

IMPLEMENTATION OF ENTREPRENEURSHIP IN TEACHERS' COLLEGES IMPLICATIONS FOR TEACHER EDUCATORS AND CAPTAINS OF INDUSTRY IN ZIMBABWE

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ABSTRACT

The study was conducted to find out whether selected teachers' colleges are equipping educators with Entrepreneurship education so as to enable them to impart relevant knowledge and skills to the learners. A case study design was adopted which used focus group interviews and semi-structured face to face interviews for data collection. The researchers chose Bulawayo Metropolitan Province because of the diversity of its institutions. Lecturers, students and captains of industry were purposively selected because of their in depth knowledge on the issue being studied. Findings revealed that Entrepreneurship is not taught as a stand-alone subject but is infused in National and Strategic Studies (NASS) and Commercial subjects. Further revelations were that the selected institutions did not have specialists to teach Entrepreneurship and captains of industry were not consulted in the development of programmes. The study concluded that teachers' colleges in Bulawayo Metropolitan Province lack the capacity to teach practising teachers Entrepreneurship. Recommendations are that Entrepreneurship as a course be introduced and taught by specialists who should consult captains of industry so that relevant knowledge and skills on successful and sustainable businesses are imparted.

Key words: Entrepreneurship, implementation, implications, subject specialists, entrepreneurship education

1. INTRODUCTION

Zimbabwe is currently experiencing massive job losses and there is no way that all school leavers can be absorbed in formal employment. In a bid to produce graduates who can create their own jobs after leaving formal education, the Government of Zimbabwe has seen entrepreneurship as a

panacea to its economic challenges and also adopted practical subjects in its educational curriculum as recommended by the 1999 Nziramasanga Commission. Hence, the study was conducted to find out whether teachers' colleges are equipping educators with entrepreneurship education to enable them to impart relevant knowledge and skills to the learners. Failure

to do so would have a negative impact on the implementation of Entrepreneurship.

1.1 Background to the study

According to Moyo (2013); Nyathi (2013) and Mpofu (2010), who are former school heads, education lecturers and historians; before independence in 1980, 12.5% of the Grade 7s proceeded to do academic subjects (in F1 secondary schools) and 37.5% did practical subjects (in F2 secondary schools). The remaining 50% were thrown out of the educational system and were to work as farm labourers or join other job seekers in the industry. Although, the content of the curriculum for the top 12.5% academic oriented students was similar to that of their white counterparts, the difference was that schools for whites had adequate resources and those for blacks did not. White students had a stronger theoretical and practical base compared to that of black students

The creation of F2 schools was to limit African advancement by limiting their access to academic education by the then Rhodesian Front regime (Mupinga, 2003; Moyo, 2013 & Nyathi, 2013). The F2 education system was biased towards practical subjects such as Woodwork, Metalwork, Domestic Science (Needlework and Cookery) and Agriculture. The students from this system were regarded as less academically inclined and for this reason were stigmatised. Although then the system was discriminatory on the academic front, perhaps it would have been more ideal for the current market needs considering its bias towards practical subjects which are crucial in Entrepreneurship.

After independence in 1980, the Government of Zimbabwe passed the Education Act of 1987 which provided for every Zimbabwean the right to education, regardless of gender, colour or creed; though the new system faced challenges of shortage of resources (Central Statistical Office, 2002:34). The school curriculum was revamped in an attempt to integrate core

(theory and academic subjects) and practical subjects.

Munikwa (2011) asserts that the broadening of the secondary education curriculum in Zimbabwe was ushered in through the Policy Circular P77 of 2006 which stipulated guidelines for the implementation of the Two Path-way education systems, later labelled as the "Nzirasanga Commission." The aim of this commission was to create students with both an academic and technical bias. This system called for the integration between theory (academic) and vocational (practical) subjects. The idea was that students with an academic bias could take compulsory theory subjects and at least one, and a maximum of two practical subjects. The recommendations by Nzirasanga Two Path-way system were not implemented as intended. The recommendations, though noble, met with challenges such as lack of equipment, inadequate financial resources and lack of trained teachers to impart the required entrepreneurship education (Mpofu, 2010).

Because of the increasingly shrinking job market due to poor economic growth, the Government of Zimbabwe has decided to show its full commitment towards the development of entrepreneurship by setting up The Ministry of Small and Medium Enterprises (SMEs) and Co-operative Development to equip would-be and practising entrepreneurs with entrepreneurship knowledge. The recently introduced Ministry of Psycho-Motor Skills (2013) aims at seeing that the imparting of practical skills is a priority. The Indigenisation and Economic Act 2008 meant to give locals 51% and foreigners 49% ownership of businesses is a drive by the government to empower its citizens. The Minister of Finance in every annual budget, though inadequate, sets aside money to assist entrepreneurs. Although the funds are inadequate, the government has through Small Enterprises Development Co-operation (SEDCO) availed funds to entrepreneurs. However, teachers' colleges

seem to have challenges of skilled personnel to train teacher educators to implement Entrepreneurship in schools. The government seems to have made little attempt to set aside funds for teachers' colleges to implement the Entrepreneurship course.

Mahatma Ghandhi quoted by Pillai (n.d:74) asserts that, in dynamic societies, education has to equip individuals with the skills and attitudes necessary for them to adapt to changing conditions, and for constructive participation in the task of social change. That is possible only through the adoption of a suitable education system. These views are consistent with those of Ndebele (2013), in his study on Education with Production (EWP) in Zimbabwe, where he asserts that, teachers' colleges have to produce teachers who understand the philosophy, objectives and needs of the new Zimbabwean education system. In order for complete transformation to take place, a country's teachers' colleges have to redesign curricula in line with the new social order. Therefore, there is a need for teachers' colleges to build capacity for would be teachers so that they could implement Entrepreneurship. Isaacs, Visser, Friedrich and Brijlal (2007) share the same views with Ndebele (2013) that for learners to benefit from entrepreneurship education, teachers should be trained to teach the subject. In light of the above, one wonders whether tertiary institutions such as teachers' colleges are ready to equip students with entrepreneurship education?

1.2 Statement of the problem

The education system should meet the needs of the market (Mahatma Ghandhi quoted by Pillai, n.d:74) and yet universities, colleges and schools continue to churn out graduates who cannot all be readily absorbed by formal employment. The Government of Zimbabwe through its deliberate policies to support entrepreneurship aims at creating self-employable citizens. However, one wonders

whether the college educators who are expected to impart Entrepreneurship to these teachers, are themselves equipped with the entrepreneurship education? Teachers need to have the right competences and experience for teaching Entrepreneurship. The best way of ensuring this on a long-term basis is to include teaching of Entrepreneurship initially in teachers' colleges. Creative thinking and innovation should be the main pillars of such training. The learning environment should appeal to the student's desire to experiment. Therefore, teachers should have knowledge, understanding and skills in relation to Entrepreneurship.

This study, therefore, sought to find out whether teachers' colleges are equipping educators, with the relevant Entrepreneurship education to enable them to implement Entrepreneurship in schools. The study also examined whether relevant stakeholders are consulted in curriculum development for such programmes. Captains of industry were direct respondents in this study because they are the people who possess hands-on experience and were regarded as people who can offer relevant advisory services.

1.3 THEORETICAL FRAMEWORK

This study, in order to explore how institutions implement entrepreneurship education, adopted the implementation theory which was developed by Rogan and Grayson (2003). Rogan and Grayson base their theory of implementation on three main constructs: profile of implementation, capacity to support innovation, and support from outside agencies. However, this study focused on the two constructs, namely capacity to support innovation, and support from outside agencies. The support from outside agencies describes the kinds of actions undertaken by outside organizations to influence practices, either by support or sanction. Rogan and Grayson (2003), further assert that the sub-constructs are divided into two: material support and non-

material support. Material support may include infrastructure such as specialist rooms and material resources such as student text books, facilities and other equipment used in the learning process. Non-material support is mostly provided in the form of professional development. These involve in-service training where teachers' skills could be upgraded. This is probably one of the most visible and obvious ways in which outside agencies attempt to bring about change in colleges and as such, captains of industry can also be invited to be mentors.

Literature on 'learning organisation' suggests that teacher professional development can also be promoted through co-operation and support among teachers (Karsten, Voncken & Voorthuis, 2000). To bring about change, there is also need for outside agencies to monitor the implementation process.

The construct, 'capacity to support innovation', is concerned with factors that are likely to support or hinder the implementation of new ideas and practices in the new curriculum. This construct recognises that colleges differ in terms of their capacity to implement innovations. Possible indicators fall into four categories: physical resources, college ethos and management, teacher factors, and student factors. Physical resources are crucial as poor conditions and limited resources can limit the performance of even the best teachers and students (Fullan, 1991). The school ethos and management are not the same, yet they are considered together as they are closely intertwined, particularly in schools in developing countries. For purposes of this study, teacher factors were considered. Teachers play a pivotal role in reform processes, and factors such as their background, training, subject matter knowledge, motivation, commitment to teaching, and attitudes towards proposed innovation influence their capacity and willingness to implement change.

1.3.1 Entrepreneurship

To put the study in its proper context, it is also imperative to explain the concept of Entrepreneurship. According to Rwigema (2004:5), entrepreneurship is the process of conceptualising, organising, launching and through innovation-nurturing a business opportunity into potentially high growth venture. Nieman, Hough and Nieuwenhizen (2008:9) view entrepreneurship as the emergence and growth of new businesses. It is the process that causes changes in the economic system through innovations of individuals who respond to opportunities in the market. Entrepreneurship is therefore the process of mobilising and risking resources to utilise a business opportunity or introduce an innovation in such a way that the needs of a society for products and services are met, and jobs are created. This process includes new as well as existing ventures, but the emphasis is usually on new products or services, and new business (Cronje, Badenhorst, du Toit, Marx, Strydom, van der Walt, van Royen and Steenkamp, 2003:40). Having seen what entrepreneurship entails there is a need to conceptualise entrepreneurship education.

Fredrick, (2007:1) indicates that, entrepreneurs require active and concrete pedagogical interventions ...through deepening learning in theory, process and practice of entrepreneurship. Therefore, entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education also helps individuals to participate in entrepreneurial activities (World Bank, 2013). While Entrepreneurship may be a new phenomenon in the Zimbabwean education sector, according to World Bank (2013), entrepreneurship education has been proliferating rapidly over the past twenty years and has attracted many countries to implement it and Zimbabwe is one of them.

Collins and Robertson (2003) opine that the challenge for educators to provide graduates with content focus, while ensuring that the breath of the subject does not cause the depth to be eroded can be ensured by adopting multiple flexible delivery methods in their teaching. According to Rabbior (1990), the effectiveness of entrepreneurship education depends on the educator and it seems that educators' understanding of the curriculum and its implementation are important in ensuring the success of the implementation. It must be noted that the success of the implementation of any curriculum depends heavily on the teachers because they are the people who deliver the curriculum (Mpofu, 2010). In this study lecturers are assumed to be the executors of the entrepreneurship vision. So their understanding of entrepreneurship education is crucial in ensuring the success of the subject. Therefore, if Entrepreneurship is to be implemented successfully in Zimbabwean schools, it therefore calls for well-trained, skilled and knowledgeable educators and this has to start with the lecturers in teachers' colleges.

Given the afore-mentioned, what remains to be established is whether teacher educators in teachers' colleges are equipping educators with the relevant entrepreneurship knowledge.

1.4 Research objectives

1.4.1 Primary Objective: To find out whether teachers' colleges are preparing educators to implement Entrepreneurship in schools.

1.4.2 Secondary Objectives

- i. To find out whether teachers' colleges have the capacity to train educators to implement Entrepreneurship in schools.
- ii. To examine whether specialists from industry are consulted in the development of the curriculum taught in teachers' colleges.

2 MATERIALS AND METHODS

This study employed a case study design which used semi-structured face to face interviews and focus group interviews as data collection instruments. Bulawayo Metropolitan Province which has only two teachers' colleges was chosen as a single case. A case study allowed the researchers to study people in their natural surrounding and attempting to make sense of, or to interpret phenomena in terms of meaning people bring to them. In this study qualitative research brought a naturalistic approach to the implementation of entrepreneurship in colleges. The collected data gave useful information about the implementation of entrepreneurship in colleges. In order to best understand the issues on capacity of teachers in the development of students' knowledge on entrepreneurship, qualitative methods of data collection were adopted as it allowed researchers to understand the meaning respondents made sense of entrepreneurship and the experiences they have on it (Creswell, 2003).

The chosen design fitted well with the main goal of the study, which was to get a deeper understanding of whether selected institutions taught Entrepreneurship, had the capacity and capability to equip would be educators with entrepreneurship education and whether captains of industry were consulted in the design of the curriculum.

2.1 Population

Population is the theoretically specified aggregation of study elements and it is from which the sample is actually selected (Babbie & Mouton, 2005:173). The target population comprised lecturers, student-teachers from two teachers' colleges in Bulawayo Metropolitan Province and captains of industry. It was from this population that a sample was drawn where the unit of analysis was the teacher's college.

2.2 Sample and sampling techniques

The researchers purposively chose two teachers' colleges in Bulawayo Metropolitan Province because of the diversity of its institutions. In purposive sampling, researchers handpicked the cases to be included on the basis of their judgement of their typicality (Cohen, Manion and Morrison, 2006:103). The researchers purposively selected lecturers, students and captains of industry because of their relevance to the issue being studied. The sample comprised 20 students from each college and these were grouped into four focus group discussions, 10 lecturers and 10 captains of industry.

2.3 Data presentation and analysis

Qualitative data were collected through semi-structured interview schedules that comprised a few structured questions that were followed by unstructured open-ended questions which enabled the researchers to collect descriptive data from the information rich respondents. The interview schedule enabled the researchers to document real events, record verbatim what people said and observe the behaviour of participants who were immersed in the natural setting of everyday life in which the study was framed (Maree, 2007). The semi-structured interview schedule enabled the researchers to recognize several nuances of attitude and behaviour that could have escaped the researchers had they used other methods. The use of focus group interviews enabled the researchers to acquire in-depth understanding of lecturers, captains of industry and student teachers' experiences and perceptions on entrepreneurship.

Data analysis enabled the researchers to systematically search, organize, synthesize, present and transform data from interviews and focus group interviews into manageable units and increased the researcher's understanding of the phenomena under study (Borgden & Biklen 1992; Leedy, 1993). The qualitative data were organized on the basis of themes, categories, general

ideas, concepts or similar features that related to the main research question. In analysing qualitative data, the researchers sought to summarise what had been seen and heard in terms of common words, phrases, themes or patterns that aided the understanding and interpretation of that which was emerging on issues concerning entrepreneurship (Maree, 2007).

3 RESULTS AND DISCUSSION

To find out whether teachers' colleges had the capacity to train educators to implement Entrepreneurship in schools, information was sought from participants (both lecturers and students) pertaining to the capacity of lecturers to teach entrepreneurship in teachers' colleges in the Bulawayo Metropolitan Province. It was established from focus group discussions with students and lecturers that the studied teachers' colleges lacked specialized personnel to teach the subject. Below are some of the responses.

Lecturer 1 had this to say: *"This is a discipline that needs expert knowledge and we should get the right people to teach the subject. The drive by the Government to reduce the rate of unemployment caused by company closures is to implement Entrepreneurship. However, if we are to yield any meaningful results then we need qualified people."*

Students from focus group discussion 1 said: *We only learn practical subjects such as Home Economics (which include Fashion & Fabrics and Food & Nutrition), Agriculture, Art and Music. We are only taught how these subjects can assist us to earn a livelihood.*

The study further revealed that the students were not taught how to start businesses of their own. Lecturer 4 answered: *"Entrepreneurship is a new phenomenon to us. We are hearing more about entrepreneurship these days because of company closures.* This view was confirmed by one student in focus group discussion 2

who said: *“Our lecturers do not seem to be conversant with what entrepreneurship entails as they only teach us how to keep chickens and rabbits and we are not taught how to convert those acquired skills into running of businesses.”*

The findings of the study revealed that students in teachers' colleges are not taught entrepreneurship and lecturers lack capacity to teach the subject. This can be a cocktail of disaster for our curriculum as these student educators are the vanguard of our education system. Then, how are they spearheading entrepreneurship education at the lower levels when they themselves are not equipped with the knowledge and skills? In his study on Education with Production (EWP) Ndebele (2013) argued that, for any innovation to succeed, it is critical that implementers are prepared and that they have adequate knowledge and understanding of the innovation. Therefore, there is great need for improvement in this area.

The afore-mentioned views are confirmed by findings of a study in Nigerian institutions of learning where lack of sufficient and skilled manpower affected effective teaching and learning of entrepreneurship education in the country. The available teachers drafted from the existing teachers' colleges did not have relevant skills to cope with the challenges of the new curriculum as they had not been taught the Entrepreneurship course. Since one cannot give what one does not have, the expected products of the new entrepreneurship education may not perform any miracles if they are taught by the same old lecturers.

The findings of the study also concurred with those by European Commission (2012) when it indicated that a partial lack of competence of teachers' entrepreneurship education is perceived as a problem. Most countries, for example Bulgaria, Sweden, Belgium, France, Malta, Poland, Spain and Denmark report that some training courses on entrepreneurship are offered to teachers,

but few of these courses offer a systematic approach to the teaching of entrepreneurship (European Commission, 2012).

According to the Rogan and Grayson (2003) implementation theory, failure to successfully implement entrepreneurship in the area of study could be attributed to capacity to support the innovation as a number of lecturers lacked specialisation and training on the subject. Findings of the study show that some of the aspects of the Rogan and Grayson theory regarding capacity were not addressed. The current situation is therefore, that most educators have not been trained in entrepreneurship. Consequently, they may be unaware of the right approach to teaching Entrepreneurship. It is important for educators to have a better understanding of entrepreneurship education and the range of aims, methods and contents of it if the subject has to be successfully implemented. There is a need for more training, seminars and workshops for the dissemination of information in creating the right entrepreneurial mind-set to the educators.

Findings indicated that students are not taught entrepreneurship and therefore mere entrepreneurial awareness cannot develop entrepreneurial practice. To develop entrepreneurial practice requires methods capable of instilling transversal entrepreneurial skills (Mkala & Wanjau, 2013). Education is often focused on supporting the development of knowledge and the intellect, whereas entrepreneurship education concentrates on the human being as a whole including his/her feelings, values and interests, even in terms of taking irrational decisions and as part of society at large (Kyro, 2003). The study revealed that lecturers who taught Entrepreneurship lacked experience in running business ventures. Mayrhofer, Steyner, Meyer, Strunk, Schiffinger and Lellatchitch (2005) acknowledge the fact that lack of personal experience in starting and running a business among those teaching

Entrepreneurship reduces the course to mere theory. The researchers are in tandem with views of Mayrhofer et al., (2005) as implementation of entrepreneurship suffered from lack of experience among those who taught the subject.

To find out whether captains of industry are consulted in the development of the Entrepreneurship curriculum in teachers' colleges, researchers further enquired on whether captains of industry were consulted on the curriculum taught by teacher training colleges. Below are some responses from respondents: Respondents expressed concern over the fact that captains of industry (CPI) were not consulted in curriculum development. This is revealed in these comments: CPI 2 said: *"In my view, institutions of Higher Learning cannot continue to be ivory towers distanced from industry. We need to come together and come up with programmes that will benefit the economy. There is need for cross pollination of ideas with people that have the expertise."* CPI 4 acknowledged: *"I have no idea of what type of curriculum is taught in teachers' colleges. As business people I feel there is a need for us to be consulted on issues that pertain to curriculum to avoid teaching students' curriculum that will create job seekers."* CPI 3 said: *"There should be consultation between colleges and industry. Unfortunately it is not there. If we have that partnership; colleges can benefit from us and on the other hand we can benefit from the colleges."*

On the same issue of consultation lecturers had this to say: Lecturer 8, *"I feel there is a need for those in industry to be consulted on curriculum issues as they know about personnel needed in industry."*

The study established that there was no consultation between colleges and captains of industry. The key to the success of establishing a culture of entrepreneurship is education, which depends on all the stakeholders, including educators, and

learners themselves. Involving business entity in the provision of education, training and role models is a vital component (Isaacs et. al., 2007). Such a move can lead to crosspollination of ideas as indicated by one of the respondents. Therefore, where there is lack of consultation between curriculum implementers and captains of industry, both education and the market suffer. Education may produce graduates that do not meet the requirements of industry as the skills developed might be irrelevant.

4 CONCLUSIONS

There is evidence that teachers' colleges in Bulawayo Metropolitan Province do not teach Entrepreneurship per se due to lack of capacity among lecturers. The prevailing situation has a negative impact on the implementation of entrepreneurship. This implies that graduate teachers leave colleges without adequate entrepreneurship education to impart to learners in schools. It was further concluded that entrepreneurship lacks support from captains of industry and it lacks partnership. The captains of industry are not consulted on curriculum issues. Such a situation could be counterproductive as the taught curriculum could be irrelevant to industry and could create job seekers instead of self-reliant individuals.

It is recommended that: Lecturers in teachers' colleges need in-service education on Entrepreneurship by subject specialists so as to understand the concept of entrepreneurship. Entrepreneurship as a subject should be introduced at colleges and be taught by subject specialists who will impart relevant knowledge of setting up successful and sustainable businesses.

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