Studies in Learning and Teaching (SiLeT)
Homepage: https://scie-journal.com/index.php/SiLeT
Email: silet@scie-journal.com

p-ISSN: 2722-399X; e-ISSN: 2722-1857
SiLeT, Vol. 7, No. 1, April 2026
Page 176-193

Transforming the Business Studies Curriculum in South African Secondary Schools: Strategies for Developing Entrepreneurial Skills Among Learners

***S T Nzuza[1], J C Ngwenya[2]**
[1]Curriculum Studies, Faculty of Education, University of Zululand, South Africa
[2]Commerce Department, School of Education, University of KwaZulu-Natal, South Africa

Article Info

Article history:

Received October 25, 2025
Revised January 9, 2026
Accepted April 29, 2026
Available Online April 30, 2026

Keywords:

Business studies curriculum;
Constructivist learning theory;
Curriculum reform;
Entrepreneurship education;
Experiential learning;

ABSTRACT

This study sought to explore teachers' views on strategies to strengthen the Business Studies curriculum in South African secondary schools in order to equip learners with entrepreneurial skills. While entrepreneurship education has gained global attention, limited research has examined teachers' perspectives on curriculum transformation within the South African high school context. We employed a qualitative research approach, based on an interpretivist paradigm and case study design, which allowed us to engage directly with participants and obtain an in-depth understanding of their views. The constructivist learning theory frames this study. Semi-structured individual interviews and a focus group interview were employed as primary data collection methods. Participants comprised 10 Business Studies teachers, purposively and conveniently sampled from 10 secondary schools in KwaZulu-Natal. Thematic analysis of the responses revealed an urgent need to improve the business studies curriculum by modernizing it through the integration of digital literacy, establishing an experiential learning component through mentorship and industry partnerships, implementing entrepreneurship as a stand-alone subject, and contextualizing pedagogical strategies in business studies. Drawing from the findings, this study contributes to scholarship on curriculum transformation and provides practical recommendations for policymakers and educators seeking to advance entrepreneurial education in secondary schools.

https://doi.org/10.46627/silet

INTRODUCTION

Entrepreneurship is increasingly recognized as a strategic tool for addressing socio-economic challenges and promoting economic self-reliance. In the context of South Africa's persistent youth unemployment and poverty, the addition of entrepreneurship education into the school curriculum has become especially vital. Scholars argue that equipping learners with entrepreneurial knowledge and skills during their schooling years develops their ability to navigate a shrinking economy in the post-school era (Sathyanand et al., 2025). Locally, Rankhumise et al. (2025) state that entrepreneurship education not only prepares learners for future careers but also increases job creation opportunities.

Entrepreneurship education is, therefore, not merely a curriculum option but a necessity. It enables learners to perceive themselves as potential employers rather than job seekers, aligning with governmental efforts to stimulate economic participation (Wadula, 2022). Furthermore,

entrepreneurship education is often regarded as a continental driver of development (Sall, 2022). For this reason, curriculum design should promote initiative-taking and entrepreneurial thinking, rather than reliance on traditional employment pathways.

However, the effective integration of entrepreneurship into the curriculum requires comprehensive curriculum transformation. Sommarström et al. (2021) state that young people should identify business opportunities and risks through structured entrepreneurship education while still in school. Experiential learning is also critical. Within CAPS, the Business Studies curriculum is designed to impart foundational entrepreneurial skills. However, the effectiveness of this curriculum depends on both its content and its pedagogical delivery. The Business Studies curriculum, while positioned to foster entrepreneurial development, requires critical evaluation to determine its actual impact.

Despite the growing body of literature on entrepreneurship education, limited research has critically examined how teachers themselves view the adequacy of the business studies curriculum in South African secondary schools. This gap is noteworthy because teachers are central to curriculum delivery, yet their voices remain underrepresented in debates on curriculum transformation and entrepreneurial skill development (Makwara et al., 2024; Tshwane & Simelane-Mnisi, 2023).

Through this paper, we seek to explore ways in which the Business Studies curriculum may be enhanced to better address the evolving demands of entrepreneurship in the real world. An examination of teachers' views enabled us to provide a well-informed assessment of the inclusion and efficacy of entrepreneurship education in the South African school curriculum.

LITERATURE REVIEW

In order to understand the importance of entrepreneurial skills as part of business studies at the school level, we review, synthesize, and present findings from the literature on business studies, entrepreneurship education, entrepreneurial skills, and the necessity of entrepreneurship.

Business Studies as a School Subject

Business Studies is an interdisciplinary subject that draws from economics, management, entrepreneurship, and finance to prepare learners for the business world. Scholars claim that the subject enhances practical competencies like decision-making and entrepreneurial thinking. It is a dynamic discipline that fosters innovation, agency, and responsible citizenship through learner-centered pedagogy (Gcabashe, 2024).

In the South African context, the Further Education and Training (FET) phase allows learners to choose from a range of subjects, including business studies, that form part of the business, commerce, and management studies (BCMS) stream. Entrepreneurship is one of the key components of this subject. However, Du Toit (2023) notes definitional ambiguities and calls for a joint understanding of entrepreneurship, entrepreneurship skills, entrepreneurship education, and entrepreneurial learning. The following subsections shed light on these concepts.

Entrepreneurial Skills and the Nature of Entrepreneurship

Entrepreneurship has been defined in various ways. Tripathi et al. (2022) define entrepreneurs as individuals who initiate ventures and generate returns. In the Business Studies curriculum, entrepreneurship equips learners with the knowledge and skills to manage business ventures. Notably, the term originates from the French word *entreprendre*, meaning "undertaking something" or "taking initiative" (Du Toit, 2023). Du Toit (2023) argues that entrepreneurship education is often narrowly viewed as solely about starting new businesses, leading to misconceptions about its broader significance. Although recent studies have expanded its definition to highlight its value, limited views about its purpose persist (Du Toit, 2023).

https://doi.org/10.46627/silet.v7i1.758

The integration of entrepreneurship into the business studies curriculum is a strategic response to South Africa's socio-economic challenges, particularly youth unemployment. While the curriculum provides foundational business knowledge, Mngwengwe et al. (2025) argue that it lacks practical relevance. Msweli (2024) notes that teachers support entrepreneurship inclusion but call for curriculum restructuring to deepen learner engagement. Du Toit (2023) indicates that entrepreneurship education is designed to encourage and support entrepreneurial actions and is often referred to as "enterprise education" or "entrepreneurial education" in academic contexts. This education can be delivered through three distinct approaches, each with a unique purpose: education *about* entrepreneurship, which distributes general knowledge about entrepreneurship, entrepreneurs, and entrepreneurial activities; education *for* entrepreneurship, which focuses on developing learners' knowledge and skills for future entrepreneurial paths; and education *through* entrepreneurship, which involves real-life experiences and "learning by doing," with learners actively engaging in ventures as entrepreneurial experimenters. Du Toit (2023) raises the concern that this experiential approach is underrepresented in South African curricula and should be introduced early.

Entrepreneurship skills refer to the specific capabilities individuals need to identify opportunities, mobilize resources, and create value through innovation. These skills encompass cognitive, behavioral, and technical proficiencies that support problem-solving and sustainable growth. Lin (2021) links these skills to entrepreneurial intention and education, emphasizing their learnability and context dependence, and stresses the need for targeted curriculum design. Olanipekun et al. (2021) highlight the positive impact of entrepreneurial skills on self-employment, particularly when supported by psychosocial enablers like self-efficacy and social influence. Ratten (2023) offers a process-oriented view, portraying entrepreneurship as opportunity exploitation through creative resource recombination, shaped by market and technological dynamics. It may be concluded that entrepreneurship skills span both hard and soft domains, from financial planning to adaptability, and are shaped by education, experience, and environment.

Effective pedagogical strategies are vital to effective entrepreneurship education. Project-based learning, mock-ups, and community initiatives enhance critical thinking and problem-solving. Ntsanwisi and Simelane-Mnisi (2024) propose that entrepreneurship be made a stand-alone subject with a strong experiential component.

Furthermore, curriculum responsiveness is crucial for developing entrepreneurial capacity. The Curriculum Assessment Policy Statement (CAPS) outlines outcomes like business operations and financial literacy, but teachers report that delivery remains overly theoretical (Msweli, 2024). Ncube and Lekhanya (2021) argue for curriculum contextualization to reflect regional economic realities. The Entrepreneurship Development in Higher Education (EDHE) framework supports experiential learning and industry partnerships to bridge theory and practice.

To meet global economic demands, scholars call for curriculum enrichment through experiential models, digital entrepreneurship, and interdisciplinary collaboration (Mngwengwe et al., 2025). As part of this call, Saputra et al. (2024) stress the need for digital innovation in entrepreneurship education to promote Fourth Industrial Revolution (4IR) readiness. Olutuase et al. (2023) caution against methods that are not suited to the context, calling for contextualization in under-resourced schools. The EDHE framework highlights successful interdisciplinary models combining business, technology, and social innovation. Ntsanwisi and Simelane-Mnisi (2024) note that to fulfill the promise of entrepreneurship education at the school level, teachers will need extensive training, and that effective networking will greatly enhance their ability to teach the subject.

Conceptualizing Entrepreneurship Learning

Du Toit (2023) stresses the importance of assigning responsibility to learners during entrepreneurial learning, which aligns with a learner-centered teaching approach that

prioritizes active participation and shifts the focus from teacher to learner. This shift can greatly enhance knowledge acquisition. Hagg and Kurczewska (2022) conceptualize entrepreneurship as a learning process, highlighting its complexity beyond institutional definitions.

Du Toit (2023) maintains that an entrepreneurial mindset is important for all learners, regardless of career path taken. In addition, she stresses that entrepreneurial learning encompasses the development of learners' knowledge, skills, and attitudes. Thus, entrepreneurship education is clearly not a matter of "head knowledge" only; it requires teachers who are mindful of the need to contribute to the development of learners in all of these areas. When well taught, entrepreneurial learning at the school level can contribute to societal well-being and economic development.

The Significance of Entrepreneurship

Motta and Galina (2023) recognize four key benefits of entrepreneurship education: it enhances knowledge and understanding; it fosters fundamental skills and competencies; it offers learners a platform for entrepreneurial experience; and it cultivates an entrepreneurial mindset. The experiential component clarifies the entrepreneurial process and exposes learners to real-world business challenges (Motta & Galina, 2023). Thus, entrepreneurship education promotes learner engagement, idea exchange, and collaboration with peers and entrepreneurs. Experiential learning boosts participation and motivation (Motta & Galina, 2023).

Moreover, entrepreneurship education positively influences learners' entrepreneurial intention, with experiential methods proving more effective than traditional approaches. Self-confidence is also critical, with experiential learning enhancing learners' confidence and readiness for entrepreneurial activity.

Strategies for Developing Entrepreneurial Skills

In response to global and local challenges, including unemployment, digital transformation, and curriculum stagnation, scholars have suggested various strategies to develop entrepreneurial skills. This section synthesises findings from the literature on pedagogical, technological, curricular, and experiential approaches to developing entrepreneurial skills across educational contexts. In short, the six strategies proposed for developing entrepreneurial skills in schools are the following: i) curriculum innovation; ii) greater emphasis on experiential learning; iii) the integration of digital and technological tools into entrepreneurship education; iv) revised pedagogical methods; v) collaboration between education institutions and industry; and vi) an emphasis on lifelong learning. Each of these is discussed below.

Curriculum Innovation

Curriculum design plays a foundational role in shaping entrepreneurial learning. Du Toit (2023) proposes curriculum innovation to bridge the theory–practice divide, including in teacher training. Dumbuya (2024) calls for curriculum revision to incorporate future skills such as digital literacy and adaptability, corresponding with global standards. Iwu et al. (2025) identify lecturer competency and pedagogical alignment as key to resolving entrepreneurship education challenges, while Mathebula et al. (2024) and Ngcobo (2025) examine curriculum changes and the way in which entrepreneurship is currently presented in South African schools.

Greater Emphasis on Experiential Learning

Experiential learning emerges as a dominant strategy for entrepreneurial skill development. Laine et al. (2025) emphasize real-world integration, contending that authentic experiences enhance self-directed learning. Motta and Galina (2023) confirm this argument through their systematic review of entrepreneurship studies, while Nzembayie et al. (2024) propose "action design learning" as a framework for promoting entrepreneurial mindsets. Cakmakci et al. (2025) support situated cognition and cognitive education as effective models for contextual

learning. Talukder et al. (2025) demonstrate that experiential learning significantly influences self-employment intentions among learners.

Digital and Technological Integration

Digital platforms and tools are reshaping entrepreneurship education. Artero et al. (2023) examine the role of digital collaborative platforms in addressing educational inequality across Europe. Lesinskis et al. (2023) explore the impact of the KABADA tool on Generation Z's entrepreneurial intentions. Gcabashe (2024) stresses technology integration by South African teachers to boost employability. Jimenez Sierra et al. (2023) emphasize the importance of developing teachers' technological pedagogical content knowledge (TPACK) for effective digital teaching.

Revised Pedagogical Approaches and Engagement

Innovative pedagogies are central to entrepreneurial skills development. David and Weinstein (2024) point out that innovative pedagogical approaches that make use of technology in enjoyable and challenging ways enhance learners' intrinsic motivation, while Hunter and Frawley (2023) advocate an arts-based pedagogy that engages learners creatively. Gcabashe (2024) supports learner-centered strategies to foster problem-solving and critical thinking. Ntsanwisi and Simelane-Mnisi (2024) highlight the need for time, training, and networking to support pedagogical transformation.

The issue of contextualization comes up quite frequently in the literature. Like Olutuase et al. (2023), Chiromo et al. (2023) state that pedagogical models must be tailored to South African contexts. They recommend various online teaching models adapted to suit different settings. The issue of relating material to real-world contexts is central to learners' perceptions of the relevance of the subject and requires teachers who are flexible and deeply engaged with the material.

Institutional and Industry Collaboration

Studies show that partnerships between education and industry can enhance relevance and application. Botha and Teles Amaral (2025) position industry collaboration as a catalyst for entrepreneurial learning in secondary education. Halberstadt et al. (2023) concur, offering insights into the interdisciplinary nature of entrepreneurship education and the fact that collaboration with industry can bring in a range of new insights, attitudes, and skills. Given the high degree of unemployment in South Africa and the need for the curriculum to be of practical use to learners post-school, industry collaboration is especially valuable. As O'Neill and Short (2025) state, learners value curricula that are practical and connected to real-world contexts.

Lifelong Learning and Future Readiness

As has been noted, sound entrepreneurial education combines knowledge, skills, and attitudes, with attitudes overlapping somewhat with values. One of the values that needs to be nurtured among learners and integrated into school culture is that of lifelong learning. Successful entrepreneurs are constantly adding to their knowledge and skills. Wesarat et al. (2023) identify key lifelong learning skills in business education, including adaptability and initiative. Kelly (2023) stresses the importance of coping with uncertainty and risk in work-applied management. Saputra et al. (2024) stress that the Fourth Industrial Revolution (4IR) demands flexible, engaged, and curious employees who can think across disciplines and are willing to learn from fields outside their own areas of specialization.

The Constructivist Learning Theory

Constructivist Learning Theory, originally developed by Jean Piaget, asserts that learners actively construct knowledge through meaningful experiences, social interaction, and contextual engagement (Piaget, 1950). It is thus constructed, rather than transmitted. This

theoretical lens is particularly suited to entrepreneurship education, where the development of skills such as creativity, problem-solving, and decision-making is best achieved through experiential and learner-centred approaches.

The emphasis in entrepreneurial education on real-world engagement, such as mentorship, industry partnerships, excursions, and project-based learning, replicates the core principles of constructivism. Teachers often advocate these strategies, arguing that entrepreneurial competencies are not effectively cultivated through theoretical teaching (Gcabashe, 2024; Msweli, 2024). Instead, they emphasise the value of hands-on learning environments that reflect authentic business contexts. This preference accords with Piaget's insight that knowledge is built through hands-on activity and exploration.

Constructivism proposes that learners learn through cognitive conflict, or disequilibrium; in other words, when learners face challenges, they adjust and improve their thinking. In this process, scaffolding, in the form of guidance from a teacher or mentor, helps the individual bridge the gap between current ability and potential development. It is only when individuals work on tasks that are slightly beyond what they can manage independently that true learning occurs. This idea is relevant to entrepreneurship education, which, ideally, exposes learners to unfamiliar situations where trial and error may be required before a satisfying solution is found. In striving to solve real-world challenges, learners encounter cognitive conflict; in resolving the conflict, learning occurs.

Evidence shows that experiential learning, a key tenet of constructivism, positively influences entrepreneurial intention and self-employment outcomes (Olanipekun et al., 2021; Talukder et al. (2025).

Schools that engage in industry collaboration expose their learners to real-world situations where concepts are no longer abstract but rooted in the real challenges faced by businesses. This aligns with the constructivist idea of learning by doing. Artero et al. (2023) highlight that collaborative platforms facilitate peer interaction and knowledge construction, particularly in diverse and unequal educational settings.

Constructivism recognises that learners have agency and are intrinsically motivated to learn, the implication being that when intrinsic motivation is lacking, little learning will take place. This insight supports the inclusion of technology in the Business Studies curriculum, since learners are highly motivated to engage in digital tools. As noted above, David and Weinstein (2024) argue that digital tools, when used in fun and challenging ways, optimise intrinsic motivation and engagement.

Curriculum innovation plays a critical role in operationalising constructivist principles. Moreover, a social, collaborative and learner-centred pedagogy, key to constructivism, has been shown to enhance problem-solving and creative thinking in Business Studies classrooms (Gcabashe, 2024).

Constructivist Learning Theory thus provides a strong and contextually suitable framework for this study. It corresponds with pedagogical practices, curriculum reform, technological integration, and experiential strategies that collectively support the development of entrepreneurial skills in meaningful, learner-driven ways.

METHODOLOGY

This study adopted a qualitative case study approach within an interpretivist paradigm to explore business studies teachers' experiences. It aimed to understand how the entrepreneurship component of the current business studies curriculum could be improved by obtaining rich and contextual insights from those with direct experience of the phenomenon (Creswell & Poth, 2018). The interpretivist paradigm emphasizes lived experiences and subjective meaning-making (Alharahsheh & Pius, 2020). Ten teachers were purposively selected because they were directly responsible for teaching business studies in the FET phase, making them well-positioned to provide insights into curriculum transformation. Convenience sampling was employed to ensure accessibility and willingness to participate, given practical

constraints of time and location (Andrade, 2021). The sample size of ten teachers across ten schools was deemed sufficient to achieve rich data, while still allowing for diversity of perspectives representative of the KwaZulu-Natal context.

The data collection process ensured triangulation in that data was obtained from semi-structured interviews, focus groups, reflective journals, and document analysis (Moon et al., 2016). These methods enabled participants to express their evolving insights and to link theory to practice (Bryman, 2020). Thematic analysis was used to identify and interpret patterns in the data, with in-vivo, descriptive, and analytical coding used to ensure depth and authenticity (Braun & Clarke, 2019). Verbatim transcription and rigorous coding upheld the transparency and validity of the study throughout the process (Cohen et al., 2011).

Trustworthiness was ensured by taking steps to ensure credibility, dependability, confirmability, and transferability (Moon et al., 2016). Credibility was enhanced through triangulation of multiple data sources (interviews, focus groups, journals, and documents) and member checking. Dependability was supported by maintaining a detailed audit trail of methodological decisions and coding processes. Confirmability was ensured through reflexive journaling, which allowed the researchers to critically examine personal assumptions and minimize bias. Transferability was facilitated by providing thick descriptions of the research context, participants, and findings, allowing readers to assess the applicability of results to other settings. Ethical principles such as respect for persons, beneficence, non-maleficence, autonomy, and justice for participants were observed (Beauchamp & Childress, 2022). Ethical clearance was obtained from the University of KwaZulu-Natal (UKZN) and the Department of Basic Education (DBE). Informed consent was secured from all participants, and their anonymity and confidentiality were protected, with pseudonyms used. Data will be securely stored for five years.

RESULTS AND DISCUSSION

Result

The findings presented below reflect participants' recommendations for improving the business studies curriculum. Participants' recommendations fell into four broad categories:

- modernizing business studies through integrating digital literacy into the curriculum;
- enhancing experiential learning through mentorship and industry collaboration;
- making entrepreneurship education a standalone subject; and
- ensuring that pedagogical strategies are contextualized for maximum impact.

Each of these is discussed below.

Modernizing Business Studies: Integrating Digital Literacy

Many participants called for the modernization of the curriculum with digital tools and enhanced use of social media. They stressed that the current generation is enormously exposed to digital platforms and that the business studies curriculum ought to be restructured in response to this reality. A participant, Mrs. Webb, raised the concern that the curriculum does not keep pace with evolving technology:

> *"I think we need to adapt to the times. Rather than concentrating on traditional paper-based business plans, we should employ digital tools."*

Mr. Mwelase made a plea that tech-aligned topics be incorporated into the curriculum, highlighting that digital transformation was long overdue. He stated:

> *"Business Studies should incorporate topics that align with innovation and digital transformation to align with the digital world."*

Mr. Clarke reiterated the need for curriculum review, pointing out that there is a need to ensure that the curriculum is in line with the evolving world:

> *"The curriculum must be reviewed so that it goes hand in hand with the latest developments. The world is becoming digital; therefore the learners must be equipped with digital literacy."*

These perceptions demonstrate that teachers are aware of the socio-economic shift towards digitalisation of South Africa. Their emphasis on digital literacy implies a perceived mismatch between learners' everyday digital realities and the outdated curriculum. Teachers see digital integration not only as pedagogical improvement but as essential for preparing learners to participate meaningfully in the modern economy.

Experiential Learning through Mentorship and Industry Partnerships

Participants stressed that the Department of Basic Education (DBE) should build strong industry partnerships for mentorship and practical experience, stating that learners finish secondary education with no concrete experience of what they have been taught. This limits both their ability to start successful businesses and their employability. They indicated that partnership-based programs could benefit learners. Ms. Robinson said:

> *"I think Business Studies learners would benefit from mentorship by real business people. Business Studies needs to offer more practical experience. Other subjects, like Consumer Studies, incorporate practical activities."*

A participant recommended that the school holidays be used to engage learners in practical activities that impart business knowledge:

> *"Business Studies learners in Grades 10 to 12 should be exposed to industries during school holidays for practical experience. Introducing excursions to manufacturing companies like Toyota could assist."*

Mr. Mnikathi concurred, referring to a partnership program his school had initiated:

> *"Our school has partnered with external organisations to inculcate learners with an entrepreneurship mindset. I think such initiatives are highly important, including the addition of business competitions."*

Ms. Shabalala supported the idea of excursions, adding that market days and visits to companies from time to time would allow learners to encounter business studies content in the real world:

> *"Excursions to companies would be advantageous. In addition, programmes like market days could be useful because currently the curriculum is mostly theoretical."*

Mr. Mwelase shared a similar view, proposing that the larger portion of the subject should be directed to practical learning rather than theory:

> *"More weight should be placed on experiential learning opportunities such as shared projects with local businesses and introduction of mentorship programmes. I am confident that such relationships can significantly enhance the learning experience."*

Ms. Hulley supported collaboration between schools and industry to expose learners to real business settings:

> *"Business Studies should mix theoretical foundations with practical applications. Real-world settings can boost critical thinking. Current assessments primarily rely on written work, and this needs to be reconsidered."*

Participants called for regular practical assessments, recommending that the Business Studies activities should not rely only on theory. Ms. Dubazane stated:

> *"Realistic and consistent practical activities should be included. Market days alone are inadequate. The current assessment programme largely focuses on theoretical content and there is a need to review this. I wish that the learners could be taken to the corporate world."*

Mr. Campbell supported a shift to experiential learning, stating:

> *"We need to move from a content-driven curriculum to a more practical approach. Practical experiences are needed."*

It appeared that the market days currently held in many schools for business studies students were considered inadequate. A participant said:

> *"Our school hosts a yearly market day programme. Even though it is a beneficial learning experience, only Grade 11 learners take part."*

Teachers' calls for mentorship and industry collaboration highlight their frustration with the limitations of classroom-based teaching. They recognize that without practical exposure, learners struggle to convert theory into entrepreneurial action. This pattern indicates that teachers view experiential learning as a socio-economic necessity, directly tied to employability and the fight against youth unemployment.

Entrepreneurship as a Stand-Alone Subject

Participants suggested introducing entrepreneurship as a separate subject to improve entrepreneurship teaching and learning. They stated that weaknesses in the current entrepreneurship component of Business Studies could be eradicated if entrepreneurship were made a freestanding school subject. Ms. Robinson said:

"The Business Studies curriculum has gaps. I think a separate entrepreneurship subject could help bridge this gap and offer a broader understanding."

Ms. Shabalala noted the ambiguity and inconsistency in business studies content around entrepreneurship, indicating that it lacked structure and continuity:

"The Business Studies content is unclear. Also, Grade 11's entrepreneurship content does not appear to follow through to Grade 12. I think that launching entrepreneurship as a separate subject could assist."

Ms. Hulley highlighted missing content, pointing to a lack of important elements:

"I think Business Studies teaches sufficient entrepreneurship content. However, there is a gap in the section on sources of funding. I think a dedicated entrepreneurship subject could help in addressing such weaknesses."

Ms. Webb noted missing content in the area of financial literacy:

"Entrepreneurship as a stand-alone subject could give a focused approach. Also, blending entrepreneurship with financial literacy could create a better balance."

Mr. Webster felt that the business studies curriculum was too theoretical and that entrepreneurship as a stand-alone subject would provide a more in-depth understanding of key aspects of entrepreneurship:

"Business Studies is short of practicality. I think that a devoted entrepreneurship subject would dig deeper into product development, market research, and business planning."

Mr. Mnikathi concurred:

"I would support that entrepreneurship turns into a stand-alone entrepreneurship subject to lessen theory."

This recommendation reflects teachers' perception that entrepreneurship content is diluted within business studies, leading to fragmentation and lack of continuity. Their insistence on a stand-alone subject reinforces the belief that entrepreneurship requires sustained, scaffolded learning rather than piecemeal coverage. This pattern reveals teachers' conviction that entrepreneurship education is central to economic empowerment and cannot remain a subsidiary topic.

Contextualizing Pedagogical Strategies in Business Studies

Many participants stressed the importance of contextually relevant pedagogic strategies that are responsive to both the country's needs and those of the learners. Ms. Robinson said:

"I emphasise to learners that South Africa is currently facing major challenges and Business Studies can help address these issues. Hence, entrepreneurship is a worthwhile option."

Mr. Campbell said that he made a point of stressing the practicality of business studies to his learners:

"I always tell learners that Business Studies concentrates on individual businesses and has real applications in everyday life. I help them comprehend the subject's significance."

Mr. Mwelase strove to make his teaching contextually relevant by regularly referring to situations in the learners' lives:

"I relate it to social life. We live business every day. We learn to relate to life."

https://doi.org/10.46627/silet.v7i1.758

Mr. Clarke said that in class he referred to prominent business people in South Africa, which helped motivate his learners:

> *"Business Studies differs – it focuses on our daily lives. I give learners practical examples of business people like Elon Musk, Patrice Motsepe, and so on."*

Mr. Mnikathi, too, enlivened his lessons by referring to local businesses that the learners knew:

> *"I always refer to local businesses. Whenever I teach the learners, I relate the subject to what is happening around them."*

Teachers' emphasis on contextualization reflects their awareness that abstract teaching fails to align with learners. By linking lessons to local businesses, role models, and community challenges, they aim to make entrepreneurship socially meaningful. This suggests that teachers view business studies not only as a subject for skill development but also as a vehicle for addressing structural issues such as poverty and unemployment, therefore cultivating resilience and social responsibility among learners.

DISCUSSION

Below we discuss the four themes that emerged, with a view to showing how the Business Studies curriculum may be enhanced to meet the evolving socio-economic demands of South Africa.

Modernizing Business Studies: Integrating Digital Literacy

The findings reveal a need for the Department of Basic Education (DBE) to revise the curriculum to reflect modern realities. Participants recommended an updated curriculum that integrates digital tools such as social media into the curriculum. This recommendation is backed up by Sitaridis and Kitsios (2024), who assert that business digitalization is necessary to reshape entrepreneurship, and by Mathebula et al. (2024), who highlight the importance of preparing learners for the digital business world.

The participants further recommended greater use of video resources to bring content alive. Dumbuya (2024) supports integrating digital tools into lessons to increase engagement, as do Jimenez Sierra et al. (2023), who advocate blending subject expertise with innovative pedagogy. This finding aligns with constructivism's emphasis on authentic learning experiences and contextual relevance. Learners are already familiar with technological tools, which lend themselves to the identification of real-world needs and challenges in the digital economy. By immersing themselves in digital learning, learners can increase their exposure to gaps, opportunities, and needs in the market, transforming these into value-creating initiatives.

Moreover, digitizing the curriculum would boost learner interest and equip them with relevant digital-age skills. Mathebula et al. (2024) support the alignment of the curriculum with modern business practices, which are highly digitized. Similarly, Dumbuya (2024) calls for digital literacy and global alignment. Artero et al. (2023) stress the need for transformation to ensure relevance and responsiveness.

These findings also align with the emphasis in constructivist learning theory on scaffolding. True learning takes place when challenging tasks are scaffolded; digital resources both challenge and scaffold learners, exposing them to knowledge, networks, and tasks that teachers on their own may be unable to provide. Digital tools also provide socio-economic contextualization, helping learners learn about funding, infrastructure, and organizations that support entrepreneurship.

While constructivist learning theory emphasizes authentic, contextualized learning, our findings extend this by showing how digital literacy itself becomes a new context for entrepreneurial identity formation. Learners are not merely consumers of digital tools but active constructors of entrepreneurial opportunities within digital ecosystems, refining the theory's application to 21st-century realities.

Experiential Learning through Mentorship and Industry Partnerships

The findings suggest that the business studies curriculum requires restructuring for modernization, as current topics are confined to classroom settings, limiting learners' exposure to practical experiences. Nzembayie et al. (2024) affirm that experiential learning is vital in entrepreneurship education, and Laine et al. (2025) support integrating real-world simulations into entrepreneurship education programs. This is a key principle in constructivist learning theory. Competitions enhance entrepreneurial skills and encourage collaboration, aligning with the theory's emphasis on working with others.

In addition, the findings indicate that the practical component of business studies could be greatly improved. Mngwengwe et al. (2025) advocate experiential learning to bridge theory and practice. The Business Studies CAPS document also emphasizes a real-world orientation, yet few teachers are able to provide this, other than verbally. A more experiential approach would reflect constructivist learning theory's focus on self-directed learning and purposeful action, encouraging learners to act on ideas and organize resources effectively.

The participants proposed that the Department of Basic Education (DBE) build relationships with industries to provide Business Studies learners with mentorship and practical experience. This collaboration would spark learners' interest in entrepreneurship and allow them to gain knowledge from experts. Botha and Teles Amaral (2025) support this, stating that strategic school-industry partnerships enhance entrepreneurial attitudes through structured mentorship and hands-on experiences. Katjiteo and Simasiku (2025) stress that curricula should reflect industry realities. These findings resonate with constructivist learning theory's emphasis on developing learner resilience through sustained inquiry and reflective practice.

Participants suggested using school holidays for industry visits and mentorship to offer learners real-world exposure. Botha and Teles Amaral (2025) affirm the value of direct engagement with businesses. Lubbe and Svensson (2022) and Gcabashe (2024) highlight how industry-funded programs enhance hands-on learning. This strategy reflects constructivist learning theory's emphasis on collaborative learning environments and situated cognition. Teachers further emphasized that industry partnerships enable learners to compete in national business competitions and understand key business operations. Sathyanand et al. (2025) support the inclusion of industry-based programs, while Halberstadt et al. (2023) argue that these partnerships intensify the practicality of business studies. Hawi et al. (2022) stress collaboration among government, academia, industry, and civil society. These findings reflect constructivist learning theory's focus on authentic learning in social settings.

Constructivist learning theory conventionally emphasizes peer collaboration and situated learning. Our findings demonstrate this by highlighting industry partnerships as an expanded form of scaffolding, where learners co-construct knowledge with mentors and practitioners. This extends the theory's scope from classroom collaboration to systemic collaboration between schools and industries.

Entrepreneurship as a Stand-Alone Subject

Teachers noted that while some topics are relevant, the curriculum lacks continuity between one grade and the next, particularly between Grades 11 and 12. This contradicts constructivist learning theory's emphasis on scaffolded learning and developmental continuity. Ngcobo (2025) highlights this inconsistency. Mbatha and Ndovela (2024) found that current strategies do not fully equip learners to become entrepreneurs. Constructivist learning theory supports a more engaged style of learning, which might be more possible if entrepreneurship were a stand-alone subject with a strong industry partnership aspect.

Many participants supported this idea. Iwu et al. (2025) and Ntsanwisi and Simelane-Mnisi (2024) note that lack of time is always a challenge in teaching and learning. Siddiqui and Alaraifi (2022) indicate that entrepreneurship as a stand-alone subject could bridge the gap between theory and practice. This finding aligns with constructivist learning theory's emphasis

on experiential learning and learner autonomy, in which learners engage in project-based activities, simulations, and self-directed initiatives.

Many participants were critical of the Business Studies curriculum, stating that the subject is impractical and ambiguous, especially in Grade 11. Apart from the lack of continuity between Grades 11 and 12, there were also gaps in the curriculum, such as lack of accounting content and sources of business funding. Dumbuya (2024) indicates that focused entrepreneurship education could help ensure economic empowerment in South Africa.

The findings suggest that a stand-alone entrepreneurship subject could strengthen entrepreneurship learning in schools, more strongly orientating it to real-world challenges and opportunities.

Constructivist learning theory reinforces the importance of scaffolded progression. Our findings extend this principle by showing that continuity cannot be achieved within fragmented business studies; instead, a dedicated entrepreneurship subject would provide a structured coherence necessary for sustained constructivist learning across grades.

Contextualizing Pedagogical Strategies in Business Studies

The findings indicate that business studies require practical examples linked to South Africa's socio-economic issues such as unemployment and poverty. With a more practical orientation, entrepreneurship as a stand-alone subject has tremendous potential to address South Africa's deep challenges in this regard.

Participants stressed that entrepreneurship content becomes real to learners when it is strongly linked to businesses, people, and situations they know. O'Neill and Short (2025) support this view, as do Chiromo et al. (2023) and Talukder et al. (2025), who emphasize context-aware teaching and experience-based learning to promote self-employment. These findings reflect constructivist learning theory's focus on contextual problem-solving, social relevance, and learner-driven inquiry. An approach that gets learners responding to challenges in their communities and further afield is strongly aligned with a constructivist approach, which positions learning as a lived, evolving practice in which learners gain knowledge through engagement and collaboration.

Tutal (2023) argues that learning is most effective when rooted in everyday experiences. Mbeteh and Pellegrini (2022) and America and Mallon (2020) highlight the role of context and social interaction in shaping entrepreneurial skills.

Constructivist learning theory also emphasizes knowledge construction through active engagement and resource coordination, which helps learners organize and apply subject-specific knowledge effectively.

David and Weinstein (2024) support arts-based teaching to enhance participation and learning outcomes. It is quite possible that this approach would stimulate the creativity required in entrepreneurship. Connecting content to everyday life, such as budgeting and decision-making, would also help make business studies more contextually relevant (Wesarat et al., 2023).

It is also worth noting that a more inclusive approach would ensure that all learners, regardless of background, personal experience, and abilities, benefit from entrepreneurship education. This idea is supported by Rahman et al. (2023), who affirm that entrepreneurship education supports learners with diverse needs. Role models like Elon Musk and Patrice Motsepe, as well as more local success stories in learners' own communities, inspire learners, making entrepreneurship relatable and more emotionally engaging.

While constructivist learning theory emphasizes contextual problem-solving, our findings take this further by situating learning within South Africa's socio-economic challenges of unemployment and poverty. This demonstrates how constructivism must be adapted to contexts of structural inequality, refining its relevance for curriculum transformation in the Global South.

Overall, this study enhances constructivist learning theory by positioning its principles within the realities of South African secondary education. By demonstrating how digital literacy, industry partnerships, subject restructuring, and contextualized pedagogy operate as mechanisms of constructivist learning, our findings show the theory's applicability to entrepreneurship education in resource-constrained contexts. In doing so, the study contributes to curriculum transformation debates by foregrounding teachers' perspectives and providing context-specific strategies that extend existing scholarship on entrepreneurship education.

CONCLUSION

The aim of this paper was to contribute to the transformation of business studies by proposing strategies that address the growing demand for entrepreneurship skills, based on the insights of teachers. Our interviews and focus group interview revealed areas in which the entrepreneurship component could be made more dynamic, relevant, and responsive to needs. These were modernizing business studies through digital literacy, implementing experiential learning via mentorship and industry partnerships, introducing entrepreneurship as a stand-alone subject, and contextualizing pedagogical strategies in business studies.

Based on the findings, we recommend that the Department of Education conduct a thorough review of the business studies curriculum and introduce changes that make it more socio-economically relevant. This can be done in the following ways:

·Strengthening school–industry partnerships to embed project-based learning in the curriculum and expose learners to real-world situations where they may learn by observing and doing;

- integrating digital literacy into the curriculum to increase learners' motivation and engagement and to expose learners to the wider world and more challenging tasks;
- establishing entrepreneurship as a stand-alone subject;
- promoting equitable access to entrepreneurship resources for all learners;
- rethinking timetables to support experiential learning; and
- transforming teacher education through an experiential entrepreneurship pedagogy.

This study makes a unique contribution by drawing attention to teachers' voices in curriculum transformation debates, a perspective often disregarded in entrepreneurship research. By positioning constructivist learning theory within the realities of South African secondary schooling, the study extends theoretical understanding of how digital literacy, industry partnerships, and contextualized pedagogy can serve as strategies for constructivist learning. Practically, it offers context-specific mechanisms that policymakers and educators can adopt to align business studies with socio-economic demands, in doing so, advancing both scholarship and practice in entrepreneurship education.

We acknowledge that the findings are based on a qualitative case-study approach, with data drawn from only ten participants in ten schools within one district of KwaZulu-Natal. While this provided rich insights, the scope limits generalisability.

Future researchers are encouraged to enlarge the sample size or employ a quantitative approach to allow for broader teacher participation. Comparative studies across different districts or provinces could yield deeper insights into regional variations. Since this study focused solely on teachers' views, future research should integrate learners' perspectives and possibly those of policymakers to provide a more comprehensive understanding of entrepreneurship education in South African schools.

ACKNOWLEDGEMENTS

We sincerely thank all who contributed to this research journey. We are especially grateful to the participants whose voluntary involvement made the study possible and to the Department of Basic Education for granting permission to collect data in the selected schools. Every contribution, whether intellectual, editorial, participatory, or institutional, was essential to the quality and success of this work. We deeply appreciate this collective support.

REFERENCES

Alharahsheh, H. H., & Pius, A. (2020). A review of key paradigms: Positivism vs interpretivism. *Global Academic Journal of Humanities and Social Sciences, 2*(3), 39-43. https://gajrc.com/journal_details/gajhss/14/32

America, C. G., & Mallon, P. (2020). Connectedness in business studies pedagogy: Is a transition year alluring? *Perspectives in Education, 38*(2), 70-85. https://journals.ufs.ac.za/index.php/pie/article/view/4325

Andrade, C. (2021). The inconvenient truth about convenience and purposive samples. *Indian Journal of Psychological Medicine, 43*(1), 86-88. https://journals.sagepub.com/doi/pdf/10.1177/0253717620977000

Artero, J. M., Borra, C., & Gomez-Alvarez, R. (2023). Education, inequality, and use of digital collaborative platforms: The European case. *The Economic and Labour Relations Review.* https://www.cambridge.org/core/journals/the-economic-and-labour-relations-review/article/education-inequality-and-use-of-digital-collaborative-platforms-the-european-case/9382F5D8B1844DDF34C46CFFF391A351

Beauchamp, T. L., & Childress, J. F. (2022). *Principles of biomedical ethics* (9th ed.). Oxford University Press. https://global.oup.com/ushe/product/principles-of-biomedical-ethics-9780190640873

Botha, C., & Teles Amaral, D. (2025). Integrating work placements into entrepreneurial education: A student perspective. *Southern African Journal of Entrepreneurship and Small Business Management, 17*(1), Article a1021. https://sajesbm.co.za/index.php/sajesbm/article/view/1021

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Psychology, 16*(3), 589-597. https://oa.mg/work/10.1080/2159676x.2019.1628806

Bryman, A. (2020). *Social research methods* (5th ed.). Oxford University Press. https://books.google.com/books/about/Social_Research_Methods.html?id=N2zQCgAAQBAJ

Cakmakci, G., Aydeniz, M., Brown, A., & Makokha, J. M. (2025). Situated cognition and cognitive apprenticeship learning. In M. Aydeniz & G. Cakmakci (Eds.), *Science education in theory and practice: An introductory guide to learning theory* (pp. 293-311). Springer Nature Switzerland. https://link.springer.com/chapter/10.1007/978-3-031-81351-1_17

Chiromo, S. J., Khosa, R. M., & Kalitanyi, V. (2023). Online entrepreneurship teaching and learning approaches: A South African conceptual perspective. *Journal of Education (University of KwaZulu-Natal), (93)*, 163-180. https://journals.ukzn.ac.za/index.php/joe/article/view/2935

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge Falmer. https://www.taylorfrancis.com/books/edit/10.4324/9780203720967/research-methods-education-lawrence-manion-louis-cohen-keith-morrison

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications. https://uk.sagepub.com/en-gb/eur/qualitative-inquiry-and-research-design/book266033

David, L., & Weinstein, N. (2024). Using technology to make learning fun: Technology use is best made fun and challenging to optimize intrinsic motivation and engagement. *European Journal of Psychology of Education, 39*(2), 1441-1463. https://link.springer.com/article/10.1007/s10212-023-00734-0

Du Toit, A. (2023). Entrepreneurial learning as curriculum innovation toward bridging the theory–practice divide when preparing future "super teachers". In E. Bitzer & R. Albertyn (Eds.), *Innovative curriculum design: Bridging the theory-practice divide in work-integrated learning to foster self-directed learning* (pp. 119-143). AOSIS Books. https://books.aosis.co.za/index.php/ob/catalog/book/426

Dumbuya, E. (2024). Developing a framework for revising the curriculum to incorporate future skills such as digital literacy, critical thinking, and adaptability, while aligning with global

standards. *International Journal of Science and Research Archive, 13*(2), 2807-2810. https://ijsra.net/sites/default/files/IJSRA-2024-2483.pdf

Gcabashe, N. B. (2024). Adopting learner-centred pedagogy to develop Business Studies learners' problem-solving and creative thinking skills in selected schools in South Africa. *Research in Social Sciences and Technology, 9*(2), 31-50. https://www.ressat.org/index.php/ressat/article/download/740/222

Hagg, G., & Kurczewska, A. (2022). Guiding the first-year student entrepreneur: A conceptual map to nudge towards the reversal effect in learning. In A. Fayolle (Ed.), *Theorising undergraduate entrepreneurship education: Reflections on the development of the entrepreneurial mindset* (pp. 33-48). Edward Elgar Publishing. https://portal.research.lu.se/en/publications/guiding-the-first-year-student-entrepreneur-a-conceptual-map-to-n

Halberstadt, J., Alcorta de Bronstein, A., Greyling, J., & Bissett, S. (2023). *Transforming entrepreneurship education: Interdisciplinary insights on innovative methods and formats* (p. 217). Springer Nature. https://link.springer.com/book/10.1007/978-3-031-11578-3

Hawi, A., Al-Kuwari, F., & Garonne, C. (2022). Entrepreneurship development in Qatar. In A. Hawi, F. Al-Kuwari, & C. Garonne (Eds.), *Entrepreneurial rise in the Middle East and North Africa: The influence of Quadruple Helix on technological innovation* (pp. 29-51). Emerald Publishing Limited. https://www.emerald.com/insight/content/doi/10.1108/978-1-80071-517-220221003/full/html

Hunter, L., & Frawley, E. (2023). Engaging students using an arts-based pedagogy: Teaching and learning sociological theory through film, art, and music. *Teaching Sociology, 51*(1), 13-25. https://journals.sagepub.com/doi/pdf/10.1177/0092055X221096657

Iwu, C. G., Maziriri, E. T., Sibanda, L., & Makwara, T. (2025). Unpacking the entrepreneurship education conundrum: Lecturer competency, curriculum, and pedagogy. *Administrative Sciences, 15*(1), Article 2. https://uwcscholar.uwc.ac.za/bitstreams/16fdc322-86ef-4214-aed3-4888a9fbd728/download

Jimenez Sierra, A. A., Ortega Iglesias, J. M., Cabero-Almenara, J., & Palacios-Rodriguez, A. (2023). Development of the teacher's technological pedagogical content knowledge (TPACK) from the Lesson Study: A systematic review. *Frontiers in Education, 8*, Article 1078913. https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2023.1078913/pdf

Katjiteo, A., & Simasiku, E. L. (2025). Exploring alternative assessments for inclusion in entrepreneurship education. *Journal of Entrepreneurship Education, 28*(S1), 1-12. https://www.abacademies.org/articles/exploring-alternative-assessments-for-inclusion-in-entrepreneurship-education-17454.html

Kelly, P. (2023). Are you competent coping with uncertainty and risk? Implications for work applied management. *Journal of Work-Applied Management, 15*(2), 241-251. https://www.emerald.com/insight/content/doi/10.1108/jwam-10-2022-0071/full/html

Laine, I., Pirrone, G., Phan, K. H. Q., Milotta, M., Väätänen, J., & Hagen, B. (2025). Integrating real-world entrepreneurship with international learning: Insights from a blended intensive programme. *Journal of International Education in Business, 18*(3), 438-461. https://www.emerald.com/jieb/article/18/3/438/1253343/Integrating-real-world-entrepreneurship-with

Lesinskis, K., Mavlutova, I., Spilbergs, A., & Hermanis, J. (2023). Digital transformation in entrepreneurship education: The use of a digital tool KABADA and entrepreneurial intention of Generation Z. *Sustainability, 15*(13), Article 10135. https://kabada.eu/wp content/uploads/2023/06/Lesinskis-et-al.-2023-Digital-Transformation-in-Entrepreneurship-Educati.pdf

Lin, J. (2021). Positioning the research on skills for entrepreneurship through a bibliometric analysis. *Entrepreneurship Education, 4*(4), 351-374. https://link.springer.com/article/10.1007/s41959-021-00061-9

Lubbe, I., & Svensson, G. (2022). Work integrated learning (WIL) model - a win-win process between university, postgraduate business students and industry. *The Independent Journal of Teaching and Learning, 17*(1), 39-59. https://journals.assaf.org.za/index.php/ijtl/article/view/18126

Makwara, T., Iwu, C. G., Sibanda, L., & Maziriri, E. T. (2024). Shaping students' entrepreneurial intentions into actions: South African lecturers' views on teaching strategies and the ideal educator. *Administrative Sciences, 14*(12), 341. https://doi.org/10.3390/admsci14120341

Mathebula, D., Nkondo, L. G., Dlamini, N. P., & Khumalo, P. N. (2024). Exploration of curriculum changes in the learning and teaching methods of economic and management sciences. *Journal of Education (University of KwaZulu-Natal), (97)*, 153-172. https://scielo.org.za/scielo.php?script=sci_abstract&pid=S2520-98682024000400009

Mbatha, L. S., & Ndovela, S. G. (2024). Challenges of teaching the entrepreneurship component of Economics and Management Sciences in South African schools. *E-Journal of Humanities, Arts, and Social Sciences, 5*(11), 1721-1730. https://www.ajol.info/index.php/ehass/article/view/301592

Mbeteh, A., & Pellegrini, M. M. (2022). *Entrepreneurship education in Africa: A contextual model for competencies and pedagogies in developing countries*. Emerald Publishing Limited. https://www.emerald.com/insight/content/doi/10.1108/978-1-83909-702-720221005/full/html

Mngwengwe, S., Govender, S., & Mokoena, S. (2025). Evaluating the business studies curriculum for contemporary business practices. *Edelweiss Applied Science and Technology, 9*(3), 2038-2048. https://econpapers.repec.org/RePEc:ajp:edwast:v:9:y:2025:i:3:p:2038-2048:id:5745

Moon, K., Brewer, T. D., Januchowski-Hartley, S. R., Adams, V. M., & Blackman, D. A. (2016). A guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and Society, 21*(3), Article 17. https://www.researchgate.net/publication/306245890

Motta, V. F., & Galina, S. V. R. (2023). Experiential learning in entrepreneurship education: A systematic literature review. *Teaching and Teacher Education, 121*, Article 103919. https://doi.org/10.1016/j.tate.2022.103919

Msweli, N. (2024). Teachers' perspectives on entrepreneurship content in the Business Studies curriculum. *Education Inquiry, 15*(1), 89–104. https://ir.unisa.ac.za/bitstream/handle/10500/31659/dissertation_msweli_sv.pdf

Ncube, T. R., & Lekhanya, L. M. (2021). Evaluation of the effectiveness of entrepreneurship education in public institutions of learning in the province of KwaZulu-Natal. *International Journal of Entrepreneurship, 25*(7), 1-18. https://openscholar.dut.ac.za/handle/10321/4795

Ngcobo, S. (2025). Evaluating the representation of entrepreneurship in grade 10-12 Business Studies syllabus in South African schools. *International Journal of Research in Business and Social Science, 14*(1), 169-174. https://ideas.repec.org/a/rbs/ijbrss/v14y2025i1p169-174.html

Ntsanwisi, S., & Simelane-Mnisi, S. (2024). Enhancing entrepreneurial education in South African primary and secondary schools: Perspectives from teachers in the Limpopo Province. *Przedsiębiorczość-Edukacja, 20*(1), 95–108. https://p-e.uken.krakow.pl/article/view/10825

Nzembayie, K. F., Buckley, A. P., & Talay, I. (2024). Experiential pedagogies for cultivating entrepreneurial mindsets: Action design learning as tailored framework. *Entrepreneurship Education and Pedagogy*. Advance online publication. https://journals.sagepub.com/doi/pdf/10.1177/25151274241292276

O'Neill, G., & Short, A. (2025). Relevant, practical and connected to the real world: What higher education students say engages them in the curriculum. *Irish Educational Studies, 44*(1), 23-40. https://www.tandfonline.com/doi/pdf/10.1080/03323315.2023.2221663

Olanipekun, L. O., Sokefun, E. A., & Akinlabi, N. A. (2021). Impact of entrepreneurial skills acquisition on graduates' self-employability status: A study of Olabisi Onabanjo University graduate students. *Research Journal of Social Sciences and Humanities, 2*(3), 61-71. https://www.researchgate.net/publication/368336825

Olutuase, S. O., Brijlal, P., & Yan, B. (2023). Model for stimulating entrepreneurial skills through entrepreneurship education in an African context. *Journal of Small Business & Entrepreneurship, 35*(2), 263-283. https://doi.org/10.1080/08276331.2020.1786645

Piaget, J. (1950). *The psychology of intelligence*. Routledge & Kegan Paul. https://www.taylorfrancis.com/books/mono/10.4324/9780203981528/psychology-intelligence-piaget-jean

Rahman, M. M., Basher, M. A., & Ramadani, V. (2023). Entrepreneurship education through innovative teaching techniques: A systematic review using ADO model. In *Proceedings of the International Scientific Conference on Business and Economics* (pp. 459-476). https://link.springer.com/chapter/10.1007/978-3-031-42511-0_30

Rankhumise, E. M., Letsoalo, M. E., & Nguza-Mduba, B. (2025). Entrepreneurship education's curriculum delivery at two South African universities: Students' perspective. *Academy of Business Studies, 23*(S2), 665. https://www.abacademies.org/abstract/entrepreneurship-educations-curriculum-delivery-at-two-south-african-universities-students-perspective-9839.html

Ratten, V. (2023). Entrepreneurship: Definitions, opportunities, challenges, and future directions. *Journal of Entrepreneurship Education, 26*(1), 1-10. https://www.abacademies.org/journals/journal-of-entrepreneurship-education-home.html

Sall, M. A. (2022). Entrepreneurship and poverty alleviation in Africa. *Industrial Policy, 2*(1), 33–37. https://dergipark.org.tr/en/pub/indpol/issue/70417/1087029

Saputra, Y. A., Hernawan, A. H., & Dewi, L. (2024). Entrepreneurship curriculum in higher education. *West Science Social and Humanities Studies, 2*(1), 106-112. https://doi.org/10.58812/wsshs.v2i01.577

Sathyanand, A., Bhulaye, E. M., Nhleko, M. A. N., & Msomi, T. S. (2025). Evaluating sustainable entrepreneurship education in South Africa: Insights from a systematic review. *African Journal of Inter/Multidisciplinary Studies, 7*(si2), 1-14. https://journals.dut.ac.za/index.php/ajims/article/view/1561

Siddiqui, S., & Alaraifi, A. (2022). Assessing the impact of a stand-alone entrepreneurship course on student entrepreneurial competence. *International Journal of Entrepreneurship Education, 20*(3), 220-235. https://www.abacademies.org/journals/journal-of-entrepreneurship-education-home.html

Sitaridis, I., & Kitsios, F. (2024). Digital entrepreneurship and entrepreneurship education: A review of the literature. *International Journal of Entrepreneurial Behavior & Research, 30*(2/3), 277-304. https://www.emerald.com/ijebr/article/30/2-3/277/1232804/Digital-entrepreneurship-and-entrepreneurship

Sommarström, K., Oikkonen, E., & Pihkala, T. (2021). The school and the teacher autonomy in the implementing process of entrepreneurship education curricula. *Education Sciences, 11*(5), Article 215. https://files.eric.ed.gov/fulltext/EJ1297234.pdf

Talukder, S. C., Lakner, Z., & Temesi, Á. (2025). Entrepreneurship education and sustainable entrepreneurial intention: The mediating role of attitudes and the moderating role of prior entrepreneurial experience. *SAGE Open, 15*(4), 21582440251383194. https://journals.sagepub.com/doi/pdf/10.1177/21582440251383194

Tripathi, M. A., Tripathi, R., Sharma, N., Singhal, S., Jindal, M., & Aarif, M. (2022). A brief study on entrepreneurship and its classification. *International Journal of Health Sciences, 6*(S2),

Article 572911. https://www.neliti.com/publications/572911/a-brief-study-on-entrepreneurship-and-its-classification

Tshwane, N. S., & Simelane-Mnisi, S. (2023). Enhancing entrepreneurial education in South African primary and secondary schools: Perspectives from teachers in the Limpopo Province. *Przedsiębiorczość - Edukacja, 20*(1), 101-115. https://doi.org/10.24917/20833296.201.6

Tutal, O. (2023). Does context-based learning increase academic achievement and learning retention? A review based on meta-analysis. *Journal of Practical Studies in Education, 4*(5), 1-16. https://www.jpse.gta.org.uk/index.php/home/article/view/71

Wadula, P. (2022). Ndabeni-Abrahams urges S. Africans to take the entrepreneurship route. *Eyewitness News*. https://www.gov.za/news/speeches/minister-stella-ndabeni-abrahams-african-startup-conference-06-dec-2022

Wesarat, P. O., Panrod, W., Benrit, P., Useng, N., Kaewsaeng-on, R., Tansui, D., & Sangkhaduang, R. (2023). Identifying lifelong learning skills of students in the Bachelor of Business Administration program. In *Proceedings of the 4th Annual Civic Education Conference (ACEC 2022)* (pp. 729-737). Atlantis Press. https://www.atlantis-press.com/proceedings/acec-22/125990112

Author (s):

* Siyacela Thandazani Nzuza (Corresponding Author)
Department of Curriculum Studies, Faculty of Education
University of Zululand
Corner Guldengracht &, 2 Cent Cir, Road, Richards Bay, 3900, South Africa
Email: nzuzas@unizulu.ac.za

Jabulisile Cynthia Ngwenya
Commerce Department, School of Education
University of KwaZulu-Natal
238 Mazisi Kunene Rd, Glenwood, Durban, 4041, South Africa
Email: ngwenyaj@ukzn.ac.za