PERCEPTION OF SECONDARY SCHOOL TEACHERS ON THE KNOW ABOUT BUSINESS (KAB) PROGRAM IN SENIOR SECONDARY SCHOOL IN BOTSWANA

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Mini-dissertation submitted in partial fulfillment of the requirement for the degree of Master of Business Administration (MBA) at the (Mafikeng Campus) of the North-West University

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DECLARATION

I, Johannes Rantoba declare that this mini-thesis hereby submitted is my own, unaided work. I therefore certify that unless stated, all work contained herein is my own to the best of my knowledge.

The thesis is being submitted in partial fulfillment of the requirement for the degree of Master of Business Administration (MBA), at Graduate School of Business & Government Leadership, North-West University, Mafikeng Campus. It has been not previously submitted for any degree or examination at any other University.

JOHANNES LOIKINYANA RANTOBA
DEDICATION

I wish to dedicate this study to my daughter Katlego and my family for their valuable support they rendered to me while working on this dissertation.
ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my supervisor, Professor S. Lubbe, who patiently guided me and encouraged me to complete this dissertation.

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ABSTRACT

The purpose of this research is to investigate the perceptions of secondary school teachers on the Know About Business (KAB) programme in Botswana. They study adopted a survey as its research design. Data was gathered from one hundred and three Know About Business (KAB) teachers in selected secondary schools in Botswana. The sampling technique used was simple random sampling. A questionnaire was used as an instrument to collect data. A computer aided statistical analysis was used to analyse data. The findings of this study reveal that Know About Business (KAB) is taught by majority of male teachers who have degrees in education with 5 years experience and they specialize in other subjects that are not related to business. All these teachers have trained for only two weeks. The time teachers take to teach know About Business (KAB) is not enough to give them the skills they need. The teaching period allocated to Know About Business (KAB) is not enough and its policies are not planned.

The programme therefore does benefit the school and other subjects due to its badly planned policies. The programme ties with other programmes at tertiary level, this should start at primary school level and should be done only by those who have interest in it. It should be taught and/or coordinated by those who teach business related subjects and those who volunteer to teach it should given incentives to motivate them.

It is recommended that the training for teachers should be longer than two weeks and the teaching time in schools should also be increased to more than two periods a week. Its policies should be well planned. The subject should be examinable. It should be coordinated by the Business Studies Department in schools and must be infused into other subjects in order to show students how they can merge their skills.
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### ABBREVIATIONS USED IN THE STUDY AND THE MEANINGS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
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<tr>
<td>KAB</td>
<td>Know About Business</td>
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<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
</tr>
<tr>
<td>SME</td>
<td>Small Medium Enterprises</td>
</tr>
<tr>
<td>SED</td>
<td>Small Enterprise Development</td>
</tr>
<tr>
<td>ENT/MAN</td>
<td>Entrepreneurship Management</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and vocational Education and Training</td>
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<tr>
<td>ITCILO</td>
<td>Institute of Training Centre of International Labour Organisation</td>
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CHAPTER 1
ORIENTATION

1.1 INTRODUCTION

Know About Business (KAB) is an International Labour Organisation (ILO) sponsored programme. At the end of the 1980s and the beginning of the 1990s the ILO was strongly involved in SME development and vocational education through a number of projects involving government institutions and private sector institutions. Training of entrepreneurs in management skills was part of those projects. Entrepreneurship education was seen as an important element to develop entrepreneurial attitudes for future entrepreneurs. However, no specific training programmes were available (Tomlinson 2009).

To close this gap, funds were availed from ILO Geneva (SED unit in ENT/MAN) and from the International Training Centre of the ILO in Turin (SME Unit) in 1996 to develop a training package for TVET institutions that include entrepreneurial education and business skills. A workshop was organized in Turin with the participation of Mr. G. Manu from ILO International Training Centre (ITCILLO), Mr. J. Thiongo, a Kenyan consultant and Prof. R. Nelson from the University of Illinois, USA to develop the Know About Business (KAB) training materials for trainers and instructors of Technical and Vocational Education and Training (TVET) institutions. The material was field tested in Kenya and then finalized and printed (Tomlinson 2009).

Chapter one starts with an introduction. It also presents a background, the general overview, which entail the merits and demerits of the research topic as well as the specific observations. The purpose of the study is also highlighted.
The research questions, significance of the study, limitations of the study and definitions of terms are also outlined in this chapter.

1.2 BACKGROUND TO THE STUDY

Entrepreneurship education is intended to stimulate young people to think about entrepreneurship and the role of the business community in economic and social development. Students also get an opportunity to analyse the changes taking place in their countries and are encouraged to consider self employment and enterprise creation as a career choice.

The importance of education and training for an entrepreneurial society has been underlined on several occasions through United Nations Declarations (the Youth Employment Network promotes entrepreneurship Education as a means to reach the Millennium goals to halve youth unemployment by 2015) and Conventions. ILO Recommendation No. 189, adopted in 1998, refers to entrepreneurship education as a way of promoting a positive enterprise culture.

A number of countries have adopted Know About Business (KAB) in their National education Programme since 2000. The experience made by Know About Business (KAB) and an increasing demand for the introduction and adaptation of Know About Business (KAB) in other countries has led to the decision to review and update Know About Business (KAB) so that it corresponds better to the needs of education programmes in a fast-changing and global world (Tomlinson, 2009).

A one week workshop in International Labour Organisation’s International Training Centre was organised by the Enterprise Development Programme Manager Mr. P. Tomlinson and Mr. K. Haftendorn, Global Know About
Business (KAB) programme Coordinator, with the authors and Know About Business (KAB) practitioners in May 2004 (Tomlinson, 2009).

In an existing recent development, Botswana’s Ministry of Education decided to introduce Know About Business (KAB) into the secondary school curriculum in order to teach entrepreneurship to secondary school students. The Ministry of Education has been working with the International Trading Centre of the International Labour Organisation, the International Labour Organisation Global Know About Business unit, and enterprise Botswana to train 120 secondary school teachers in the Know About Business Methodology. The initial training took place in 2006 and 2007, additional training 2008 and 2009 to allow the certification of national Know About Business (KAB) trainers to pilot Know About Business (KAB) in selected schools (Tomlinson, 2009).

This topic came as a result of the researcher’s experience and involvement in secondary schools in Botswana. The choice of the subject is informed by the concern the researcher developed during the researcher’s time as a secondary school senior member of staff at senior secondary school level in the department of Business Studies. The concern is basically to the effect that the researcher experienced a lot of resistance from members of non business related departments such as Setswana, Science, Mathematics, English, Design and Technology to mention but a few.

The content of KAB is predominantly challenging to those who do not have business background. Teachers who have been trained for subjects other than Business Studies would find it difficult to cope with the jargons used in Business Studies and challenging even to teach Business Studies students who have better grasp of business terms than their Know About Business teachers who have been taught only for two weeks. Many of these teachers find it
difficult to satisfactorily respond to the students’ questions because they have
not done business studies in their lives except for a two weeks workshop
which does not give them enough background information which could help
them impart entrepreneurship skills to students.

Diverse topics are covered in the Know About module which includes
economics, accounting, bookkeeping, entrepreneurship, business management,
stock keeping and business plan preparation. These are not easy to understand
especially by those who have not done business related courses. They are even
more challenging if one is expected to learn within a short period.

It is on the basis of this background that the researcher conducted a survey on
the “Perceptions of secondary school teachers on the Know About Business
(KAB) programmes in senior secondary schools in Botswana.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the perceptions of secondary
school teachers on the Know About Business (KAB) in senior secondary
schools in Botswana and develop suggestions and recommendations to support
effective implementation of Know About Business Programmes in secondary
school in Botswana.

1.4 PROBLEM STATEMENT

The introduction of Know About Business (KAB) as a non examinable subject
means trained educators will have extra classes for Know About Business
(KAB) in addition to their subjects of speciality. For instance a Mathematics
educator will have his or her own mathematics classes and an extra class for
Know About Business (KAB). This will impact on the overall school time
which could have been devoted to examinable subjects. This makes students
not to take the non examinable subjects seriously and devote much of their
time to study the examinable subjects. Know About Business (KAB)
programme is a standalone subject, that is, it is not part of the business
subjects offered in Senior secondary schools in Botswana. It has been given a
slot in the school time table. It falls under subjects known, in the Botswana
Curriculum, as non examinable or awareness subjects. These subjects are
Computer Awareness, Guidance and Counselling. Senior secondary school
teachers teaching different subjects were invited for training and were
awarded certificates to certify that they are qualified trainers of Know About
Business (KAB). They would later be required to introduce Know About
Business in their respective schools.

Know About Business (KAB) requires that the student be taken for field trips,
be attached to private businesses during school vacations, do frequent
industrial visits, make use of resource person from within or outside the
school. This requires that more money be allocated to the schools by the
government and add on to the already tied government budget. Teachers and
students will like to rest over the school vacation to prepared themselves for
the next term, but if this time of rest is taken from them then it might likely
result in stress and related ailments on both the teachers and students.

Teachers are assessed by the performance of their students. It is for this
reason that teachers may decide to give priority to their examinable subjects
of speciality at the expense of the non examinable subjects. They may decide
to use lessons allocated to Know About Business (KAB) to teach their
subjects of specialisation. This may inhibit the main objectives of Know
About Business which is to contribute towards the creation of an enterprise
culture in a country or society as stipulated in ILO recommendation 189, promoting awareness among young people of the opportunity challenges of entrepreneurship and self employment and of their role in their future and that of their country’s economic and social development. Teachers may feel that the subject is an extra burden to them since it will increase their teaching load.

1.5 RESEARCH OBJECTIVES

The study was guided by the following objectives:

- To find out the views of educators on the of Know About Business Programmes.

- To find out whether the introduction of Know About Business (KAB) has affected the teaching/learning of other subjects.

- To request for suggestions from teachers on how the implementation of Know About Business (KAB) may not negatively affect other subjects that they teach.

- To make recommendations on ways that the implementation of Know about Business could be appropriately done.

1.6 SIGNIFICANT OF THE STUDY

It is hoped that this study will highlight the need for effective and proper implementation of Know About Business programmes in secondary schools in
Botswana by improving the preparation of educators who would be offering the programme.

Furthermore the findings of this study may assist future researchers to do further researches on the implementation of Know About Business programmes.

1.7 DEFINITION OF TERMS

1.7.1 Perceptions
Perception refers to how things appear. It means how one make sense of our world. In this research perceptions will be used to refer to the way teachers view the Know About Business (KAB) in senior secondary schools (Lindsay, 1977).

1.7.2 Know About Business
It refers to an International Labour Organisation sponsored programme which is newly introduced in Secondary Schools in Botswana aimed to impart entrepreneurial skills to school going children to prepare them to be future entrepreneurs (Tomlinson 2009).

1.7.3 Teacher/educator
These terms are usually used interchangeably in reference to an instructional leader. The research will be conducted in Botswana where the term teacher is an appropriate term for instructional leader but because it will be done in a South African context the term educator will be used (Crowther, 1998).
1.8 CHAPTER OUTLINE

The chapters and major headings of this study are outlined as follows:

1.8.1 Chapter 1: Orientation

The first chapter of this study begins with an introduction. It also presents the background study, the general overview, which entails the merits and demerits of the research topic as well as the specific observations. The purpose of the study is also highlighted together with the definition of terms. The research questions, significance of the study, limitation of the study, definition of terms are outlined in this chapter.

1.8.2 Chapter 2: Review of related literature

Chapter Two presents the theoretical framework of the topic under study and determines what is already known about the topic being researched so that a comprehensive picture of knowledge can be obtained. It helps refine certain parts of the study more especially the problem statement, conceptual framework, design and data analysis process.

1.8.3 Chapter 3: Research Design and methodology

Chapter Three covers the methodology and research design for this study. The chapter is about the method that is used and how the research is designed. The study employs a survey type of approach.

1.8.4 Chapter 4: Data Presentation and Analysis

Chapter Four deals with the interpretation and analysis of data. Data is presented statistically i.e. in tables and graphs with supporting explanations.
1.8.5 Chapter 5: Discussions and recommendations

Chapter Five presents discussions of the findings and recommendations of the research on "Perceptions of secondary school teachers on the introduction Know About Business (KAB) in senior secondary schools in Botswana.

1.9 Conclusion

This chapter summarised the overview of the study. The next chapter will discuss the literature to be used for this study.
CHAPTER 2
REVIEW OF PAST LITERATURE

2.1 INTRODUCTION
This chapter includes the following headings: Opportunities for entrepreneurial programme, methods commonly used in teaching entrepreneurship, challenges for entrepreneurship education, effectiveness of entrepreneurship programmes, assessment of the impact of entrepreneurship education, quality teacher training in entrepreneurship, assessment by teachers, challenges in attitudes towards entrepreneurship education, factors that affect the value of entrepreneurship education, creation of a positive entrepreneurship culture and teacher training on entrepreneurship.


2.2 OPPORTUNITY FOR ENTREPRENEURIAL PROGRAMMES
The role of entrepreneurship education has become more prominent in today's society and the general opinion is that entrepreneurial education should be included, not in business related subjects only, but in other subjects across the school curriculum (Gustafsson-Person, 2009). It is also a concern for Botswana Government that entrepreneurship should be included (i.e.
integrated and/or infused) in the primary and secondary curriculum in order to inculcate the entrepreneurship spirit in children from early age so that they can understand and appreciate the need for entrepreneurship when they are fully grown (Botswana Government, 2010). The aim of entrepreneurship education is to teach the students the attitude, skills and information that are needed later on in their working lives regardless of whether one works for someone else or as an independent entrepreneur (Palm, Manninen & Kuntsi 2003: 42). Palm et al (2003) further say that teaching and studying entrepreneurship form a total package, where attitude and perception play an important role.

Entrepreneurship stimulates creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities, whether in a social, cultural or economical context (Swartland, 2008). This entails giving students skills to start and run businesses. Most of the formal economies in the African continent are not strong enough to sustain themselves without the existence of the informal sector. Most of the school leavers in Botswana fail to find formal employment where jobs are scarce. In this situation the possible alternative is to make a living in the informal sector. In this situation, there is a growing awareness that a traditional academic education is inadequate to equip young people with the knowledge and skills they need to improve their chances of a decent life. In order to meet this challenge, an increasing number of countries are introducing Entrepreneurship Education (Swartland, 2008).

According to the Independent interim evaluation paper on Skill Development to Support Employment Generation in Iraq (Brown, Bowlus, & Seibert, 2011) entrepreneurship, employment policy development, and vocational educational and training have proved to be effective, particularly because Iraq has just emerged from decades of dictatorship and this has negatively affected its
economy. Employment is thus a critical, cross-cutting issue. Skills Development and Employment Generation Iraq has been efficient in operation. For example, improved security conditions have allowed the project to conduct half (16 of 32) of its workshops within the country, at greatly reduced cost by comparison to those held in Jordan or elsewhere. Furthermore, the symbiosis of ILO’s technical expertise in employment training and policy with United Nations Office for Project Services (UNOPS) expertise in procurement of goods and services and financial management have enabled the project to respond resiliently to changing circumstances inside Iraq in ways that save both time and money. Skills Development and Employment Generation of Iraq (Brown, Bowlus, & Seibert, 2011) has found a useful niche and is playing a helpful role – for example, by contributing both to the National Development Strategy (NDS) and to the national strategy for poverty reduction by increasing employment opportunities.

The Global Education Initiative – European Roundtable on Entrepreneurship Education (Brown, Bowlus, & Seibert, 2011) found out that a cross-disciplinary approach to entrepreneurship education is essential as many entrepreneurs do not come from business schools but from disciplines such as design, medicine, science, and engineering. To improve access to entrepreneurial skills development, a strong commitment is needed from the top of educational institutions. Too often, entrepreneurship is driven by one or a few people without the full support of the institution.

The role of educators is critical (Swartland, 2008). Learning needs to have a greater focus on creativity and flexibility as well as on the entrepreneurship education experience. The European Commission is putting a higher priority on training and developing teachers at all levels and has recently supported two entrepreneurship educator programmes at the higher education level at different universities in Europe (European Roundtable on Entrepreneurship
Education, 2010). Entrepreneurship courses that these universities offer include examples from and experiences with the real world, Practical training and building links between academia, business and real entrepreneurs (Baltic Entrepreneurship Partners, 2006). Entrepreneurs serve as important role models for students and bring reality into the classroom. Role models should not only be the standard global ones, but also regional and local ones, to demonstrate to students that entrepreneurship is a real option for them.

2.3 METHODS COMMONLY USED IN TEACHING ENTREPRENEURSHIP

Entrepreneurship education and training must incorporate methods which support experiments, creativity, alertness, critical thinking, interaction and similar activity. Teaching methods should turn away from traditional lecture-style teaching. Entrepreneurial teaching and learning methods already imply entrepreneurial competence and talent which one aims to strengthen and is referred to as ‘action learning approach’. (Baltic Entrepreneurship Partners, 2006:1).

Thus a profound renewal of pedagogic practices is needed which gets translated into a pedagogy of stimulation and a very deep involvement of the teacher into the subject to motivate and interest students in issues of entrepreneurship. At least once in their educational career students should have the experience of setting up a company, even if it is only fictitious (Lecherbonnier, 2002). In response to this, Frugier (2005) found that case studies or project work based on creativity exercises have increasingly been used in French entrepreneurship teaching which places students in an entrepreneurial situation where they can apply their already existing management competences.
Verzat, Byrne, and Fayolle (2009) also report on the use of games as a pedagogical tool when teaching entrepreneurship. The teaching of entrepreneurship should be focused on the personality of young people. It should strive to encourage creativity, a sense of initiative, risk taking and other generally applicable attributes and skills that are the foundation of entrepreneurship (Entrepreneurship in Vocational Education and Training: Final Report of an Expert Group, 2009).

The report further emphasizes that the teaching of entrepreneurship should be practical in that it allows the student to develop the idea further into a product or service, deal with problems and solve them, create networks with other students and adults, learn to accept the implications of their own choices, practically manage resources and money in a responsible way. All these can be achieved by practical project like starting an running a mini-entreprise so that they can learn to solve real problems under the close supervision of the teacher/facilitator and/or expert (Gibb, 2002). Gibb (2002) further argues that when students can take ownership of their learning, able to study on a “need to know” basis, can participate in setting their learning goals and tasks, only then generic entrepreneurial competencies can be practiced and developed. The conclusion that can be made is that this study had seen the benefits of using enterprising mode of delivery, and that learning takes place in the unique context of each student.

The strategies that assist the students to internalise the business concepts and fully understand them are listed by Sani and Pihie (2009:4) as follows:

a) Running a real business - They obtain real business experience; understand and experiences the senses of responsibility in understanding the risks and rewards of setting up a business. They gain real experience in raising money, planning all the business management
functions such as production, marketing, finance and the real business operation. At the same time students are able to improve their soft skills in the aspects of motivation, teamwork, networking and customer relation skills.

b) Visit to business location - Students perceived this activity as helpful because they are able to observe the real business operation, get the needed information direct from the entrepreneur, give them opportunity to understand who the real entrepreneur is, get more business input and to improve their self-motivation through the entrepreneur's experience and most importantly, they realise the ups and downs of operating a business.

c) Interview with entrepreneur - This technique is helpful because students get clear, direct and real explanation from the entrepreneur regarding their business experience, give students the opportunities to meet with the entrepreneur face to face, and learn the reality of being an entrepreneur, to know the life-story of the entrepreneur and to observe his or her personality. Furthermore students are able to get the exact and precise information especially on the success and failure factors in business.

According to Collins and Robbertson (2003), all the above strategies enable students to have positive entrepreneurial mind. Running a business, visiting a business location and interviewing an entrepreneur give the student an insight and the practical experience of how to run a real business. It gives them the skills of how to come up with ideas, turn them into business and deal real life problems (Krueger & Reilly, 2000).
2.4 CHALLENGES FOR ENTREPRENEURSHIP EDUCATION

Just like any other field entrepreneurship education is faced with many challenges, some of which shall be dealt with in this research. A comprehensive entrepreneurship education should start from basic education level to tertiary. The Botswana Revised National Policy on Education Paper No. 2 of 1994 recommended the inclusion of entrepreneurship in the school curriculum from primary to tertiary and it was introduced at primary school level under a group of subjects called Creative And Performing Arts (CAPA), while at secondary school level (both Junior and senior secondary) it is infused in business subjects. At secondary school levels it is not treated as a standalone subject but it is either infused and/or integrated. If teachers were not adequately equipped with entrepreneurial skills during their initial training they cannot transfer the skills that they do not have to learners in order to equip them with skills for the world outside school.

Katz (2003) argues that there are not many entrepreneurship faculties in America and among the few have been granted tenure purely for research and teaching in entrepreneurship. Kuratko (2003) indicated that a lot of research in entrepreneurship should be done and also that universities in America should start entrepreneurship program from undergraduate up to PhD level.

Entrepreneurship should not remain stagnant but must move with revolving times and technologies. Solomon et al. (2002) found a negative trend with regards to technology in their national survey on entrepreneurship education. This poses a challenge because technology is now a global issue should be integrated in modern pedagogies. Solomon et al. (2002, pp. 82-83) continue to say that "for entrepreneurship education to embrace the 21st century, professors must become more competent in the use of academic technology and also expand their pedagogies to include new and innovative approaches to the teaching of entrepreneurship".
The challenges in Finland, according to Gibb (2005), are that the aims of Government and that of secondary and vocational schools are diverse, teachers do not know much about the methods and content of entrepreneurship education, teachers need systematic further education over and above that entrepreneurship education should be catered for during pre-service training of teachers (Seikkula –Leino, 2007).

Know About Business (KAB) – an International Labour Organization program which intends to impart entrepreneurship skills has been rolled out to all senior secondary schools. Teachers from different educational background as well as different areas of specialties have been given two weeks training to prepare them to teach entrepreneurship which is called Know About Business (KAB). The challenge is that teachers have never been systematically trained either during their pre-service training and/or further studies (for those who went for further studies). Teachers whose areas of specialities are non business related would be expected to teach entrepreneurship to any class including a class of students who have been doing Business Studies as one of their optional subjects. This is likely to pose a challenge to the teacher because s/he will be teaching learners who are more conversant with business terms and concepts than s/he is.

The teachers might, for fear of embarrassment, use the time slot to teach his/her subject of speciality order to push the already loaded syllabus (Curriculum Development and Evaluation Report, 2010). Seikkula –Leino (2007) concurs when he says that teachers do not know much about the methods and content of entrepreneurship education, they need systematic further education over and above that entrepreneurship education catered for during pre-service training of teachers at teacher training institutions (Kuratko, 2005).
2.5 EFFECTIVENESS OF ENTREPRENEURSHIP PROGRAMMES

Entrepreneurship education intends to equip students with life skills, teach students attitude, to be innovative, decisive, to solve problems and to take risks (Palm, Manninen & Kuntsi, 2003). The content of entrepreneurship program should include innovation and creativity, opportunity recognition, business planning, marketing research and marketing, entrepreneurial finance, business operations, monitoring and exit strategy. The program should be design to support classroom teaching and hands on materials for students and supplementary resources for teachers (Brown, Bowlus and Seibert, 2011).

The program increases the students ability to belief in his or her ability to perform competently on a specific task, which is called self efficacy (Brown et al., 2011). Self efficacy is a motivational construct based on social cognitive theory. Self-efficacy can play a role in the “self-fulfilling prophecy” phenomenon (Zhao et al., 2005), in that those with low self-efficacy for a given task avoid participating in activities related to that task, fail to acquire skills and knowledge relevant to the task, are less motivated or persistent when engaged in performing the task. They therefore exhibit lower performance on the task. Self-efficacy has also been shown to play a central role in the process of early career choices (McNally et al., 2010), as young people gravitate toward the activities and career paths at which they perceive themselves to be competent. Self-efficacy should therefore be viewed as an important outcome of any educational program, but is especially relevant for younger learners because of its far reaching effects on experience, learning and performance over time.

Entrepreneurial self-efficacy can be defined as an individual’s confidence in his or her ability to successfully perform entrepreneurial tasks. Several researchers have regarded entrepreneurial self-efficacy as a critical antecedent of entrepreneurial intentions and behavior (Zhao et al., 2005). According to
social cognitive theory, a person's self-efficacy beliefs can be influenced by four processes: 1) enactive mastery, 2) role modeling and vicarious experience, 3) social persuasion, and 4) expectations regarding one's psychological state during task performance (Zhao et al., 2005).

Participation in an entrepreneurial education program should have a positive effect on entrepreneurial self-efficacy perceptions because it contains elements of all four mechanisms for self-efficacy development. For example, enactive mastery involves practice at the task or activity, albeit under controlled, supervised or less challenging circumstance. Class exercises, discussions, and the planning projects provide the participant with opportunities to practice entrepreneurial tasks in a supportive and controlled environment. Profiles and the likely stories shared by teachers also provide students with examples of successful entrepreneurs that the students can use as role models (Brown et al., 2011). Social persuasion involves positive and supportive communications designed to encourage one's belief in oneself. Teachers are likely to provide constructive feedback to students as they work with the course materials. In many types of tasks, performance is impaired by performance anxiety and fear. Early social cognitive theory research helped people develop emotional coping strategies to deal with phobias, such as a fear of snakes. Regarding entrepreneurship, both the factual information provided by the course materials and the profiles of successful entrepreneurs encourage students to believe that it is possible to deal with the stress and uncertainty often associated with founding and leading one's own business (Brown et al, 2011, pp 4).

Entrepreneurial education programs should positively affect students' attitudes toward entrepreneurship and influence them to become future entrepreneurs. An attitude is a basic expression of approval or disapproval toward an object and is usually composed of cognitive beliefs, affective
reactions, and behavioral intentions (Brown et al., 2011). Most attitude formation models view attitudes as learned, often through information provided by others. Attitude change can take place through direct cognitive means, such as facts and information, or through indirect affective routes and emotional appeals (McNally et al., 2011).

The theory of planned behaviour explains how attitudes relate to behavioural intentions. Simply put, the theory states that the net strength of one’s positive attitudes toward a given behavior is one of the main factors predicting one’s intention to engage in that behavior (Peterman & Kennedy, 2003; Zhao et al., 2005). A number of previous studies, including a meta-analysis, have shown that entrepreneurial education can increase the perceived positive value of entrepreneurship and the individual’s intention to become an entrepreneur (McNally et al., 2010; Peterman & Kennedy, 2003; Zhao et al., 2005). Teachers can modify the order in which materials are presented to suit the level of understanding of the learners, adjust the emphasis across the different skill areas, and assign additional readings or exercises. The materials used should directly target to cover core entrepreneurial knowledge, should include exercises that reinforce the acquisition of entrepreneurial knowledge, should enable students to gain knowledge of major entrepreneurial activities through practical activities which are normally hands-on.

Some studies conducted by McNally et al (2010) that found overall positive effects for education on knowledge and skill, perceptions of entrepreneurship, as well as general outcomes. If this knowledge starts at primary up to university level (PhD) then the entrepreneurial spirit would well entrenched in the general public in the years to come.

Training and education has an increasingly important role in the emergence of entrepreneurship (Lichtenstein & Sobota, 2007). Zhao, Seibert and Hills
demonstrated that entrepreneurial education can increase students’ confidence to complete entrepreneurial tasks and stimulate their interest in starting their own business (Zhao, Seibert & Hills, 2005). It makes them to realize that entrepreneurship is a career options that one can follow and it is not for those who cannot be admitted at tertiary institutions. However, research on the effectiveness of entrepreneurial education, the world over, is still in its infancy; recent reviews conclude that more research is needed (McNally, Martin and Kay, 2010). That’s one of the research areas of interest that may be pursued in future.

2.6 ASSESSMENT OF THE IMPACT OF ENTREPRENEURSHIP EDUCATION

Still little attention has been dedicated to how to measure the overall effectiveness of entrepreneurship education programs towards individuals and society (McMullan and Gillin, 2001). The problems related to the assessment of entrepreneurship education may lie in measuring output from the entrepreneurial education process. Although it seems difficult to determine causality, some output measures (such as changes in entrepreneurial values, in orientation towards entrepreneurial careers, in personal assessment of entrepreneurial skills and so on) could also be examined. The methods for assessing the results of entrepreneurship education are not well defined neither are any standardized means for measuring the results generally accepted. According to McMullan and Gillin (2001) the lack of generally accepted measures is due to the diversity of a number of factors that characterize entrepreneurship education, such as:

2.6.1 Target groups

Entrepreneurship education can be addressed to various target groups (entrepreneurs, managers, entrepreneurial sympathizers, people with entrepreneurial spirit, scholars) and it is likely that each of them would
require different assessment measures in order to evaluate the outcome of their different educational processes and objectives. Assessing each one of the above mentioned groups differently may help make the assessment more appropriate and effective. Grouping them together without considering their distinguishing features might ignore other features which could be important to some within the target group hence compromise the effectiveness of the assessment results. This therefore makes it difficult to come up with a generally accepted measure for assessing entrepreneurship education (McMullan and Gillin, 2001).

2.6.2 University/school versus entrepreneurship education/training focus

The emphasis of many business schools is on understanding, feedback, critical judgment, analysis of large amounts of information, making assumptions about behaviours in order to develop models, and seeking correct answers, largely in classroom settings with information from authoritative sources and with evaluation by written assessments. In contrast, the entrepreneur with limited resources is operating with gut feeling, trying to understand the filters through which information passes, recognizing the hidden agendas in terms of other people’s goals and, because of this, is making decisions on the basis of judgment of the trust and competence of those involved (Falkang and Alberti, 2000). Falkang and Alberti (2000) prove that it is difficult to come up with and appropriate effective entrepreneurship education assessment.

2.6.3 Objectives of entrepreneurship education

Following from the previous discussion, the variety of educational programs established for different purposes suggests an equal variety in the objective of entrepreneurship education. The target groups represent incongruent educational needs, which have had further implications on the evaluation and assessment of the programs. Therefore, for each one of the previously cited objectives of entrepreneurship education some measures might be elaborated
for assessing their achievement. Falkang and Alberti (2000) have made an attempt at it, identifying suitable indicators for evaluating the achievement of the entrepreneurship education goals.

2.6.4 Levels of analysis

As far as the effectiveness of entrepreneurship education is concerned, it cannot only be limited to knowledge that could only be acquired in the classroom, but it should also look at the stimulation of new businesses, the successful existing enterprises, and the increased ability of entrepreneurs and so on. This introduces the importance of considering different levels of analysis in assessing entrepreneurship education effectiveness. Falkang and Alberti (2000) have identified three levels of analysis.

At a first level, the interest for entrepreneurship education is closely related to the notion of small firm contribution to society. The results of the public programs initiated by the society have the main objective to change the industrial structure, and the results cannot be expected in the short term. The number of new firms, the number of employees, the aggregate turnover and innovation are possible contributions of entrepreneurship education at the economic level.

At the firm level, entrepreneurship education may have an impact on one hand on the establishment of the firm itself. On the other hand, entrepreneurship education may contribute positively to the development of the corporate entrepreneurship processes, meaning the processes whereby an individual or a group of individuals, in association with an existing organization, create a new organization or instigate renewal or innovation within that organisation (Charney and Libecap, 2000).
On the individual level of analysis, measures can be defined to include a number of factors assessing self-perceptions and individual developments. Possible contributions of entrepreneurship education to the individuals are: self-employment and ability to act as independent operator; personal and career satisfaction; knowledge acquisition; skills acquisition; individuation of individual potential; changes in attitudes; growth of personal earnings. A recent investigation has given evidence to the fact that: entrepreneurship graduates are more likely to start new business and become self-employed; they are more satisfied with their jobs; and they have higher annual incomes than other business graduates (Charney and Libecap, 2000).

2.6.5 Time dimension

The fact that there is little empirical evidence on the successful results of entrepreneurship education is probably not only due to the lack of positive results (Fernando et al., 2004). The time dimension of initiation of programs and the expected result may be an important explanatory factor. Short-term output of entrepreneurship education might be the level of student satisfaction and their enrolment or the demand for additional courses, etc. Even more difficult is the assessment of longer term effects of entrepreneurship education. Investigations on the number of start-ups, of students who start businesses, of people who buy businesses, of self-employed people, are all reasonable over a period of at least five years (Fernando et al., 2004).

Block and Fernando (2004) indicate that the measure of contribution to society may be analyzed within a time perspective of ten years, as may the assessment of firm performance, personal and career satisfaction. Although the implications of the time dimension are well-known, entrepreneurship education and other public programs intended entrepreneurial venture design assessment tools to incorporate measures that hardly can be accurate within the period of the assessment, and hence, can underestimate the contribution of
entrepreneurship education. In summary, at a very first and elementary degree of assessment of entrepreneurship education, we can find a satisfaction index of participants regarding course content, usefulness and instructor appeals. Even though this seems to be a reasonable measure of satisfaction, this kind of instrument does not state directly whether the participants learned anything.

At a second elementary degree of assessment there are tests, examinations and evaluative assignments delivered to participants. Still, this measurement does not grasp the real value entrepreneurship education can generate. Programs in entrepreneurship education generally have the overall objective to bring about some kind of change in the economy, society, firms or even individuals. The expected changes may involve changed attitudes and values towards entrepreneurial venture or contribute to an actual change in behaviour, such as establishing a new venture. Measuring dimensions of change implies also that the point of departure has to be established in addition to the achieved results of entrepreneurship education. Careful evaluation should be done before, during and after the educational process, in order to truly assess the changes due to the pedagogical intervention (Falkang and Alberti, 2002).

2.7 QUALITY TEACHER TRAINING IN ENTREPRENEURSHIP

Teachers' knowledge and experience about entrepreneurship education largely effect on the entrepreneurship education and that the contradiction between higher requirements for teachers' comprehensive quality and weaker faculty force is the main factor. It restricts the quality improvement on entrepreneurial education (Baogui, 2004). Just like in Botswana, tertiary entrepreneurship education is relatively lagging behind in China at present, which could generally be due to lack of the qualified teachers (Yang, 2007). Entrepreneurship training provides skill and ability training which focuses on quality development, skill establishment and behavior change.
Entrepreneurship education is usually the prerequisites for entrepreneurial training.

The entrepreneurship education in Botswana, just like in China, is dominated by classroom teaching with no or less practical experience (Shi, 2008). Teachers who specialise in theory and practice can also manage entrepreneurship education theory and practice class, which really makes the entrepreneurial education implemented (Yaping & Guo, 2010). The requirement of entrepreneurship education for such teachers’ quality is higher than other professional teachers. The main problem is the lack of this kind of teacher in our society and the current university. Due to college student lack of practice guide in the study process, the mind is limited to imagination and future limitation. Base on the above problems, many literatures put forward many beneficial improvements. However, compared with foreign historical reasons, it extremely lacks of entrepreneurial culture and entrepreneurial atmosphere. It is not realistic to improve so many problems in the short-term (Yaping & Guo, 2010).

In recent years, it is impossible that especially mostly high education teachers who have solid theoretical foundation but lack of practical experience to achieve it in the existing system. Teacher education in entrepreneurship, specifically for those who are already in the field, should be andragogy instead of pedagogy. Quality teacher training should focus on the learning needs of teachers, especially when they have already been trained and have degrees and post graduate qualifications in other fields which are not related to business. The length of time taken to prepare teachers to teach entrepreneurship, which is called Know About Business in Botswana, should be enough to enable them to internalize and master the business concepts so that they can effectively deliver once they get back to the field (Shi, 2008; Swartland, 2008).
The training of Know About Business facilitators takes only two weeks and then they are expected to go into the field to prepare tomorrows’ entrepreneurs. On the one hand it takes four to five years to prepare a teacher who can teach at senior secondary school level, while on the other hand it takes two weeks to show the same teacher to teach Know About Business (Entrepreneurship Education) at the same as his/her subject specialty. More time needs to be given to prepare teachers who would be offering entrepreneurship education so that they can effectively deliver (Weeratunge, 2008).

2.8 ASSESSMENT BY TEACHERS

Effective facilitators know that they need to assess learning in terms of the course’s stated objectives (exit competencies) and be able to provide evidence that demonstrates the achievement of learning outcomes to employers and other relevant stakeholders. The same principle applies in the academic world regardless of whether one is teaching traditional adults students (full-time students) or non-traditional adult students (part-time students that are working professionals) (Mujtaba, Preziosi & Mujtaba, 2005).

Mujtaba et al. (2005) opined that academicians know that taking the strategic plans for measuring and assessing student achievement, analysing them for improvement purposes, and implementing the resulting analysis throughout the university can present many challenges for schools committed to a process improvement philosophy. Universities use a good variety of tools that support the model of planning, delivery, assessment, reflection, and continuous improvement of student learning. However, none of the tools can take the place of the faculty member’s key role in effective deployment, improvement, and documentation of student learning in each session of his/her course (Welch, 2006). For example, an experienced faculty member can adjust his/her
lecturing or facilitation while assessing the audience to see how much they know and how fast they are able to process the information. Continuous improvement comes from keeping one's finger on the pulse of the customer (students) to get the right data and information in a timely manner so appropriate actions can be taken after its assessment.

Assessment can be seen as the process of establishing and/or understanding the learning outcomes that meet the learners' needs, assessing students to determine whether or not they have achieved the learning outcomes through factual evidence, documenting those results, and reflecting on how to continually improve the process of teaching, learning and learner assessment (Raveaud, 2004; Knowles & Brown, 2000). The purpose of the assessment process is to continually improve and document or credential learning. A structured review of the assessment model can enhance the assessment process by providing a framework that supports thoughtful planning, communication to relevant stakeholders before and during the learning process, deployment of valid and reliable assessment strategies, informed reflection on the results, as well as improvement of teaching, learning and assessment.

Assessment is part of a teacher's classroom routine and teachers use a considerable amount of classroom time for conducting classroom activities. Assessment activities in the classroom are not restricted to formal tests and quizzes. They may refer, as Raveaud (2004) points out to "the time spent checking on going to work, making suggestions, giving oral feedback to pupils or marking their work in front of them" (p. 194). Knowles and Brown (2000:127) explain that "assessment is actually a set of strategies for discovering what students know or can do and it involves a number of activities designed to determine student achievement". Assessment strategies are akin to plans or procedures for helping students to achieve goals.
Welch (2006) suggests that assessment strategies can be viewed as aspects of evaluation. Assessment strategies serve the purpose of evaluating students' performance before, during and after the learning processes. They can be plans for guiding learners to work towards their learning goals, comprising an ongoing data collection process in which teachers monitor their students' work and render help when deemed necessary. These strategies can form a basis for judging student academic achievements and reflecting on one's teaching. The assessment strategies teachers adopt are a reflection of their orientation to learning and teaching and may also be systemic constraints such as existing school practices.

Teachers can use a variety of assessment strategies. For example, they can ask student to work on a learning portfolio to develop their self learning ability. They can do oral presentation where they would need to organize thoughts and present them in a logical manner in addition to demonstrating their academic abilities. These exercises challenge students in different aspects of their learning. They enable individual – specific meaningful information to be communicated to students and parents (Scott, 2007). Presentations and portfolios require more time from the part of the students. They do it during their spare time (probably at home) following the guidance provided by teacher during the lesson. This therefore would affect students' involvement in the domestic activities after school. Parents would also be involved in assisting the student at home during the absence of the teacher. Students may want to know something that relates to their portfolios or presentations from their parents and when parents are informed then students would benefit from the cooperation.

Entrepreneurship education teaching and learning involves practical activities, portfolios, simulations, field trips, research, demonstrations, presentation etc. (Scott, 2007) therefore parental involvement is inevitable. Parents should know what their children are required to do and whether it is beneficial and
relevant to their education, and assist them accordingly. Parents need to know where their children are and what they are doing wherever they are if they do not reach home at the time that they normally arrive at.

Individual assessment strategies have their own strengths and weaknesses and teachers from time to time have to make decisions to as to which assessment strategies they would utilise in learning in various teaching and learning situations. To attain the purpose of student learning, making good judgment in selecting the type of assessment strategies for use is significant. Despite so many types of different assessment strategies for teachers to use and different contributions these assessment strategies could make, many teachers in Hong Kong (Berry, 2010:3) still prefer tests as the key strategy for assessing students.

The teacher’s choice of one assessment strategy over another reveals as much about the value-laden interests of the teacher as it does about the subject of their assessment. Raveaud (2004:193) says that “routine assessment in the classroom constitutes a prism through which one can examine teachers’ beliefs and values”. A teacher who does not believe that he/she is competent enough to offer entrepreneurship education can be identified by his/her choice of assessment for the student since the teacher’s choice of assessment is determined by hi/her beliefs. Teachers’ assessment can also make or break the students. In case of Know About Business teachers who were initially not trained to teach entrepreneurship, who do not like know About Business because it increases their load, the assessment will reflect that hatred alluded to by Raveaud (2004). The assessment will show the value the teacher places on the subject and this may alienate the students from the subject, in this cases entrepreneurship which is also known as Know About Business. Attitudes, believes and values of teachers on subjects is important because it affects all aspects related to its delivery to the stakeholders (Berry, 2010).
2.8.1 Types of assessment strategies used by teachers

There are a number of orientations which govern teachers' selection of assessment strategies for use. Samuelowicz and Bain (2002) use a continuum to describe teacher orientations. Scott (2007) prefers to categorise the orientations into three main types; knowledge acquisition and retention, understanding and conceptual change, and knowledge understanding and understanding. Raveaud (2004) argues that teachers may use knowledge and acquisition assessment strategies to help their students garner the knowledge of the subject content and then use understanding and conceptual change strategies to facilitate learners to use their newly acquired knowledge. The strategies of two different orientations can be merged in one assessment. The above mentioned assessment strategies promotes addition to storage of facts, building repertoire of skills and procedures, breaking down of problems into subunits, memorization skills and others.

Scott (2007) says that tests are the default assessment method. Tests and examinations are set in a way that assesses students' ability to reproduce what teachers have taught and what has been presented in the textbooks. Since entrepreneurship education intends to impart skills to students so that they can apply them when they leave school or sometimes in the future, the appropriate assessment techniques will be those that would check whether student can apply, solve problems, come up with solutions to problems as well as the initiative skills and innovative skills.

2.9 PERCEPTIONS/ATTITUDES OF TEACHERS TOWARDS ENTREPRENEURSHIP EDUCATION.

Entrepreneurship education aims mostly to form attitudes of the larger audience and those who are interested in entrepreneurship. Several studies show that the quality of teacher training should be improved at the different
school stages (Peterman and Kennedy, 2003). The quality and viewpoint of entrepreneurship education depends a lot on the teacher's own starting point and way of looking at life. When considering what kind of entrepreneurs are needed in society it should also be considered how entrepreneurship educators should be trained (Carrier 2005, 139). Training involves attitudinal change, change in value, emotions and beliefs.

Enterprise education programs provide social experience, such as opportunities to exercise significant responsibilities, to start one's own business and to observe relevant role models (Peterman and Kennedy, 2003). But the issue of the most effective approach to learning enterprise has been one that has raised regular discussion and debate especially on the issue of how to encourage the development of the qualities of enterprises through a teaching program and therein produce capable, skilled and enterprising individuals (Collins and Robertson, 2003). The result of Peterman and Kennedy's (2003) study proved that people who had low positive awareness of entrepreneurial experience before following the enterprise program recorded significant changes in their perception towards starting a business after participating in the enterprise program.

An attitude is a basic expression of approval or disapproval toward an object and is usually composed of cognitive beliefs, affective reactions, and behavioral intentions (Collins and Robertson, 2003). Most attitude formation models view attitudes as learned, often through information provided by others. Attitude change can take place through direct cognitive means, such as facts and information, or through indirect affective routes and emotional appeals.

Theory of planned behaviour explains how attitudes relate to behavioral intentions (Zhao et al., 2005). Simply put, the theory states that the net
strength of one’s positive attitudes toward a given behaviour is one of the main factors predicting one’s intention to engage in that behavior. A number of previous studies, including a meta-analysis, have shown that entrepreneurial education can increase the perceived positive value of entrepreneurship and the individual’s intention to become an entrepreneur (McNally et al., 2010; Peterman & Kennedy, 2003; Zhao et al., 2005).

Teachers are the main players in the education system. Their views can be easily adopted by the students. It is therefore important to instill positive perceptions in them during initial training and in-service training. Positive perceptions of teachers would be automatically and involuntarily conveyed to students during teaching and learning.

Peterman & Kennedy (2003) stipulate that for teaching and learning of science to be interesting and stimulating, there has to be motivation on the part of both the teacher and the learner so as to ensure the development of positive attitude and subsequently maximum academic achievement. Learning of entrepreneurship depends on the way it is presented to the learner, the way the learner actively interacts with the learning experiences presented to him/her and the environment within which learning takes place. Teachers’ attitude towards the teaching of entrepreneurship education plays a significant role in shaping the attitude of students towards the learning of entrepreneurship. Teachers’ attitude towards entrepreneurship is a significant predictor of pupils’ entrepreneurship achievement as well as their attitude towards entrepreneurship (Peterman & Kennedy, 2003).

Students’ positive attitude towards entrepreneurship education could be enhanced by teachers’ enthusiasms, resourcefulness and helpful behaviour, teachers’ thorough knowledge of the subject matter and their making entrepreneurship education quite interesting. It is on this premise that the
attitude of the teacher, his (her) disposition to the subject, students, classroom environment could make or unmake the attitude of the students towards the learning of entrepreneurship education. The attitude of the entrepreneurship education teacher can mold the attitude of the students to want to learn or not. Hence the entrepreneurship education teacher should be psychologically prepared to teach the subject given that every other requirement is met. The challenge is that teachers assigned to teach entrepreneurship are not qualified in that area but have only been rushed through the course in two weeks and sent back to teach the subject (McNally et al., 2010).

### 2.10 FACTORS THAT AFFECT THE VALUE OF ENTREPRENEURSHIP EDUCATION

Entrepreneurial experience has also been recognized as a factor influencing entrepreneurial intent, and several EAO-based studies have supported the influence of experiential factors on entrepreneurial attitudes. McCline, Bhat and Baj (2000) in their study of self-employed (entrepreneurial) and employed (non-entrepreneurial) nurses found that the self-employed nurses had significantly higher perceived control and perceived self-esteem in business scores. Experiential factors were also shown to be statistically related to entrepreneurial attitudes by McCline, Bhat and Baj (2000) in their study of the entrepreneurial attitudes of accountants (entrepreneurs) and pharmacists (non-entrepreneurs).

#### 2.10.1 Lack of resources

There is shortage of resources that could be used for the teaching and learning of entrepreneurship education. The subject requires that students be taken on field trips and this requires transport. The school would need to have enough money to pay for fuel and pay the driver (Swartland, 2008). When resource
persons are called to the school, arrangements such as food and sometimes transport should be made. Money used by students to start a small business so that they can gain experience on how to run a business and experience problems businesses face. Computers loaded with packages that assist entrepreneurs to effectively run their businesses. Removable discs for each student can be used to store information such as an individual portfolio. The intension of entrepreneurship education is to impart skills to all students in all senior schools in Botswana. If all schools in 31 government aided senior secondary school in Botswana which have about 49600 (1600 students per school), are given the resources mentioned above, it will be too expensive for the government given that the country has not yet recovered from the recent economic meltdown (Swartland, 2008).

2.10.2 The need for trained teachers

Entrepreneurship education is still in its infancy in Botswana (Swartland, 2008). The first 26 junior secondary school qualified business studies teachers graduated from Tonota College of Education in 1998 with Diploma in Secondary Education. Senior Secondary school teachers consist of a mixture of University of Botswana graduates, those who trained in South Africa and about 30% expatriates, mainly from the SADC region. All these business trained teachers were deployed to schools to teach business studies which is skewed towards theory than practice (Swartland, 2008). Many of these trained teachers have since left the teaching fraternity to join the private sector or other government departments. Majority of the trained Know About Business trainers and teachers were drawn from various non business subjects. Most of them are not qualified business teachers. They were trained in subjects such as Setswana, English, Mathematics, Agriculture, Social Studies, Religious Education, Music, Geography, Development Studies and others (Swartland, 2008). These teachers have no background training in business, therefore it is difficult for them to become conversant with entrepreneurship education.
concepts within two weeks such that they can confidently deliver back at their respective schools.

2.10.3 Insufficient time for entrepreneurship education

The time allocated for entrepreneurship education has been allocated a 35 minutes single period a week. The activities involved in entrepreneurship education need more time to complete. Field trip, group projects, discussions, presentation and other activity need more than 35 minutes to be successfully completed (Swartland, 2008).

These have posed some challenges to the entrepreneurship education in Botswana. The curriculum has to be revamped to cater for new subjects such as entrepreneurship so that their implementation can be successful. Funds have to be made available so that resources can be acquired to assist the successful implementation of entrepreneurship education. Teachers from non business subjects should be obligated to attend entrepreneurship educational training that takes longer time to enable them to understand and develop confidence in entrepreneurship. Pre service training teachers should be specifically trained to teach entrepreneurship.

2.10.4 Infrastructure

Entrepreneurship education needs special rooms designed to offer the subject. The room should have resources such as computers on which students can access the internet. These computers would be used for research when students are given project to do, they would use them to store information such as sales records, receipts from suppliers and customers, records of workers, financial records and other records used in business. The room should have security in the form of bars and programs that would protect
information from being accessed by unauthorised persons. The model office for simulation should be in place, where students can practice everything done in the office in the real world of work (Swartland, 2008).

2.11 CREATING A POSITIVE ENTREPRENEURSHIP CULTURE

Creativity is at the core of entrepreneurship. Creativity is the attribute of personality (Hennessey and Amabile, 2009). Hennessey and Amabile (1994) proposed a definition of entrepreneurial creativity as "the generation and implementation of novel, appropriate ideas to establish a new venture." She claims that entrepreneurial creativity does not only occur in start-up firms, but that it also can be exhibited in established organizations, which implies that creativity is related to a more integrated concept of entrepreneurship that includes established firms. As Zhou and Shalley (2008:360) argue, all entrepreneurs need some level of creativity, whether it is in identifying an opportunity, coming up with new ideas, being creative in how they seek venture capital funding, or pitching their ideas to potential investors, and ...we believe that entrepreneurial research and creativity research have natural connections.

Another process described in Ward (2004) with a special link to creativity and entrepreneurship is analogical reasoning that is the transfer of ideas from a familiar domain to a new field. A few studies investigated how creative role models (for instance, being engaged in creative activities) affect individual's own creative abilities. For example, Shalley and Perry-Smith (2009) found that providing a creative example can facilitate creativity at the workplace. Zhou (2003) also showed that the presence of creative coworkers contributes to employees' creativity. Hence, regarding cultural environment as a creative role model which serves as a powerful source of ideas, potential entrepreneurs can draw necessary information and knowledge and use it as a starting point for new entrepreneurial ideas, which could be realised in a new start-up. This
has been put forward by Florida (2004), however, only at a regional level. Sacchetti, Sachetti and Sugden (2009) also emphasize the importance of a creative space and artistic activities, which they highlight as a viaticum for people’s creativity and for economic development in sectors or regions.

Some empirical studies have been carried out in 2002, which focus on the personality of creative people and the characteristics that distinguish them from the remaining population. Most of these researches applied the Five Factor Model (often called the "Big Five"), which reduces the personality traits into five broad factors: neuroticism, extraversion, openness to experience, conscientiousness, and agreeableness (Florida, 2004). The most intriguing result of these studies is that the distinguishing characteristics of creative persons have also been found to be directly relevant to entrepreneurs. One of these characteristics is openness to experience, which conveys someone’s intellectual and experiential curiosity, originality, and coming up with new ideas (Kaufman, 2009; Perrine and Brodersen, 2005; Zhao and Seibert, 2006; Rauch and Frese, 2007).

While openness to experience was found to be closely related to the creative and entrepreneurial performance of persons, the findings about the impact of the remaining four factors of the Big Five are rather unstable and differ according to the respective group of professions. For instance, Feist (1998) in his meta-analytical study shows that scientists are much more introverted than nonscientists whereas artists are more extraverted than non-artists. Extraversion was found to be relevant for both, entrepreneurial activities (see Shane, 2003; Schmitt-Rodehrmund, 2004; 2007) and creative performance. In contrast, other studies did not observe any such relationship (Zhao and Seibert, 2006). Other empirical analyses arrived at the conclusion that creativity and entrepreneurship are both associated with high levels of risk taking (Caliendo et al., 2009), richness of ideas and imagination, hard work
(Glück et al., 2002), intrinsic motivation (Prabhu et al., 2008; Rauch und Frese, 2007), self-confidence.

The research on creativity has traditionally relied on the individual differences, as described above, and only recently the scope of the research became broader, in particular, creativity is now regarded as a function of an individual’s personality, the characteristics of the context, and the interaction of those characteristics (Shalley, Zhou and Oldham, 2009). The entrepreneurship research has up to the present largely neglected the role of personality on the intentions to become an entrepreneur, but rather sought for an explanation of this phenomenon in the environmental characteristics such as socio-demographic and economic factors.

The importance of the personality characteristics related to entrepreneurship has been recently emphasized in the meta-analytical study by Rauch and Frese (2007).

2.12 TEACHER TRAINING ON ENTREPRENEURSHIP EDUCATION

Teaching as a challenging profession requires continuous learning which is indispensable to professional development in today’s knowledge based societies that embrace life-long learning. Practicing teachers are constantly faced with new demands arising from educational reforms in response to changing technological, economic and societal conditions (Meirink, Meijer & Verloop, 2007). Professional development commiserate with the current challenge in the 21st century requires continuous revision of professional knowledge, trying out new pedagogical ideas that are now finding ground in the teacher’s professional routine. Pedagogical innovation involves conceptual changes, believes and attitudes of teachers which have been formed and became part of their professional lives (Kwakman, 2003). This brings into the
fore the issue of the relevance of pedagogy to adult education. In an attempt to address this issue Knowles (1990) argued that adult learners bring a great deal of experience to the learning environment. Educators can use this as a resource.

2.12.1 The meaning of adulthood

Rodgers (2007) distinguishes three main clusters of ideas within any adulthood:

- The idea of maturity, of full development, personal growth and expansion and utilisation of all the individual’s talents;
- the idea of a sense of perspective leading to sounder judgments about oneself and about others;
- the idea of autonomy, responsible decision making, voluntariness rather than involuntariness.

According to Rodgers (2007) adult learners:

- are adults by definition; but some are more adults than others; some are still searching in education for dependency, others for autonomy;
- are in a continuing process of growth, but they grow in different direction’s and at a different pace;
- bring with them a package of experience and, values, but degree of willingness to use this material to help the learn process differs;
- come to education with intentions and’ needs, some specific, some more general and related to the subject matter under discussion, and others unknown even to themselves;
- bring expectations about the learning process; they are all at different points in the spectrum between those who require to be taught everything and those who wish to find out everything for themselves;
and they each have some consciousness of what they can and cannot do in the way of learning;

- already have their own set patterns of learning, which vary considerably one from the other.

Adults expect to have a high degree of influence on what they are to be educated for, and how they are to be educated (Knowles, 1990). The active participation of learners should be encouraged in designing and implementing educational programs. Adults need to be able to see applications for new learning. Adult learners expect to have a high degree of influence on how learning will be evaluated. Adults expect their responses to be acted upon when asked for feedback on the progress of the program. Knowles further stated that adults are self-directing. This is the concept that lies at the heart of andragogy. Andragogy is student-centred, experiment based, problem-oriented and collaborative very much in the spirit of the humanistic approach to learning and education thus turning the whole education activity to a student.

Several recent studies have highlighted the difficulties in sustaining changes in teachers' beliefs and concepts about teaching and learning (McCline, Bhat and Baj 2000)). Teachers often times fail to participate in professional development activities and therefore lose valuable opportunities for continuous professional learning. It could be helpful to critically analysis the benefits that those who that those who take part in the some continuous professional learning activities acquire from them. This might be one contributory factor that could assist us to understand what motivates teachers to learn or not to learn. Some of the factors that influence teachers' participation in continuous learning that are highlighted by past studies are various cognitive variables which include the will to learn (Van Elekelen, Vermunt & Boshuizen, 2006), the use of regulation (Ooterheert & Vermunt,
2003), learning orientation and strategies (Ooterheert, Vermunt & Denissen, 2002) and teacher self-efficacy (Dellinger, Bobbett, Olivier & Ellett, 2008).

Added to the various cognitive variables mentioned above is that teachers embark on professional development because they required to deliver curriculum objectives, knowledge development and reformative practices, which they might not be familiar with that came at the time when they were already in the field. They are forced by the changes in the global environment to upgrade their qualifications or improve their prospects for promotion by engaging in further studies or at times taking courses which are not in their career paths in order to match up with the continuously changing global job market (Ooterheert, Vermunt & Denessen, 2002).

Teachers are motivated by variety of things to learn and upgrade their qualifications. One of these motivating factors is the will to learn (intrinsic motivation). If one is will to learn, he/she will go to any extend to ensure that the intended goal is achieved. To ensure that teachers own up to knowledge imparted to them there is need for the proper procedure of andragogical practices to be followed. It must be understood that teachers are adults and therefore their learning is different from the way children learn (Dellinger, Bobbett, Olivier & Ellett, 2008).

2.12.2 The mind of an adult learner

Adults are people who have acquired the status of maturity. Their status becomes threatened when they are put back the apparently subservient status of a learner, more especially when their school experience has been disappointing and/or has involved the ritual humiliation so common in most of the public schools, some of which are the corrupting power of authority, ridicule for failing in class, public flogging during assemblies and many other
humiliating punishments (Rodgers, 2007). Adults already have certain
developed lifelong learning ideas with their own systems and beliefs and to
admit that they need to learn something new is to admit that there is
something wrong with their present system. This may bring the idea that what
they are learning is not for them but for some other people, probably the
students they are going to teach, but not for them. According to Rodgers
(2007) the state of the mind of an adult takes the following;

- Anxiety: This a stage where something new happens to create an anxiety
  – perhaps the need to learn a new skill associated with a new job. The
dominant state of the mind is “Can I cope?”.

- Happiness: in this stage an adult is happy for the course, he/she thinks
  that the problems related to the course being pursued will be solved and
  also there are people like him/her. It is in this stage that tutors need to
  prepare adult learners in advance as far as they can by sending plenty of
  helpful information in order to shape their expectations.

- Fear: Once learning starts, worry about coping revives. It seems more
difficult; other people may seem more experienced. The adult takes
refuge in a belief that faking it will be possible but worry about whether
such faking will be sustainable. Worry of the impact that success or
failure will have. The tutor will have to do everything they can to
anticipate and defuse this problem.

- Threat: as the pressure of the learning is stepped up, it can become
clearer that the existing beliefs or levels of skill are not good enough.
The old rules no longer apply, but the adult learner may be confused
about what the new ones are. Anger often accompanies this phase and it
is often easier to project this to someone else. So the adult may attack
the tutors, alleging that they are inexperienced, speaking in
incomprehensible jargons, incompetent, out of date or using
inappropriate methods, or alternatively they may attack other learners
accusing them of arrogance and stupidity.
Tutors need to take it calm and not treat it as personal though it may feel as if it is. They need to encourage adult learners to self themselves. They need to rely on what they know is best for the learners and also be prepared for the worst.

- Guilt: This is the stage where adults now understand what they do not know. They feel shame and guilt that they have been operating under misapprehensions for so long. Self belief may be at stake – an adult has been defined as competent and now may be discovering that this has been an illusion.

It is vital at this stage for tutors to understand and support the adult learners. It is at this stage that they need to be allowed to express themselves to enable tutors to assist them to address their problems. Tutors need to encourage the adult learners to put their in competences and helplessness into perspective.

- Depression: It all feels overwhelming, the task seems endless and progress slow. The adult learner has, at this stage, reached a plateau, has little energy and stuck in a kind of paralysis. Procrastination takes its toll and that stagnate the learning process. At this stage the adult learner may decide to cut his/her losses and leave to save face.

Tutors need to remind learners of their successes and design learning which minimises the chances of failure in the first place. Reenergize people through activities that are fun and low risk.

- Gradual acceptance: The adult learner begins to make real progress. The puzzle begins to fit together. S/he begins to get encouragement from modest successes and can see, at last, what it would be like to achieve mastery. Tutors need to continuously give timely feedback.

- Moving forward: This is the stage where the adult learner is making faster progress and gaining confidence. Practice brings more confidence and with it, more success. Tutors need to offer affirmation, support and
challenge and discuss with the adult learner action plans for further learning.

2.12.3 How adults learn

The theories of lifelong education and of life-span development may have been the most important theoretical contributions to adult education in recent years (Knowles, 2007). It's now apparent that not only children can learn. In a man's life-span there is no division between a period of learning and application of what has been learned earlier. Learning and application are interwoven, both continue and both reinforce each other (Knowles, 2007). However, the way adults learn is different from the way children learn. There need to understand who an adult is and what an adult learner means as well as the characteristics of an adult learner (Knowles, 2007). Education of children is compulsory, formal and standardized. Adult learning is voluntary and intentional. The aim of adult education is the independent self-directed learner. Adults tend to resist a learning process which is incongruent with their self-concept as autonomous individuals and does not correspond to their needs and interests.

What children learn in school should be useful to them — but later in life. Child learning is subject-centered. Adult learning is learner-centered. Adults focus on direct application. Given their daily obligations in job, profession, family and community they learn to cope with the pressures and problems of life they are facing. In consequence the adult educator's concern is not only and not even primarily the logical development of a subject matter but the needs and interests of the learners. "Andragogy (adult education) calls for program builders and teachers who are person-centered, who don't teach subject matter but rather help persons learn" (Knowles, 2007). However, the interests of adults are their real needs. Or the solutions learners have in mind
do not solve their problems. In the dialectical process of needs negotiation the needs as felt by the learners and the needs as seen by the adult educators must be brought together to reach a consensus on the "real" needs (Knowles, 2007). These real needs must correspond to the experience of adult learners. If an adult gets the impression that his experience is not being valued he feels rejected as a person. New learning take on meaning as adults are able to relate them to their life experience (Knowles, 2007). Experienced adult educators, therefore, build into the design of their learning experiences provision for the learners to plan and rehearse how they are going to apply their experiences in their day-to-day lives or duties and combine training with transfer and application. A workshop then really can become a workplace where educational materials are produced or evaluation studies are designed.

2.12.4 Adult learning is social learning

According to Knowles (2007) proficiency theory the learning needs for an adult arise from life situations and interpersonal communication. Social expectation motivates and empowers an adult to search for more knowledge, better proficiency and more suitable performance. Adult learning is based on experience, on the learners' own experience and on the experience of others. Learning settings of adults usually have a participatory and collaborative element. Adults prefer to meet as equals in small groups to explore issues and concerns and then to take common action as a result of dialogue and inter-learning by discourse. The group becomes the "learning co-operative". The group provides the opportunity for inter-learning. Within the group the teacher as well as the other group members play the role of facilitators. All group members become co-agents (Knowles, 2007) in learning.

The absence of formal accreditation or certification facilitates collaboration not only on a specific product or outcome but even in structuring and restructuring the learning process according to the needs and interests of the
group. The learning process becomes as important as the learning outcome, and a balance between both is often difficult to maintain.

2.12.5 Adult learning is active learning

Adult learning is life-centered. It is learning by doing, by application and experience, and if need be by trial and error. Adults do not simply receive knowledge created by outsiders, but should examine their own reality themselves and make assertions about it. "Praxis" is the focus of effective adult learning and praxis means analysis and examination of reality in order to transform it. Adult learning is a continuous process of investigation and exploration followed by action grounded in this exploration, followed by reflection on this action, leading to further investigation and so on (Knowles, 2007). Exploration of new ideas, skills and knowledge take place in the context of the learners' experience. In settings where skills are being learned, learners become acquainted with skills, apply these in real life settings, redefine how these skills may be altered by context, re-apply these in other settings and so on. Adults interpret ideas, skills and knowledge through the medium of their life-experience and test them in real life settings. To make the learner self-directed is the purpose of adult education. But the self-directed learner is neither the one who can retrieve information or locate resources nor the one who emerges in group dynamics. The "inner-directed, self-operating learner" is the one who reflects critically on his own assumptions and is keen to find alternative and better solutions (Knowles, 2007).

2.12.8 Adult learning means acquiring knowledge and competence

The learning process contributes largely to the success of learning. But learning is more than just the learning process. A participative learning process which fails to assist the learners in acquiring knowledge and competence is a failure. A participative learning process may take more time because it means active involvement of everybody, discussing all the pro's
and con’s, nevertheless it must lead to concrete results combining commitment with competence.

Education is, as Brookfield points out transactional encounters (Knowles, 2007). That means that the sole responsibility for determining curricula or for selecting appropriate methods does not rest either with the educator or with the learner. If the first obtains, then we have an authoritarian style and a one-way transmission of knowledge and skills. If curricula, methods and evaluative criteria become predetermined solely by what learners say they want, then the "cafeteria approach" governs the educational process (Knowles, 2007). Accepting the felt needs rationale without any further inquiry and needs negotiation means that the facilitator has abandoned responsibility for the learning process and the achievement of learning aims and objectives (Scott, 2007). Successful learning especially in workshop settings means to keep the balance between the learning process and the learning outcome so that the results justify the efforts and if they are not excellent they should be at least and always good enough.

The teaching-learning process, while not losing track of the objectives and the subject matter, should always take into consideration the problems participants are facing and the learning progress, they are making. The programme schedule must be open and leave room for repetition and the unforeseen. The final programme of a workshop evolves as the workshop goes on (Scott (2007)).

2.12.9 Participatory training is comprehensive with focus on awareness, as well as on knowledge and skills

This combined focus makes the choice of training methods complex. Awareness-raising, is most aptly achieved through a dialogue between
facilitator and learner (Knowles, 2007). Knowledge-acquisition is most effectively done through lecture-discussions or-readings based on' handbooks and 'carefully selected reference material. Learning new skills or sharpening existing ones demands giving opportunity to practice within a workshop, be it in groups (with peer review) or individually under guidance by the facilitator (Knowles, 2007).

2.13 Research Questions

The study was guided by the following objectives:

- What are the views of educators on the of Know About Business Programmes?

- Have the Know About Business (KAB) programme affected the teaching/learning of other subjects?

- What suggestions do teachers have on the implementation of Know About Business (KAB) may not negatively affect other subjects that they teach?

- What recommendations do teachers have with regards to the implementation of Know about Business programmes?

2.14 CONCLUSION

Entrepreneurship education is important subject which should be infused in all the subjects across the curriculum (Gustafsson-Person, 2007). The aim of
entrepreneurship education is to teach the students the attitude, skills and information that are needed later on in their working lives regardless of whether one works for someone else or as an independent entrepreneur. Entrepreneurship stimulates creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities, whether in a social, cultural or economical context (Swartland, 2008). Most of the school leavers in Botswana fail to find formal employment where jobs are scarce. In this difficult situation, there is a growing awareness that a traditional academic education is inadequate to equip young people with the knowledge and skills they will need to improve their chances of a decent life. In order to meet this challenge, an increasing number of countries are introducing Entrepreneurship Education (Swartland, 2008).

Entrepreneurship education and training must incorporate methods which support experiments, creativity, alertness, critical thinking, interaction and similar activity. Teaching methods should turn away from traditional lecture-style teaching. Entrepreneurial teaching and learning methods already imply entrepreneurial competence and talent which one aims to strengthen. The method is referred to as ‘action learning approach’ (Baltic Entrepreneurship Partners, 2006:1)

The next chapter will discuss the type of methodology used in the study, research population, research sample, research instruments and discussion of reliability and internal validity of the research study. Topics in next chapter will be arranged as follows; study design, population and sampling, research instruments, response rate and summary.
Chapter 3
Research Methodology

3.1 Introduction

In the previous chapter, the research problem was stated in terms of three questions that remain unanswered from the literature reviewed. This chapter defines the research methodology used in this study to answer the questions raised. Research methodology refers to the steps or approach taken to link the research questions and objectives to data collection, analysis, and interpretation in a logical manner (Kerlinger and Lee, 2000). The methodology to be used for a particular research problem must take into account the nature of the data that will be collected in the resolution of a problem (Leedy & Omrod, 2005; Creswell, 2005).

The research questions arrived at were as follows: 1) What are the views of educators on the of Know About Business Programmes? 2) Have the Know About Business (KAB) programme affected the teaching/learning of other subjects? 3) What suggestions do teachers have on the implementation of Know About Business (KAB) may not negatively affect other subjects that they teach? 4) What recommendations do teachers have with regards to the implementation of Know about Business programmes?

The study is outlined as follows; introduction, research types, quantitative and qualitative research, data collection methods, types of questions, questionnaire validation, Population sample size and sampling techniques, handling and analysis, conclusion.
3.2 Research Types

3.2.1 Qualitative and Quantitative Research

Data can be classified in a number of different ways. Data can be categorised as primary or secondary data. Primary data is collected for the first time, for a particular research, it is unique to the particular research and has not been previously published. Primary data can provide research with data that is current and appropriate. Secondary data is data that has already been collected by someone else for a different purpose to the research that is to use the secondary data. Secondary data can provide data on a much larger scale than can be collected as primary data, and so contribute to new research.

Data can also be classified into quantitative data or qualitative data. Quantitative data are numerical data which represent an amount or a count for a single observation within a set of observations. Quantitative data can be analysed statistically for patterns, so that conclusions about the data can be drawn (Oates, 2006: 245). Qualitative data are words, sentences, descriptions, or codes that represent categories for a single observation within a set of observations (Hodgson, 2008). Qualitative data can be rich and detailed, allowing for varied explanations (Oates, 2006: 277).

Further, data can be categorised as subjective or objective data. Subjective data are personal opinions or personal judgements, while objective data are obtained from precise measurements of physical instruments (Hodgson, 2008). Subjective data can be collected from users where they provide an assessment of how easy they find using a computer interface. Objective data can be collected from instruments that measure the time it takes users to perform certain tasks on a computer interface.
The data collected in this research is primary, quantitative, and subjective. This data has the benefits of being current, available for statistical analysis, and appropriate, respectively.

3.3 Data collection method

Survey strategies often use questionnaires as the data collection or data generation method (Oates, 2006: 95). The questionnaire used in this research provides quantitative data about the perception of teachers on the Know About Business (KAB) programmes in secondary schools in Botswana. The questionnaire data was suitable for statistical analysis, which will allow for inferences about the data. The questionnaire is an appropriate tool for collecting data, because it provides quantitative data to address the research questions.

The researcher's motivation for using the questionnaire as the data collection method is based on the advantages of questionnaires over other data collection methods, such as interviews, observations, and documents. The advantages of using a questionnaire provide solutions to the researcher's constraints, being very limited research funding and limited time to collect the data and complete the research.

A questionnaire is an instrument or tool used for collecting or gathering data from participants. A questionnaire consists of a series of questions, items, or prompts to which the participants are expected to provide answers. The answers provided by the participants are the data. If the data is quantitative then statistical analysis can be done, else the data is qualitative and qualitative analysis techniques can be applied.
An advantage of questionnaires is that they are very economical compared to other data collection methods, large amounts of data can be generated with low costs of materials and time (Oates, 2006: 229; Kirakowski, 2000). In addition, questionnaires can have standardised answers that make it simple to compile the data, and the administration of self-administered questionnaires requires no special social skills of the researcher.

Usability questionnaires have the advantage of providing feedback from the users' perspective, and this feedback is independent of the system, so usability data from one system can be compared to usability data from another system, based on the same usability questionnaire; questionnaires are good for subjective measures (Kirakowski, 2000).

In contrast, questionnaires can provide relatively shallow data for a broad sample, whereas other data collection methods such as interviews can provide relatively detailed data for a narrow sample. Questionnaires have the disadvantage of only providing the participant's reaction to the items; it is not able to provide why the participant reacted in a particular way or any further explanations about the participant's responses. The disadvantage of questionnaires that only have quantitative data is that they do not have detailed explanatory qualitative data, which enhances the researcher's understanding of the participant's quantitative responses (Kirakowski, 2000; Oates, 2006: 229-230).

Further disadvantages include the standardised answers frustrating participants; and only demographic groups that are literate, not visually handicapped, and can understand the terms used in the questionnaire, will be able to participate as part of the questionnaire survey sample (Kirakowski, 2000; Oates, 2006: 229-230). There is also no way of confirming if the
questionnaire was answered truthfully, dishonest participants can answer randomly and submit the questionnaire.

3.4 Types of questions

Questionnaire questions can be categorised into factual questions, opinion questions, and attitude questions (Kirakowski, 2000; Oates, 2006: 222-223). Factual questions include demographic questions such as date of birth and occupation, and physically measurable questions such as how quickly a specific task was completed. Opinion questions ask about the participant’s personal belief or judgement, such as how a participant rates a particular website. Attitude questions are contrasted to opinion questions, because participants must focus inward when answering attitude questions. Attitude questions include asking about how the participant feels when using a certain system (Kirakowski, 2000; Oates, 2006: 222-223).

3.5 Questionnaire validation

Questionnaire validity can be separated into content and construct validity (Oates, 2006: 227-228). Content validity relates to whether the content of the questionnaire sufficiently covers the domain of the research. Construct validity relates to whether the items in the questionnaire are measuring what they are expected to measure. Questionnaire reliability relates to whether the questionnaire will provide the same results if given repeatedly to the same participants. It is extremely important that the questionnaire is both valid and reliable, so that any inferences and conclusions about the data are relevant and appropriate.

3.6 Population sample size and sampling technique

The population is restricted to senior secondary school teachers who are trained to teach About Business (KAB) in secondary schools in the
central region in Botswana. The reasons for selecting this particular population are primarily due to economic constraints and time constraints. The budget for this research is small; the researcher cannot afford more than a few thousand Rand to complete this research. The researcher also has a very short time frame to obtain completed questionnaires.

Secondary reasons for the population selection follow. The researcher will have access to the population's contact details, because the researcher was a Business Studies and a Know About Business (KAB) in senior secondary schools in Botswana for more than ten years. The selected population is expected to understand the questionnaire's business related item terminology, because these respondents are teachers who have undergone training on how to teach Know About Business (KAB) and they are familiar with the senior secondary school curriculum. This understanding of the questionnaire items will increase the response rate. To complete the questionnaire, the participant requires access to a computer and the Internet, and these postgraduate students are expected to have access to both. The questionnaires were sent to the respondents in the middle of the school term to ensure the availability of the respondents.

It is important to ensure that the non-respondent rate is as small as possible, because non-respondents introduce bias into the sample selected from a population. It is the unknown characteristics and attitudes of non-respondents that can cause inaccuracies in any inferences made or conclusions drawn about the population from the sample (Bonsjak & Tuten, 2001). Non-response can be categorized into unit non response. Unit non response occurs when a participant does not return a questionnaire due to inaccessibility, volitional refusal, or inability to respond. Item non response occurs when there are missing responses to individual questions such as when surveys are partially completed and returned.
To obtain the population list, the researcher made a telephone request to the Secondary Education Office for the Central Region in Serowe. The request was for the Secondary Education Office to provide the number of teachers in senior secondary schools in the Central Region. The list contains 8 schools in the Central Region, with 118 teachers in each school. Therefore the total population is one hundred and forty teachers trained to teach Know About.

The sample size for this research was eventually one hundred and forty, which is the entire population size. Although the table in Krejcie (1970) calculates the sample size required, for this research, to be a minimum of one hundred and three. A sample size of one hundred and three satisfied all of these constraints.

3.7 Data handling and analysis

The questionnaire will be delivered primarily using courier or hand delivered by the researcher where necessary to ensure that they have reached the respondent. The questionnaire was self-administered, where each participant will completed the questionnaire without the researcher being present. This method of administration is contrasted with a researcher-administered questionnaire, which is a type of structured interview, where the researcher asks the participant each question in turn and writes down the participant’s responses (Oates, 2006: 219). The self-administered questionnaire fits the researcher’s cost and time constraints, requires no special social skills on the part of the researcher, and is suitable for literate participants. The questionnaires were collected and analysed.
Bias in surveys can also be the results of a poor measurement process, this is called response bias. Leading questions and social desirability can lead to response bias. Leading questions are loaded in a way that favours one response to a question over another response to the question. Social desirability occurs when participants providing answers that they think are socially acceptable instead of the truth. This research relies on the questionnaire’s validity and reliability to minimise response bias.

3.8 Conclusion

Chapter 3 describes the research methodology that is used in this research. In this chapter, the research strategy was presented and motivated namely the survey strategy. Thereafter, analyses of types of survey data, the Likert scale, survey data collection methods, types of survey questions were provided, and their relevance to this research indicated. Following this, the questionnaire question types and validation were explained. Lastly, the population definition and size was determined, the sample definition and size was determined, and the data handling was described.
Chapter 4

Data Analysis and Interpretation

4.1 Introduction

Know About Business (KAB) programme is a standalone subject, that is, it is not part of the business subjects offered in Senior secondary schools in Botswana. It is a non examinable subject. Senior secondary school teachers teaching different subjects were trained to later introduce it back at their respective schools. This meant that educators had extra classes for Know About Business (KAB) in addition to their subjects of specialty. The training period is two weeks which is not enough to give teachers enough business background to enable them to train future entrepreneurs (Tomlinson 2009).

This research intends to find out the views of teachers on the introduction of Know About Business (KAB); to determine the extent to which of Know About Business (KAB) has affected other subjects and the suggestions as well as recommendations that teachers have with regards to the introduction of Know About Business (KAB) such that it does not negatively affect other subjects.

This chapter shall discuss data presentation under the following headings; response rate, demographics which includes gender, age, qualifications of the respondents, areas of specialisation for the respondents and experience. Data relating to the perceptions of teachers on the introduction of Know About Business (KAB) in secondary schools in Botswana shall be analysed and interpreted using graphs and tables.
4.2 Response rate

Data was collected from one hundred and three teachers from senior secondary schools in the central region. Eighty nine respondents returned the questionnaires and fourteen questionnaires remained uncollected due to different reasons from respondents such as lack of time to complete the questionnaires, questionnaires were misplaced and others. The sample size for this research was one hundred and forty, which is the entire population size. Sample size of one hundred and three was used for this research. Therefore, random sampling was required because not every member of the population was not selected to be part of the sample; both the sample one hundred and three while the population size is one hundred and forty. The sample was nearly representative of the entire population. Data was summarised on a spreadsheet and statistics were calculated using SPSS programme.

The researcher has tried many times to show that he had met the requirements for the sample. The following statistical sample will show that the sample met the strict rules and that it was randomly selected. All names were allocated a number and numbers were drawn. If somebody did not complete a questionnaire, the next number was drawn and the person used. In this way the sample could be regarded as being representative. It is also acknowledged that, should somebody else want to use the results, they first test the results before it is used to confirm the results.

4.3 Demographics

This chapter shall analyse and interpret data on the responses from respondents using graphs supporting them with theory. Respondents chose not to answer Part I of the questionnaire on the personal details of the respondents because they felt it was confidential therefore should not be disclosed to the researcher. This will be shown by some of the questions which have been left unanswered in this chapter.
Majority of the respondents in the sample were males. This is because males are in the majority among respondents who have been trained to teach Know About Business (KAB) and also most of the returned questionnaires were from male respondents. Most of the female respondents did not return the questionnaires. This is explained by the results shown by the Figure 4.1 above.

Figure 4.2 Ages of Respondents
Majority of the respondents are between the ages of 30 – 45. This is because the criteria used to select respondents for entrepreneurship training was that one must have five or more years of experience. Most of the teachers start teaching at the age of 24-25 and are expected to have worked for five or more years before they can be selected to go for entrepreneurship training. The other criterion was that for one to teach Know About Business (KAB) he/she should not be holding a position in the institution. Majority of those who are older than 45 years hold higher positions in the school and therefore are not allowed to teach Know About Business (KAB) because they have a lot of management work to do than junior teachers. They were not part of the population because the research focused on respondents who teach Know About Business (KAB). The average age of the teacher workforce is older than the remainder of the workforce (Stokes, 2005). This explains the results shown in Figure 4.2 on the previous page.

**Figure 4.3 Qualification**

The minimum qualification for senior secondary school teachers in Botswana is a bachelor's degree in education or a degree in any field plus a certificate or diploma in education. A master or a PhD is an added advantage. The government is considering increased pay for higher academic qualifications such as honours, masters' and doctoral degrees (Stokes, 2005). This explains the results shown by Figure 4.3 above.
A bachelor's degree in education is a basic requirement for one to teach at senior secondary school level in Botswana. A bachelor's degree in any other field which is not related to education is only accepted if it is accompanied by either a certificate or a diploma in education. This explains the reason why majority of the respondents indicated that they have bachelor's degree as shown in Figure 4.4 above. The government is considering increased pay for higher academic qualifications such as honours, masters' and doctoral degrees (Stokes, 2005).
Most of the respondents in the sample were from other subjects such as Music, Library Studies, Physical Education and Moral education which were not mentioned in the questionnaire. Most of these subjects do not have course work which makes them less demanding hence majority of the teachers who specialise in them have trained to teach know About Business (KAB). Respondents who teach subjects that have course work are in the minority because their subjects of specialities are demanding and taking another subject over and above their subjects of speciality would add more work to what they already have (Swartland, 2008).

4.4 Results of the Investigation

The discussion that follows will be on Part 3 of the questionnaire which focuses on data regarding the perceptions of secondary teachers on the introduction of Know About Business (KAB) in secondary schools in Botswana. This part of the questionnaire discussed teachers’ experiences in the education sector, their qualifications, whether they teach Know About Business (KAB), whether the subject is beneficial to the school and to their subjects and ways to improve it. All respondents (89) understood what is meant by outsourcing.

Figure 4.6 Teaching Experience
The majority of the respondents had 11-20 years of teaching experience (87%) was a requirement for one to have taught for five years or more to be selected to go for training in entrepreneurship. The oldest in the field who do not hold top positions in the institution were given the first priority. This was intended to avoid burdening inexperienced teachers with more work before they gain more experienced. Experienced teachers have internalised the curriculum and can use their experience to handle more than one subject. The average age of the teacher workforce is older than the remainder of the workforce (Stokes, 2005). This is shown in 4.6 above.

All 89 respondents indicated that they have been trained to teach Know About Business (KAB) because the research was focused on the views of teachers who have been trained and are also involved with the teaching and learning of Know About Business (KAB).

The training period recommended by the International Labour Organisation (ILO) which is the sponsor of the programme is two weeks. This is the standard training period for all countries which have adopted the programme including Lesotho, Swaziland and others (Tomlinson, 2009).

All the 89 respondents indicated that two weeks of training them to teach Know About Business (KAB) is not enough to adequately give them a background on entrepreneurship education which would enable them to train prepare future entrepreneurs. Majority of teachers as indicated in figure 4.5 teach non business related subjects and do not have business background. They therefore need a training period which is longer than two week to allow them to grasp the business concepts and internalise them so that they can be able to explain to their students.
Majority of the respondents (87%) indicated that they teach Know About Business (KAB) because the research was focused on the respondents who have been trained to teach Know About Business (KAB). They are familiar with the problems that face its teaching and learning. Only two respondents have been trained to teach Know About Business (KAB) but do not teach it. This could be that they have a lot of work to do to in the institution such that they cannot effectively handle two subjects.

Majority of the respondents (85%) teach non business related subjects. Majority of the business related subjects have got course work and therefore they are more demanding than those that are non business related. This agrees with data shown in figure 4.5 and 4.9 which indicate that the respondents
teach subjects such as Music, Library Studies, Physical Education and Moral Education which do not have course work (Botswana Government, 1994).

**Figure 4.9** Specify the subject you teach as:

![Subject Specified](image)

The majority (48%) teach other subjects which were not mentioned in the questionnaire such as Physical Education, Moral Education, Library Studies and Music. These subjects do not have course work and they are less demanding as compared to those that are mentioned in the questionnaire. They can be paired with know about Business (KAB). This is shown in Figure 4.9 above.

**Figure 4.10** How many periods are allocated to KAB in a six day time table?

![Period Allocation](image)

Know About business is given less time so that those that are examinable can have more time to enable students to practice and prepare for the examinations. The Ministry of Education and Skills Development recommended two periods per six day time table so that it does not interfere
much with the curriculum of the entire school as per the Revised national Policy on Education regarding awareness subjects (Botswana Government, 1994). This is shown by the responses of teachers from different schools in Figure 4.10.

**Figure 4.11** Is KAB well planned?

![Graph showing responses to whether KAB is well planned](image)

Teachers indicated that Know About Business (KAB) is not well planned. This is because different schools use different approaches to teach Know About Business (KAB). Since Know About Business (KAB) is not examinable teachers can use the time allocated to it to teach subjects of their speciality because supervision in most the schools is lax. They also feel that Know About Business (KAB) is challenging to them because they were not adequately trained to teach Know About Business (KAB). An effective entrepreneurship programme should have planned policies that guide the educators on what to do, when and how (Gibb, 2002)

**Figure 4.12** Do you think KAB is beneficial to your school?

![Graph showing responses to whether KAB is useful](image)

Respondents indicated that Know About Business (KAB) is to beneficial to their subjects because majority of them teach non business related subjects and these subjects do not related to business subjects. Since there is no link between non related subjects and Know About Business (KAB) they think it is
not beneficial to the school. An entrepreneurship programme should benefit the school and other subjects as well as create a positive entrepreneurship mind in students (Collins and Robertson, 2003).

**Figure 4.13** Does KAB have any impact in your subject?

The majority of the respondents (89%) teach subjects which are not related to Know About Business (KAB). They have indicated that Know About Business (KAB) does not have any impact on their subjects of specialisation. They think that Know About business (KAB) does not have any impact in their subjects speciality because it is not properly planned, not well coordinated. Therefore they cannot find any link between know About Business (KAB) and their subjects of speciality. Entrepreneurship education is an important subject which should be infused in all the subjects across the curriculum (Gustafsson-Peson, 2007).

**Figure 4.14** Do you think other subject would benefit from KAB?

The majority of the respondents (59%) think that Know About Business (KAB) does not benefit other subjects in the school curriculum because most of them (respondents) teach subjects that are not related to business and they feel that it is not beneficial to other subjects because their subjects. This is
because they think that Know About Business (KAB) is not well planned as indicated in figure 4.11 and it is also not beneficial to the school as shown by responses in figure 4.12. Entrepreneurship should benefit other subjects because it cuts across all subjects in the school curriculum (Gustafsson-Person, 2007)

Figure 4.15 Do you think KAB should be infused in other subjects?

The majority of the respondents (69%) have indicated that Know About Business (KAB) should not be infused into the senior secondary school curriculum because it is not beneficial to the school (Figure 4.12) and does not have any impact on other subjects (4.13) because it is not well planned. The government of Botswana recommended the infusion of entrepreneurship in the school curriculum to inculcate the spirit of entrepreneurship in students while they are still at school so that when they are fully grown they use their skills to start businesses (Botswana Government, 1994). Know About Business (KAB) brings together diverse skills for a wide variety of subjects together, therefore it should be infused in other subjects to show students how it links to other subjects in the curriculum (Palm, Manninen & Kuntsi, 2003; Brown, Bowlus and Seibert, 2011).
Respondents indicated that they do not know of any school that has infused Know About Business (KAB) because it is taught as an autonomous subject in all the school that had introduced it, it does not have to be infused in other subjects. The Ministry of Education and Skills Development recommended that Know About Business (KAB) should neither be infused nor be integrated so that it can be easily changed into an examinable subject whenever the funds allow. Other subjects such as Life Skills, HIV/AIDS Awareness, Environmental Education, gender Equality, Poverty Alleviation have also been recommended to be infused in all subjects in the school curriculum (Government of Botswana, 1994).
The majority of the respondents (55%) indicated that they do not know of any similar subjects that can be infused because they think that there are many subjects in the secondary school curriculum that can be introduced or otherwise students will be over burdened with many subjects. Many similar programmes such as Junior Achievement (JAB) and Mini enterprise have been introduced, so they are enough for the secondary school programme. Other subjects such as Life Skills, HIV/AIDS Awareness, Environmental Education, gender Equality, Poverty Alleviation have also been recommended to be infused in all subjects in the school curriculum (Government of Botswana, 1994).

Figure 4.18 Would you suggest that this ties in with similar items at tertiary level?

Many respondents (55%) agreed that Know About Business (KAB) ties with other subjects at tertiary because colleges and other intuitions of higher learning offer business related courses and subjects such as entrepreneurship education, Business Studies, Bookkeeping and Accounting and other related subjects at certificate, diploma and degree level. It, therefore, serves as a foundation for those who want a career in business (Botswana Government, 1994)
Fifty one (51%) respondents agree that Know about Business (KAB) should start at primary school level to provide continuity from primary school to tertiary education level and in order to instil the culture of entrepreneurship in minds of the children at a younger age. This will enable those who would not be admitted into tertiary to venture into business. Verzat, Byrne, and Fayolle (2009) concur when he says sense of risk taking, creativity, initiative and other generally applicable attributes and skills that are the foundation of entrepreneurship should be imparted to all children at a younger age.

Figure 4.19 It should start at lower levels, that is at primary school

Figure 4.20 It should not be done by all students in the school
Most of the respondents (50%) agreed that Know About Business (KAB) should be done by all students from primary school to tertiary level so that all students are given some business background.

According to Gusstafsson-Peson (2008) entrepreneurship should be included not only in Business related subjects but in other subjects across the curriculum in order to inculcate entrepreneurial spirit in children from early age so that they can understand and appreciate they need for entrepreneurship when they are fully grown (Swartland, 2008; Botswana Government, 1994).

Figure 4.21 Teachers who volunteer to teach it should be given some incentives

Since Know About Business (KAB) is an awareness subject which is taught by teachers who already have their own subjects of specialities which are examinable, it should attract an incentive for those who have volunteered to teach it because it increases teachers’ workloads. The incentive will motivate those who are teaching it and also attract more teachers to take it up as their second teaching subjects. Motivation of teachers to join Know About Business (KAB) does not only focus on monetary incentives but also upgrading their qualifications which increases their prospects of promotion by taking course that are not in their carrier paths (Ooterheert, Vermunt & Denessen, 2002; Dellinger, Bobbett, Olivier & Ellett, 2008)
4.5 Measures of association

The following results were compiled using computer aided statistical analysis. The compilation of the results was conducted through the statistical package for social sciences (SPSS) programme to find the correlation between variables in each question in the questionnaire. Correlation is a measure of the relation between two or more variables. The measurement scales used should be at least interval scales, but other correlation coefficients are available to handle other types of data. Correlation coefficients can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. A value of 0.00 represents a lack of correlation.

The chances are that a person will be having a degree and that it should be in education is 0.813. This is a very good positive correlation. This means that for person to teach at a senior secondary school in Botswana a person has to have a degree in education.

A correlation coefficient of 1 shows that there are chances that a person have will be having a qualification in education should have 11 -20 years of experience. This is a good positive correlation. This means that those teach Know About Business (KAB) have qualifications in education and are experienced teachers.

A correlation coefficient of 0.146 shows is not a strong correlation. It shows that there is no correlation between specialization and experience. It, therefore, does not have any effect on the teaching and learning of Know About Business (KAB).
The chances that a person who teaches Know About Business (KAB) will be have been trained is 1 for question 7. This is a strong positive correlation. This means that for a person to teach Know About Business (KAB) he/she must have undergone training and therefore all those who teach Know About Business (KAB) have been trained.

A correlation coefficient of 1 for question 8 shows a strong positive correlation. It means that a for a person to teach Know About Business (KAB) he/she should have trained for two weeks. All Know About Business (KAB) teachers have been trained for two weeks.

The chances that a person has been trained to teach Know About Business (KAB) and is involved in the teaching of Know About Business (KAB) are 0.864 in question 10. It is strong and positive correlation. It means that all those who teach Know About Business (KAB) have been trained. A correlation of 0.445 in question 11 is not a strong correlation and it shows that a person who teaches KAB should not necessarily be specializing in a business related subject.

The chances that a school has Know About Business (KAB) and it has been allocated two periods are 0.864 as shown in question 13. It means that KAB has been given a slot of two periods in the six day time table in many schools. Question 14 shows a correlation coefficient of 0.839. It is a strong positive correlation. It indicates that the chances that a school has introduced Know About Business (KAB) and it policy is not planned 0.831. It means that schools that have introduced Know About Business (KAB) do not have planned policies for the subject.
The chances that introduction of Know About Business (KAB) may not have an impact in the school is 0.864 as shown in question 15. It is a strong correlation and it proves that the introduction of Know About Business (KAB) does not benefit the schools.

The chances that the introduction of Know About Business (KAB) might not benefit the school or other subject is 0.969 as shown in question 16. This is a strong positive correlation. It proves that the introduction of Know About Business (KAB) does not have any positive impact in the school curriculum.

The chances that other subjects will not benefit from the introduction of Know About Business (KAB) are 0.893 as indicated in question 17. This is a good positive correlation. This means that the introduction of KAB does not benefit other subjects in the school curriculum because its policy is not planned.

The chances that it should be KAB ties with other subjects in tertiary level are 0.893. It is a strong positive correlation. It proves that though Know About Business (KAB) does not benefit the school and other subjects in the school curriculum it ties with other subjects in tertiary education. If its policies can be planned and its teachers be adequately trained it can prepare students for higher education.

4.6 Conclusion

All respondents have undergone two weeks of training to teach Know About Business (KAB) and they have indicated that two weeks is not sufficient to impart adequate skills to teach Know About Business (KAB). They further indicated that the subject is not beneficial to the school and other subjects because it is not planned and therefore it should not be infused. The
respondents indicated that those who teach it should be given some incentives. The results further show that Know About Business Should not be done by all students in the school but should start at primary school level to tertiary level since it ties with other subjects at tertiary level. Verzat, Byrne, and Fayolle (2009) concur when they say sense of risk taking, creativity, initiative and other generally applicable attributes and skills that are the foundation of entrepreneurship should be imparted to all children at a younger age.

In summary, the results show that teachers feel that Know About Business (KAB) was not properly introduced. KAB policies are not planned, therefore, it does not impact on other subject and the entire school. Though it is an important subject and should start at primary school level, the training period for its teachers is not sufficient to give them enough skills to train future entrepreneurs.

The next chapter will present discussions of the findings and recommendations of the research on “Perceptions of secondary school teachers on the introduction Know About Business (KAB) in senior secondary schools in Botswana."
CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

As indicated in previous chapters, Know About Business (KAB) programme, which has recently been introduced in senior secondary schools in Botswana, is important but its introduction has not been well thought and its policies are not well planned.

The purpose of this study is to investigate the perceptions of secondary school teachers on the introduction of Know About Business (KAB) in senior secondary schools in Botswana and further attempt to come up with alternative suggestions and recommendations that can help to effectively implement Know About Business (KAB) programmes in secondary schools in Botswana. The study intends to find out views of teachers on Know About Business (KAB) and whether the introduction of Know About Business (KAB) has affected other subjects in the school curriculum.

This chapter consolidates the findings of the research, derived through analysis and interpretation of statistical data, discussed in the previous section. The research questions pertaining to the view teachers pertaining to the introduction of Know About Business (KAB) in schools, is effects on other subjects and recommendations regarding its introduction are also answered.
This chapter comprises of a summary of the study, addresses the findings per research question and highlights future research opportunity in this field of study. Conclusion of the study will be drawn and recommendations will also be outlined.

5.2 Summary of the Study

Entrepreneurship education is an important subject which should be infused in all the subjects across the curriculum (Gustafsson-Peson, 2007). The aim of entrepreneurship education is to teach the attitude, skills and information that are needed later on in their working lives regardless of whether one works for someone else or as an independent entrepreneur (Manninen & Kuntsi, 2003). Entrepreneurship stimulates creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities, whether in social, cultural or economical context (Swartland, 2008).

The research was aimed at investigating the perceptions of teachers on the introduction of Know about Business (KAB), an entrepreneurship programme, in secondary schools in Botswana and further find out the whether its introduction has effects on other subjects.

This study analysed the perceptions of teachers on the introduction of Know About Business (KAB) through the use of research questions that focused on the training of Know About Business (KAB), its effects on the school and other subjects, its importance linkage to other subjects in tertiary education.

The study revealed that for the view of teachers regarding the impact of the subject on other subjects, 85% indicated that the programme is not planned, while 77% said it is not beneficial therefore does not benefit the school and
other subjects and should not be infused. Other the other hand 62% indicated that the programme is important and ties with programmes at tertiary level.

5.3 Response to Research Questions

The main findings of this research in relation to each research question will now be discussed. Each question is followed by a discussion of the findings relating to that question.

What are the views of educators on the of Know About Business Programmes?

According to Botswana Curriculum Report (2010) entrepreneurship should be included (integrated and/infused) in the primary and secondary curriculum in order to inculcate the entrepreneurship spirit in children from early age so that they can understand and appreciate the need for entrepreneurship when they are fully grown.

It is found out in Section 4.11 to 4.13 that the programme is not planned and 86% indicated that it does not benefit the school and other subjects. The main conclusions were drawn from the analysis around the views of the introduction of Know About Business (KAB) is that 98% (88) of the schools are allocated 2 periods in a six day table which is not enough for the teaching and learning of Know About Business (KAB). While 95% (85 out of 89) of the respondents also teach other subjects which are non business related. The programme therefore needs more time than the one that has been currently allocated to it since it majority of its educators specialise in non business related subjects as indicated in Section 4.8.
Have the Know About Business (KAB) programme affected the teaching/learning of other subjects?

World Economic Forum on the paper entitled Global Education Initiative – European Roundtable on Entrepreneurship Education (2010) has found out that a cross disciplinary approach to entrepreneurship education is essential as many entrepreneurs do not come from business school but from disciplines such as design, medicine, science and engineering. Majority of the Know About Business trained come from different areas of specialties such as physical Education, Moral Education, Guidance and Counseling and others as indicated in Section’s 4.8 and 4.9.

They further indicated that the subject is not well planned, does not benefit other subjects and the school as a whole. The majority of the respondents (92%) said the programme does have any impact on other subjects in the school curriculum. There is a strong relationship between the lack planned policies of Know About Business (KAB) and its effects on other subjects. This therefore means that it cannot have effect on other subjects and the entire school since it is not planned.

What suggestions do teachers have on the implementation of Know About Business (KAB) may not negatively affect other subjects that they teach?

Teachers (69 out 89) suggested that Know About Business (KAB) should not be infused in other subjects in the senior secondary school curriculum because they do not know of any school that has infused Know About Business (KAB) in other subjects as indicated in Sections 4.15, 4.16 and 4.17. They further suggested, as indicated in Sections 4.18 to 4.20, since that Know About Business (KAB) ties with other subjects at tertiary level, it should start at
primary school level and should not be done by all students in the school. In section 4.16 it is indicated it should be a standalone subject. Those who teach it should be given incentives to motivate and attract those have not shown interest to teach to go for training so that they can teach it. Its policies are not well planned and therefore it does not benefit the school, the students and other subjects.

What recommendations do teachers have with regards to the implementation of Know about Business programmes?

The challenges in Finland according to Gibb (2005) are that the aims of government and that of secondary and vocational schools are diverse, teachers do not know much about the methods and content of entrepreneurship education, teachers need systematic further education over and above that entrepreneurship education should be catered for during pre-service training of teacher (Seikkula-Leino, 2007).

In summary, the results of perceptions of teachers on introduction of Know About Business (KAB) are as follows:

- Many of the respondents (69%) were males, 29% were females while 2% did respond to the item.
- Majority of the respondents (93%) had degree in education while 60% out those teach other subjects which are not indicated in the questionnaire.
Majority of the respondents (95%) said that Know about business is not planned, 86% said it is not beneficial to the school and does not have impact on other subjects and the school.

Most of the respondents (78%) said that should Know About business (KAB) should not be infused in other subject because they do not know of any school that has infused Know About Business (KAB) i.e. it should be a standalone subject.

It is indicated by 62% of the respondents that since it ties to other subjects at tertiary level it should start at primary level (57%), it should not be done by all students in the school (56%) and teachers who volunteer to teach should be given some incentives (93%).

5.4 Limitations
This study has been limited to schools in the central region that had introduced Know About Business (KAB) and have teachers who are trained offer Know About Business (KAB). Furthermore, the students who are at the centre of the education system and some important stakeholders such as parents and the Ministry of Education and Skills Development have not been considered within the scope of this research.

5.5. Future Research
This study contributes various opportunities for further research, notably:

Specific Case Studies on schools within or outside the country which have well planned programmes which are similar to Know About Business (KAB)
• Potential shortcomings of Know About Business (KAB).
• A study of the financial benefits associated with Know About Business (KAB).
• The impact of Know About Business (KAB) on the lives of the out of school youth.

5.6. Managerial guidelines

It apparent from the perceptions of teachers that Know About Business (KAB) an important programme which should be part of the senior secondary school curriculum so that it can help prepare the future entrepreneurs from an early age. The training of teachers should take a period that is longer than two weeks in order to give teachers who do not have the business background. Follow up workshops should be carried out to help evaluate the implementations of the programme.

Know About Business (KAB) policies should be well planned to ensure that it fits well in the senior secondary school curriculum. The resources need to be available and it should be examinable to give it more credibility so that both teachers and students can take serious. Incentives should be given to teachers who volunteer to teach it in order to attract more teachers to take it as their second teaching subject.

Since everybody cannot be an entrepreneur, the programme cannot be offered to every student in the school but to only those who show some interest in it. Know About Business (KAB) should start at primary school level so that students grow up with entrepreneurship spirit in them. Business language is complicated and students need to familiarize themselves with them from an early age so that when they are fully grown they can be able to enhance knowledge with issues related to business from articles, internet and others to improve their business acumen.
The programme should be coordinated by business studies teachers and should be given teaching periods which are equivalent to those given to other subjects such as Mathematics, Science, Setswana and other subjects in the school curriculum.

5.7. Conclusion

In conclusion the findings of the research showed that teachers who are involved in the teaching and learning of entrepreneurship education which is referred to as Know About Business (KAB) in senior secondary schools in Botswana have shown that the programme is important as indicated in section 4.18 to 4.20 but it is not planned (section 4.11), not beneficial to the school (section 4.12), does not have any impact on the other subjects (4.13).

According to Palm, Manninen and Kuntsi (2003) entrepreneurship is important because it stimulates creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities, whether in social, cultural or economical context (Swartland, 2008).

Entrepreneurship education programs should affect students' attitudes towards entrepreneurship and influence them to become future entrepreneurs (Early & Chaiken, 1998). The training should be adequate both in length and the amount of content (Weeratuge, 2008). A shorter period of training that is two weeks, does not suffice for teachers who will be preparing future entrepreneurs.
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Palm, Jarmo Manninen, Seppo & Kuntsi, Eve, 2003. Initiated by the company's support and vision angles to increase self-employment in Finland. Keys to entrepreneurship is the paradox solving. The Labour Administration publication no. 327. Helsinki: Ministry of Labour.


Weeratunge, N. (2008) Enterprise for Pro-Poor Growth Project. Impact Assessment on Enterprise Culture: International Labour Organisation. Colombo: ILO. This study compared attitudes to business in the Paloma audience before and after the show, as well as with a control group that had not seen the show. The report can be accessed at www.entergrowth.com.


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<th>Assessment by teachers</th>
<th>Changes in attitudes towards entrepreneurship education</th>
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## Appendix 2

### Research Question Table

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<th>Survey questions</th>
<th>Variable(s) and/or Relationship measured</th>
<th>Statistical tests</th>
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| **What are the views of teachers on the introduction of Know About Business (KAB)?** | 1. **VIEWS OF TEACHERS**  
1.1. Do you have KAB in your school?  
1.2. Do you think it is important to have Know About Business (KAB) in your school programmes?  
1.3. Were teachers adequately trained to teach KAB? | Yes/No | Descriptive Stats – frequency tables, bar charts  
Numerical description - location, spread, distribution, cross tabulation  
Measures of association – Phi, Crammers V  
Convert nominal to ratio 0,1,2,3,4 & do correlation coefficient testing with personal info – Pearson & Spearman Rho  
Normal & z-distribution |
| **To what extent has the introduction of Know About Business (KAB) the introduction of KAB affected other subjects** | 2. **EFFECT OF THE INTRODUCTION OF KAB ON THE CURRICULUM**  
2.1. Which subjects do you teach apart from Know About Business (KAB)?  
2.2. Has the introduction of KAB affected the subjects that you teach? | Yes/No | Descriptive Stats – frequency tables, bar charts  
Numerical description - location, spread, distribution, cross tabulation  
Measures of association – Phi, Crammers V  
Convert nominal to ratio 0,1,2,3,4 & do correlation coefficient testing with personal info – Pearson & Spearman Rho  
Normal & z-distribution |
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FOR OFFICE USE ONLY: Respondent Code: ____________

VOLUNTARY QUESTIONNAIRE FOR PERCEPTIONS OF SECONDARY SCHOOL TEACHERS ON THE INTRODUCTION OF KNOW ABOUT BUSINESS PROGRAM IN SENIOR SECONDARY SCHOOLS IN BOTSWANA

Graduate School NWU
University of North West
Researcher J. Rantoba
Supervisor: Prof S Lubbe

Note to the respondent
- We need your help to understand the perceptions of secondary school teachers on the introduction of know about business programs in senior secondary school in Botswana
- Although we would like you to help us, you do not have to take part in this survey.
- If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.

The questionnaire as four parts:
Part 1 asks permission to use your responses for academic research.
Part 2 asks general personal particulars like your age, gender and home language.
Part 3 asks questions on the perceptions of secondary school teachers on the introduction of know about business in senior secondary schools.

How to complete the questionnaire
1. Please answer the questions as truthfully as you can. Also, please be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for us to do our project.
2. We are only asking you about things that you and your fellow researchers should feel comfortable telling us about. If you don’t feel comfortable answering a question, you can indicate that you do not want to answer it. For those questions that you do answer, your responses will be kept confidential.
3. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil), or by filling in the required words or numbers.

Thank you very much for filling in this questionnaire.

Part 1: Permission to use my responses for academic research
I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.
Initials and surname ____________________________________________ Postal address: ____________________________________________ Postal code: ____________________________
Contact numbers: Home: ___________________________________ Cell: ____________________________
**PART 2: GENERAL PERSONAL PARTICULARS**

*Please tell us a little about yourself*

Please mark only ONE option per question below.

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<th>No</th>
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<td>1.</td>
<td>Sex</td>
<td>□ Male&lt;br&gt;□ Female</td>
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<td>2.</td>
<td>How old are you?</td>
<td>□ 23 – 30 years&lt;br&gt;□ 30 – 45 years&lt;br&gt;□ 45 – 50 years&lt;br&gt;□ 51 and above</td>
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<td>3.</td>
<td>Highest qualification</td>
<td>□ Certificate&lt;br&gt;□ Diploma&lt;br&gt;□ Degree&lt;br&gt;□ Master’s degree&lt;br&gt;□ PhD</td>
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<td>4.</td>
<td>Do you have qualification in education?</td>
<td>□ Yes&lt;br&gt;□ No</td>
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<td>5.</td>
<td>What is your area of specialisation?</td>
<td>□ Business Studies/commerce/accounting.&lt;br&gt;□ Home Economics&lt;br&gt;□ Science&lt;br&gt;□ Mathematics&lt;br&gt;□ Setswana&lt;br&gt;□ Design and Technology&lt;br&gt;□ Art&lt;br&gt;□ English&lt;br&gt;□ Any other subject not listed above</td>
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<td>6.</td>
<td>Teaching experience</td>
<td>□ 0 – 5 years&lt;br&gt;□ 6 – 10 years&lt;br&gt;□ 11 – 15 years&lt;br&gt;□ 16 – 20 years&lt;br&gt;□ Above 21 years</td>
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<td>7.</td>
<td>Have you been trained to teach KAB?</td>
<td>□ Yes&lt;br&gt;□ No</td>
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<td>8.</td>
<td>If Yes how long was your training?</td>
<td>□ two weeks&lt;br&gt;□ less than two weeks&lt;br&gt;□ More than two weeks</td>
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<td>10</td>
<td>Do you teach Know About Business (KAB)?</td>
<td>□ Yes □ No</td>
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<td>Do you teach any other non business related subject?</td>
<td>□ Yes □ No</td>
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<td>Specify the subject you teach.</td>
<td>□ Agriculture □ Art □ Design &amp; Technology □ Mathematics □ Science □ Setswana □ other subject not mentioned above</td>
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<td>How many periods are allocated to Know About Business (KAB) in a six day time table?</td>
<td>□ 1 period □ 2 periods □ 3 periods</td>
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<td>Is KAB policy well planned?</td>
<td>□ Some what □ Little □ Not at all □ Do not know</td>
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<td>15</td>
<td>Do you think KAB is beneficial to your school?</td>
<td>□ Yes □ No</td>
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<td>Does KAB have any impact in your subject?</td>
<td>□ Some what □ Little □ not at all □ Do not know</td>
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<td>Do you think other subject would benefit from KAB?</td>
<td>□ Yes □ No □ Not sure</td>
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<td>KAB should be infused in other subjects</td>
<td>□ Yes □ No</td>
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<td>19.</td>
<td>Do you know of other school that have infused KAB in other subjects?</td>
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<td>Do you know of similar subjects that can be introduced?</td>
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<td>Would you suggest that this ties in with similar items at tertiary level?</td>
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<td>It should be taught by those with business background</td>
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<td>It should start at lower levels i.e. at primary school level</td>
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<td>It should not be done by all students in the school</td>
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<td>Teachers who volunteer to teach it should be given some incentives</td>
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Table 4.1 Correlation

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**. Correlation is significant at the 0.01 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

*. Correlation is significant at the 0.05 level (2-tailed).