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## Inclusion of Entrepreneurship Education in Secondary Level Curriculum: A Study of Teachers' Perceptions in Pakistan

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**Abstract:** *The goal of entrepreneurship education is to help people develop their creative thinking skills from the ground up since this will help them develop a business perspective. Students who have an education in entrepreneurship will be better able to spot opportunities, take calculated risks to launch new businesses and build the self-assurance necessary to pursue their ideas for long-term financial security. Pakistan is deficient in the study of entrepreneurship, especially in secondary education. Because of this, the goal of the current study was to investigate teachers' perceptions of the need for teacher training programs in order to incorporate entrepreneurship education into secondary curricula and their views about entrepreneurship education in general. The study is qualitative in nature, and data were collected via semi-structured interviews with the ten secondary school teachers in District Rawalpindi using a convenient sampling technique. The collected data were analyzed via interpretative phenomenological analysis (IPA). Results from the study indicated teachers' positive perceptions towards entrepreneurship education in the secondary level curriculum, which required pieces of training and guidance. The study recommended particular workshops and contents in the curriculum for the development of students' ideas about entrepreneurship education.*

**Key Words:** Entrepreneurship Education, Teacher's Perception, Curriculum, Secondary Level, Pakistan

### Introduction

A person who owns a firm and is self-employed is considered an entrepreneur. Important characteristics of entrepreneurship include controlling risk, taking initiative, and making money (Kriewall & Mekemson, 2010). Being an entrepreneur means developing oneself, exercising creativity, and generating original ideas (Wilson, 2008; UNCTAD, 2005). Over the past few decades, entrepreneurship has been increasingly important because of ongoing economic difficulties, most notably the growing problem of unemployment (Garcia-Rodringer, 2017). Young people's views and aspirations are shaped by their education; therefore, it's important to know how to support and encourage aspiring business owners when they are in school (Wang & Wong, 2004). Students who study entrepreneurship get useful information, abilities, and, most importantly, mental adjustment (Wilson, 2008). Education in entrepreneurship encompasses more than just business management skills. It suggests that in addition to starting a business, it provides useful abilities for day-to-day living and future endeavours. The instructors underlined how important it is to teach students about entrepreneurship as a social idea and how it should be included in school curricula. The educators felt that it was essential for pupils to understand the concept of entrepreneurship, with a particular emphasis on starting a firm. They recommended that instead of being included in other courses like management science, economics, and life skills, entrepreneurship should have its own curriculum (Ntsanwisi et al., 2021).

To satisfy the demands of the labour market in the twenty-first century, entrepreneurship education is a crucial component of secondary curricula. It has been shown that, by including entrepreneurship education in secondary school, curricula may act as a spur to encourage pupils to go into business for

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themselves in the future. There is a need for fundamental skills, knowledge, and training to promote entrepreneurship education (Ideland et al., 2020). The insightful opinions of educators support the successful curriculum modification in secondary education. The foundation for implementing the curriculum is the teacher. There are several ways to approach the teaching of entrepreneurship. Understanding the fundamentals of entrepreneurship is crucial to determining the scope of entrepreneurship education (Seikkula-Leino et al., 2010). Teachers thought that the best way to introduce entrepreneurial education in high schools was through projects. Even though these projects are good for the children, they can need more work if a teacher wants to include them in the curriculum and daily schedule. Teachers have a great deal of power and are well-versed in the curricula and teaching methods used in schools. This emphasizes the need to look into their engagement in entrepreneurship education and evaluate how well they've integrated it into the curriculum at the schools (Arensburg, 2015). This study uses a qualitative methodology to investigate teachers' perceptions of the necessity of teacher training programs for entrepreneurship education in secondary curriculum and to evaluate teachers' perceptions of the importance of entrepreneurship education as a crucial factor before implementing entrepreneurship education.

### The Rationale of the Study

There is a dearth of studies on secondary-level entrepreneurship education in Pakistan, especially concerning the views of educators on how to incorporate entrepreneurial ideas into the curriculum. A thorough grasp of how to foster entrepreneurial thinking from the outset of professional decision-making is impeded by this gap in the literature. Teachers' viewpoints may need more importance as they play a key role in curriculum implementation and can show the accessibility position of entrepreneurship education. Their opinions can help develop methods and procedures for providing students with skills and ideas for success in the job market and in the global economy. The study provides information that can support and guide stakeholders and curriculum designers.

### Theoretical Framework

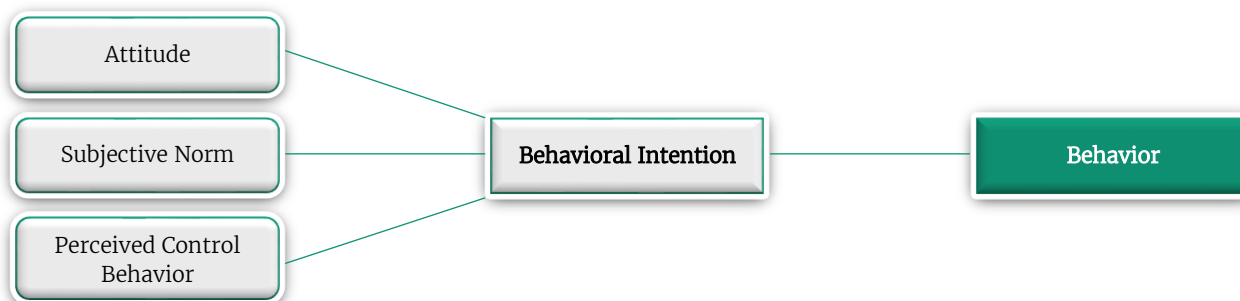
The well-known psychological framework, the Theory of Planned Behaviour (TPB), is highly accepted for analyzing human behaviours. TPB was first introduced by Icek Ajzen in 1985, who desired to perform a highly determined behaviour. While explaining TPB, he stated three elements impacting a person's intention toward behaviours. These are perceptions of controlling behaviour, subjective standards, and attitude to activity. The three elements influence the propensity of a person towards an action, which affects the behaviour.

To know teachers' attitudes towards entrepreneurship education, the TPB is followed as a theoretical framework in the study. This theory can support educators' insights into attitude, perceived behavioural control, and subjective norms while analyzing their approaches and participation in entrepreneurship education.

TPB impacts educators' intentions towards entrepreneurship education in its context. It motivates teachers to include entrepreneurship education in lesson plans due to good perceptions while feeling empowered and qualified during teaching with support from other teachers and administrators. To promote entrepreneurship education, educators' behaviours and perceptions are highly important.

**Figure 1**

*Theory of planned behavior*





## Objectives of the Study

1. To explore teachers' perceptions of entrepreneurship education in the curriculum at the secondary level.
2. To explore the teacher's perception of the need for teacher training programs for entrepreneurship education in the curriculum at the secondary level.

## Research Questions

1. How do teachers perceive entrepreneurship education in the curriculum at the secondary level?
2. How do teachers perceive the need for teacher training programs for entrepreneurship education in the curriculum at the secondary level?

## Significance of the Study

Teachers' perceptions are instrumental in enhancing the curriculum, especially regarding integrating entrepreneurship education at the secondary level. Understanding their attitudes aids curriculum alignment to meet both teacher and student expectations. This study identifies potential teacher challenges, gauging their readiness for change and the necessity for further professional development in teaching entrepreneurship at this level. The insight gained can equip teachers with the necessary skills and resources to effectively impart entrepreneurship education. Moreover, it underscores the crucial need for entrepreneurship education in the secondary curriculum, aligning students with 21st-century job market demands, thereby guiding curriculum designers to meet modern educational requirements.

## Literature Review

Since the 16th century, the term "entrepreneurship" has been used. Entrepreneurship was derived from the French word "entrepredre," which originally referred to the organization of musical or other entertainment (Gautam & Singh, 2015). In the 18th century, the term entrepreneurship was expanded to include economic concerns. According to Seymour (2006), the French economist Richard Cotillion is widely credited with coining the term "entrepreneurship" in the context of what is now known as "business" in around 1730. Since the 15th century (Schumpeter, 1912), the value of entrepreneurship to society has been recognized and discussed, and it is still relevant today (Kirchhoff et al., 2013). According to Gedeon (2010), there is no single worldwide accepted definition of entrepreneurship. An entrepreneur, in the words of Gautam and Singh (2015), "refers to an individual who can turn ideas into action." It encompasses risk-taking, inventiveness, and originality, in addition to project planning and management skills that enable goal achievement.

However, according to several studies on the growth of entrepreneurship, mastering the art of entrepreneurship requires entrepreneurship education and development. According to Din Et al. (2016), entrepreneurship education lowers the unemployment rate and promotes the establishment of high-status, fulfilling jobs. Numerous colleges are improving their entrepreneurship programs in an effort to produce young, talented business people who will contribute to the nation's greater economic growth. Do Pace et al. (2011a, 2011b) stated that entrepreneurship education can help develop the skills necessary for success in the business world and that future entrepreneurs will require them. Some business owners would rather rely solely on their own abilities, thinking that they possess the skills necessary for success. However, after learning about training programs, new opportunities for business success arise, and they discover transferable skills (Wu and Jung, 2008). The primary cause of the company's failure is a lack of expertise (Dowling et al., 2003).

According to Arensburg (2015), teachers have expressed that the concept of entrepreneurship is relatively new to educational leaders. With the rapidly changing external landscape, schools are urged to adapt accordingly. However, the focus on entrepreneurship, primarily in business studies, indicates a necessity for a complete educational system overhaul. There's a crucial need to dispel the misconception that entrepreneurship education is solely about policy execution and instead grasp its multifaceted goals. Additionally, the reliance on instructors who understand the theory but lack practical experience

contributes to the closed-off nature of the system. As previously mentioned, there's a consensus that education must align with the requirements of the twenty-first-century job market.

Similarly, teachers believed that educating students about entrepreneurship, specifically on initiating businesses, held significant importance in their learning journey. They suggested teaching entrepreneurship as an independent subject rather than integrating it into disciplines such as life skills, Economics, or Management Science. Recognizing students' high regard for entrepreneurship and the necessity of acquiring business skills early, the provision of financial and physical resources stands as a crucial driver toward realizing this educational goal (Ntsanwisi & Simelane-Mnisi, 2021). Nonetheless, the teacher's perspective suggests that entrepreneurship education could help students think about starting their own businesses. Examples of this include business studies as a basis for entrepreneurship, expectations from teachers for students to become entrepreneurs, the first introduction of entrepreneurship education, real-world experience, community involvement, and school-based entrepreneurial activities (Ajayi 2021).

Ejiogu and Nwajiuba (2012) examined the necessity of integrating entrepreneurship education into Nigerian school curricula to help young adults gain the skills and knowledge necessary for self-employment through regular, interactive sessions. According to Seikkula-Leino (2011), Curriculum reform serves as a catalyst for societal changes driven by inherent values, ideological stances, and political agendas. Across numerous nations, governmental policies emphasize fostering entrepreneurship, which is evident in its integration within educational frameworks. These shifts echo societal preferences regarding the perceived value of knowledge, often influenced by the prevailing power structures. The successful realization of these reforms relies heavily on educators' ability to introspect, innovate, assimilate new methodologies, and effectively apply them within classrooms. Teachers, as pivotal actors in curriculum reforms, undertake a self-educative role, where the reform process primarily centres on enhancing teachers' understanding and proficiency in entrepreneurship education and its practical implementation. Consequently, prioritizing teachers' expertise in this domain becomes paramount.

The role of the teacher is essential to the advancement of entrepreneurship education. The research area with the least attention is teacher training for entrepreneurship education, which is something that has to be prioritized. In order to incorporate entrepreneurship education into the curriculum, we must enhance the teacher-learning process (Ruskovaara Et al. 2010). It is more imp

ortant to teach enterprise education when teaching entrepreneurship to younger students. The aim is for students to become more self-reliant in their education, to strive towards their objectives, to be imaginative, to identify opportunities, and to generally navigate our complex society. Additionally, the intention is for them to actively participate in the labour market and view entrepreneurship as a logical career path (Ikävalko et al., 2009). To affect the teachers' perception, Teerijoki & Murdock (2014) examine how their training program affected the instructors from three distinct universities. The program's main goal was to help teachers understand the concept of entrepreneurship education so they could carry out their duties more effectively and impart knowledge of entrepreneurship.

Determine the part that teachers and secondary basic to upper school students play in entrepreneurship education practices in the study conducted by Ruskovaara & Pihkala (2015). Their results show that the primary driver of teacher-provided entrepreneurship education is the teachers' awareness and perception following their entrepreneurship training.

The entirety of the relevant literature focused on higher education for entrepreneurship. There is a dearth of research on the subject of secondary entrepreneurship education, teacher perspectives, and curriculum integration of entrepreneurship education. No noteworthy research on entrepreneurial education at the secondary level could be located, which indicated the gap in the study.

## Methodology

After the phenomenological design, a qualitative method was applied. The design was selected because it gave the researcher the ability to gain a deep insight into certain experiences that would not be possible with other designs. The participants' perceptions regarding entrepreneurial education are included in their



experiences. Thirty instructors from one Rawalpindi private secondary school made up the study's population. Ten teachers were selected via a convenient sampling approach for the study interview. Semi-structured interviews were conducted to gain information, which was analyzed via the Interpretative Phenomenological Analysis (IPA) approach. The interview questions were predesigned, discussed and approved by experts in the field to ensure the validity of the tool.

## Results and Findings

Four themes were further identified from the interview questions. Teachers' awareness of entrepreneurship education, teachers' perceptions of entrepreneurship education generally, teachers' perceptions of the inclusion of entrepreneurship education in the curriculum, and teachers' perceptions of the expected outcomes for students as it relates to the inclusion of entrepreneurship education in the secondary curriculum were the four themes associated with the first objectives.

Out of 10 instructors, eight had favourable views on the idea of including entrepreneurial education in the secondary-level curriculum. Three teachers were impartial, but the remaining seven were completely aware of this idea. Teachers, as a whole, believed that entrepreneurship education needs to be a part of the curriculum. They believe that it is imperative that the curriculum be updated to reflect the rapidly evolving environment in which students live. According to teachers' perspectives, incorporating entrepreneurship education into the secondary curriculum will significantly impact students' learning outcomes by allowing them to develop their talents in accordance with their aptitudes, develop into skilled entrepreneurs capable of starting their own businesses, and generate more high-status, fulfilling jobs.

Examining teachers' opinions about the necessity of teacher training programs for entrepreneurship education in secondary level curriculum was the study's second objective. All the respondents stated that secondary level curriculum must incorporate entrepreneurship education even then when there is teachers' training. They stated that teacher training programs easily turn their attitudes to embracing entrepreneurship education in the curriculum. They further explained that some of the instructors may not know the idea and can find it challenging in practical implementation at the secondary level.

## Discussion

The study aimed to look at teachers' perceptions of the value of training programs and entrepreneurship education as a part of the secondary-level curriculum. The study attempted to cover the gap by focusing on the need to include entrepreneurship education and training programs accordingly. Doing so can motivate students' entrepreneurial attitudes and careers towards modern world expectations. Teachers' perspectives and requirements are the most important aspect of curriculum updates. This study will demonstrate how secondary school teachers see entrepreneurship education in the curriculum. The results show that educators are aware of the importance of entrepreneurship education for pupils. Teachers believed that entrepreneurship education needed to be included in the secondary education curriculum. The secondary school curriculum has to be revised to reflect the demands of the labour market today. Teachers argue that incorporating entrepreneurship education into the secondary school curriculum would benefit students by dispelling the myth that there are just a few possibilities for careers and that students aren't allowed to think creatively. Teachers also mentioned the necessity for a program to train teachers in entrepreneurship education since it would be a novel idea or a modification to the secondary curriculum. To include entrepreneurial education into the curriculum in an effective manner, teachers must become knowledgeable in pedagogical methodologies. Teachers were informed that when incorporating entrepreneurial education into the curriculum, pieces of training need to come first. The results of the current study support the teachers' positive perceptions of incorporating entrepreneurship education into the secondary curriculum and their reflection that teacher preparation is the most crucial component in this process.

## Conclusion

The study's findings demonstrate that secondary school teachers have a favourable opinion on entrepreneurship education. Regarding the idea of incorporating entrepreneurial education into the

secondary curriculum, the teacher is upbeat. Less awareness of entrepreneurial education was held by the instructors. Before entrepreneurship education is included in the secondary entrepreneurship education curriculum, the instructors want a teacher training program. This study also promotes educators' awareness of how students' requirements have evolved in the current day and how entrepreneurship education is highly valuable to them in the labour market. Early knowledge about it will encourage students to think about business instead of relying solely on a job-oriented attitude. The secondary curriculum's emphasis on entrepreneurship is essential for today's workforce and is crucial to the nation's economic growth. Since students represent the nation's future, curricula should be revised to reflect their demands as the labour market changes. According to teachers' perceptions, this study supports the notion of including entrepreneurship education in the secondary curriculum. This study supports instructional designers in their efforts to improve the curriculum and incorporate entrepreneurial education into the secondary curriculum.

## Recommendations

It is recommended that curriculum developers take into consideration the necessity of including entrepreneurial education in secondary curriculum for pupils. It is crucial that future research concentrate on how curriculum designers, students' need for curricular progress, and public secondary school teachers see entrepreneurship education. Additionally, more research should be done utilizing a variety of techniques. A large sample must be used in the administration of future studies.

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