiences and plan a more extensive study. The findings from the five primary schools indicate that teaching entrepreneurship has little impact on learners and prevents primary school education from playing a role in creating an entrepreneurship culture. The DBE could conduct a more comprehensive study to cover a wider area so that the findings could be generalised to all schools nationwide to inform the restructuring of the primary school curriculum. The recommendations serve as the starting point for further research.

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Ntise Hendrick MANCHIDI is an Associate Professor at University of South Africa. Research interests: Entrepreneurship, Innovation and Supply Chain Management

ORCID ID: <https://orcid.org/0000-0001-7061-7418>

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