

# The Management of Effective Entrepreneurship in Primary Schools

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## ABSTRACT

The research study focused on the management of effective entrepreneurship within the primary schools of Reigate District of Bulawayo Metropolitan Province in Zimbabwe. The objectives of the study were to examine the methods of entrepreneurship, identify obstacles encountered by schools in executing entrepreneurship programs, and propose potential recommendations to enhance the effectiveness of entrepreneurship in the district. Underpinned by Innovation Theory of Entrepreneurship, previous literature was referenced on relevant studies, and the research employed a mixed methods approach. The population of the study comprised head teachers from the schools involved and selected educators. Instruments used for data collection included interviews and questionnaires. Findings demonstrate the positive effects of effective entrepreneurship management. Nevertheless, elements obstructing effective implementation include insufficient resources, lack of skills, and time constraints. This results in elevated dropout rates, a low pass rate, inadequate infrastructure, and subpar service delivery. The study indicated that the educational environment and curriculum, the roles of teachers and mentors, experiential learning and practical implementation, fostering creativity and innovation, and community and industry involvement play a role in entrepreneurship practices. The study also indicated that effective entrepreneurship results in quality service delivery, which in turn leads to a high pass rate, a motivated workforce, infrastructure development, and scholarships for learners. Conclusions drawn were that schools engage in entrepreneurship on a limited scale, resources are insufficient, members lack entrepreneurial expertise, there are negative attitudes, and there is restricted time allocation. The study suggested that primary schools should invest more in projects, seek out donors, provide training for teachers in entrepreneurship skills, allocate time for entrepreneurial activities, and offer incentives to participants.

**Key words:** Entrepreneurship; Management; Effective

## INTRODUCTION

According to the UNESCO Institute for Statistics, the percentage of total government expenditure that Zimbabwe's government allocates to education has been decreasing over the last ten years. In 2010, government spending on education accounted for 17. 5% of total government expenditure, but by 2018, it had fallen to 13. 5% (UNESCO, 2021). This reduction in government funding for education has significantly affected the service delivery in Zimbabwean schools. Because of insufficient funding, schools in Zimbabwe have been facing challenges in providing essential services like textbooks, stationery, and adequate classroom facilities. Many schools have struggled to pay their teachers, leading to withdrawal of labour and interruptions in the academic calendar. Additionally, the quality of education has been declining, with numerous schools unable to deliver good education to their students.

A report from the Zimbabwe Human Rights Commission indicated that the decrease in government spending on education has led to a rise in the number of children leaving school (Zimbabwe Human Rights Commission, 2019). The report highlights that many children cannot afford school fees, and as a result, they leave school and fail to finish their education. Limited governmental financial support for education may result in a shortage of professional development opportunities for teachers (Makoni, 2018). This situation can hinder teachers from staying current with new teaching techniques and technologies, which can adversely affect the quality of education. It has also led to insufficient resources for teachers, such as textbooks, teaching aids, and classroom

supplies. This scarcity can hinder teachers' ability to provide a high-quality education to their students. Consequently, there is low morale among teachers, as they often feel undervalued and unappreciated. This circumstance can negatively influence their motivation and enthusiasm for teaching, which can subsequently affect the quality of education (Chitiyo, 2019).

Solutions to these issues of decreased fiscal spending on education can be discovered in the commencement and proper management of entrepreneurial initiatives by the schools themselves. Entrepreneurship programs can assist schools in earning their own revenue, which can be utilized to cover school operations, acquire equipment and supplies, and enhance the overall quality of education (Fayolle and Gailly, 2015). It is also posited that this can aid in diminishing schools' reliance on government funding and enable them to become more self-sustaining and less susceptible to shifts in government policies or funding priorities, particularly concerning teacher remuneration. Schools that earn their own revenue can engage more closely with their local communities, which may help strengthen relationships and cultivate a sense of ownership and pride in the school. Moreover, schools that generate their own income can lessen their reliance on school fees, making education more accessible to students from low-income families. Nonetheless, such innovation may face challenges in the context of developing countries, where schools frequently lack the necessary resources to achieve self-sufficiency through entrepreneurial endeavors. The limited entrepreneurial skills needed to create and execute successful income-generating programs, as well as the required infrastructure, may also be absent in these schools for them to launch these initiatives. Schools in developing nations might not receive sufficient government support to establish and implement income-generating programs.

In most cases, schools have been observed to transcend traditional approaches and initiate effective entrepreneurial programs. For instance, the self-sustainable school model in Thailand involves schools generating their own income via various activities like selling products, providing services, and renting out facilities. The generated revenue is utilized to fund school operations and enhance educational quality (Srisa-ard and Srisa-ard, 2019). Unfortunately, there is limited research available in the local context regarding the effective management of entrepreneurship programs in primary schools. Therefore, this study aims to investigate the effective management of entrepreneurship initiatives in primary schools within the Reigate District of Bulawayo Metropolitan Province in Zimbabwe.

### **1. Research Objectives**

- To examine the existing methods of entrepreneurship in primary schools within the Reigate District.
- To establish the difficulties schools in Reigate District encounter when executing entrepreneurship programs?
- To highlight the suggestions that can be provided to enhance the success of entrepreneurship in primary schools in Reigate District.

### **2. Research Questions**

- What are the existing methods of entrepreneurship in primary schools within the Reigate District?
- What difficulties do schools in the Reigate District encounter when executing entrepreneurship programs?
- What suggestions can be provided to enhance the success of entrepreneurship in primary schools in the Reigate District?

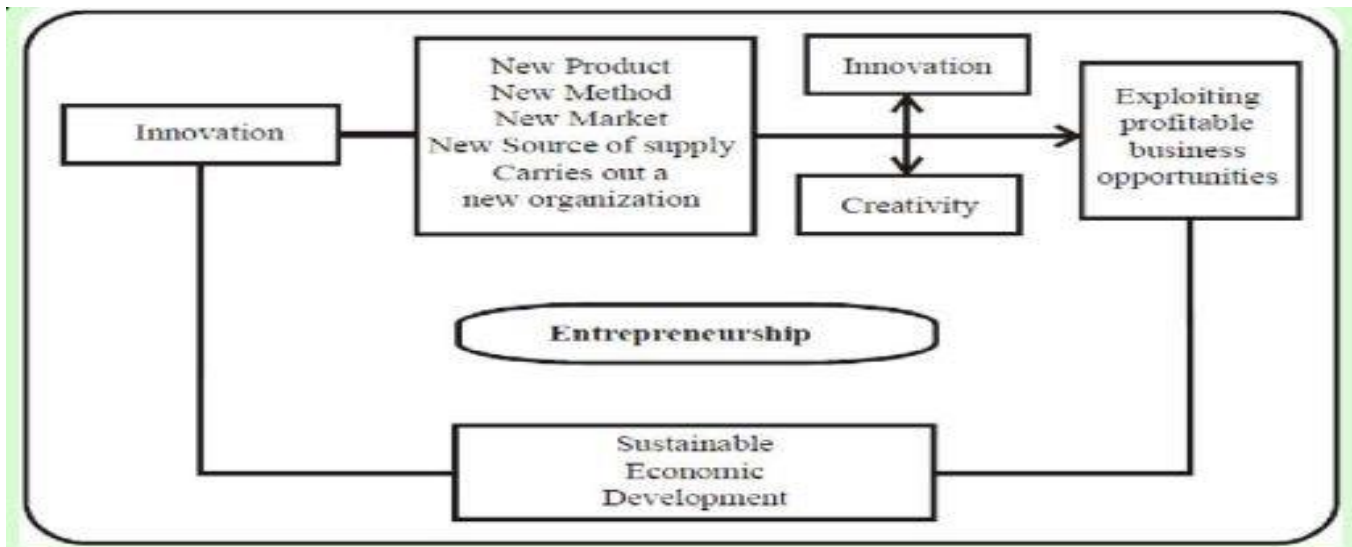
## **LITERATURE REVIEW**

### **Theoretical Framework**

#### **Innovation Theory of Entrepreneurship**

To successfully oversee entrepreneurship in primary schools, a theoretical framework needs to highlight a comprehensive approach, concentrating on cultivating entrepreneurial mindsets, skills, and attitudes, instead of merely on business establishment, and should incorporate diverse educational theories. Entrepreneurship theories provide various viewpoints on what motivates and influences entrepreneurial actions, generally covering economic, psychological, sociological, innovation, and cultural frameworks. This study was underpinned by innovation theory of entrepreneurship. The entrepreneurship innovation theory, made well-

known by Joseph Schumpeter, suggests that entrepreneurs propel economic expansion by bringing forth new innovations, disrupting current systems, and forming new resource and industry combinations. Schumpeter perceived the entrepreneur as a driving force for economic growth, not merely a risk-taker, but also as an individual who brings forth new products, processes, markets, and organizational frameworks. The diagram below represents Schumpeter's innovation theory of entrepreneurship.



**Source: Joseph Alois Schumpeter (1942) *Capitalism, Socialism, and Democracy*, in Daniel Liberto (2022).**

According to Schumpeter, entrepreneurship entails innovation and can take the form of any product, process, method, new market, etc. It introduces new technological advancements into society. He also made a distinction between the innovator and the inventor. An inventor is someone who creates new methods, technologies, processes, etc., whereas an innovator is one who utilizes these new inventions to provide new products in the marketplace.

Schumpeter is recognized as the first significant theorist to focus on the individual as the central figure in the process of economic development. He articulates a clear understanding of the economic role of the entrepreneur. In his view, the entrepreneur serves as the primary driver of economic development through the function of innovating or creating new combinations. For Schumpeter, entrepreneurs are individuals propelled by a desire for power; their remarkable traits include an inherent ability to make correct choices, energy, determination, and the mindset to overcome established patterns of thought, along with the resilience to face social resistance. The elements that foster the growth of entrepreneurship are fundamentally a conducive environment that captures the essential facts.

## Experiential Learning Theory

To complement the Innovation Theory of Entrepreneurship to understand the management of effective entrepreneurship in primary schools, the Experiential Learning Theory was also used. Experiential learning theory, made well-known by David Kolb, suggests that learning is most beneficial when it is based on real-world experiences and involves a continuous cycle of doing, reflecting, thinking, and applying. Experiential Learning is designed as a comprehensive adaptive process in learning that integrates experience, perception, cognition, and behavior to enhance self-efficacy (Manolis et al., 2013). Experiential Learning consists of four components: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The knowledge construction process entails resolving the creative tensions among these four components, beginning with concrete experience or experiencing the contrasting, abstract conceptualization (McCarthy, 2010). Individual strengths in the components of concrete experience and reflective observation are rooted in their imaginative, creative, and social skills (divergent learning styles) (Kolb and Kolb, 2005). Conversely, the individual strength in the components of concrete experience and reflective observation is found in the capacity to organize logical and valid information (assimilation learning style) (Kolb and Kolb,

2005). Individual strength in the components of concrete experience and active experimentation is associated with the capability to execute plans that involve new experiences, allowing them to learn and collaborate in teams (Kolb and Kolb, 2005).

Concrete experiences are meant to completely engage in the foundation for reflective observation (reflecting), subsequently evolving into abstract conceptualizations that enable students to derive conclusions (Morris, 2020). These conclusions are then incorporated into active experiments (decision making, predictions, and trials) (Kolb and Kolb, 2012). These four components have the potential to transform and internalize students' learning experiences to attain diverse learning outcomes (Chan, 2012). Experiential Learning in entrepreneurship, understandably, necessitates these four components. This is because entrepreneurship fosters enhanced creativity, innovation in developing new products/businesses, and the identification of opportunities (Corbett, 2005). Throughout Experiential Learning, learners can build their new knowledge and insights through concrete experiences to formulate ideas in their own minds (Barab et al., 2002). Concrete experience plays a crucial role in entrepreneurial learning that promotes a mindset, business focus, which propels successful entrepreneurship, and that translates abstract conceptualization to evaluate their ideas in real-world contexts (Lindberg et al., 2017). Therefore, the active experimental phase entails testing the relevance of the abstract conceptualization developed against new concrete experiences (Morris and König, 2020).

### **Impact of entrepreneurship on academic performance and running the school**

Studies have indicated that schools that participate in entrepreneurial activities can generate extra income that can be utilized to enhance the quality of education. For instance, research conducted in India revealed that schools participating in entrepreneurial initiatives were able to produce additional revenue that was used to upgrade infrastructure, acquire equipment, and offer scholarships to students (Kaur and Singh, 2019). Entrepreneurial thinking positively influences learner performance, as it helps them understand the link between their academic achievements and their future as entrepreneurs. Supporting this notion, Field, (2018) advocates for the integration of theory with real-world projects. Politis (2005) motivates learners to take charge of their entrepreneurial projects and to be the initiators of their own ventures. Entrepreneurs serve as the catalyst for economic growth and innovation, and by teaching entrepreneurship in schools, we can contribute to cultivating a more entrepreneurial and transformative society, enabling students to develop the essential skills required to establish their businesses (Sastri, 2022). Therefore, society as a whole gain from entrepreneurial education in schools. Additionally, entrepreneurship education can assist students in becoming responsible and ethical citizens while highlighting the significance of ethical decision-making and social.

According to Sastri, (2022) entrepreneurship education enables students to cultivate a variety of skills and competencies that are advantageous in both their personal and professional lives. Additionally, she states that it instructs them on how to think creatively and critically, how to recognize and address problems, and how to make calculated risks; it also assists students in developing a mindset that embodies the belief they can enhance and succeed through hard work, effort, and learning. Involving learners in entrepreneurship activities aids in nurturing innovation, creativity, problem-solving skills, and efficiency. These skills are crucial for the learner's performance in school and for life beyond school. It has been observed that some learners may experience a lack of confidence and self-efficacy. Numerous studies have indicated that entrepreneurship education can result in heightened entrepreneurial intentions and self-efficacy among students (Linan and Chen, 2009). These psychological elements can favorably affect academic performance and overall engagement. Emphasizing entrepreneurship in educational institutions proves advantageous for learners as it leads to heightened engagement and motivation. Through involvement in entrepreneurial activities, teamwork and communication skills are improved. These skills, in turn, have the potential to positively influence academic achievements through innovative and thoughtful approaches to learning.

### **Strategies on Promoting Entrepreneurship**

Suggested by Chitiyo (2019) was that schools ought to emphasize the significance of experiential learning. Europa (2006) indicates that one of the most effective methods to foster an entrepreneurial mindset and skills is through experiential learning; for instance, students can establish and operate mini businesses. This can aid in diminishing dependency syndrome and enable them to work and support themselves. Additionally, efforts



should be taken to extend the time for integrating experiential learning and to guarantee the attendance of all learners so that they can be fully prepared and not left behind.

Mentorship and role models can influence learners either negatively or positively. Important role models and mentors, such as teachers and the community, can also assist in empowering the entrepreneurial spirit among learners. Learning from professionals impacts the entrepreneurial lessons of individuals, allowing them to learn at different stages of the entrepreneurial process, fulfilling diverse roles such as facilitators in identifying opportunities and generating business ideas during the innovation stage, and legitimizing during the implementation phase, as understanding successful entrepreneurs simplifies the process of becoming one themselves (Oyelana, A. A., & Adeyemo, S. A. (2019). Within the school environment, facilitators should foster an entrepreneurial atmosphere so that learners can comprehend lessons presented and also replicate them. Teachers, community members, and local authorities serve as aspirations for learners, highlighting the significance of supportive relationships in entrepreneurship development.

Moreover, the government should give more attention to the curriculum. School curricula should also be updated to clearly incorporate entrepreneurship as a key educational objective (Europa, 2006). Learning activities should promote innovative and creative thinking, with content taught in school aligning with entrepreneurial thinking. Basic education institutions in nations like Belgium, Denmark, Sweden, and the Netherlands have integrated entrepreneurship into their curricula as one of the strategic goals of their education systems (European Commission, 2011b). Scientific and technical studies should weave entrepreneurship into their training to prepare students for initiating and managing businesses.

Schools should receive practical support and incentives to embed entrepreneurship into their curricula, through a variety of different means such as distribution of materials, funding for pilot projects, sharing of best practices, fostering partnerships with businesses, and supporting dedicated organizations conducting entrepreneurship programs in schools (Europa, 2006). Additionally, schools should employ sufficient and qualified teachers. Well-trained educators will be capable of imparting appropriate skills to learners. Cross-disciplinary learning and collaboration facilitate learners' acquisition of entrepreneurship education, promoting a comprehensive approach to learning and problem-solving among learners. Parents of students in the school should be encouraged to initiate income-generating projects such as farming and tuck shops, which will provide food for those in need, while other products are sold to support the needs of learners in the school. These vegetable gardens will contribute to the feeding programs implemented in schools. This will minimize absenteeism as students will be motivated to attend school, looking forward to the food provided there.

Social workers need to be utilized to address issues faced by learners from low-income backgrounds. The school social worker can subsequently refer these students to the social welfare department to access government social grants like food assistance and financial aid. This will improve the family's economic situation, leading to fewer dropouts and ensuring that learners can attend school regularly since all their needs are satisfied. Furthermore, schools ought to adopt curriculum integration and interdisciplinary learning; by doing this, they will promote a comprehensive approach to education and enhance problem-solving abilities. If such programs are executed effectively, students will become self-sufficient and capable of devising solutions independently without relying on aid from NGOs or the government.

Additionally, the school must involve community members to fully implement entrepreneurship within the educational framework. Community involvement contributes to nurturing an entrepreneurial spirit in educational institutions, offering learners the opportunity to present their ideas and innovations. Educational institutions and the local community, particularly businesses, should collaborate on entrepreneurship training, and companies should consider this a long-term investment as well as a part of their corporate social responsibility (Europa, 2006).

## METHODOLOGY

The research embraced the pragmatic research framework that integrates both qualitative and quantitative methods of data collection and analysis to offer a thorough comprehension of the research issue. Pragmatism emphasizes seeking practical resolutions to tangible issues (Blair, 2016). Through this approach, the research

intended to deliver practical suggestions for enhancing effective entrepreneurship in primary educational institutions in Zimbabwe. Taking into account both quantitative data and qualitative insights resulted in a comprehensive analysis of the success of entrepreneurship in the Reigate District. The application of various data sources and research techniques allowed for triangulation, which means assessing and contrasting multiple data sources and methodologies to uncover aligning or differing patterns and themes (Bryman and Bell, 2015).

The study group comprised primary school learners, primary school heads, and primary school teachers in the Reigate District. This indicates that the population featured key elements in the research. The primary schools in the Reigate District were the primary population for the study. Conducting a research study on a large population is time consuming and expensive therefore the population has to be limited for easy management and efficiency. Sampling techniques have to be put to use to select representatives of the population. Including students, teachers, and school heads in the study population offered a thorough insight into the impact of entrepreneurship in the Reigate District. Purposive sampling was used to select all schools in the district, all the school heads and identifying learners to work with. Random sampling was used to select 10% of the population of teachers, resulting in a sample size of 12 teachers. The approach helped the researcher to maintain representativeness of the sample at the same time managing the costs and logistics associated with collecting data from a large population. The two sampling techniques which are purposive and random sampling were used to select the study sample from which the researcher learnt about the important issues to the study.

Collection of data in this research was conducted through interviews, questionnaires, and observations. Data collection refers to the method of accumulating and examining precise data from multiple sources to identify solutions to research issues, patterns, and chances (Bryman and Bell, 2015).

Interview questions were written and scheduled on the interview guide for use by the researcher. Noble and Smith (2016) say, interview has a variety of new perspectives which come into foreplay like phenomenology and unstructured interviews. In-depth interviews with school heads were done to gather information on the implementation and effectiveness of entrepreneurship in their schools. Another group that was interviewed were learners from the different schools. Conducting in-depth interviews with school heads led to rich, qualitative data on the implementation and effectiveness of entrepreneurship initiatives from the perspectives of key decision makers in the schools (Creswell and Creswell, 2018). The respondents were given ample time to respond to questions asked. The researcher used open ended questions and school administrators responded giving their personal and collective views and experiences on entrepreneurial programmes that develop schools and the welfare of learners. Questions drafted aimed at placing respondents on track. The flow of the interviews went well and relevant information was obtained and more as the researcher probed even further for understanding of unclear responses given by the participants. Hence, reliable information was obtained.

Questionnaires were done to collect data from teachers in the study. Gathering data from teachers using questionnaires provided a larger sample size and a cost-effective way to capture a range of variables related to entrepreneurship training. Kabir (2016) says in a questionnaire method; the researcher develops a form containing questions pertinent to the study. Short answer questions were prepared and the questionnaires distributed to the selected teachers. Questionnaires were cost effective and economic in terms of time. The teachers completed the questionnaires in their time of convenience in the absence of the researcher. Participants completed the questionnaires honestly without any influence from the researcher. Some participants could not be reached due to other commitments and the questionnaires were answered remotely. This way the relevant information from all the targeted participants was obtained.

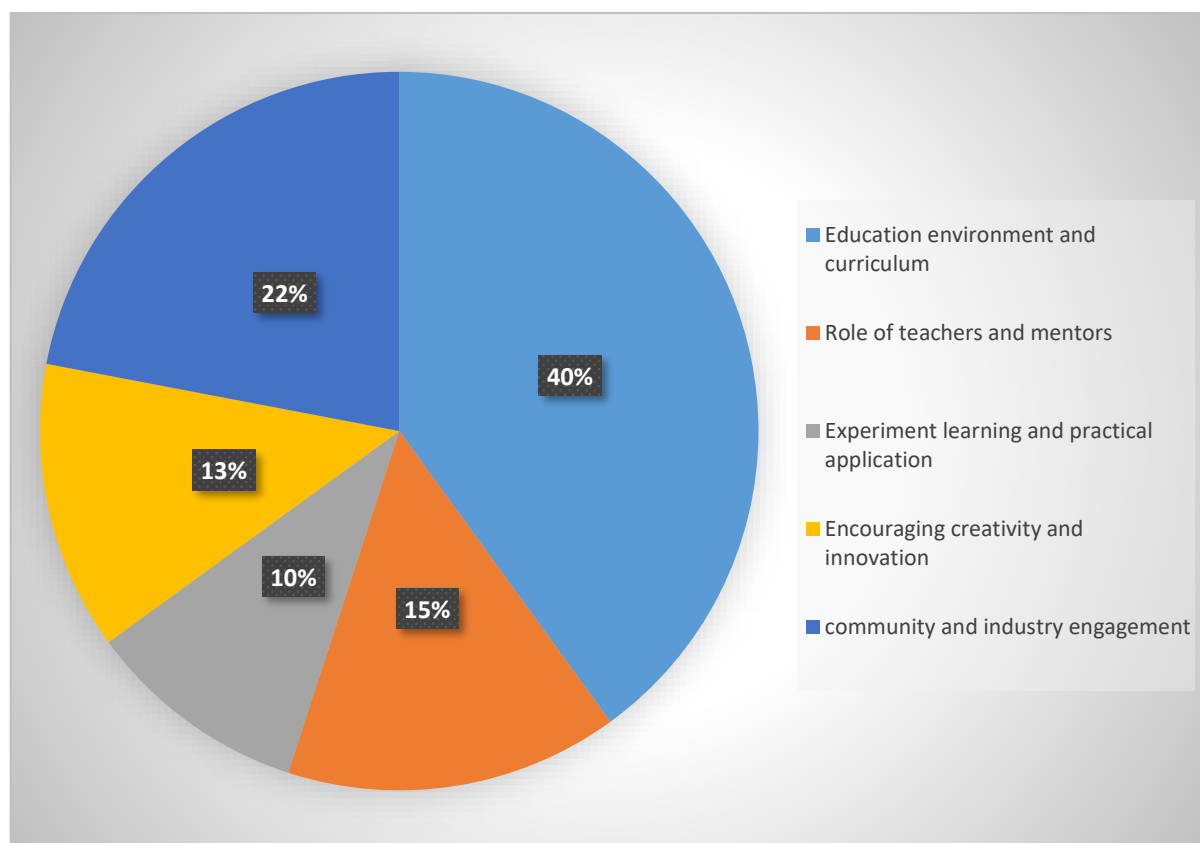
The study as it was carried out under qualitative and quantitative research design had specific terms it was grounded on including transparency, credibility, truth, applicability, consistency and conformability. Transparency was displayed in that all procedures were made known including data collection methods and data obtained. Bias was minimized through the use of different data collection methods that allow for triangulation. Objectivity was at the core of the research study to avoid personal bias influencing the findings by the researcher.

## Ethical Considerations

Observing ethical considerations when conducting a research study is of essence. Basing on the research ethics principles from Cohen et al (2007), the researcher in the social-psychological field applied ethical considerations whenever she conducted research. This is done to protect the welfare and rights of the participants, and it enhances research validity. Bhandari (2023) says ethical considerations are a set of principles that guide research designs and practices. Thus, the researcher observed these ethics in the study confidentiality, informed consent, anonymity, voluntary participation, minimization of risk as well as social and cultural sensitivity.

## FINDINGS

### Approaches to entrepreneurship in schools



Source: Researcher

From the data gathered, 40% of those surveyed noted that the educational environment and curriculum were factors contributing to entrepreneurship in schools. The school curriculum encourages independence and risk-taking, which are essential traits for successful entrepreneurship. Additionally, the curriculum incorporates hands-on learning, project-based learning, and problem-solving, all of which foster entrepreneurship. Meanwhile, 15% pointed out that a significant factor behind entrepreneurship in many schools was the influence of teachers and mentors. Fayolle, Verzat, and Wapshott, (2016) suggested that educators and mentors encourage entrepreneurship in schools, aiding students in developing essential entrepreneurial skills and mindsets. A total of 10% mentioned that another factor contributing to entrepreneurship in schools was experiential learning and practical application. It has been observed that in the Zimbabwean curriculum, many subjects, such as Agriculture, Metalwork, and Food and Nutrition, allow learners to participate in hands-on learning. Furthermore, 13% of the participants indicated that another cause of entrepreneurship was the encouragement of creativity and innovation. Finally, 22% indicated that community and industry involvement inspire learners and schools to engage in entrepreneurship as a means to generate additional income. Students tend to emulate what they see in their local communities, resulting in the application of many skills learned outside of the classroom. For example, in Zimbabwe, there are few operational industries, and many

individuals are self-employed, thus participating in entrepreneurial activities. Providing learners with entrepreneurial skills could enhance the nation's industrial sector.

The findings of the study illustrate that community and industry influence entrepreneurship in schools. The research indicated that many students come from disadvantaged backgrounds. Some are from single-parent households where parents are not formally employed, while others are orphans living in child-headed families. Consequently, these students from low-income families often resort to entrepreneurial activities to meet basic needs, such as school supplies.

### **Challenges faced by schools in effective management of entrepreneurship programmes**

Findings showed that schools in the Reigate District are quite unfortunate as they encounter numerous obstacles to managing and implementing entrepreneurship programs. The initial challenge faced by schools in this district is their deficiency in teachers who possess knowledge in the field of entrepreneurship. Entrepreneurship not only includes instructing individuals on managing businesses but also involves training a person to excel creatively and to foster a robust sense of self-worth and responsibility. Many educators in this cluster favored theoretical learning over practical learning. Neglecting the practical component of education through demonstration is what resulted in insufficient and ineffective learning.

Another identified challenge according to the study was that the syllabus lacks sufficient breadth to equip learners with practical entrepreneurship skills, knowledge, and experience. The syllabus fails to alter the learner's mindset towards becoming entrepreneurs. Instead, it promotes a mindset encouraging learners to become job seekers, which does not provide the solution needed by the country. Additionally, numerous learners are deprived of exposure in the field of entrepreneurship due to high poverty levels; those who come from extremely impoverished backgrounds often lack exposure to the broader world. Entrepreneurship necessitates a skilled workforce, but the current educational system does not establish the essential foundation for such a workforce. Schools in the Reigate District do not present their learners with exposure to the actual business world.

Furthermore, the study revealed that another challenge is the pressure from parents who believe that after graduation, their children should seek jobs to earn money. This creates obstacles for young learners in dedicating sufficient time required for entrepreneurship lessons and training. The negative societal attitude towards entrepreneurship poses a significant challenge for young learners who aspire to start their businesses. The researcher observed that society perceives education that prepares individuals for white-collar jobs as superior to education that fosters the development of entrepreneurship skills.

School administrators attributed the failures of entrepreneurship programs due to the lack of engagement from certain stakeholders in the activities. Participants also mentioned that limited resources hinder progress. Reason making it a challenging to operate entrepreneurship programs in schools is that stakeholders do not permit the construction of certain facilities, such as those for animal rearing. Insufficient funding in schools represents another obstacle. Various resources are necessary when establishing any type of entrepreneurship program. The disinterest of stakeholders and the inability of parents to pay fees significantly complicate the initiation of projects.

### **Impact of entrepreneurship in teaching and learning**

The study showed that entrepreneurship is a remedy for the challenges of low-income growth, unemployment, and poverty; thus, entrepreneurship holds significant importance. Entrepreneurship is crucial for the advancement and growth of economies in the current open market environment (Maysami, 2015). It is also clear that entrepreneurship can have a favorable impact on economic growth and development; therefore, governments should promote entrepreneurship at the grassroots levels to enhance the availability of entrepreneurship opportunities.

According to this research, entrepreneurship can be nurtured and acquired. The incorporation of entrepreneurship in education fosters the type of mindset that can affect a person's intentions and actions to



engage in business ventures. The objective of teaching entrepreneurship in educational institutions is to cultivate the skills and traits that can motivate individuals to create new innovative strategies and understand the connections between their businesses and other economic sectors. The researcher observed that integrating entrepreneurship into education can enhance the quality of life for individuals and communities. Through entrepreneurship, educators establish relevant objectives, learning activities, and assessments. In doing so, students acquire the knowledge and skills they require for their own businesses.

### **Mitigating ways to improve effective management of entrepreneurship**

The study suggested that, providing training to teachers in entrepreneurship to be more prepared to manage the projects, integrating entrepreneurship education further into the school curriculum, taking students on field trips, and involving them in classroom projects, thereby providing them with practical learning experiences. Some responses from the educators concluded that: Educators must undergo training to be better prepared to be completely engaged in the administration of entrepreneurship programs in educational institutions. This will contribute to the success of the initiatives and subsequently the generation of income. Training can be accomplished via workshops or seminars. A lack of skills impedes advancement; Students are not given enough exposure; they can be motivated and challenged by observing the efforts of others, thus field trips and tours can be organized to cultivate the entrepreneurship mindset in students; Everyone involved must recognize the significance of entrepreneurship for both the school and the students. As it currently stands, schools are obligated to provide students with nutritious meals, and they cannot sustain such initiatives unless supported by entrepreneurship programs that generate revenue.

## **DISCUSSION**

From the study conducted, it was revealed that the primary contributors to entrepreneurship were the educational environment and curriculum, along with community and industry engagement. The involvement of teachers also encouraged students to engage in entrepreneurship activities. The study indicated that the educational environment and curriculum significantly contributed to a high demand for entrepreneurship. Fayolle and Gailly (2008) assert that the school curriculum influences the teaching and learning of entrepreneurship. Henry (2003) contends that community and industry provide a foundation that can either foster or hinder students' interest in entrepreneurship. Consequently, poverty influences the extent of exposure to entrepreneurship. Thus, this study has shown that poverty adversely impacts entrepreneurial skills.

Findings also indicated a correlation between entrepreneurship and the influence of teachers and mentors. Extended teacher interaction with students allowed them to understand the concept of entrepreneurship. The students exhibit a lack of confidence in school, affecting their performance. Supporting these findings Fayolle, Verzat, and Wapshott (2016) expressed that teachers and mentors offer encouragement and assistance to students in developing entrepreneurial skills and mindsets. The study uncovered that entrepreneurship could be enhanced by refining the curriculum, which would equip students with business skills. This would lead to well-rounded learners who would become employers instead of job seekers after they complete their education. Additionally, Li and Wang (2019) proposed that collaboration between the community and schools is vital in fostering entrepreneurship among learners.

Guidance and counseling were identified as a sustainable solution to combat absenteeism. Participants also evaluated the instruction of practical subjects in schools, expressing that if these subjects are effectively taught, they could serve as a solution to enhance entrepreneurship.

## **RECOMMENDATIONS**

- Entrepreneurship needs to be implemented on a broad scale if schools are to reap the benefits and profits from it.
- Schools should pursue support from the business sector and generous individuals to fund the school initiatives.

- Workshops need to be organized for teachers focusing on the development of entrepreneurial skills. Training sessions must be conducted for teachers to gain the essential skills required to manage various entrepreneurship projects.
- Provide rewards to individuals participating in entrepreneurial activities. Rewards can have a positive effect on the efforts of the teachers engaged in the projects.
- Create schedules that include time allocated for entrepreneurship activities. With the activities scheduled, they cannot be overlooked or disregarded.

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