

RESEARCH ARTICLE

## Perceptions of Educational Stakeholders on the Introduction of Entrepreneurship Subject at Secondary Schools in Zanzibar

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### Abstract

This study aimed at examining the perceptions of educational stakeholders on the introduction of entrepreneurship subjects at secondary schools in Zanzibar and the challenges of its integration. The study employed both qualitative and quantitative approaches. Questionnaires, focus group discussions, and interviews were used in data collection. A sample of 67 respondents, 30 students, 30 teachers, 6 head teachers, and 1 educational officer was used. The study employed stratified sampling and purposive sampling techniques in selecting the sample. Purposive sampling was used to select the teachers, head teachers, and the educational officer while stratified sampling was used to sample the students. Interviews were conducted with head teachers and educational officers whereas focus group discussions and questionnaires were administered to students and teachers respectively. The data collected through the questionnaires were analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 20, while data collected using interviews and focus group discussion was analyzed qualitatively. The results were unequivocal as about 89.6% of respondents accepted the idea of the introduction of entrepreneurship subjects at secondary schools. Meanwhile, the findings showed that the integration would be faced with a myriad of challenges such as a shortage of competent entrepreneurship subject teachers, a shortage of teaching and learning materials, and the use of traditional teaching methods. The study recommended that the entrepreneurship subject can be introduced at secondary schools in Zanzibar but the use of modern teaching methods, frequent training of entrepreneurship subject teachers, and teaching entrepreneurship subject in an appropriate environment must be respected for better performance.

**Keywords:** Perception, entrepreneurship, entrepreneurship subject, educational stakeholders

### Introduction

Unemployment has become a global challenge. Education has always been considered a foundation for solving problems of unemployment but this assertion is becoming invalid with the increasing number of jobless secondary school graduates. One of the ways of ensuring that education assists in addressing national and global unemployment are by incorporating entrepreneurship education into the school curriculum. Entrepreneurship education seeks to provide students with the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. Some scholars have provided insights on the issue of the introduction of entrepreneurship education. According to Gautama, M., and Kumar, S.(2015) a growing number of universities are pursuing research in entrepreneurship and establishing education programs, courses, activities, and services to promote entrepreneurial spirit and train entrepreneurs. Different countries have introduced entrepreneurship subjects in their education system. Mahadevan *et al* (2017) said that nowadays entrepreneurship education has been offered at all levels of schooling from primary or secondary schools to the university level. However, there is a difference in terms of the extent to which

entrepreneurial education has been incorporated at different levels.

In Tanzania with particular reference to Zanzibar, entrepreneurship subject is being considered to be taught in higher-level education. The Zanzibar Education Policy (ZEP) of 2006 is silent about entrepreneurial education. However, it emphasizes skills and knowledge which should be imparted to individuals who should be self-reliant after completing their studies. It is noted that the policy for higher education emphasizes education which will impart students with knowledge and skills of self-employment ( Donath and Sabokwigina 2010).

Currently, entrepreneurship topics are being integrated into some subjects like civics, economy, and general study. Most of the teachers are not competent in teaching entrepreneurship subjects as they teach relying simply on their experience. The teaching methods employed by teachers are more traditional. Owing to these reasons (articulated above), this paper vividly tries to examine the perception of education stakeholders on the introduction of entrepreneurship subjects at secondary schools in Zanzibar.

### Statement of the Problem

In Zanzibar secondary schools in particular and Tanzania in general, the situation of entrepreneurship education is extremely bad. The syllabi for ordinary secondary education avowed nothing about entrepreneurship education. However, in the advanced level of secondary school education, entrepreneurship is stipulated as a factor of production specifically for form five economics students. It is also stipulated in general studies and civics subjects, but it is neither a topic nor a subtopic.

Thus, the majority of secondary school leavers know nothing about entrepreneurship as a subject rather than hearing it as being associated with street vendors. The syllabus for primary education has nothing to do with entrepreneurship education. It emphasizes more on social studies. Entrepreneurship subject is unique and has not yet been introduced at secondary schools as such. So far, related researches in this field focus more on offering some useful information that can be used by governmental officials during the introduction of entrepreneurship education at secondary schools. However, there is little information on the perception of educational stakeholders concerning the introduction of entrepreneurship subjects in Zanzibar secondary schools, particularly in the Mkoani district. This need is what this study intends to serve.

### **Literature Review**

The literature review of this paper is based on two aspects which are perceptions of educational stakeholders on the introduction of entrepreneurship subjects and the challenges facing the integration of entrepreneurship subjects in secondary education. More clarification of the literature review mentioned above is hereunder.

#### **Perceptions of Educational Stakeholders on the Introduction of Entrepreneurship Subject**

The perception of the introduction of entrepreneurship subject was viewed positively worldwide. Many countries agreed with the introduction of entrepreneurship education at different levels of education. This argument supported by Karimi, et al.(2010) maintained that recent decades have seen a tremendous rise in entrepreneurship education at various universities, colleges, and secondary schools around the globe. The necessity and importance of entrepreneurship and its education have led to a dramatic rise in the number and status of entrepreneurship programs at colleges and universities and lower levels of education. The popularity of entrepreneurship courses has increased dramatically among all levels of education namely for graduate, undergraduate, and secondary students. (Finkle, T. and Deeds, D. 2018)

The USA has the longest tradition of encouraging entrepreneurship studies at universities, business schools, and a low level of education in comparison to any other country. This shows that they perceived entrepreneurship education as an engine of boosting the economy of the country. Vesper. K.H. and Gartner, W.B. (1997) noted

that universities in the USA are generally regarded as the pioneers of academic entrepreneurship education. At the beginning of the 21st century, more than 50 universities in the USA were offering not only single courses as part of entrepreneurial training but also complete programs. (Koch, L.T.2003)

Recently, there is an increased interest in entrepreneurship education among some countries, especially East European and Asian countries. According to Chinese researchers Li, W., (2007) only six of 26 top business schools offered business venturing programs, and five focused on entrepreneurship modules. Unfortunately, in some places such as Latin America and Africa, entrepreneurship education has not received such recognition. However, there are surely but slowly some developing countries paying more attention to entrepreneurship education, where few courses are finding their way into undergraduate and Master's curricula. (Niyonkuru. R., 2005)

According to Yaghoubi, J., (2010), In Latin America, entrepreneurship courses are offered at universities in Colombia, Argentina, Mexico, Honduras, Panama, Costa Rica, Peru, and Brazil. However, there is very little reliable information available. Little is known about entrepreneurship education in Africa. However, African universities recognize that the educational system in Africa is lagging in terms of offering entrepreneurship education in the higher education curricula. Based on Niyonkuru. R., (2005) there are very few universities that offer specific programs in entrepreneurship and have made entrepreneurship an integral part of the African education system. The results concluded that most higher education institutions and academics in Africa are starting to recognize that entrepreneurship is an important subject area to focus on and that a strong entrepreneurship program is necessary for an institution to be acknowledged.

#### **Challenges Facing the Integration of Entrepreneurship Subjects in Secondary Education**

Entrepreneurship subject was integrated into the formal education systems in many countries around the world. The motive behind this was the importance of this subject in economic development. However, there are many challenges to the integration of entrepreneurship subject (ES) particularly in secondary schools. These challenges will be our next focus of discussion.

There is a lack of teachers with enough practical entrepreneurial training, skills, and content. In teaching entrepreneurship education awareness of the content of the subject coupled with skills and experience is considered very important. Teachers' awareness of entrepreneurship education has grown in the last five years and attitudes towards the new curriculum have become very positive. Nevertheless, the majority of teachers still do not know the aims, contents, and work methods of entrepreneurship education. Consequently,

they may be unable to effectively impart the desired knowledge and entrepreneurial skills to their students.

In addition, the task of drawing up course content to be included in the curriculum is also a challenge. Preparing a curriculum in entrepreneurship with relevant content is not an easy task. It is indeed difficult and needs enough time. The process will require expertise with enough skills and knowledge of entrepreneurship education. Therefore, it can lead to massive use of resources both financial and human in preparing teachers who can teach entrepreneurship subjects and experts who can develop a curriculum of entrepreneurship education in secondary schools.

Another challenge is cost. Both teachers and students need money to practice the theory of initiating, establishing, and running enterprises. This undoubtedly constitutes constraints that subsequently frustrate the integration of entrepreneurship in an academic program in Zanzibar secondary schools. About this, Mutembei, L., (2012) reiterated that headteachers experience challenges in financial management, mainly lack of enough funds which hinders effective curriculum implementation as they are unable to buy enough resource materials. The program implementation experiences and places a huge challenge for both teachers and students. Oseni, E., (2017) noted that traditional in-class teaching and assessment methods are employed during teaching entrepreneurship subjects, with little (or no) emphasis on outside-class methods, which are necessary for experience. To summarize the challenges presented so far, Tendai, C., (2012) purported that the integration of ES is faced with a lot of challenges, particularly in terms of financial resources needed to fund the program and experts who can teach the subject properly.

### **Data Collection Methods**

The study mainly used primary data whereby both qualitative and quantitative data were collected. Quantitative data was collected using a structured questionnaire consisting of both open and closed-ended questions; the questionnaires were administered to 30 teachers who are teaching entrepreneurship in their subjects. In addition to the above, qualitative information was collected through focus group discussions and interviews. The data collected through FGD was obtained from the 5 groups of six respondents each. Questions were discussed in different sessions in which advanced-level students participated. Using this method of data collection, the researcher used tricky questions that allowed respondents to come up with envisioned responses and excellent answers. Also, an interview was conducted in which a total of 7 respondents have interviewed namely 6 head teachers and 1 educational officer. The interview was guided by structured schedules with both closed and open-ended questions administered by the researcher. The study used semi-structured interviews to ensure effective data collection.

### **Data Analysis Techniques**

In this study, data were analyzed using both qualitative and quantitative methods. The data collected were sorted and analyzed in descriptive and numerical forms. The data which were collected through interviews, focused group discussion, and open-ended questionnaire items were subjected to content analysis whereas the data collected through the quantitative method were presented in numerical form. The study mainly used qualitative analysis such as content analysis of the texts whereby the content of the study was analyzed to identify the main themes provided by respondents, which relate to the objectives and questions of the study. Moreover, the study used a quantitative method to analyze data. Under this study, Statistical Package for Social Science (SPSS) software version 20 and manual were applied for data analysis. This is because the number of variables analyzed was useful for calculating frequencies, statistical tables, graphs, and percentages for easy interpretations and understanding.

### **Discussion of the Result**

#### **Perceptions of Educational Stakeholders on the Introduction of entrepreneurship subject**

The introduction of entrepreneurship subjects at secondary schools in Zanzibar was accepted by the majority of the respondents. The introduction of entrepreneurship subjects would provide an opportunity for students to learn entrepreneurship subjects in a wider scope than before. This was revealed by all the respondents namely students, teachers, educational officers, and heads of schools. For instance, the study revealed that the majority of the teachers about 89.6% agreed with the introduction of entrepreneurship subjects at secondary schools.

Similarly, students agreed with the idea of introduction of entrepreneurship subject in secondary by 97%, headteachers approved the introduction of entrepreneurship subject in secondary by 70%, and educational officers accepted the introduction of entrepreneurship subject in secondary by 100%.

These findings vindicate the assertion of Oseni, E., (2017) who said that the incorporation of entrepreneurship education as a course and subject into the educational curricula of vocational, secondary, and tertiary institutions as well as entrepreneurship agencies has become a globally accepted initiative to address the increasing unemployment rates. Again, universities and secondary schools started to offer entrepreneurship courses and numerous courses related to entrepreneurial activities have been introduced in the United States. ( Nian T. et al,2014)

In addition, respondents outlined different reasons that influenced them to support the notion of the introduction of entrepreneurship subject at secondary schools. The main reasons were that entrepreneurship subject will

provide a great contribution to the economic development of society through self-employment. This was supported by Yi, Rosni, and Aminu, who said that investment in entrepreneurship education can bring huge benefits to the economy and society.

Furthermore, respondents clarified that entrepreneurship subjects help to reduce the problem of unemployment among youths in a country. This argument supported by Oluwatoyin noted that entrepreneurship education in universities and tertiary institutions cushions the effect of unemployment among graduates through job creation and self-reliance for the economic growth of the country.

### **The Challenges of Integration of entrepreneurship subject in Secondary Schools**

The result of the study specified that the majority of respondents agreed that the integration of entrepreneurship subjects at secondary schools faced many challenges. The study finding mentioned that many teachers 76.7% pointed out that the shortage of knowledge and skills for teachers on entrepreneurship subjects was the challenge that integration faced.

On the other hand, the analysis of interviews of headteachers and educational officers revealed that the shortage of knowledge and skills for teachers on entrepreneurship subjects was the challenge that integration of entrepreneurship education at secondary schools faced. Similarly, in the focus group, discussion majority of students stated the fact that among the challenges that integration faces are the shortage of knowledgeable and skilled entrepreneurship subject teachers.

This idea can be justified in consideration by Charlie who explained that there is a lack of sufficient and skilled manpower in both universities and a low level of an educational institution. Inadequate and low level of entrepreneurship knowledge of teachers affects the teaching and learning of entrepreneurship education in a country. Similarly, Uchugbu, C. et al., (2016) argued that another key challenge obstructing the integration of entrepreneurship education is the inadequacy of competent lecturers (teachers) in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus on theory.

Another outcome from the study specified that the shortage of training for teachers in entrepreneurship education is a challenge to the integration of entrepreneurship subjects at secondary schools. The majority of respondents about 90% agreed with the notion that the integration of entrepreneurship subjects at secondary schools faces the problem of a shortage of training for teachers on entrepreneurship education. This finding is also articulated by Okwara O. et al (2009), They clarified that the training services for teachers carried out are very limited or very minimal, which is evidenced by

the fact that some of the seminars conducted for them lasted for just a day.

In addition, respondents indicated that inadequate fund provision for entrepreneurship education is one of the challenges facing the integration of entrepreneurship subjects at secondary schools. Most of the participants 76.7% agreed that there is a shortage of funds for the development of entrepreneurship subjects at secondary schools. A comparable study conducted by Baba, G., (2013) explained that poor funding of entrepreneurship education in particular and the education sector, in general, has been a serious challenge to entrepreneurship, both at the institutional level and the nation at large, and funding constraint has adversely affected the implementation of entrepreneurship education curricula. Furthermore, the result from the study specified that inadequate instructional materials/equipment (teaching and learning materials) serves as a common challenge facing the integration of ES at secondary schools. The majority of respondents about 73.3% voiced this challenge. This claim has also been made by Ahmed (2015) who said that the lack of adequate teaching and learning facilities such as textbooks, typewriters, computer systems, photocopying, and duplicating machines does hinder effective teaching and learning of entrepreneurship subjects.

Likewise, the study finding mentioned that method of teaching emphasized theoretical rather than practical learning as a challenge to the integration of ES at secondary schools. Based on the study, the respondents about 73.3% were not satisfied with the method of teaching used in teaching ES at secondary schools. They mentioned that it was too traditional. This result is similar to those obtained by Oseni (2017) who indicated that business schools still adhere to traditional in-class teaching and assessment methods, with little (or no) emphasis on outside-class methods, which are necessary to earn experience. Many other scholars have also commented on this result. Ifedili and Ofoegbu (2011) for instance said that another serious challenge facing entrepreneurship education is an ineffective style of teaching that stresses theoretical rather than practical.

Further, the respondents also rate inadequate motivation for entrepreneurship subject teachers as a constraint. The data from the field mentioned that among the common challenge that integration faces are lack of motivation for EST. About 70% of teachers were not satisfied with the motivation provided to ES teachers as identified in the study. This finding was supported by Ahmed who reported that teachers' morale is also low as they are not well motivated to do their job properly. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished. (Ahmed 2015)

Additionally, the lack of government policy to support the graduates is also considered a challenge to the integration of entrepreneurship subjects at secondary schools

according to the study findings. The majority of respondents as much as 90% mentioned that poor government policy to support graduates is a real challenge. This finding was validated by Mwasalwiba et al (2012) who described that while current national policies emphasize graduate entrepreneurship, there is a failure to implement these policies at the lower government level. Similarly, Karimi, S. et al(2010) noted that there are not enough funds that are allocated for business start-up training and support for graduates who want to start their businesses after graduation.

Lastly, the lack of an entrepreneurship curriculum in secondary schools is also considered a challenge to the integration of ES at secondary schools based on the study findings. The study revealed that 60% of respondents agreed that there is no entrepreneurship curriculum in secondary schools. Karimi, S. et al (2010) argued that entrepreneurship subject needs to be embedded in the mainstream academic curricula to enable students to receive an education of entrepreneurial spirit and entrepreneurial skills once they get into universities. Also, Cheung and Chan(2011) reported that syllabuses for entrepreneurship education are not available in schools thus teachers are teaching without any identified syllabus. This is a great challenge because the teacher may end up teaching the wrong content.

### Conclusion and Recommendation

The study was conducted to find out about the perception of education stakeholders on the introduction of ES at secondary schools in Zanzibar. The study used purposive sampling and stratified sampling to select respondents. Questionnaires, interviews, and focus group discussions were used to collect data. The questions were either fixed choice questions (ages, gender, working experience, and qualifications) or like scale questions with a range of strongly agree to strongly disagree as the options to choose from.

The results revealed that the introduction of entrepreneurship subjects at secondary schools was vital for the development of society. The stakeholders accepted the idea of introducing ES at secondary schools. Their views were highly influenced by the importance of entrepreneurship subjects in Zanzibar and the Mkoani district in particular. The study indicated that the integration was faced with a myriad of challenges such as a shortage of competent teachers and a shortage of funds to implement the program.

### Recommendations of the Findings

Introducing entrepreneurship subjects at secondary schools is no simple task. It needs clear commitment and preparation to be fruitful. Consequently, government institutions responsible for education and education stakeholders should consider the following recommendations: -

- i. Entrepreneurship subject can be introduced as a subject in Zanzibar secondary schools.
- ii. The government should provide training for entrepreneurship subject teachers before starting the program.
- iii. The entrepreneurship subject should be established in Zanzibar Colleges and Universities to prepare enough entrepreneurship subject teachers
- iv. The government should establish a special program for providing funds to entrepreneurship graduates. This fund can help graduates to start their businesses and other investment after graduation.

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