



Remedial Measures for Addressing the Challenges of Integrating Entrepreneurship subject into Secondary School Curriculum in Zanzibar

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ABSTRACT

Addressing the various challenges of integrating entrepreneurship into the secondary school curriculum in Zanzibar is the main focus of this study. The aim is to identify and implement solutions that can enhance the integration of entrepreneurship education. In order to gather data, a mixed methods approach was employed, which included the use of questionnaires, focus group discussions, and interviews

A sample of 67 respondents was selected for the study, consisting of 30 students, 30 teachers, 6 head teachers, and 1 educational officer. The sampling techniques used were stratified sampling for the students in their respective classes, and purposive sampling for the selection of teachers, head teachers, and the educational officer. Interviews were conducted with head teachers and the educational officer, while focus group discussions and questionnaires were administered to students and teachers, respectively

The collected data from the questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS) version 20, employing descriptive and quantitative statistics such as frequencies and percentages. For the data collected through interviews and focus group discussions, both descriptive and quantitative statistics were used for analysis.

To overcome the challenges identified, the study suggests several measures. These include the development of the curriculum, implementation of appropriate teaching methods, creating an entrepreneurial environment, involving relevant individuals, focusing on desired outcomes, incorporating real-life experiences, and continuous evaluation and improvement.

Furthermore, study recommended that the government should provide support, including the provision of training for entrepreneurship subject teachers, to ensure the successful execution of the program and maximize its impact on students' entrepreneurial skills and mindset.

Keywords: Remedial Measures, entrepreneurship, entrepreneurship curriculum, educational stakeholders, integrating

Introduction:

In today's rapidly changing world, entrepreneurship has emerged as a crucial skill set that empowers individuals to identify opportunities, innovate, and create value. Recognizing its significance, secondary schools in Zanzibar are increasingly integrating entrepreneurship as a subject in their curriculum. However, this integration process presents a set of unique challenges that require thoughtful consideration and effective remedial measures.

Integrating entrepreneurship as a subject in secondary schools brings numerous benefits to the students and the society at large. It equips young minds with essential skills such as critical thinking, problem-solving, and risk-taking, fostering their creativity and adaptability. Furthermore, entrepreneurship education promotes self-reliance and empowers students to become job creators rather than job seekers, ultimately contributing to economic growth and sustainable development.

Nevertheless, several challenges arise when implementing entrepreneurship education at the secondary school level in Zanzibar. Firstly, limited resources, including a shortage of qualified teachers and inadequate infrastructure, pose obstacles to the effective delivery of entrepreneurship curriculum. Additionally, cultural norms and societal attitudes towards entrepreneurship may not always align with the objectives of the subject, leading to a lack of acceptance and support. Furthermore, the absence of practical exposure and real-world experiences may hinder students' ability to translate theoretical knowledge into practical skills. Addressing these challenges requires a multifaceted approach that encompasses various remedial measures.

In conclusion, integrating entrepreneurship as a subject in secondary schools in Zanzibar holds immense potential for nurturing the next generation of innovators and problem solvers. However, to overcome the challenges associated with this integration, concerted efforts are required. By investing in teacher training, fostering partnerships with local entrepreneurs, and creating a supportive ecosystem, Zanzibar can pave the way for a thriving entrepreneurial landscape that empowers its youth and drives socioeconomic progress

Statement of Problem:

The introduction of entrepreneurship as a subject at secondary schools has gained global recognition for its potential to address unemployment challenges among secondary school graduates and stimulate economic development (Urassa 2018). However, in the context of

Zanzibar, entrepreneurship education has not been formally introduced as a subject but rather integrated into some existing subjects (Urassa 2018). The Zanzibar Education Policy (ZEP) of 2006, which serves as overarching policy for all levels of education, does not specifically mention entrepreneurship education but focuses on imparting skills and knowledge for self-reliance after completing studies (Urassa 2018).

Zanzibar, like many other regions, recognizes the importance of fostering entrepreneurship among its youth. By introducing entrepreneurship as a subject in secondary schools, policymakers aim to equip students with the knowledge, skills, and attitudes necessary for self-employment, job creation, and economic development. However, the integration process encounters several challenges that need to be addressed to ensure that entrepreneurship education fulfills its intended objectives.

The integration of entrepreneurship as a subject at the secondary school level in Zanzibar presents several challenges that hinder its effective implementation and impact on students. Despite the potential benefits of entrepreneurial education, the current system faces numerous obstacles that prevent students from developing the necessary skills and mindset to become successful entrepreneurs. This study aims to address the key challenges associated with integrating entrepreneurship as a subject at secondary schools in Zanzibar, with the objective of proposing remedial measures to improve its implementation and effectiveness.

Literature Review

The literature review of this paper is based on the establishment of intervention measures to address the challenges of integrating entrepreneurship education in Zanzibar. The challenges encompass various aspects, including teaching methods, learning materials, curriculum content, time allocation, teacher competence, environmental factors, and funding (Simmer, 2008). Overcoming these challenges requires implementing several measures. One significant challenge lies in the curriculum itself, as it determines the content of entrepreneurship education (Sigurbjörnsson, 2006). To engage students, the curriculum should cover a wide range of relevant topics, such as idea generation, opportunity identification, resource acquisition, management and leadership, theories of entrepreneurship and economics, youth entrepreneurship, gender issues, creativity and innovation, negotiation skills, stress management, social entrepreneurship, family business, entrepreneurial succession, cyberpreneurship, technology entrepreneurship, and globalization. Regular review and coordination of the curriculum are essential for effective delivery of entrepreneurship education.

The choice of teaching methods is also crucial (Burgess, 2005). The methods employed reflect beliefs about the nature of entrepreneurship and the most effective ways of learning it. Recommended methods include interactive learning, case studies, experiential learning, mentoring and coaching, visual aids like CDs and video clips, inviting guest speakers who are entrepreneurs, incorporating game theory, drama, simulation, animation, and organizing competitions on business plans and related topics.

Creating an appropriate entrepreneurial environment is another important measure (Simmer, 2008). This environment encompasses various factors, both micro and macro, internal and external, formal and informal. Students should be trained to study their own environment and understand how it influences their entrepreneurial endeavors. Entrepreneurship programs should focus on developing students' ability to identify and exploit opportunities within their environment.

When The selection of individuals who teach entrepreneurship is crucial (Sigurbjörnsson, 2006). Suitable candidates include teachers, administrators, entrepreneurs, mentors/advisors, professors, students, and successful entrepreneurial leaders. Involving real-life entrepreneurs in the classroom through guest lecturers or "Master Class" sessions can provide valuable insights and experiences for students considering the expected outcomes of entrepreneurship education, individual differences and preferences should be taken into account (Simmer, 2008). Some students may prioritize developing competencies, attitudes, behaviors, or a desired lifestyle, while others may emphasize networking and relationship building. Tailoring the course content and delivery to meet students' specific needs and opportunities is essential.

Applying entrepreneurship program contents to real-world situations is a major challenge (Sigurbjörnsson, 2006). Students often lack opportunities to practice entrepreneurship while in school. It is recommended that students' lifestyles, whether on campus or elsewhere, reflect that of an entrepreneur. Practical experiences and exposure to real-life situations should be incorporated into the curriculum.

The organization and delivery of entrepreneurship education should involve various stakeholders, including institutions, governments, industry, corporate bodies, educators, and parents (Simmer, 2008). Institutional practices, resource allocation, degree of autonomy, centralization of the education system, and national policies should all support and ensure the quality of entrepreneurship education.

To be an effective entrepreneurship educator, one must embody an entrepreneurial mindset and lifestyle (Burgess, 2005). Educators should use entrepreneurship pedagogy as a personal

development tool, reflecting qualities such as creativity, adaptability, and embracing professional challenges. Teachers should live the principles and practices of an entrepreneur to effectively deliver the course content. Personal development programs for teachers should be organized to cultivate the necessary entrepreneurial mindset.

Evaluation and feedback are crucial in entrepreneurship education (Simmer, 2008). Continuous evaluation and improvement are necessary to ensure that entrepreneurship education achieves its goals and captures students' interest. Learning from successful entrepreneurship education models in other places, such as Covenant University in Nigeria, can also be beneficial.

Data Collection Methods

The primary data for the study involved a combination of qualitative and quantitative data collection methods. Quantitative data was obtained through a structured questionnaire that contained both open-ended and closed-ended questions. The questionnaires were distributed to 30 teachers who teach entrepreneurship in their subjects. Additionally, qualitative information was gathered through focus group discussions (FGDs) and interviews.

The FGDs involved five groups, each comprising six participants. The questions were discussed in multiple sessions involving advanced-level students. The researcher utilized thought-provoking questions to elicit insightful and comprehensive responses from the participants.

Furthermore, an interview was conducted with a total of seven individuals, including six head teachers and one educational officer. The interview followed a structured format and included a mix of closed and open-ended questions. The researcher ensured that the interview was guided by a pre-determined schedule to maintain consistency. The study employed semi-structured interviews to facilitate effective data collection and capture a range of perspectives.

Data Analysis Techniques

In this research, a combination of qualitative and quantitative methods was employed to analyze the data. The collected data were categorized and examined using descriptive and numerical approaches. Qualitative data, obtained through interviews, focused group discussions, and open-ended questionnaires, underwent content analysis to identify key themes relevant to the study objectives and questions. On the other hand, quantitative data were presented in numerical format. The study primarily utilized qualitative analysis, specifically content analysis, to interpret the text-based content and gather insights from the participants. Additionally, a quantitative method was employed for data analysis. The Statistical Package for Social Science (SPSS) software version 20, along with a manual, was utilized for analyzing the data. This approach

facilitated the calculation of frequencies, statistical tables, graphs, and percentages, enabling easy interpretation and comprehension due to the large number of variables examined.

Discussion of the Result

The respondents in the study identified several remedial measures to address the challenges of integrating entrepreneurship education (ES) into secondary schools. According to the findings, about 90% of the respondents believed that teaching methods should include a student-centered approach as a solution to the challenges. This finding aligns with Moses (2014), who suggested that interactive learning, case studies, experiential learning, mentoring and coaching, the use of visuals, engaging with entrepreneurs, game theory, drama, simulation and animation, and competitions can be effective methods of teaching entrepreneurship

Furthermore, the study revealed that creating an appropriate entrepreneurial environment was suggested by about 93.3% of the respondents as a remedial measure. Shamaki (2015) supported this idea, emphasizing that an ideal learning environment plays a vital role in students' academic achievement. Moses (2004) also noted that entrepreneurship education should be taught in an environment that allows students to study their own surroundings and its impact

In addition, the study identified the importance of entrepreneurship teachers having proven testimonies of entrepreneurial success. Approximately 63.3% of the respondents agreed with this measure. Muhura (2016) argued that entrepreneurship should be taught by professionals who possess the knowledge and skills to effectively teach the subject. Ukeje (2016) and Akiri (2013) also highlighted the significant influence of teachers on students' academic achievement and stressed the need for qualified and effective teachers.

The study further emphasized the value of teachers having experiences in participating in entrepreneurial activities. Around 83.3% of the respondents acknowledged this as a remedial measure. This finding aligns with Yusuf (2016), who found that teachers with more experience in the profession tend to produce students with higher academic performance. Moses (2004) also emphasized the importance of experience in teaching entrepreneurship.

Capacity building programs for entrepreneurship teachers were suggested as a remedial measure by about 73.3% of the respondents. The European Commission (2016) supported this notion, stating that training programs should be provided not only for prospective teachers but also for those already in service to enhance their knowledge and skills in entrepreneurship education. Fiet (2001) also highlighted the need for training entrepreneurship lecturers in effective teaching methods. The study also recommended that the curriculum content should be rich enough to meet

students' attributes and opportunities. Approximately 80% of the respondents agreed with this proposal. Moses (2004) emphasized the need for entrepreneurial curriculum contents to cover a wide range of topics that develop students' entrepreneurial skills, attitudes, and behaviors. Regarding the approach of teaching entrepreneurship, about 63.3% of the respondents proposed that it should be practically based. This finding was supported by Gibb (2011), who emphasized the importance of active student involvement in entrepreneurship education through methods such as collaborative learning, project studies, practical learning, and workplace visits.

Allowing students to practice business in schools was suggested as a remedial measure by 53.3% of the respondents. Moses (2014) also advocated for students to have the opportunity to practice entrepreneurship on campus. He highlighted that students are sometimes deprived of experiencing the life of an entrepreneur due to restrictions.

The study also found that students' lifestyles should reflect that of an entrepreneur, according to about 66.7% of the respondents. Ukeje (2016) and Jabbarifar (2009) emphasized the importance of students adopting entrepreneurial characteristics and living an entrepreneurial life to foster sustainability.

Finally, the study recommended conducting frequent evaluations of entrepreneurship education programs. About 86.7% of the respondents agreed that evaluation programs should be conducted regularly. This aligns with Karimi (2010), who stressed the need for continuous monitoring and evaluation to ensure that the objectives of entrepreneurship education programs are met.

In conclusion, the study identified various remedial measures to address the challenges of integrating entrepreneurship education into secondary schools. These measures include adopting student-centered teaching methods, creating an appropriate entrepreneurial environment, having qualified and experienced teachers, enriching the curriculum content, employing practical teaching approaches, allowing students to practice business, encouraging an entrepreneurial lifestyle, and conducting frequent evaluations of entrepreneurship education programs.

Conclusion and Recommendation

In conclusion, the integration of entrepreneurship into the secondary school curriculum in Zanzibar presents several challenges. However, there are remedial measures that can be implemented to address these challenges and ensure effective implementation of entrepreneurship education.

Firstly, the curriculum itself plays a crucial role in determining the success of entrepreneurship education. It is important to develop a comprehensive entrepreneurship curriculum that encompasses various topics related to entrepreneurship, such as idea generation, opportunity

identification, resource acquisition, management and leadership, economic and entrepreneurship theories, and more. The curriculum should be regularly reviewed and updated to reflect the changing nature of entrepreneurship and provide students with the necessary skills and knowledge.

Secondly, the methods of teaching entrepreneurship should be carefully chosen to engage students and enhance their learning experience. Interactive learning, case studies, experiential learning, mentoring and coaching, and the use of visuals and real-life entrepreneurs can be effective teaching methods. These methods encourage active participation and practical application of entrepreneurship concepts, fostering a favorable attitude towards entrepreneurship among students

Creating an appropriate entrepreneurial environment is another important remedial measure. Students should be encouraged to study and analyze their own environment, identifying entrepreneurial opportunities and understanding their impact. This requires designing entrepreneurship programs and modules that develop students' ability to identify and exploit opportunities in their environment.

Furthermore, selecting the right individuals to teach entrepreneurship is crucial. Teachers, administrators, entrepreneurs, mentors, and other professionals with proven entrepreneurial success can provide valuable insights and serve as role models for students.

Additionally, student entrepreneurs should be given the opportunity to share their knowledge and experiences, facilitating peer learning and the transfer of entrepreneurial skills. The expected outcomes of entrepreneurship education among students are multifaceted, including the development of entrepreneurial behaviors, skills, attitudes, and values. Students should gain a holistic understanding of entrepreneurship, from setting up and managing organizations to developing relationships with stakeholders. It is important to recognize that students may have different preferences and outcomes. They value the most, such as developing competencies, expanding their network, or gaining practical knowledge.

Continuous evaluation and feedback are essential for monitoring the effectiveness of entrepreneurship education. By assessing the outcomes and impact of entrepreneurship programs, necessary adjustments can be made to improve student engagement and capture their interest in the subject.

In addressing the challenges of integrating entrepreneurship into the secondary school curriculum in Zanzibar, it is crucial to consider the holistic organization and delivery of entrepreneurship knowledge. This requires collaboration among institutions, governments,

industry, educators, and parents to ensure that students are exposed to real-life situations and experiences that foster an entrepreneurial mindset.

Finally, capacity-building programs for teachers should be implemented to equip them with the entrepreneurial mindset and necessary skills for effective delivery of entrepreneurship education. Teachers should serve as role models, embodying the entrepreneurial lifestyle and mindset in their own lives.

By implementing these remedial measures, Zanzibar can overcome the challenges of integrating entrepreneurship into the secondary school curriculum and provide students with the knowledge, skills, and attitudes necessary to thrive in the entrepreneurial world. This will contribute to the overall development of the entrepreneurial ecosystem and pave the way for a prosperous future for Zanzibar's youth

Recommendations of the Findings

Recommendations for Addressing the Challenges of Integrating Entrepreneurship education into Secondary School Curriculum in Zanzibar:

Curriculum Development: Design a comprehensive and diversified entrepreneurship education curriculum that covers essential topics such as idea generation, opportunity identification, resource acquisition, management and leadership, economic and entrepreneurship theories, youth entrepreneurship, gender issues, creativity and innovation, negotiation skills, stress management, social entrepreneurship, family business, entrepreneurial succession, cyberpreneurship, technology entrepreneurship, and globalization

Ensure the curriculum reflects the needs of the local entrepreneurial ecosystem and incorporates relevant case studies and practical examples from Zanzibar and the broader region.

Continuously review and update the curriculum to keep it relevant and aligned with changing industry trends and entrepreneurial practices.

Effective Teaching Methods: Implement interactive teaching methods that encourage active student participation, such as case studies, experiential learning, mentoring and coaching, use of visuals (CDs, video clips), guest lecturers from successful entrepreneurs, game theory, drama, simulation, and animation.

Encourage students to engage in hands-on activities, such as developing business plans and implementing small entrepreneurial projects.

Foster a supportive and collaborative learning environment that encourages students to share ideas, learn from each other's experiences, and engage in group discussions and problem-solving activities

Creating an Entrepreneurial Environment: Establish an entrepreneurial culture within secondary schools by promoting entrepreneurial values, attitudes, and behaviors.

Encourage partnerships and collaborations with local businesses, organizations, and entrepreneurs to provide students with real-world experiences and opportunities

Foster an entrepreneurial mindset by organizing entrepreneurship-related events, workshops, and competitions that encourage creativity, innovation, and problem-solving skills.

Competent and Inspirational Teachers: Provide professional development programs and training for teachers to enhance their knowledge and skills in entrepreneurship education.

Encourage teachers to acquire practical experience in entrepreneurship through internships, shadowing entrepreneurs, or participating in entrepreneurial ventures themselves. .

Foster a network of entrepreneurship educators to facilitate knowledge sharing, collaboration, and ongoing professional development opportunities

Outcome-Oriented Approach: Clearly define the desired outcomes of entrepreneurship education, including the development of entrepreneurial behaviors, skills, and attitudes, understanding of key entrepreneurial values, motivation for entrepreneurial careers, and acquisition of generic entrepreneurship competencies.

Assess and evaluate the effectiveness of entrepreneurship education programs regularly to measure the achievement of desired outcomes and identify areas for improvement.

Tailor entrepreneurship education programs to meet the diverse preferences and goals of students, considering factors such as competencies, attitudes, behavior, networking, and future aspirations. :

Resource Allocation and Support : Allocate sufficient resources for the development and implementation of entrepreneurship education programs, including funding for curriculum development, teacher training, materials, and infrastructure. .

Establish supportive policies and guidelines at the national level to promote entrepreneurship education in secondary schools .Foster collaboration between government entities, educational institutions, and private sector organizations to ensure sustained support and resource allocation for entrepreneurship education initiatives

By implementing these recommendations, Zanzibar can address the challenges of integrating entrepreneurship into the secondary school curriculum effectively. This will equip students with

the necessary entrepreneurial skills, knowledge, and mindset to navigate the ever-changing economic landscape and contribute to the development of a vibrant entrepreneurial ecosystem in Zanzibar.

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