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Enhancing entrepreneurial intention in secondary school

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Abstract

Purpose: The literature reveals that emerging markets experience high unemployment rates. However, tertiary institutions continue to chant out a large number of graduates, increasing the rate of unemployment. Regardless of the tertiary institutions introducing entrepreneurship education, graduates continue to seek employment instead of creating it. This study analyses the introduction of entrepreneurship education in secondary schools to create entrepreneurship intentions in students.

Research Methodology: The researcher adopted an interpretative paradigm that advocates a qualitative approach. The study face-to-face interviewed 17 head teachers from secondary schools in the Mashonaland West Province. This study thematically deduces entrepreneurship teaching methods, entrepreneurship content, and entrepreneurship assessment methods as sub-concepts that, if implemented, lead to entrepreneurship intention.

Results: The researcher established that entrepreneurship education leads to entrepreneurship intentions if introduced in secondary schools. However, it requires commitment from policy designers and implementers to achieve the intended goals. This study recommends the adoption of entrepreneurship education based on a funding model supported by stakeholders, including financial institutions and the government.

Limitations: The study had a methodological limitation in that the sample size was small (17 head teachers).

Contributions: This study contributes to educational policy changes through the introduction of entrepreneurship education and its curriculum.

Novelty: This study analyzed the implementation of entrepreneurship education in secondary schools as a vehicle to solve the unemployment challenge.

Keywords: *Entrepreneurship Education, Entrepreneurship Intentions, Social cultural theory*

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1. Introduction

The literature indicates that youth unemployment and employment have become tropical concerns globally (Fergusson & Yeates, 2021; Hong, 2021). In any country, the youth determine the future and become vibrant actors in the economy. Contributing to the discourse on unemployment, (Huikari & Korhonen, 2021) argue that unemployment leads to social problems, including suicide, mental health, and stress. Blustein et al. (2020) described the negative effects of unemployment on individuals, families, and communities, including poor standards of living, health issues, and conflict among community members. These unemployment effects tear away the fabric that glues communities together. Furthermore, scholars such as Fergusson and Yeates (2021) explain that global financial crises result from unemployment. These studies highlight the need to develop mechanisms that promote

employment. The mentality of youth seeking jobs must be replaced with skills that enable them to become entrepreneurs. Globally, policymakers need to consider decisions that promote entrepreneurship intentions among youth.

In Africa, literature shows that the rate of youth unemployment balloons due to tertiary institutions that produce products without enough entrepreneurship skills (Akinbola, Otokiti, Akinbola, & Sanni, 2020). Justifying unemployment rates in Africa, Nautwima, Asa, and Atiku (2023) reported unemployment rate of 6.18 and 6.17 in 2019 and 2020, respectively. According to many scholars, Amoa-Gyarteng and Dhliwayo (2024); Mensah (2024); Ogbonna, Adediran, Oloko, and Isah (2023); Taiwo, Hakan, and Savaş (2022) youth in Africa face various constraints that include insufficient education and training programs that nature entrepreneurship skills and attitudes. Moreover, youth lack inspiration from entrepreneurship role models, lack of manpower due to brain drain, and lack of funding to support start-ups. In general, African countries do not have an industrial base that supports youth entrepreneurship. In support of these views, Amoa-Gyarteng and Dhliwayo (2024) established a relationship between the unemployment rate and entrepreneurship development in developing countries. Scholars have shown that lack of entrepreneurship education leads to a high unemployment rate.

Ogbonna et al. (2023), indicated that lack of prioritization of entrepreneurial endeavours has failed to develop entrepreneurial skills, thus entrepreneurial activities cannot achieve improvement in economic growth. In support, Mensah (2024) argued that a lack of skilled entrepreneurs leads to the outrage of product and service shortages across the economic spectrum, which causes an economic meltdown. Similarly, Taiwo et al. (2022) opined that a high unemployment rate affects trade balance among African countries.

According to Mamuse, von der Heyden, and Blenkinsop (2024), Zimbabwe gained independence from Britain in 1980, however adopted the colonial education system that trained youth to be job seekers rather than to be entrepreneurs. Scholars report that in the late 1990s and the early 2000s, Zimbabwe implemented a controversial land reform program aimed at addressing historical land inequalities in order to address economic imbalances (Chadzamira & Chigara, 2024; Gunhidzirai, 2024; Muzavazi, 2024). The process was marred by political violence, disruptions in agricultural productivity, and a decline in foreign investment (Blakeney & Alemu, 2024). Scholars argue that chaotic land reform caused Zimbabwe to face severe economic challenges, including hyperinflation, significant currency devaluation, high unemployment, and a decline in key sectors, such as agriculture and manufacturing (Mamuse et al., 2024; Marongedza, Hlungwani, & Hove, 2024). The literature indicates that the socioeconomic situation in Zimbabwe is complex and has undergone changes over time (Chadzamira & Chigara, 2024). The country continues to grapple with ongoing challenges, while seeking avenues for sustainable development and inclusive growth.

Reports on Zimbabwe show that the country faces a plethora of challenges that range from economic, social, and political arenas. According to Phiri, Maruta, and Chazireni (2020), Zimbabwe experiences a high level of poverty where 94% of the population live below a dollar per day. The literature shows that access poverty results from a high corruption rate, high unemployment rate, underperforming banking system, lack of foreign investment, underperforming industries, and poor infrastructure (Phiri et al., 2020). In support of this, Maulani and Agwanda (2020) echoed that the high unemployment rate of youth shows a lack of entrepreneurship education. Although the country established innovation hubs at each university, the results were not forthcoming and start-ups failed to attract funding. Contributing to the discourse, Dzingirai (2020), supported by Mwenje (2021), alluded that Zimbabwe Universities produce 30 000 graduates each year, contributing to an increase in the unemployment rate estimated at 90%, although officially they report 10.8%. The authors argue that the country lacks a comprehensive entrepreneurship education policy that contributes to employment. Hence, the absence of a framework for entrepreneurship education that leads to entrepreneurial intention caused the author to conduct this study. Therefore, this study presents a statement of the problem and the research questions to be answered.

1.1 Statement of the Problem

Zimbabwe experiences a high unemployment rate of approximately 90% regardless of the introduction of entrepreneurship education at the tertiary level. In addition, Zimbabwe tertiary institutions produce 30 000 graduates each year, but they end up unemployed or starting businesses. This scenario arouses the interest of researchers to analyze the impact of introducing entrepreneurship education at the secondary school level that leads to entrepreneurship intention as a panacea to the high rate of unemployment.

1.2 Research Questions

1. Why does the introduction of entrepreneurship education, which leads to entrepreneurship intention at tertiary institutions in Zimbabwe, fail to yield favorable results?
2. What entrepreneurship education content leads to entrepreneurship intention among secondary school students?
3. How can entrepreneurship education be taught to secondary school students to inculcate entrepreneurship intentions?
4. How can entrepreneurship education be assessed in terms of secondary school students' entrepreneurship intentions?

1.3 Significance of the study

Entrepreneurship education helps instill an entrepreneurial mind-set among students. It can encourage creativity, critical thinking, problem-solving, and a proactive approach to identifying opportunities and taking initiatives. Such skills and attitudes are valuable not only for potential entrepreneurs but also for youth who may pursue employment in various sectors. Zimbabwe, like many other countries, faces high unemployment rates, particularly among youth. By equipping students with entrepreneurial skills and knowledge, it is possible to create a new generation of job creators and to encourage the establishment of start-up enterprises. This can contribute to job creation, economic diversification, and overall economic growth. Zimbabwe has a significant informal economy, where many individuals engage in self-employment or small-scale businesses; hence, entrepreneurship education has become a necessity. Entrepreneurship education includes components of financial literacy and basic business management. This can empower students with essential financial skills such as budgeting, understanding profit and loss, managing cash flow, and making informed financial decisions. Strengthening financial literacy has broader benefits for individuals' personal lives, and contributes to a more financially inclusive society.

The introduction of entrepreneurship education in secondary schools requires curriculum integration and teacher training. This involves revising existing curricula or developing new subjects or modules. Adequate training and support for teachers are crucial for ensuring the effective delivery of entrepreneurship education. The implementation of entrepreneurship education requires the allocation of resources for curriculum development, teaching materials, and infrastructure. This can be a challenge in resource-constrained settings, such as Zimbabwe. Adequate funding and sustainable support mechanisms are necessary to ensure the longevity and effectiveness of entrepreneurial education initiatives. Entrepreneurship education requires a shift in societal attitudes towards and perceptions of entrepreneurship. Culturally, there may be a preference for formal employment over entrepreneurial venture. Promoting entrepreneurship as a viable career involves addressing cultural biases and encouraging a supportive entrepreneurship environment. The implementation of entrepreneurship education at the secondary school level requires collaboration between the education sector, government, private sector, and civil society to provide mentorship, incubation programs, access to finance, and an enabling business environment for aspiring youth entrepreneurs. This study provides an empirical framework for actors in the implementation of entrepreneurship education in secondary schools in Zimbabwe.

This paper begins by introducing the concepts highlighted by the statement of the problem, followed by a literature review of the literature on entrepreneurship education and entrepreneurial intention. This paper presents the research methodology, results, discussions, conclusions, and recommendations.

2. Literature Review

This study reviewed the literature on sociocultural theory as a theoretical framework, entrepreneurship education, and entrepreneurship intention concepts. In addition, the researcher reviewed the literature on the nexus of entrepreneurship education and entrepreneurship intention to establish a research gap.

2.1 Social-cultural Theory

This study adopted Sociocultural Theory as the Theoretical Framework. Rahmatirad (2020) reports that the Sociocultural Theory emanated from the works of Vygotsky (1896-1934). The principles of Sociocultural Theory explain that humans develop knowledge through their interactions with their surroundings (Ameri, 2020). Similarly, Lantolf, Poehner, and Thorne (2020) explained that Sociocultural Theory argues that youths are more likely to interact with experienced and knowledgeable people in communities. Vygotsky argued that a learner's complex thinking and cognitive skills emanate from social interactions with capable people like teachers and those with wisdom.

According to Hughes (2021), Vygotsky claimed that students are born with elementary mental functions, namely, attention, sensation, perception, and memory. Moreover, Vygotsky argued that the social and cultural environment allows learners to use these elementary skills to develop and gain higher mental function. Similarly, Karimi and Nazari (2021) reported that Vygotsky suggested that human performance becomes a process arranged by concepts, social objects and activities. In this regard, learning becomes an interactive process that represents a student's final output in a practical community (Glăveanu, 2020). The theory focuses on the sociocultural perspective of the roles that participation in social interactions and culturally organized activities play in influencing psychological development (Eun, 2023). Furthermore, students participate in a broad range of joint activities and internalize the effects of working together to acquire new strategies and knowledge of the world and culture (Sergis et al., 2024).

Sociocultural Theory explains the Zone of Proximal Development (Poehner & Lantolf, 2023). Literature shows that the Zone of Proximal Development refers to the gap between the actual and potential capabilities of the student (Karimi & Nazari, 2021). Vygotsky argued that students demonstrate various capabilities during their learning process (Carr, 2024). In certain circumstances, the learner would be able to perform the task in the presence of an expert, but could not do it alone. Conversely, students can perform the task alone, without the assistance of an expert. In the first scenario, the learner requires further assistance from an expert to develop the skills required to perform the task. However, in the second scenario, the expert needs to give more difficult tasks to the student so that the learner can develop more skills.

Many scholars have applied Sociocultural Theory to explain concepts in various disciplines (Carr, 2024; Eun, 2023; Glăveanu, 2020; Hughes, 2021; Sergis et al., 2024). However, there is limited literature on the application of Sociocultural Theory to explain the concepts of entrepreneurship education and entrepreneurial intentions. In applying sociocultural theory, Karimi and Nazari (2021) argued that entrepreneurship education needs to be taught by experienced teachers who have practical knowledge of the discipline. Those who do not own a business cannot teach a person to own business. Similarly, the theory stipulates that hands-on experience leads to knowledge acquisition; hence, when teaching entrepreneurship education, a child-centered approach causes learners to acquire more knowledge, which leads to entrepreneurial intentions (Sergis et al., 2024). Furthermore, the theory advocates the introduction of entrepreneurship education as part of socialization, meaning that the discipline must be introduced early in the development of a child. This Theory advocates entrepreneurship content that comes from the experiences of learners (Carr, 2024). This arouses learners' interest in acquiring more knowledge of entrepreneurship education. In addition, the theory encourages educators to adopt entrepreneurship assessment methods that promote hands-on assimilation and role play (Poehner & Lantolf, 2023). In that regard, assessments based on mini-research, practical examinations, and industrial attachments, among other assessment methods, enrich learners' entrepreneurial intention. Nevertheless, the application of Sociocultural Theory in entrepreneurship education in Zimbabwe

arouses the interest of the researcher since sociocultural contrasts depend on the norms and values of that community.

This scholar adopted sociocultural theory as a theoretical framework because of its various advantages in explaining the implementation of entrepreneurship at the secondary school level. Sociocultural theory highlights the role of cultural tools, such as language, symbols, technology, and cultural artifacts, in mediating learning and cognitive development. In the Zimbabwean context, culture promotes education; hence, the use of sociocultural theory helped the researcher clearly explain the concept of entrepreneurship education that leads to entrepreneurial intention in secondary school students. Zimbabweans have an adage that states that it takes the whole community to raise a child. Thus, inculcating entrepreneurial intention in secondary school students requires the involvement of all stakeholders.

2.2 Entrepreneurship Education

Many scholars failed to agree on the definition of entrepreneurship education (Aadland & Aaboen, 2020; Amalia & von Korflesch, 2021; Baggen, Lans, & Gulikers, 2022; Chen & Wang, 2021; Huang-Saad, Bodnar, & Carberry, 2020; Kakouris & Liargovas, 2021; Lackéus, 2020; Perez, Martins, Mahauad, & Sarango-Lalangui, 2024; Ratten & Usmanij, 2021; Rosário & Raimundo, 2024; Somia, Lechner, & Pittaway, 2024). Ratten and Usmanij (2021) defined entrepreneurship education as a learner-centered approach that links theoretical life skills to practical survival business skills useful in a community. This definition emphasizes equipping students with skills and capabilities that help them become entrepreneurs. In the same discourse, Aadland and Aaboen (2020) defined entrepreneurship education as preparing learners for the future life. However, Kakouris and Liargovas (2021) differ from others in defining entrepreneurship education as a process of professional application of knowledge, attitude, skills, and competencies. These scholars have regarded entrepreneurship education as a discipline rather than an activity. Similarly, Chen and Wang (2021) added that entrepreneurship education consists of learning activities that allow learners to acquire the entrepreneurial knowledge, skills, and attitudes necessary to create and operate a business. Other scholars argue that entrepreneurship education refers to teaching how to apply flexible adaptability and resilience to adapt to and respond to changes in workforce demands over time (Lackéus, 2020). These definitions show that scholars have viewed this concept from different perspectives. They failed to reach a consensus on the working definition; hence, further research is required to unpack the concept. However, the effectiveness of entrepreneurship education depends on the teaching methods applied.

Scholars have prescribed various entrepreneurship teaching methods (Malinda et al., 2024). Entrepreneurship education requires an appropriate mode of learning and delivery that leads to intended objectives. Sonkar and Sarkar (2020) alluded the 3 dimensions required for entrepreneurship development which are normative dimension, regulative dimension and cognitive dimension. Literature reveals various teaching methods that include scaffolding, business simulations, role play, industrial attachments, mentorship and networking, among other methods Pech, Rehor, and Slabová (2021) Similarly, Żyminkowska (2024) advocated internship, external cooperation, games, action learning and expert advice as entrepreneurship teaching methods that yield required results. However, these scholars do not recommend the level at which entrepreneurship education should be introduced. Sarker, Gain, Saha, Mondal, and Ifte (2024) alluded that students' habits can be influenced by gender and residence. Adamu, Olayinka, and Usman (2024) examined personality conditions that influence student performance. Bantilan, Sombilon, Regidor, Mondoyo, and Edig (2024) suggested that the school environment influences teachers' commitment to teaching. In developing countries, entrepreneurship education is taught at a tertiary level using lecture methods. This negatively affected graduates who ended up being jobseekers instead of establishing businesses using the acquired skills. Munir (2021) argues that value can be enhanced through combined efforts in qualitative research. Ojiaku, Ojiagu, and Agbasi (2020) suggested that collaborative entrepreneurship and diversity enhance entrepreneurship. Kapesa, Nyagadza, Mugano, and Cheza (2023) argue that the government should use rescue packages for development. In a qualitative study Sulaiman, Fitralisma, Fata, and Nawawi (2023) agreed that

entrepreneurship plays a pivotal role in the community. The next section reviews the literature on entrepreneurship intention, which is the outcome of entrepreneurship education.

2.3 Entrepreneurship Intention

Scholars have provided different views on the definition of entrepreneurship intention. (Anjum, Farrukh, Heidler, & Díaz Tautiva, 2020) defines entrepreneurship intention as a process of searching for knowledge on business operations. This view emphasizes that entrepreneurship intention arises because of a lack of knowledge. Other scholars disagree and argue that entrepreneurship intention originates from knowledge acquisition through entrepreneurship education (Perez et al., 2024). On the other side, Youssef, Boubaker, Dedaj, and Carabregu-Vokshi (2021) opined that entrepreneurship intention comes from the personal conviction of an individual to take one or more specific actions in the process of exploiting a new business opportunity. The scholar emphasizes the natural dormant existence of entrepreneurship intention that requires activation or stimulus from outside. Al-Tekreeti, Al Khasawneh, and Dandis (2024); Batista-Canino, Santana-Hernández, and Medina-Brito (2024) supported Youssef et al. (2021) view that entrepreneurial intention requires motivation and support from experienced and knowledgeable people like teachers, experts in businesses and philosophers with wisdom. These knowledgeable people arouse strategic determinants in an individual's tendency to start and operate a business (Al-Tekreeti et al., 2024; Youssef et al., 2021). Adding to this discourse, Martínez-Gregorio, Badenes-Ribera, and Oliver (2021) posit that entrepreneurial intention is an inert willingness to start a business or venture. However, they do not disclose the origin of their willingness or what causes them to feel in an individual. Similarly, Vamvaka, Stoforos, Palaskas, and Botsaris (2020) argued that indications of an individual's readiness to start a business venture show the person's entrepreneurship intention. The discourse on whether entrepreneurship intention naturally exists or originates from external forces remains inconclusive. The next section discusses the nexus between entrepreneurship education and entrepreneurship intentions.

2.4 Entrepreneurship Education and Entrepreneurship Intention

Many scholars have discovered a positive relationship between entrepreneurship education and intention (Do Nguyen & Nguyen, 2023; OURAGINI & LAKHAL, 2023; Thomas, 2023). However, scholars have concentrated on entrepreneurship education conducted in tertiary institutions. The literature review revealed a lack of entrepreneurship education at the primary and secondary levels that led to entrepreneurship intention (Hou, Walsh, & Zhang, 2015). In developing countries, the unemployment rate remains high regardless of the introduction of entrepreneurship education at the tertiary level, which leads to entrepreneurship intention (Oulhou & Ibourk, 2023). Many scholars have failed to question the absence of entrepreneurship education at the primary and secondary levels, despite overwhelming evidence that introducing it at the tertiary level failed to yield results. (Dabbous & Boustani, 2023; Dar, Hurrah, Hassan, Mansuri, & Saleem, 2023; Deng & Wang, 2023; Perez et al., 2024).

Although scholars argue that entrepreneurship education leads to entrepreneurship intention, its implementation and results have not been analyzed (Mei, Lee, & Xiang, 2020; Shah, Amjed, & Jaboob, 2020). Literature supports the introduction of entrepreneurship education but fails to prescribe the level that it must be taught (Christian, Ifeoma, Ikechukwu, & Ukpere, 2020; Iwu et al., 2021). Scholars argue that achieving entrepreneurship intention requires good entrepreneurship teaching methods, appropriate entrepreneurship content, and good entrepreneurship assessment methods (Chen & Wang, 2021; Paray & Kumar, 2020; Zhuang & Sun, 2023). Unfortunately, the literature revealed that many scholars concentrated on establishing a relationship between entrepreneurship education and entrepreneurship intention without answering questions on how and why, which are implementation questions that give results (Lesinskis, Mavlutova, Spilbergs, & Hermanis, 2023). Similarly, those authors who looked at teaching methods only concentrated on the lecturing methods used at tertiary institutions (Listyaningsih et al., 2023; Paray & Kumar, 2020). Many scholars have decided not to touch on entrepreneurship content and entrepreneurship assessment (Nájera-Sánchez, Pérez-Pérez, & González-Torres, 2023). Failure to address vehicles in delivering entrepreneurship education has caused one to question the findings of other scholars. This leaves the concepts of entrepreneurship education and entrepreneurship

intention an area for further investigation, especially in developing countries where the unemployment rate remains very high.

Scholars have failed to provide entrepreneurship teaching methods that lead to entrepreneurship intentions (Adedeji et al., 2020; Iwu et al., 2021). Scholars have concentrated on efficiency and the provision of resources for entrepreneurship education (Eun, 2023; Żyminkowska, 2024). This created a research gap in entrepreneurship teaching methods as a vehicle that enhances entrepreneurship education to yield entrepreneurship intention. Considering the increase in the unemployment rate, the implementation of entrepreneurship education lacks appropriate teaching methods that result in achieving the intended objectives of the discipline. Furthermore, these scholars concentrated their studies on developed countries that have the resources to implement the teaching and learning of the discipline.

Similarly, scholars have not reviewed the nature of entrepreneurship content taught in secondary schools (Dar et al., 2023; Oulhou & Ibourk, 2023; Thomas, 2023; Zhuang & Sun, 2023). Many scholars have concentrated on the implementation of entrepreneurship education in tertiary institutions without interrogating entrepreneurship content. Literature shows that scholars have failed to address the challenges faced by tertiary institutions in developing countries such as Zimbabwe in coming up with entrepreneurship content (Oulhou & Ibourk, 2023). However, scholars have emphasized the importance of entrepreneurship content that leads to entrepreneurship intention (Thomas, 2023). Unfortunately, the literature has failed to differentiate entrepreneurship content based on sociocultural issues that would be affected by the different dynamics in each country. In this regard, the failure of scholars to determine the universality of entrepreneurship content raises the question of acceptability in various circumstances. In addition, the scarcity of studies linking entrepreneurship content to entrepreneurship intention raises many questions.

Many scholars Carr (2024); Hammoda (2024); Lackéus (2020); Pech et al. (2021) discussed the issue of entrepreneurship assessment methods but failed to link it to entrepreneurship intention. The literature concentrated on the efficiency of entrepreneurship assessment methods but did not consider the context and sociocultural environment in which they could be applied. Unfortunately, these scholars have looked at entrepreneurship education in the context of tertiary institutions. The scarcity of literature on entrepreneurship assessment that leads to entrepreneurship intention in secondary school students poses a gray area for further study. Scholars need to interrogate entrepreneurship assessment in the context of the sociocultural environment of developing countries, such as Zimbabwe.

2.5 Research gap

Various scholars who interrogated the nexus of entrepreneurship education and entrepreneurial intention concentrated on tertiary institution level (AKINTELU & ADEGBITE, 2024; Al-Tekreeti et al., 2024; Amani, Ismail, Makona, Changalima, & Kazungu, 2024; Brás, Daniel, & Fernandes, 2024; Iizuka, de Moraes, & de Souza, 2024; Karan, Singh, & Rana, 2024; Owusu, Dei Mensah, Anim, & Antwi, 2024; Sharma, Bulsara, Trivedi, & Bagdi, 2024; Sousa-Filho & Almeida, 2024; Wasim, Haj Youssef, Christodoulou, & Reinhardt, 2024) Other scholars who researched on the same concepts focused on gender issues especially women (Arora & Singh, 2024; Miles, Granados, & Tweed, 2024; Skaf, El Abiad, El Chaarani, El Nemar, & Vrontis, 2024; Woldesenbet Beta, Mwila, & Ogunmokun, 2024). Similarly, several scholars have investigated the applicability of entrepreneurship education to small and medium enterprises (Avelar, Borges-Tiago, Almeida, & Tiago, 2024; Ghag & Sonar, 2024; Lafuente, Rabetino, & Leiva, 2024; Pathak, Kar, Panigrahi, & Shrivastava, 2024; Urbano, Aparicio, Scott, & Martinez-Moya, 2024). Those who investigated the concept of entrepreneurial intention in secondary schools mainly used quantitative methods which failed to answer the why and how questions (Gaddi et al., 2024; Nugroho, Handayani, & Kusdiyanti, 2024; Priyono, Agung, Buditjahjanto, Anifah, & Agfianto, 2024; Purwanti, Handayani, & Kusdiyanti, 2024; Saleh, Rajappa, & Qaied, 2024). Furthermore, the scarcity of literature in Zimbabwe, which interrogates entrepreneurial intention in youth, caught the attention of the researcher. Scholars who investigated challenges of youth unemployment failed to convincible proffer entrepreneurial education as a panacea to poverty and

economic inequality in Zimbabwe (Chipfakacha, 2024; Muwaniki, Wedekind, & McGrath, 2024; Rusenga, Klantschnig, Carrier, & Howell, 2024). Regardless of the plethora of research on entrepreneurship intention, unemployment continues to pose challenges in Zimbabwe.

3. Research Methodology

The nature of the problem caused the study to adopt an interpretative paradigm that advocates deducing reality and truth about the concepts of entrepreneurship education and entrepreneurship intention by collecting experience from the people involved in education. Sociocultural Theory stipulates that knowledgeable people should provide entrepreneurship education. In this regard, the study adopted a Qualitative Approach that enabled the researchers to ask why and how questions on the implementation of entrepreneurship education at secondary schools to head teachers. The study comprised head teachers in Mashonaland West Province, specifically Makonde District, which had a population of 60 head teachers. The researcher purposively sampled head teachers with at least 20 years of teaching experience. This study obtained a sample size of 26 head teachers. The researchers interviewed 17 Head Teachers of Secondary Schools in Mashonaland West Province, Makonde District. The researchers interviewed 17 participants face-to-face over a period of three months.

The researchers used an interview guide as the research instrument to collect data. The study derived topics and sub-topics from the research questions, which were used to formulate the interview questions. The researchers had five questions for each subtopic. The interview guide was discussed by colleagues and experts in the entrepreneurship education field at a seminar held at Midlands State University in Zimbabwe. A pilot study was conducted using an interview guide.

The researchers obtained the authority to conduct the study from the Ministry of Primary and Secondary Education in Zimbabwe. In addition, permission was obtained from Makonde Education District authorities and individual head teachers. The researchers made some arrangements through telephone calls with the head teachers making appointments for the interview date and time. The researchers interviewed a head teacher on a working-weekday. This provided the researchers sufficient time to transcribe and decode the information from the interviews. Thematic Analysis was used to analyze the interview data. The researchers tape recorded all interviews using an S22 Samsung smartphone. The researchers transcribed the audio data in written form. The themes and codes were deduced from the transcribed data. The researchers generated generalizations from these codes and themes.

4. Results and discussions

The study developed themes, namely, entrepreneurship teaching methods and entrepreneurship intention, entrepreneurship content and entrepreneurship intention, and entrepreneurship assessment and entrepreneurship intention.

4.1 Entrepreneurship Teaching Methods and Entrepreneurship Intention

The findings revealed that entrepreneurship teaching methods stimulate certain student behaviors. The study came up with the entrepreneurship teaching methods suggested by the participants and the resultant entrepreneurship intentions, as indicated in Table 1.

In addition, the study established that teachers can use experiential learning in which students carry out entrepreneurship research projects. This inculcates problem –solving skills in students and builds their business confidence.

Similarly, the findings indicate that teachers could use business plan competition as an entrepreneurship teaching method. Students compete to produce business plans. These methods make students creative and innovative, and foster critical thinking. This enables students to develop entrepreneurship skills. Participants argued that banks fund a good entrepreneurship project proposal; hence, the ability to produce one is essential.

Table 1. Entrepreneurship Teaching Methods and Entrepreneurship Intention

Entrepreneurship Teaching Methods	**Entrepreneurship Intention**
Mentorship	Attitude; pro-activeness
Business Simulation	Perceived behavioural control; risk-taking
Case study	Risk-taking; attitude;
Group Discussion	Business brainstorming; attitude
Field Visits	Attitude; innovativeness
Practical Business Ventures	Search for opportunities; attitude
Role Play	Entrepreneurship self-efficacy

Furthermore, the study revealed that innovation and creativity training go a long way to foster entrepreneurship intentions among students. Innovative and creative people come up with solutions to perennial problems affecting society, thereby gaining profit from them. This method develops problem-solving and design thinking, and inspires students to become entrepreneurs.

Participant 7 said the following:
"Entrepreneurship teaching methods differ from other discipline teaching methods in that entrepreneurship needs student-centered methods. Educators need to use hands-on methods in which students practice and gain skills. In addition, teaching methods must be interesting and arouse entrepreneurship intentions among students. Unlike other disciplines that instill critical thinking, entrepreneurship teaching methods should arouse zeal for practice. However, these teaching methods require highly motivated educators. Unfortunately, Zimbabwe educators are demotivated and cannot use their maximum effort for delivery. Hence, the teaching of entrepreneurship education should be treated like any other subject. Furthermore, the scarcity of resources, especially, in rural areas affects the teaching of this subject"

The findings showed that entrepreneurship education requires appropriate teaching methods. However, the views echoed by the participants showed that it is difficult to implement these teaching methods in the current environment in Zimbabwe. Those who knew to teach the subject were demotivated by poor remuneration and a shortage of teaching and learning resources. Nevertheless, all participants accepted that entrepreneurship education should be taught at the secondary school level to yield favorable results. The results show that the introduction of entrepreneurship education at the tertiary level failed to lead to entrepreneurship intention. The study clearly showed that at the tertiary level, the student would have dreams other than those of being an entrepreneur.

These findings concur with those reported by other researchers (Adedeji et al., 2020; Iwu et al., 2021; Żyminkowska, 2024). The study found that entrepreneurship education leads to entrepreneurship intention, similar to the findings of other scholars. However, the point of departure was the level at which entrepreneurship education should be implemented, which made a difference between this study and the findings of other scholars. This study found that entrepreneurship education teaching methods work better if the discipline is to be implemented at the secondary level rather than at the tertiary level. Many scholars have failed to find that in developing countries such as Zimbabwe, introducing discipline at the tertiary level failed to arouse entrepreneurship intention in graduates. In addition, the participants argued that the implementation of these entrepreneurship teaching methods requires funding that developing countries such as Zimbabwe struggle to raise. These entrepreneurship teaching methods have become ideal, but the literature shows that tertiary institutions have failed to implement them.

Therefore, these findings indicate that entrepreneurship education that promotes entrepreneurial intention requires specific teaching methods. These teaching methods include mentorship, business simulation, case study, group discussion, field trips, practical business ventures, and role play, among others. However, the success of these teaching methods depends on various factors, including the availability of skilled and experienced teaching staff, availability of teaching equipment, and funds to support the implementation of entrepreneurship education that leads to entrepreneurial intention. Unfortunately, Zimbabwe faces economic challenges that inhibit the funding of education and its

experiencing manpower exodus to greener pastures due to poor remuneration. This negatively impacts the effective implementation of entrepreneurship education, which leads to entrepreneurial intention.

4.2 Entrepreneurship Content and Entrepreneurship Intention

The study obtained data from participants on the entrepreneurship content that leads to entrepreneurship intention. The results are summarized in Table 2. The study identified that entrepreneurship content should include opportunity identification, idea generation, business proposals, entrepreneurship cash management, regulatory framework work, project team building, innovation and creativity, and networking. However, the researcher found that participants argued that entrepreneurship content materials must be simplified to the level of secondary school students.

Table 2. Entrepreneurship Content and Entrepreneurship Intention

Entrepreneurship Content	**Entrepreneurship Intention**
Opportunity Identification	Risk-taking; opportunity grabbing
Idea Generation	Innovativeness and creativity
Business Proposal	Business craftsmanship
Entrepreneurship cash management	Entrepreneurship financial knowledge
Regulation Framework	Entrepreneurship Law awareness
Project Team Building	Business leadership and managing
Innovation and Creativity	Problem-solving
Networking and Business Relationships	Attitude; connections

Participant 2 summed up as follows:

"Entrepreneurship education implementation in Zimbabwe requires appropriate entrepreneurship content that captures essential elements. Entrepreneurship content should be designed in a manner that arouses students' interest in becoming entrepreneurs. Content must include idea generation, running a business, financial calculations, opportunity identification, teamwork, and networking. In addition, students need knowledge of the capital-raising technique. In Zimbabwe, one may have good business ideas, but if one does not know how to raise capital, the dream will die. Entrepreneurship content must be structured such that after completing an ordinary level, the student will be able to run a business successfully without any help. Furthermore, designing entrepreneurship content requires consulting with all stakeholders, including parents/guardians, industry captains, educators, and students. An inclusive approach in the formulation of entrepreneurship content will make it accepted by all stakeholders, instead of a top-bottom approach where central government imposes the curriculum on stakeholders"

The views of the participants showed that following the due process of designing entrepreneurship content led to entrepreneurship intention in secondary school students. However, this study found that entrepreneurship content should be designed in a way that arouses interest in the subject. There should be a relationship between entrepreneurship content and teaching methods. Participants echoed that those designing entrepreneurship content should be mindful of the environment in which the subject is taught. In Zimbabwe, most rural areas do not have electricity; hence, entrepreneurship content should not require certain elements of teaching and learning media that require the use of electricity, such as computers. This would make it difficult for the subject to teach in those settings, resulting in a failure to achieve the intended objectives.

These results were similar to those found by Zhuang and Sun (2023) that entrepreneurship content needs to be adjusted to the recipients' level. In addition, similar to other results, the results of this study show that entrepreneurship content leads to entrepreneurship intention. However, many scholars (Dar et al., 2023; Oulhou & Ibourk, 2023; Thomas, 2023) differ from this. Scholars have concentrated on tertiary institutions, where entrepreneurship content is prescribed to be biased towards concrete concepts rather than practical aspects. In addition, the nature of entrepreneurship content prescribed by other scholars differs from that found in this study. This study revealed that entrepreneurship content should be at the

secondary school level. Content should be biased towards practical content rather than theoretical concepts.

Therefore, the literature shows that entrepreneurship content should include opportunity identification, idea generation, business proposals, entrepreneurship financial management, regulatory frameworks, project team building, innovation and creativity, networking, and business relationships, among other topics. The successful delivery of such a curriculum requires the workshopping of the existing teaching staff. The Zimbabwe curriculum design unit requires a syllabus that cooperates with entrepreneurship content. In addition, a supreme effort needs to be made to make stakeholders aware of the curriculum. However, this requires resources, which poses a challenge owing to the economic situation in Zimbabwe. This study proposes a funding model for entrepreneurship education that involves all stakeholders.

4.3 Entrepreneurship Assessment Methods and Entrepreneurship Intention

This study further collected data on appropriate entrepreneurship assessment methods that lead to entrepreneurship intention. As shown in Table 3, the results showed that participants recommended case studies, presentations, projects, simulations, and examinations. According to the participants, entrepreneurship education should be assessed differently from other subjects because students need to have a hands-on experience. Unfortunately, the participants argued that such entrepreneurship assessment methods require the Curriculum Design Unit to change the curriculum of entrepreneurship so that schools can adopt it. Participants lamented the centralization of the education curriculum that schools in developing countries failed to use certain formative and summative assessment methods because they would not be part of the national curriculum.

Participant 4 summed up entrepreneurship assessment methods that lead to entrepreneurship intention when he sayed:

"Entrepreneurship assessment methods are feedback methods which enforce and evaluate the degree of understanding of the students on concepts of entrepreneurship learned. It helps the educator understand whether the student has acquired the necessary skills. Entrepreneurship cannot be assessed as we do with other subjects. The assessment of entrepreneurship should be practical to ensure that students acquire entrepreneurship skills. Traditional written examinations as an assessment method fall short of the requirements to arouse entrepreneurship intention in students. Educators should use various methods, including projects, simulations, and case studies. Assessment must not be an event, but a process. Assessment should include formative and summative assessments, but more weight must be placed on practical formative assessment. Students should be exposed to real-life business scenarios and solve problems that hinder the progress of such a business as a formative assessment. This enables the student to develop entrepreneurship intention and be in a position to run one's business."

Table 3. Entrepreneurship Assessment Methods and Entrepreneurship Intention

Entrepreneurship Assessment Methods	**Entrepreneurship Intention**
Start-up case studies assignments	Problem-solving
Business Plan Presentations	Idea generation and presentation
Group Projects	Knowledge sharing; brain storming
Simulation in class presentations	Self-confidence; practical experience
Performance Based Assessments	Practical experience, entrepreneurship hand on
Written examinations	Ability to re-call entrepreneurship aspects

These results show that entrepreneurship education requires assessment bias towards formative assessment. According to the participants, formative assessment enables students to have entrepreneurial intentions at the end of their studies. Furthermore, the results showed that assessment should not only check the understanding of theoretical concepts, but also enforce comprehension and acquisition of skills that enable students to practically start and run a business.

However, many scholars who have examined entrepreneurship education and entrepreneurship intention have not recommended entrepreneurship assessment methods (Carr, 2024; Hammoda, 2024; Lackéus, 2020; Pech et al., 2021). This revealed that scholars have not analyzed the re-enforcement of entrepreneurship education. This differs from the present study, which established a sample of entrepreneurship assessment methods that can be used to assess secondary school students. Unlike other scholars, this study's results revealed that these entrepreneurship assessment methods can be used at the secondary school level.

Therefore, this study proposes that entrepreneurship assessment should be done through various methods, including start-up case studies assignments, business plan presentations, group projects, simulation in class presentation, performance-based assessments, and practical examination, among other assessment methods. These assessment methods help to inculcate entrepreneurial intentions among secondary school students. However, the implementation of these assessment methods may increase the workload on the students, since secondary school students in Zimbabwe are doing not fewer than eight subjects. The authorities need to stream down the curriculum to accommodate entrepreneurship education, which requires stakeholder consultations and engagements to develop assessment methods that address the needs of society to reduce youth unemployment and poverty.

5. Conclusion

The study concludes that entrepreneurship education requires entrepreneurship teaching methods, entrepreneurship content, and entrepreneurship assessment methods to achieve entrepreneurship intention. The researchers concluded that entrepreneurship teaching methods contribute to entrepreneurship intention in secondary school students if applied with cognition of the sociocultural environment in which they would be applied. Additionally, entrepreneurship teaching methods require motivated educators with teaching and learning resources at their disposal. In developing countries, such as Zimbabwe, entrepreneurship teaching methods need to consider the differences in geographical and resource endowment prevailing in those areas. This study concluded that teaching and learning media differ depending on geographical area; for example, educators cannot use gadgets that require electricity in rural areas as a medium for teaching. However, the study concludes that introducing entrepreneurship education at the secondary level and using appropriate entrepreneurship teaching methods results in entrepreneurship intention among students and reduces the rate of unemployment.
Similarly, the study concludes that entrepreneurship content plays a significant role in entrepreneurship education, which leads to entrepreneurship intention among secondary school students. The content of entrepreneurship determines the context in which entrepreneurship education is implemented. However, the study noted that sociocultural settings determine the nature of the entrepreneurship content to be delivered to secondary school students. The content needs to take cognisance of the environmental factors that affect business running, especially in developing countries, such as Zimbabwe. Entrepreneurship content drafting should involve all stakeholders, for it to be appropriate to the context. The researcher concludes that entrepreneurship content determines secondary school students' entrepreneurship intentions.

In addition, the study concludes that entrepreneurship assessment methods lead to entrepreneurship intention among secondary school students. Researchers concluded that entrepreneurship assessment methods were required to be practical and meet the needs of students. The study concluded that a greater bias towards formative assessment would develop entrepreneurship intentions in secondary school students. The researcher concludes that secondary school educators need more training in the assessment of entrepreneurship education. Furthermore, the study concludes that entrepreneurship assessment requires resources at the school level to yield the intended objectives.

Finally, entrepreneurship education should be implemented at the secondary level so that students can learn entrepreneurship skills at an early stage. Career decisions are made at secondary schools, where students choose their career path; hence, entrepreneurship, as a career, must start at that point. In addition, there must be a funding model biased towards the introduction of entrepreneurship education. Entrepreneurship education funding requires a strong discussion with all stakeholders to lead to

entrepreneurship intention. The subject should be given preference in terms of resource allocation. In the long run, entrepreneurship education should be implemented in such a manner that it funds itself through entrepreneurship projects run by schools. The researcher recommends that educator training and refresher courses on entrepreneurship education be conducted before the introduction of the subject. The subject requires full-time educators who specialize and concentrate on their delivery. Entrepreneurship education requires more time on the timetable because it has practical content, teaching methods, and assessment. This would require schools to come up with timetables that take cognisance of the significance of the subject in the life of learners. Nevertheless, the study recommends that the business start-up of students must be quickly funded to motivate innovative and creative students.

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