E-Journal of Humanities, Arts and Social Sciences (EHASS)
ISSN – Online 2720-7722 | Print 2821-8949
Volume 6 Issue 15 2025 pp 4275 - 4288
Available online at: https://noyam.org/journals/ehass/
DOI: https://doi.org/10.38159/ehass.20256154

Integration of Entrepreneurship Education as a Core Subject for Grade 10 Learners in Oliver Tambo Inland

Limkani Sincuba[1] & Olwethu Solundwana [1]
[1] Faculty of Education, Walter Sisulu University, Eastern Cape. South Africa Department of Education: CPTD.

ABSTRACT
South Africa faces persistent challenges of high youth unemployment and economic stagnation, which is increasing recognition of entrepreneurship education as a vital tool for socio-economic transformation. The study examined the impact of integrating entrepreneurship education as a core subject on Grade 10 learners' entrepreneurial intentions, career readiness, and broader socio-economic contributions. A qualitative research approach was adopted. The theoretical framework underpinning the study was Constructivist Learning Theory. The population included all key stakeholders in the OR Tambo Inland involved in the integration of entrepreneurship education within the curriculum: learners, teachers, curriculum developers, and school administrators. A sample size of 83 participants was used. Purposive sampling was used. Data were collected through semi-structured interviews with participants, alongside classroom observations and analysis of curriculum and policy documents. Thematic analysis was utilised. Findings included significant resource constraints and curriculum rigidity as major barriers to implementation, while project-based learning and digital tools emerged as effective pedagogical approaches. The study concluded that entrepreneurship education holds significant potential to empower learners and stimulate economic growth, but its effectiveness was hindered by resource limitations and inadequate teacher training. The study recommended that policy and institutional frameworks be strengthened to prioritise entrepreneurship education as a core subject, with particular attention to rural and under-resourced schools. Furthermore, investment in continuous teacher professional development and the integration of digital tools and experiential learning methods were considered essential for sustainable implementation and improved learner outcomes.

Keywords: Entrepreneurship Education; Curriculum Integration; Teacher Training; Socio- Economic Development, Policy Implementation

Correspondence
Limkani Sincuba
Email:
leesincuba@gmail.com

Publication History
Received: 13th July, 2025
Accepted: 11th November, 2025
Published online: 30th December, 2025

To Cite this Article:
Sincuba, Limkani, and Olwethu Solundwana. "Integration of Entrepreneurship Education as a Core Subject for Grade 10 Learners in Oliver Tambo Inland." *E-Journal of Humanities, Arts and Social Sciences* 6, no. 15 (2025): 4275 - 4288, https://doi.org/10.38159/ehass.20256154.

INTRODUCTION
In South Africa, there is a high youth unemployment and economic stagnation that persist; entrepreneurship education has emerged as a critical tool for addressing these socio-economic challenges. By integrating entrepreneurship as a core subject across all high school grades, teachers could cultivate an entrepreneurial mindset that emphasises creativity, problem-solving, and risk-taking, essential competencies for success in any career path.[1] This approach not only prepares learners for the workforce

[1] Isha DeCoito and Lisa K Briona, "Fostering an Entrepreneurial Mindset through Project-Based Learning and Digital Technologies in STEM Teacher Education," in *Enhancing Entrepreneurial Mindsets through STEM Education* (Springer, 2023), 195–222.

but also empowers them to contribute positively to their communities and the broader economy.[2] South Africa's educational landscape presents both opportunities and challenges for entrepreneurship education.[3] Despite directives for compulsory entrepreneurship training up to Grade 9, many high schools lack structured programs, with only a fraction offering some form of entrepreneurship education.[4] Studies have shown that entrepreneurship education could stimulate entrepreneurial intentions and skills among learners; however, its effectiveness is often hindered by poorly trained teachers and inadequate resources.[5] In the context of South Africa's economy, entrepreneurship education holds significant potential for accelerating economic growth, reducing unemployment rates, and alleviating poverty traps.[6] By equipping learners with entrepreneurial skills and a mindset, entrepreneurship education could empower individuals to establish and sustain small businesses, contributing to economic development and poverty reduction.[7] However, challenges such as financial constraints, lack of support, and limited resources hinder the effective implementation of entrepreneurship education in public schools.[8] By examining the current state of entrepreneurship education in South African high schools and identifying best practices for its implementation, this research seeks to inform policy recommendations and educational strategies that could effectively integrate entrepreneurship into the curriculum.[9] The study is underpinned by the following research questions:

1. What does integrating entrepreneurship education as a core subject across all high school grades enhance learners' entrepreneurial career readiness?
2. How can policy and institutional frameworks be strengthened to prioritise entrepreneurship education as a core subject in South African high schools?

LITERATURE REVIEW

Global Perspectives on Entrepreneurship Education

Entrepreneurship education is increasingly recognised as a catalyst for economic resilience and workforce preparedness.[10] Entrepreneurship education integration into curricula emphasises action-based learning, industry collaboration, and 21st-century skill development.[11] For instance, higher education frameworks highlight entrepreneurship as a "core channel" for talent training, combining theoretical foundations with practical experiences such as internships and business development.[12] Organisation for Economic Co-operation and Development (OECD) guidelines advocate integrating entrepreneurial education into core subjects rather than isolating it as a standalone discipline, fostering cross-disciplinary competencies.

---

[2] Paul Agu Igwe, Ugochukwu Chinonso Okolie, and Chioma Vivienne Nwokoro, "Towards a Responsible Entrepreneurship Education and the Future of the Workforce," *The International Journal of Management Education* 19, no. 1 (March 2021): 100300, https://doi.org/10.1016/j.ijme.2019.05.001.

[3] Loquitur Maka, "Entrepreneurship Education in South Africa: Policy Implementation and Impact on Youth Empowerment," August 28, 2023, https://doi.org/10.20944/preprints202308.1826.v1.

[4] Kaarina Sommarström, Elena Oikkonen, and Timo Pihkala, "The School and the Teacher Autonomy in the Implementing Process of Entrepreneurship Education Curricula," *Education Sciences* 11, no. 5 (May 3, 2021): 215, https://doi.org/10.3390/educsci11050215.

[5] Nimitha Aboobaker, "Human Capital and Entrepreneurial Intentions: Do Entrepreneurship Education and Training Provided by Universities Add Value?," *On the Horizon* 28, no. 2 (March 16, 2020): 73–83, https://doi.org/10.1108/OTH-11-2019-0077.

[6] Kathleen Beegle and Luc Christiaensen, *Accelerating Poverty Reduction in Africa* (Washington, DC: World Bank, 2019), https://doi.org/10.1596/978-1-4648-1232-3.

[7] Lubna Rashid, "Entrepreneurship Education and Sustainable Development Goals: A Literature Review and a Closer Look at Fragile States and Technology-Enabled Approaches," *Sustainability* 11, no. 19 (September 27, 2019): 5343, https://doi.org/10.3390/su11195343.

[8] E A Amadi and Sunday C Eze, "Factors Influencing the Implementation of Entrepreneurship Education in Tertiary Institutions in Rivers State," *International Journal of Innovative Social & Science Education Research* 7 (2019).

[9] Adri du Toit and Elizabeth L. Kempen, "Effectual Structuring of Entrepreneurship Education: Guidelines for Overcoming Inadequacies in the South African School Curriculum," *Africa Education Review* 17, no. 4 (July 3, 2020): 41–55, https://doi.org/10.1080/18146627.2020.1868074.

[10] Tono Mahmudin, "The Importance of Entrepreneurship Education in Preparing the Young Generation to Face Global Economic Challenges," *Journal of Contemporary Administration and Management (ADMAN)* 1, no. 3 (November 17, 2023): 187–92, https://doi.org/10.61100/adman.v1i3.78.

[11] M. Yacine, "Entrepreneurship Learning in Higher Education: Practice-Based and Action Learning Approaches" (Sheffield Hallam University, 2022), https://doi.org/10.7190/shu-thesis-00511.

[12] Marie Joana Kagayo, "An Exploratory Study on the Rwandan Fashion and Textile Industry," 2022.

Curriculum Design and Implementation Challenges

Effective integration of entrepreneurship education requires structured frameworks, which research identifies as comprising four key clusters: Basic Entrepreneurship Education as a foundational skills in innovation, market analysis, and risk assessment, Technology Integration such as digital tools and tech-driven entrepreneurship to address future business challenges, Industry Collaboration to bridge gaps between academia and real-world demands through partnerships and Practical Learning to emphasise experiential methods such as project-based learning and mentorship.[13] However, challenges persist. Studies in Indonesia and Zimbabwe highlighted the resource scarcity, time constraints, and teacher competency gaps as barriers to implementation.[14] For instance, Indonesian high schools struggle with rigid curricula and inadequate teacher training, while Zimbabwean teachers stress the need for early exposure to entrepreneurial activities to reduce business failure rates. These examples highlighted the importance of contextualising frameworks to address localised barriers, such as inflexible curricula or limited teacher support, while leveraging global best practices to foster sustainable integration**.**

South Africa's Context and Policy Planning

South Africa's efforts to institutionalise entrepreneurship education align with global trends but face unique hurdles.[15] The Department of Basic Education (DBE) aims to strengthen Curriculum and Assessment Policy Statements (CAPS) and integrate the Sector Plan for Entrepreneurship Education in Schools: 2030, prioritising skills and competence-based learning.[16] However, despite directives for compulsory entrepreneurship training up to Grade 9, implementation remains fragmented due to financial constraints, poorly trained teachers, and limited resources.[17] Policy frameworks emphasise collaboration with stakeholders such as School Governing Bodies (SGBs) and professional bodies to contextualise entrepreneurship within broader curricular goals. Yet, gaps persist in aligning policy with actionable strategies, particularly in rural and under-resourced schools.

Comparative Insights and Best Practices

While South Africa's challenges in integrating entrepreneurship education, such as fragmented implementation and resource gaps, mirror those in Indonesia and Zimbabwe, lessons from global frameworks offer actionable pathways forward.[18] Interdisciplinary integration, for instance, emphasises embedding entrepreneurship into core subjects such as mathematics and science rather than isolating it as a standalone discipline, fostering cross-disciplinary competencies and relevance.[19] Teacher training remains critical, requiring continuous professional development to equip teachers with experiential teaching methods, such as project-based learning and mentorship, to address competency gaps highlighted in Indonesian and Zimbabwean contexts. Industry partnerships provide real-world learning opportunities, bridging academia and business demands through collaborations that align curricula with workforce needs.[20] Finally, flexible curricula adapted to accommodate time constraints and resource limitations enable schools to contextualise frameworks without compromising quality, a strategy highlighted by OECD guidance on balancing institutional goals with localised realities.[21] These approaches, informed by global best practices, could help South Africa address systemic barriers while aligning entrepreneurship education with broader socio-economic objectives.

---

[13] Elona Nobukhosi Ndlovu et al., "Entrepreneurial Coaching and Self-Efficacy: A Systematic Review of Its Pedagogical Integration into Entrepreneurship Education," *Education Sciences* 15, no. 2 (February 14, 2025): 237, https://doi.org/10.3390/educsci15020237.

[14] T. Ngwenya, "Teacher Competence and Technology Integration in Under-Resourced Schools," *South African Journal of Education* 40, no. 3 (2020): 1–11.

[15] Maka, "Entrepreneurship Education in South Africa: Policy Implementation and Impact on Youth Empowerment."

[16] Qasim M AlShannag et al., "Key Components of Curriculum for Students in 2030," 2020.

[17] Eslyn Isaacs et al., "Entrepreneurship Education and Training at the Further Education and Training (FET) Level in South Africa," *South African Journal of Education* 27, no. 4 (January 22, 2008): 613–29, https://doi.org/10.15700/saje.v27n4a135.

[18] Maka, "Entrepreneurship Education in South Africa: Policy Implementation and Impact on Youth Empowerment."

[19] F. Darbellay, "When Interdisciplinarity Meets Creativity: Exploring Interdisciplinary Creative Teaching in the 21st Century," in *Handbook of Interdisciplinary Teaching and Administration* (Edward Elgar Publishing, 2024), 317–39.

[20] Oluwatoyin Ayodele Ajani, "The Role of Experiential Learning in Teachers' Professional Development for Enhanced Classroom Practices," *Journal of Curriculum and Teaching* 12, no. 4 (August 17, 2023): 143, https://doi.org/10.5430/jct.v12n4p143.

[21] Herma Jonker, Virginie März, and Joke Voogt, "Curriculum Flexibility in a Blended Curriculum," *Australasian Journal of Educational Technology*, January 2, 2020, https://doi.org/10.14742/ajet.4926.

THEORETICAL FRAMEWORK

The study was grounded on the Constructivist Learning Theory, where learners are actively constructing knowledge through experiential activities, collaboration, and real-world problem-solving.[22] By grounding the study in constructivism, the framework supports the use of experiential learning approaches such as business plan development, role-playing, simulations, and internships.[23] The Constructivist Learning Theory was a suitable framework for this study because it emphasises that learners build knowledge actively through meaningful experiences, which directly aligns with the goals of entrepreneurship education. Entrepreneurship education is not purely theoretical but requires learners to develop practical skills such as critical thinking, opportunity recognition, problem-solving, risk assessment, and innovation. The theory also validates reflective practice, which helps learners critically analyse decisions and outcomes, a necessary competence in managing uncertainty and risk associated with entrepreneurship. Therefore, adopting the Constructivist Learning Theory ensures that the study is pedagogically grounded in a framework that highlights action, context, and learner agency, making it suitable for understanding and improving entrepreneurship education practices.[24]

METHODOLOGY

Research Approach

Studying the integration of entrepreneurship education into the Grade 10 curriculum, this research adopted a qualitative study aimed at understanding how and why entrepreneurship education was embedded within the curriculum. The qualitative approach allowed for an in-depth exploration of real-world educational settings, focusing on the dynamic interactions between curriculum design, teacher practices, and institutional policies. To ensure the robustness of the findings, the study employed a triangulation strategy that included data source triangulation, combining interviews, document analysis, and classroom observations, methodological triangulation through literature reviews, policy analyses, and participatory action research.[25]

Population and Sampling

The population for the study included all key stakeholders involved in the integration of entrepreneurship education within the Grade 10 curriculum in secondary schools. This involved Grade 10 learners, teachers responsible for entrepreneurship or related subjects such as Economic and Management Sciences, curriculum developers, and school administrators from both public and private schools. The schools in the OR Tambo Inland were selected to represent diverse socioeconomic backgrounds, allowing the study to capture a wide range of experiences and practices related to the implementation of entrepreneurship education. A purposive sampling technique was employed to select participants who had direct experience or influence in the integration process.[26] (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Walker, 2020). The sample consisted of 5 teachers delivering entrepreneurship education or related subjects, 3 curriculum developers and educational policymakers involved in curriculum design and implementation, and 4 school administrators, such as principals or deputy principals, who oversaw curriculum delivery and school management. Furthermore, a group of about 58 Grade 10 learners from the 3 participating schools was included for classroom observations and to gather learner perspectives. This sample size was adequate to generate rich qualitative data for in-depth analysis while ensuring diversity across different socioeconomic and institutional contexts. The purposive sampling approach guaranteed that all participants possessed relevant knowledge and experience concerning the integration of entrepreneurship education.

---

[22] Eryansyah Putra Renninger, "Exploring the Impact of Constructivist Learning on Students' Problem-Solving Abilities in Education," *Jurnal Ilmu Pendidikan Dan Humaniora* 13, no. 2 (2024): 81–91.

[23] Yacine, "Entrepreneurship Learning in Higher Education: Practice-Based and Action Learning Approaches."

[24] Renninger, "Exploring the Impact of Constructivist Learning on Students' Problem-Solving Abilities in Education"; Yacine, "Entrepreneurship Learning in Higher Education: Practice-Based and Action Learning Approaches."

[25] Handan Akkaş and Cem Harun Meydan, "Sampling Methods in Qualitative Sampling in Multicultural Settings," in *Principles of Conducting Qualitative Research in Multicultural Settings* (IGI Global, 2024), 32–54.

[26] Steve Campbell et al., "Purposive Sampling: Complex or Simple? Research Case Examples," *Journal of Research in Nursing* 25, no. 8 (December 18, 2020): 652–61, https://doi.org/10.1177/1744987120927206.

Data Collection Methods

Data were gathered through semi-structured interviews with a purposively sampled group of learners, teachers, curriculum developers, and school administrators (approximately 108 participants) from schools representing diverse socioeconomic backgrounds. These interviews explored challenges, pedagogical strategies, and institutional support related to entrepreneurship education. Document analysis focused on curriculum guides, policy documents, and student objects such as business plans to assess alignment with theoretical frameworks such as the three-theme approach. Furthermore, classroom observations were conducted to evaluate experiential learning activities, student engagement, and teacher-learner interactions. A comprehensive literature review was also undertaken to synthesise existing entrepreneurship education models, particularly those grounded in constructivist pedagogy and competency-based assessment.

Data Analysis

The data was analysed using thematic analysis to identify recurring themes such as resource gaps and teacher training needs.[27] Comparative policy analysis contrasted national curriculum guidelines with actual classroom implementation practices. A SWOT analysis further evaluated the strengths, weaknesses, opportunities, and threats associated with integrating entrepreneurship education, drawing on stakeholder perspectives.[28]

Ethical Considerations

The researcher carefully observed to protect the rights, dignity, and well-being of all participants involved. Informed consent was obtained from all Grade 10 students and teachers before data collection, ensuring that participation was voluntary and based on a clear understanding of the study's purpose, procedures, and potential risks or benefits. Participants were assured of their right to withdraw at any time without penalty. Confidentiality and privacy were strictly maintained by anonymising all data and securely storing records to prevent unauthorised access. The researcher took care to minimise any potential harm or discomfort by conducting observations and interviews respectfully and sensitively. Transparency was upheld throughout the research process, with honest reporting of findings and acknowledgement of any limitations. Furthermore, ethical approval was sought from the relevant institutional review board to ensure compliance with established ethical guidelines for educational research. These measures collectively ensured that the study was conducted with integrity, fairness, and respect for all participants.

Trustworthiness

Trustworthiness in the qualitative approach includes transferability, dependability and confirmability of the study's findings. To ensure the trustworthiness of this qualitative study, several strategies were employed throughout the research process.

Transferability

Transferability was addressed by providing rich, detailed descriptions of the research context, participants, and data collection procedures, enabling readers to determine the applicability of the findings to similar educational settings.

Dependability

Dependability was ensured through a clear and systematic documentation of the research process, including data collection and analysis steps, which allows for the study to be audited or replicated.

Confirmability

Finally, confirmability was maintained by keeping reflective journals and audit trails to minimise researcher bias and by involving peer debriefing to review and challenge interpretations. These measures

[27] Francisco Liñán and Alain Fayolle, "A Systematic Literature Review on Entrepreneurial Intentions: Citation, Thematic Analyses, and Research Agenda," *International Entrepreneurship and Management Journal* 11, no. 4 (December 23, 2015): 907–33, https://doi.org/10.1007/s11365-015-0356-5.

[28] Xiaojing Weng et al., "SWOT Analysis of Al Empowered Entrepreneurship Education: Insights from Digital Learners in Higher Education," *Thinking Skills and Creativity* 56 (June 2025): 101763, https://doi.org/10.1016/j.tsc.2025.101763.

collectively strengthened the study's trustworthiness, ensuring that the findings are credible, reliable, and meaningful.

PRESENTATION OF FINDINGS

Biographic Profile of Participants

Table 1 shows the demographic profile of the participants for the study.

Table 1: Demographic Profile of Participants

Criteria	Curriculum developers, School Administrators, High Schools, Grade 10 Teachers & Learners	Frequency
Curriculum Developers Gender	1 Females & 2 Males	3
School Administrators Gender	1 Females & 3 Males	4
Teacher's Gender	2 Females & 3 Males	5
Learners Gender	37 Females & 21 Males	58
Average Age of Curriculum Developers	35-54	3
Average Age of School Administrators	30-49	4
Average Age of Teachers	26-54	5
Average Age of Learners	14-17	58
Grade 10	Curriculum Developers	3
	School Administrators	4
	Teachers	5
	Learners	58
Pseudonyms for interview participants (Curriculum Developers, School Administration, Teachers and Learners)	J1, J2, J3, J4, J5, J6, J7, J8, J9, J10, J11, J12, J13, J14, J15, J16, J17, J 18, J19, J20, J21, J22, J23, J24, J25, J26, J27, J28, J29, J30, J31, J32, J33, J34, J35 J36, J37, J38, J39, J40, J41, J42, J43, J44, J45, J46, J47, J48, J49, J50, J51, J52, J53, J54, J55, J56, J57, J58, J59, J60, J61, J62, J63, J64, J65, J66, J67, J68,J69, J70.	70

The study sample consisted of 3 Curriculum Developers, 4 School Administrators, 5 teachers and 58 learners who are currently involved in entrepreneurship education, with a mean age of 35. Gender distribution of Curriculum Developers within the sample reflected 1 Female and 2 Males, School Administration 1 Female and 3 Males, Teachers 2 Females and 3 Males and gender distribution of Learners within the sample reflected 37 Females and 21 Males. The demographic exhibited a diverse age range, with participants(Curriculum Developers) ranging from 35 to 54 years, participants (School Administration) ranging from 30 to 49 years, participants (Teachers) ranging from 26 to 54 years and participants (Learners) ranging from 14 to 17 years. To enrich the qualitative dimension of the research, a purposive sample of 70 Participants was selected for the study. The interviews enabled an enhanced understanding of Integration of Entrepreneurship Education in Grade 10 Learners: Core Subject In The Curriculum.

Table 2: Research Themes and Research Questions

Research Questions	Theme	Sub-theme
1.1 What does integrating entrepreneurship education as a core subject across all high school grades enhance learners' entrepreneurial career readiness?	1. Development of Entrepreneurial Mindset to Enhance Career Readiness	1. Fostering Critical Skills: Problem-Solving, Adaptability and Collaboration
1.2 How could policy and institutional frameworks be strengthened to prioritise entrepreneurship education as a core subject in South African high schools?	2. Reforming Policy and Institutional Systems for Entrepreneurship Education	2. Capacity-Building for Educators and Collaborative Stakeholder Engagement

Research question 1.1: What does integrating entrepreneurship education as a core subject across all high school grades enhance learners' entrepreneurial career readiness?
Theme 1: Development of Entrepreneurial Mindset to Enhance Career Readiness
Sub-theme 1: Fostering Critical Skills: Problem-Solving, Adaptability and Collaboration

Participants (Curriculum Developers) responded as follows:
Participant J1: *"I have noticed that a structured entrepreneurship pathway enables consistent integration of practical assignments, business planning, and real-world problem-solving projects throughout the curriculum."*
Participant J2: *" I think National Curriculum alignment builds in assessment criteria for soft skills communication, adaptability, and negotiation, often lacking in purely academic subjects."*
Participant J3: *" Continuous entrepreneurship exposure helps instill a growth mindset and innovative thinking, both of which are essential for the evolving job market."*

Participants (School Administrators) responded as follows:
Participant J1: *"I think core entrepreneurship education raises the overall school profile by producing learners with practical and transferable skills valued in the world of work and further studies."*
Participant J3: "*Core entrepreneurship education, I think, helps fulfil policy mandates for employability, supporting national economic development goals by growing a pipeline of future job creators*."
Participant J3: *"I suggest that Schools leverage entrepreneurship curricula to strengthen links with parents and the broader community, fostering goodwill and engagement*."

Participants (Teachers) responded as follows:
Participant J5: *"As a teacher, I can use entrepreneurship content to make lessons more engaging and applicable to daily life, which increases student motivation and relevance of learning."*
Participant J10: *" As a teacher, I observe that student confidence has improved as learners take on leadership roles, present ideas, and experience ownership over entrepreneurial projects."*
Participant J11: *" I have noticed that integrating entrepreneurship education enables us to facilitate cross-curricular collaboration, working with colleagues in other subject areas to design integrated assignments."*
Participant J11: *"Practical entrepreneurship education equips us as teachers with opportunities for ongoing professional development and deepens our own understanding of business trends."*
Participant J20: *"Implementing project-based learning in entrepreneurship nurtures autonomy, collaboration, and real-world problem-solving among our students."*

Participants (Learners) responded as follows:
Participant J4: *"As a learner, I gain essential skills such as creativity, adaptability, communication, and teamwork that are vital for entrepreneurial and non-entrepreneurial careers alike."*
Participant J7: *" Entrepreneurship education helps us as learners to teach the value of persistence and learning from failure, fostering resilience in future workplaces."*
Participant J8: *"I notice that the entrepreneurship subject makes learning enjoyable and meaningful."*
Participant J14: *"I observed that entrepreneurship helps us identify and pursue the interests, increasing self-awareness and career satisfaction."*
Participant J24: *" I realise that during entrepreneurship class I develop a sense of agency and confidence to start a business and contribute to the community."*
Participant J27: *"I am helped to build leadership abilities, time management, and resilience, which are valuable for managing businesses and life challenges."*
Participant J34: *"I am encouraged to foster innovation and creativity through engagement with entrepreneurship tasks, which helps me think outside the box."*
Participant J41: *"I am provided with practical experience through entrepreneurship activities, which allows me to become adaptable and resourceful by learning from successes and failures."*
Participant J54: *"I am given real-world exposure by networking, pitching ideas, and interacting with professionals, which builds my confidence and gives me a sense of purpose."*
Research question 1.2: How could policy and institutional frameworks be strengthened to prioritise entrepreneurship education as a core subject in South African high schools?
Theme 2: Development of Entrepreneurial Mindset to Enhance Career Readiness.
Sub-theme 2: Capacity-Building for Teachers and Collaborative Stakeholder Engagement.

Participants (Curriculum Developers) responded as follows:
Participant J2: *" I am provided with mandated investment for teacher training to deliver entrepreneurship education ."*
Participant J3: *"I am guided by policy frameworks mandating the integration of entrepreneurial competencies aligned with national goals."*

Participants (School Administrators) responded as follows:
Participant J1: *"I am instructed to establish committees overseeing entrepreneurship program integration."*
Participant J2: *"I am partnered with local businesses according to formalised institutional frameworks."*
Participant J3: *"I am backed by institutional policies prioritising entrepreneurship through dedicated resources."*

Participants (Teachers) responded as follows:
Participant J1: *"I am provided with time and training through policies supporting entrepreneurship delivery."*
Participant J3: *"I am enabled to participate in collaborative teaching models for entrepreneurship projects."*
Participant J6: *"I am incentivised by certification programs recognised in career progression."*
Participant J9: *"I am granted access to essential teaching resources by institutional guidelines."*
Participant J11: *"I am supported in facilitating experiential learning like student startups and simulations."*
Participant J14: *"I am empowered to design locally relevant entrepreneurship lessons."*
Participant J17: *"I am evaluated based on entrepreneurship teaching effectiveness within appraisal systems."*
Participant J19: *"I am encouraged to adopt innovative assessment methods focusing on entrepreneurship outcomes."*
Participant J20: *"I am engaged in policy discussions ensuring practical entrepreneurship teaching solutions."*

Participants (Learners) responded as follows:

Participant J16: *"I am included in policy development to ensure education meets my aspirations as a learner."*
Participant J20: *"I am granted access to entrepreneurship education regardless of background."*
Participant J23: *"I am provided with experiential opportunities such as internships and mentorship."*
Participant J30: *"I am supported by learner systems offering counselling on entrepreneurial pathways."*
Participant J33: "*I am empowered to give feedback influencing program improvement."*
Participant J45: *"I am nurtured through inclusive content, fostering an entrepreneurial mindset."*
Participant J46: *"I am enabled to access digital entrepreneurship resources and collaborative platforms."*
Participant J50: *"I am recognised and rewarded for entrepreneurial achievements through policy."*
Participant J55: *"I am connected with youth organisations broadening entrepreneurial skill development."*
Participant J55: *"I am fostered by policies building self-efficacy and confidence in entrepreneurship."*

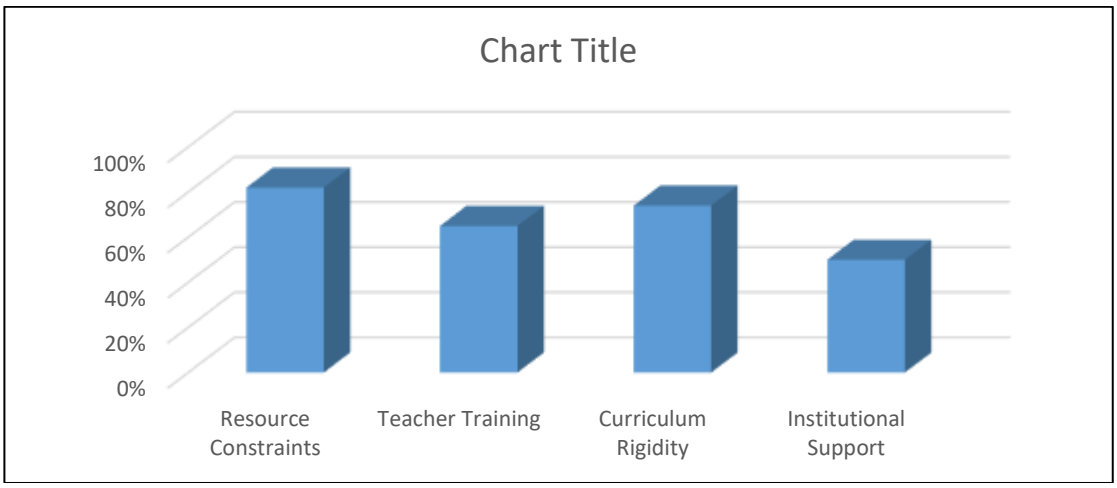

Figure 1: Challenges to Integrating Entrepreneurship Education

Figure 1: shows the challenges in integrating entrepreneurship education: resource constraints at 79%; teacher training 50%; curriculum rigidity 60% and institutional support 38%.

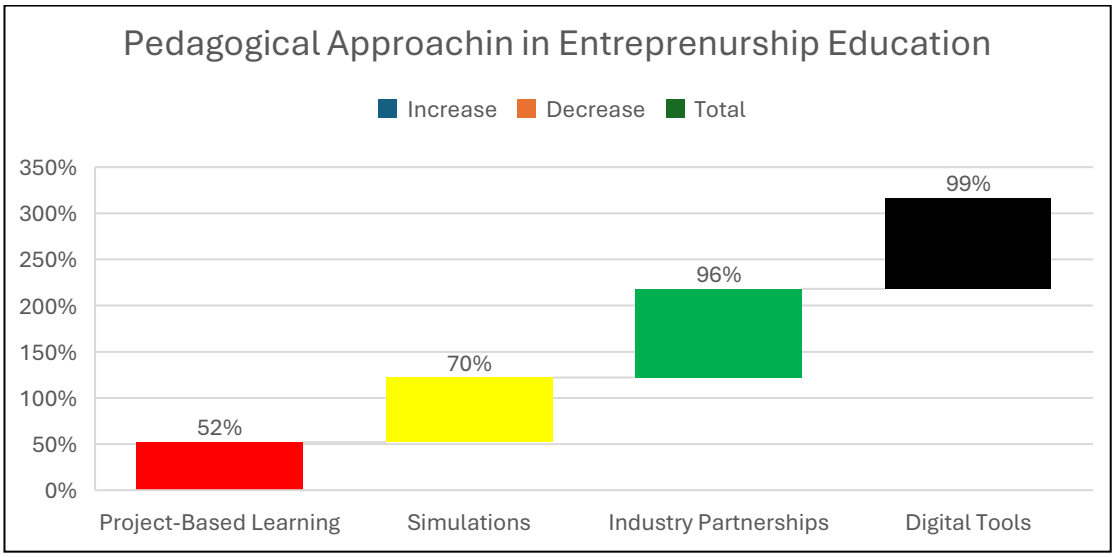

Figure 2: Pedagogical Approaches in Entrepreneurship Education

Figure 2: illustrates the pedagogical approaches in entrepreneurship education: project-based learning 52%; simulations 70%; industry partnerships 96% and digital tools at 99%.

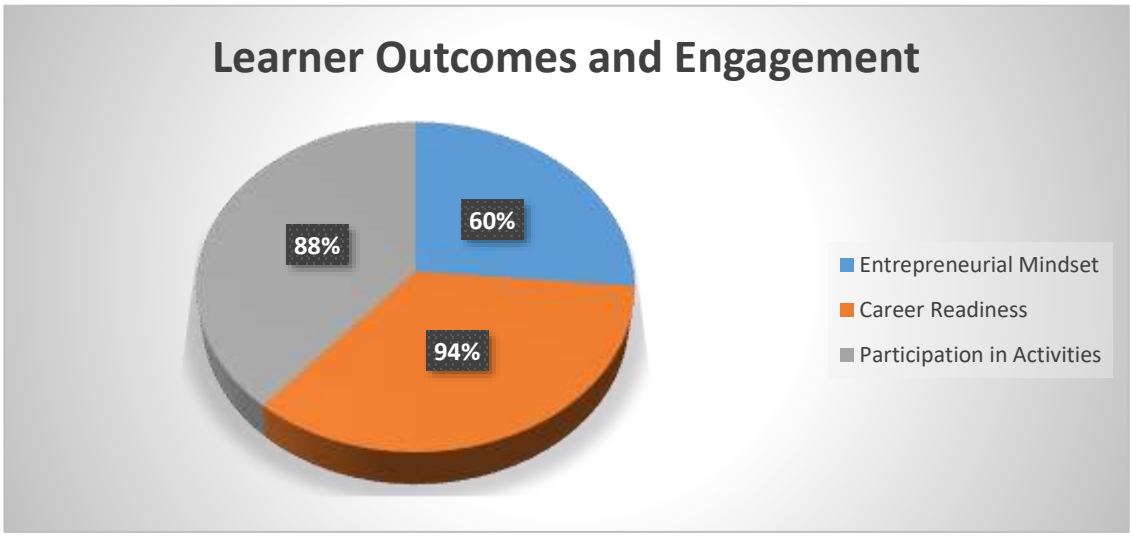

Figure 3: Learner Outcomes and Engagement

Figure 3: shows the learners' outcomes and engagement: entrepreneurial mindset 60%; career readiness 94% and participation in activities at 88%.

DISCUSSION

The integration of entrepreneurship education as a core subject in the curriculum has been globally recognised as essential for economic resilience and workforce preparedness.[29] The study's findings align with the global emphasis on action-based learning, industry collaboration, and 21st-century skills development. [30] Participants, particularly curriculum developers, highlighted the importance of a structured entrepreneurship pathway that embeds practical assignments and real-world problem-solving tasks consistently throughout the curriculum, fostering the development of critical entrepreneurial mindsets and skills necessary for evolving job markets. This reflects best practices suggested by international bodies such as OECD, which supports the integration of entrepreneurship education across core subjects to enhance cross-disciplinary competencies.[31] However, the challenges faced in integrating entrepreneurship education locally mirror those found in other developing contexts such as Indonesia and Zimbabwe, where resource scarcity, rigid curricula, and teacher competency gaps have been reported as significant barriers.[32]

In this study, school administrators and teachers echoed similar concerns about inadequate resources and insufficient teacher training, which impede the consistent implementation and experiential delivery of entrepreneurship education. For example, teachers noted the lack of time and access to relevant teaching tools, which restricts their ability to make lessons engaging and practically oriented, crucial components stressed by global education frameworks. [33] The South African Department of Basic Education's (DBE) efforts to integrate entrepreneurship education through the Curriculum Assessment Policy Statements (CAPS) and the Sector Plan for Entrepreneurship Education in Schools: 2030 were

[29] Mahmudin, "The Importance of Entrepreneurship Education in Preparing the Young Generation to Face Global Economic Challenges."
[30] Yacine, "Entrepreneurship Learning in Higher Education: Practice-Based and Action Learning Approaches."
[31] Kagayo, "An Exploratory Study on the Rwandan Fashion and Textile Industry."
[32] Ngwenya, "Teacher Competence and Technology Integration in Under-Resourced Schools."
[33] Ndlovu et al., "Entrepreneurial Coaching and Self-Efficacy: A Systematic Review of Its Pedagogical Integration into Entrepreneurship Education."

acknowledged, but participants revealed fragmented implementation realities particularly in under-resourced and rural schools where financial constraints and insufficient teacher preparedness persist.[34]

These findings resonate with existing literature that highlighted the gap between policy directives and actionable strategies, especially in rural contexts similar to OR Tambo Inland, understanding the necessity for policies that directly tackle localised barriers while promoting collaborative stakeholder engagement. Comparative insights further emphasised the importance of embedding entrepreneurship into interdisciplinary curriculum areas such as mathematics and science rather than isolating it within standalone subjects, which was supported by several curriculum developers and teachers interviewed. This approach not only enhances learner engagement but also aligns entrepreneurship education with broader skill sets required for the 21st-century workplace.[35] Moreover, continuous professional development for teachers, with a focus on experiential and project-based learning methodologies, is critical. Teachers in this study highlighted the need for comprehensive training and professional support to overcome competency gaps, mirroring challenges documented in other developing countries. Participants across all groups acknowledged the value of industry partnerships in bridging the gap between academic preparation and real-world demands. School administrators were particularly vocal about the benefits of formalised collaborations with local businesses and mentorship programs to provide learners with practical exposure and networking opportunities. Such partnerships have been shown internationally to increase the relevance and impact of entrepreneurship education, fostering employability and entrepreneurial readiness.[36] Lastly, flexible curricular designs that account for local resource limitations and time constraints were recommended by participants as a means to contextualise and sustain entrepreneurship education. This approach echoes OECD guidelines urging a balance between ambitious institutional goals and pragmatic adaptation to local realities.[37] Learners themselves reported positive impacts from entrepreneurship education, including the development of creativity, adaptability, confidence, and practical skills that prepare them for both entrepreneurial and traditional careers, supporting the overarching goal to foster a generation of resilient, innovative, and employable youth.

The findings revealed significant challenges in integrating entrepreneurship education, notably resource constraints (79%), curriculum rigidity (60%), and insufficient teacher training (50%), alongside limited institutional support (38%). These barriers align with prior studies highlighting resource scarcity and curriculum inflexibility as major impediments to effective entrepreneurship education.[38] The prominence of digital tools (99%) and industry partnerships (96%) as pedagogical approaches highlighted a shift towards experiential and technology-enhanced learning, consistent with recommendations for fostering entrepreneurial mindsets through active engagement and real-world connections.[39] Learner outcomes indicate strong career readiness (94%) and participation (88%), suggesting that despite challenges, entrepreneurship education effectively promotes practical competencies and engagement, which are critical for entrepreneurial intentions and human capital development. However, the moderate entrepreneurial mindset outcome (60%) points to the need for enhanced pedagogical strategies and institutional support to deepen entrepreneurial attitudes.[40] The findings emphasise the importance of aligning curriculum flexibility, teacher training, and institutional backing to maximise entrepreneurship education's impact.[41]

The Constructivist Learning Theory significantly influenced the study findings by framing entrepreneurship education as an active, learner-centred process, which resonated deeply with participants' experiences and perspectives. Through this theoretical lens, the study emphasised learners' active

[34] AlShannag et al., "Key Components of Curriculum for Students in 2030"; Eslyn Isaacs et al., "Entrepreneurship Education and Training at the Further Education and Training (FET) Level in South Africa," *South African Journal of Education* 27, no. 4 (2007): 613–29.
[35] Darbellay, "When Interdisciplinarity Meets Creativity: Exploring Interdisciplinary Creative Teaching in the 21st Century."
[36] Ajani, "The Role of Experiential Learning in Teachers' Professional Development for Enhanced Classroom Practices."
[37] Herma Jonker, Virginie März, and Joke Voogt, "Curriculum Flexibility in a Blended Curriculum," *Australasian Journal of Educational Technology* 36, no. 1 (2020): 68–84.
[38] Amadi and Eze, "Factors Influencing the Implementation of Entrepreneurship Education in Tertiary Institutions in Rivers State."
[39] DeCoito and Briona, "Fostering an Entrepreneurial Mindset through Project-Based Learning and Digital Technologies in STEM Teacher Education"; Colin Donaldson, Luke Pittaway, and Heidi Neck, "Models-Based Practice in Entrepreneurship Education: Integrating Diverse Pedagogies," *Entrepreneurship Education and Pedagogy*, 2023, 25151274251337748.
[40] du Toit and Kempen, "Effectual Structuring of Entrepreneurship Education: Guidelines for Overcoming Inadequacies in the South African School Curriculum."
[41] AlShannag et al., "Key Components of Curriculum for Students in 2030."

construction of entrepreneurial knowledge via experiential activities such as business planning, role-playing, and simulations, which were frequently highlighted by teachers and learners as engaging and practical methods that improved their understanding and confidence. The theory's focus on collaboration and real-world problem-solving aligned with stakeholders' appreciation for industry partnerships and project-based learning, reinforcing the importance of contextualised and interactive entrepreneurship education. The constructivist emphasis on reflective practice was reflected in participants' recognition of how learners developed critical thinking and risk assessment skills, both essential for entrepreneurial mindsets and career readiness. Furthermore, grounding the study in constructivism allowed for a nuanced understanding of how curriculum developers and school administrators viewed policy and institutional frameworks as enablers or barriers to creating meaningful experiential learning opportunities. This perspective helped explain why teacher capacity and resource allocation critically affected the quality of entrepreneurship education delivery. Ultimately, the Constructivist Learning Theory provided a pedagogical foundation that not only explained but also validated the study's findings on the effectiveness of active, contextualised learning approaches in entrepreneurship education. The theory supported the conclusion that fostering learner agency through meaningful, action-based experiences is vital for preparing Grade 10 learners to navigate the uncertainties of entrepreneurial careers and to develop innovative, adaptable, and reflective competencies essential for their future success.[42]

RECOMMENDATIONS

The study recommends that teacher training may be enhanced by organising specialised workshops and courses that equip teachers with innovative, experiential teaching methods such as project-based learning, simulations, and real-world case studies. The hands-on training could help teachers confidently integrate entrepreneurship concepts into their lessons. The study recommends curriculum flexibility, which could be achieved by revising academic frameworks to allow interdisciplinary modules and elective entrepreneurship courses, enabling adaptation to evolving market needs and student interests. The study further recommends the incorporation of digital tools and simulations, which could be incorporated by investing in technology infrastructure and providing access to interactive platforms that simulate entrepreneurial scenarios, fostering active learning. The study also recommended that industry partnerships may be strengthened by establishing collaborations with local businesses and entrepreneurs to offer mentorship, internships, and guest lectures, bridging theory and practice. It may be of help to have institutional support, which may require allocating dedicated funding and resources, alongside policy support, to sustain entrepreneurship programs and encourage innovation within educational institutions.

CONCLUSION

The study highlights the complex issues of integrating entrepreneurship education within academic institutions. Despite notable challenges such as resource constraints, curriculum rigidity, and limited teacher training, the adoption of innovative pedagogical approaches, particularly digital tools and industry partnerships, demonstrates promising avenues for enhancing learner engagement and career readiness. The findings stress that while entrepreneurship education effectively fosters participation and practical skills, there remains a critical need to strengthen the development of an entrepreneurial mindset among learners. Addressing institutional support gaps and promoting curriculum flexibility are essential to overcoming existing barriers. The study reinforces the call for comprehensive strategies that combine experiential learning, teacher professional development, and supportive institutional frameworks to fully realise the potential of entrepreneurship education. Ultimately, such efforts may contribute to nurturing future entrepreneurs equipped with the knowledge, skills, and attitudes necessary to thrive in dynamic economic environments.

BIBLIOGRAPHY

Aboobaker, Nimitha. "Human Capital and Entrepreneurial Intentions: Do Entrepreneurship Education and Training Provided by Universities Add Value?" *On the Horizon* 28, no. 2 (March 16, 2020):

[42] Renninger, "Exploring the Impact of Constructivist Learning on Students' Problem-Solving Abilities in Education"; Yacine, "Entrepreneurship Learning in Higher Education: Practice-Based and Action Learning Approaches."

73–83. https://doi.org/10.1108/OTH-11-2019-0077.
Ajani, Oluwatoyin Ayodele. “The Role of Experiential Learning in Teachers’ Professional Development for Enhanced Classroom Practices.” *Journal of Curriculum and Teaching* 12, no. 4 (August 17, 2023): 143. https://doi.org/10.5430/jct.v12n4p143.
Akkaş, Handan, and Cem Harun Meydan. “Sampling Methods in Qualitative Sampling in Multicultural Settings.” In *Principles of Conducting Qualitative Research in Multicultural Settings*, 32–54. IGI Global, 2024.
AlShannag, Qasim M, Páraic Treacy, Ieda M Santos, Patricia Fidalgo, and Farouq Al Meqdadi. “Key Components of Curriculum for Students in 2030,” 2020.
Amadi, E A, and Sunday C Eze. “Factors Influencing the Implementation of Entrepreneurship Education in Tertiary Institutions in Rivers State.” *International Journal of Innovative Social & Science Education Research* 7 (2019).
Beegle, Kathleen, and Luc Christiaensen. *Accelerating Poverty Reduction in Africa*. Washington, DC: World Bank, 2019. https://doi.org/10.1596/978-1-4648-1232-3.
Campbell, Steve, Melanie Greenwood, Sarah Prior, Toniele Shearer, Kerrie Walkem, Sarah Young, Danielle Bywaters, and Kim Walker. “Purposive Sampling: Complex or Simple? Research Case Examples.” *Journal of Research in Nursing* 25, no. 8 (December 18, 2020): 652–61. https://doi.org/10.1177/1744987120927206.
Darbellay, F. “When Interdisciplinarity Meets Creativity: Exploring Interdisciplinary Creative Teaching in the 21st Century.” In *Handbook of Interdisciplinary Teaching and Administration*, 317–39. Edward Elgar Publishing, 2024.
DeCoito, Isha, and Lisa K Briona. “Fostering an Entrepreneurial Mindset through Project-Based Learning and Digital Technologies in STEM Teacher Education.” In *Enhancing Entrepreneurial Mindsets through STEM Education*, 195–222. Springer, 2023.
Donaldson, Colin, Luke Pittaway, and Heidi Neck. “Models-Based Practice in Entrepreneurship Education: Integrating Diverse Pedagogies.” *Entrepreneurship Education and Pedagogy*, 2023, 25151274251337748.
Igwe, Paul Agu, Ugochukwu Chinonso Okolie, and Chioma Vivienne Nwokoro. “Towards a Responsible Entrepreneurship Education and the Future of the Workforce.” *The International Journal of Management Education* 19, no. 1 (March 2021): 100300. https://doi.org/10.1016/j.ijme.2019.05.001.
Isaacs, Eslyn, Kobus Visser, Christian Friedrich, and Pradeep Brijlal. “Entrepreneurship Education and Training at the Further Education and Training (FET) Level in South Africa.” *South African Journal of Education* 27, no. 4 (2007): 613–29.
———. “Entrepreneurship Education and Training at the Further Education and Training (FET) Level in South Africa.” *South African Journal of Education* 27, no. 4 (January 22, 2008): 613–29. https://doi.org/10.15700/saje.v27n4a135.
Jonker, Herma, Virginie März, and Joke Voogt. “Curriculum Flexibility in a Blended Curriculum.” *Australasian Journal of Educational Technology* 36, no. 1 (2020): 68–84.
———. “Curriculum Flexibility in a Blended Curriculum.” *Australasian Journal of Educational Technology*, January 2, 2020. https://doi.org/10.14742/ajet.4926.
Kagayo, Marie Joana. “An Exploratory Study on the Rwandan Fashion and Textile Industry,” 2022.
Liñán, Francisco, and Alain Fayolle. “A Systematic Literature Review on Entrepreneurial Intentions: Citation, Thematic Analyses, and Research Agenda.” *International Entrepreneurship and Management Journal* 11, no. 4 (December 23, 2015): 907–33. https://doi.org/10.1007/s11365-015-0356-5.
Mahmudin, Tono. “The Importance of Entrepreneurship Education in Preparing the Young Generation to Face Global Economic Challenges.” *Journal of Contemporary Administration and Management (ADMAN)* 1, no. 3 (November 17, 2023): 187–92. https://doi.org/10.61100/adman.v1i3.78.
Maka, Loquitur. “Entrepreneurship Education in South Africa: Policy Implementation and Impact on Youth Empowerment,” August 28, 2023. https://doi.org/10.20944/preprints202308.1826.v1.
Ndlovu, Elona Nobukhosi, Patrick Ebong Ebewo, Semukele Hellen Mlotshwa, and Knowledge Shumba. “Entrepreneurial Coaching and Self-Efficacy: A Systematic Review of Its Pedagogical Integration

into Entrepreneurship Education." *Education Sciences* 15, no. 2 (February 14, 2025): 237. https://doi.org/10.3390/educsci15020237.

Ngwenya, T. "Teacher Competence and Technology Integration in Under-Resourced Schools." *South African Journal of Education* 40, no. 3 (2020): 1–11.

Rashid, Lubna. "Entrepreneurship Education and Sustainable Development Goals: A Literature Review and a Closer Look at Fragile States and Technology-Enabled Approaches." *Sustainability* 11, no. 19 (September 27, 2019): 5343. https://doi.org/10.3390/su11195343.

Renninger, Eryansyah Putra. "Exploring the Impact of Constructivist Learning on Students' Problem-Solving Abilities in Education." *Jurnal Ilmu Pendidikan Dan Humaniora* 13, no. 2 (2024): 81–91.

Sommarström, Kaarina, Elena Oikkonen, and Timo Pihkala. "The School and the Teacher Autonomy in the Implementing Process of Entrepreneurship Education Curricula." *Education Sciences* 11, no. 5 (May 3, 2021): 215. https://doi.org/10.3390/educsci11050215.

Toit, Adri du, and Elizabeth L. Kempen. "Effectual Structuring of Entrepreneurship Education: Guidelines for Overcoming Inadequacies in the South African School Curriculum." *Africa Education Review* 17, no. 4 (July 3, 2020): 41–55. https://doi.org/10.1080/18146627.2020.1868074.

Weng, Xiaojing, Michelle Mingyue Gu, Qi Xia, and Thomas K.F. Chiu. "SWOT Analysis of Al Empowered Entrepreneurship Education: Insights from Digital Learners in Higher Education." *Thinking Skills and Creativity* 56 (June 2025): 101763. https://doi.org/10.1016/j.tsc.2025.101763.

Yacine, M. "Entrepreneurship Learning in Higher Education: Practice-Based and Action Learning Approaches." Sheffield Hallam University, 2022. https://doi.org/10.7190/shu-thesis-00511.

ABOUT AUTHORS

Dr. Limkani Sincuba is a dedicated educator and emerging scholar whose passion extends beyond the classroom. As a lecturer with less than five years of experience, Dr. Sincuba has already demonstrated a strong commitment to academic excellence and the holistic development of students. Balancing a vibrant professional career with the joys of parenthood, Dr. Sincuba cherishes the many children dear to her heart, continuously seeking blessings and opportunities for their growth and wellbeing. Deeply engaged in research.

Mr. Olwethu Solundwana is a committed Master of Education candidate with a strong focus on educational equity and curriculum development. He holds a Bachelor of Education degree in Economics and Management Sciences (BEd EMS), graduating with honours. Following his undergraduate studies, Mr. Solundwana gained five years of experience teaching at the secondary school level. He is pursuing the M.Ed. program to deepen his expertise in educational theory, policy analysis, and instructional leadership. Mr. Solundwana is highly regarded by his peers for his collaborative approach, critical thinking abilities, and dedication to making meaningful contributions to the field of education.