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IMPACT ASSESSMENT OF RURAL SCHOOLS' INCOME GENERATING PROJECTS ON ENTREPRENEURSHIP EDUCATION

BY

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DECLARATION OF ORIGINALITY

I, **Molly Chifamba**, do hereby declare that this dissertation is a result of my own investigation and research, except to the extent indicated in the acknowledgements, bibliography, references, and comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university.

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DEDICATION

I dedicate this project to my husband and my four sons, daughter-in-law and three grandchildren who gave me all their support throughout my studies.

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ABSTRACT

The purpose of this research study was to assess the impact of rural schools' income generating projects on entrepreneurship education in Makonde district, Mashonaland West province, Zimbabwe. Based on the Exposure theory of Entrepreneurship, the researcher used a quantitative method of research design using questionnaires as the main data collection method to collect quantitative data from 65 respondents from District Schools Inspectors, Headmasters, Teachers and two sets of School Leavers in Makonde Rural . Hypothesis testing was done using the paired samples statistical method which aggregates the paired differences to come up with the mean denoted by $_d$ Testing was done at 5% significance level to find out if the school income generating projects have an impact on entrepreneurship education in rural schools in Makonde District using results from the score sheets on questionnaires.Since $|T_0| > t_\alpha / 2(n-1)$ i.e. 58.596 > 2.101, The researcher rejects H_0 and conclude at 95% confidence level that there is a significant statistical relationship between school income generating projects and Entrepreneurship Education in Rural Schools.The researcher found that most schools are struggling to carry out income generating projects. Capital, infrastructure and financial literacy are among the chief problems encountered by schools in caring out income generating projects, Record keeping is also a problem leading to schools keeping only the very basic books of accounts just to maintain a debtor and creditors' list but most books that help in the continuity of the project the returning customers' record are not kept. It was established that school leavers exposed to income generating projects at school are a bit more likely to keep business records although they proved to have less records their records are very different for those of their schools. It was also established that the problems of fostering entrepreneurship education to learners are amplified by lack of resources especially capital and infrastructure as well as the marketing problems and the human capital when it comes to financial literacy. If these challenges are addressed the learner can benefit more from income generating projects in schools when it comes to entrepreneurship education.

Keywords: School Income Generating Projects, Entrepreneurship Education

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EE	Entrepreneurship Education
IGA	Income Generating Activities
IGPs	Income generating projects
UNICEF	United Nations Children's Fund
SIGP	School-Income Generating Projects
FFE	Fees-Free Education
UPE	Universal Primary Education

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO STUDY

This chapter contains the background to the study which prompted the writer to choose this topic. It also has the statement of the research problem which helps the reader to identify the area of focus for the research. Research objectives are also included in this chapter to spell out the purpose of the research. Research questions are also be given, as well as the hypothesis, null hypothesis and research assumptions. A justification and purpose of the study as well as the significance of the study and limitations of the study are also outlined in this chapter. Finally the chapter summary summarizes all items contained in this chapter.

1.1 BACKGROUND TO THE STUDY

Thornton (2021) studied Richard Cantillon's Exposure Theory of Entrepreneurship propounded in 1730. This theory states that exposure to new ideas and opportunities leads to innovation and creativity therefore creating a new enterprise. Individuals' education, cultural values, motivation, economic factors, need for achievement, religious beliefs and risk bearing capacity help in exposing them towards the new ideas and opportunities and thus leading to innovation and creativity. This theory suggests that income generating projects are believed to have a positive impact on school finances as well as entrepreneurial competences among the participants. Entrepreneurship education is characterized by interactive learning linked to business and community initiatives. The preference for self-employment is an indicator that the students need entrepreneurship education and skills to enter the economic competitive world (Ratten & Usmanij, 2021). Vaidya 2014 agrees to this and stated "great care must be taken to uncover clear concepts and objectives so that the challenges of entrepreneurship education are truly recognized and not confused with the broader aspects of school-industry linkages. There is a need to develop how entrepreneurship curriculum goes beyond the classroom" The challenge is to build upon the existing practices taking the best from different educational programmes. These educational programmes include school based income generating activities.

Unfortunately in rural areas where most schools struggle to finance their schools

most of them fail to develop into sustainable businesses due to lack of entrepreneurial competences. Victor (2017) reported that school income generating projects are highly faced with challenges of insufficient physical facilities for their operations and lack of financial management skills among personnel.

Adan et al (2017) wrote that “Income generating Projects are expected to help schools generate additional resources, cut down operational costs, and finance other projects at the school level” Mubaiwa(2013) is of the idea that significant portion of that SME space is occupied by the youth who have been pushed to entrepreneurship by necessity due to high unemployment rates. These are from participants of these income-generating projects who usually battle to develop their projects into sustainable businesses, through the stimulation of other entrepreneurial competences that increase the value of financial, human and social capital. Information from these scholars suggest that there is need to built school income generating projects to sustainable businesses and this is possible if entrepreneurship education is fostered through learning and experience gained in running Bakalinska (2020) cited by Lilischkis et al (2021) stated that Ukraine adopted a new National Curriculum for Secondary Education. It includes a section on the competency potential of each subject area, including entrepreneurship. This means that teachers of every subject have a general guideline on how they can develop entrepreneurship competence in their lessons and school based activities including school income generating activities. This suggest that school based income generating activities are expected to foster entrepreneurship education.

Lilischkis et al (2021) stated that in Belgium Vlajo is a key organisation working on entrepreneurial education in Flanders, Belgium. It supports and trains teachers in their delivery of Entrepreneurship Education. Currently, Vlajo is creating a digital assessment tool for teachers and students, closely based on EntreComp. This tool will allow students to self-assess their own entrepreneurial competences teachers to assess the entrepreneurial competences of students in their delivery of entrepreneurial education. Vlajo to demonstrate and recognize the impact of the related program

Lilischkis et al (2021) also stated that in 2019, the Flemish Community of Belgium also introduced a new curriculum for Entrepreneurship Education at school. A

Guide to Fostering Entrepreneurship Education of 2021 states that school can involve parents in primary and lower secondary EE activities, Parents can bring in practical projects from their workplace, they are normally satisfied with the practical ways of how their children learn in EE.

However, the parents' generation may want to become more familiar with the learning-by-doing approach of EE, the learning process and its assessment.

The European Commission report on fostering entrepreneurship education of 2021 page 15 has it that, The Finland curricula emphasizes the complex outcomes of a learning process that is the learners' knowledge, skills and attitudes – rather than mainly focusing on what students are expected to learn in terms of traditionally defined subject content. "Students are not compared with each other. Instead, teachers guide them to reflect on their own learning against the objectives. The teachers help the students understand the objectives and recognize their own strengths and development needs. The teachers provide opportunities to develop student's skills for self-assessment and peer-assessment so that they can both give and receive constructive feedback." This has worked fairly well for elective courses on higher education level, but is more problematic when infusing entrepreneurship into primary and secondary levels of education for all students.

This has prompted the researcher to study the available entrepreneurial experience that is already there in schools and how it can be expanded to its full potential.

The European Union EntreComp report of 2018 page 3 has it that Education in entrepreneurship has not only economic, but also social implications to equip young people with skills, to educate them to be active in business in order to shape reality by using their own hands and brains. One can deduce from this report that entrepreneurship education is not limited to financial benefits but also cultural and social. Educational entrepreneurship has not only economic, but also social implications that is, to equip young people with skills, to educate them to be active in business in order to shape reality by using their own hands and brains, this is essential to ensure the wealth and well-being of a society in the long run

The European Union EntreComp report of 2018 page 3 defines Entrepreneurship education as "the capacity to act upon opportunities and ideas, and transform

them into value for others. The value that is created can be financial, cultural or social." This brings the idea that when we talk of entrepreneurship the financial facet is just a part of it. Although this financial part as it is the most relevant area of study when it comes to income generating projects in schools the researcher will also look at other values created by entrepreneurship education through income generating projects in schools that are that are non- financial.

A study in Toronto by Sinay (2018) states that "Teachers can play a significant part in nurturing students' creativity and innovation and their importance of employing innovative teaching to increase students' creativity.

Creativity and innovation seem to be present in schools therefore one can safely say that it cannot be limited to innovation hubs in Universities therefore the researcher found it is vital to assess the impact of entrepreneurial biased activities in primary and secondary schools towards fostering entrepreneurship education. The UNESCO institute of statistics of June 2022 stated that globally about 102 % of children are enrolled to start the education cycle at primary level globally 65% make it to a secondary school and 52% of the 65% make it to High school then 40% of the 52% make it to the tertiary institutions giving 13.5% of learners that make it to the Universities and of those that make it to the University only less than about 5 % manage to show-case their innovations through the innovation hubs available and can be exposed to recognized innovations through innovation hubs. This shows that if creativity and innovation that gives birth to entrepreneurship is to be fostered it should be concentrated in primary and secondary schools hence the study of school income generating project fostering entrepreneurship education in schools.

UNESCO report of June 2022 states, about 102 % of global children are enrolled to start the education cycle then and are allowed to show-case their innovations through problem-solving, communication, collaboration, creativity, and critical thinking through education combined experiential learning, competence building and, most importantly, a mindset shift. it is for all levels of education, at all ages: from kindergarten via primary and secondary school to vocational, higher education than to wait for the few that would have made it to university to solve the global problems through innovation.

Operations have it that UNICEF launched an initiative called Giga, which aimed at connecting every school in the world to the Internet. Giga explored different methods to potentially empower communities with open-source digital public goods. Some of these digital public goods can be DeFi services. UNICEF and Block chain at Berkeley were interested in seeing how schools could be positioned to become economic hubs for their communities using DeFi. Block chain at Berkeley created a mobile application called Satchel. Satchel is looking to use DeFi to enable communities around schools to pool money together and earn income for their community. Satchel allows people in a community around a school to pool money together, which can be lent out to earn interest. The interest generated can then be used to improve the community and school while also providing income for the lender (e.g., parents, teachers, etc. The team at Blockchain at Berkeley started off by looking at a set of problems that were common in emerging markets. In some of the countries that the team looked at, they noticed that salaries were losing value over time due to inflation.

Lasway, M. M. (2019) is of the idea that “Entrepreneurship education does not only help to promote students’ entrepreneurial intention, but also helps develop an entrepreneurial way of thinking and cultivates skills; additionally, it plays an important role in promoting the growth of human capital Furthermore, entrepreneurship education is the driving force that promotes the development of entrepreneurial ability, which helps in improving individual’s entrepreneurial competitiveness the study suggest that, compared to their peers, EE alumni are at lower risk of unemployment, they earn more and are more often in leadership positions.

A study in Nigeria by Sheu-Usman Oladipo Akanbi at the University of Ilorin in 2015 it was found out that, Entrepreneurship is the vehicle that drives creativity and innovation Entrepreneurship Education is a product of Creativity and Innovation this is supported 2015 at it was in a study conducted by. Innovation creates new demand and entrepreneurship brings the innovation to the market. Innovation is the successful development of competitive edge and as such, is the key to entrepreneurship. Creativity and Innovation are at the heart of the spirit of enterprise”

In Tanzania's context, Mwashinga (2019) conducted a study on the contribution of

school- income-generating projects in financing public secondary schools' activities in Rungwe district Mbeya region. The study aimed at exploring the number of School-Income Generating Projects (SIGPs) that contribute to school budgets and examine the challenges facing SIGPs and their possible remedies in public secondary schools in the Rungwe district The study findings discovered lack of capital and lack of entrepreneurship knowledge among other barriers to success.

In Kenya Nyangaresi et al. (2016) and Victor (2017) reported that school Income generating is highly faced with challenges of insufficient physical facilities for their operations and lack of financial management skills among personnel.

Their findings also suggested that Income Generating Activities in schools in Zimbabwe and Kenya are highly challenged by political uncertainty, and limited entrepreneurship skills among institution staff members.

The Mokoro report 2021 has it that 83% of rural schools in Zimbabwe are funded by UNICEF annually and part of the fund is used for income generating projects which means about 83% of these schools carry out income generating project and this makes them a perfect region to study this topic. The researcher would like to study the impact of these projects towards fostering entrepreneurship education to both learners and teachers in Makonde rural schools.

1.2 STATEMENT OF THE RESEARCH PROBLEM

Due to the National Youth Empowerment drive in Zimbabwe youths in Makonde rural are assessing loans to do income generating projects basing their project operations experience on previous knowledge gained from school income generating activities done at their previous schools. Mubaiwa (2013) states that most of those school leavers who get loans from banks fail to service their loans due to various reasons. Therefore it triggers this impact study of schools income generating projects on Entrepreneurship Education, seeking to establish the nature of rural school income generating projects on entrepreneurship education, finding out the possible reasons that hinder the success of both entrepreneurship education and school income generating activities as well as possible solutions to these problems.

1.3 RESEARCH OBJECTIVES

MAIN RESEARCH OBJECTIVE

1.3.1.1 To establish the current nature of rural school projects on rural school entrepreneurship education

OTHER OBJECTIVES

1.3.1.2 To find out the reasons that hinder fostering of entrepreneurship education by rural schools doing income generating projects.

1.3.1.3 To determine the entrepreneurial experience gained of school leavers in carrying out income generating projects.

1.3.1.4 To proffer possible solutions to the problem of fostering entrepreneurship education in schools.

1.4 RESEARCH QUESTIONS

MAIN RESEARCH QUESTION

1.4.1 What is the current nature of school projects on rural school entrepreneurship education?

OTHER RESEARCH QUESTIONS

1.4.2 What are the reasons that hinder fostering of entrepreneurship education by rural schools doing income generating project?

1.4.3 What entrepreneurial experience did the school leavers gain from carrying out income generating projects at schools that help them in carrying out their own income generating projects after leaving school?

1.4.4 What may be the possible solutions to the problem of fostering entrepreneurship education in schools?

1.5 HYPOTHESIS

1.5.1 H_0 There is no significant statistical relationship between schools income generating projects and Rural Schools Entrepreneurship Education.

1.5.2 H_1 There is significant statistical relationship between schools income generating projects have an impact on Entrepreneurship Education in Rural Schools

1.6 RESEARCH ASSUMPTIONS

The research is based on the assumption that:-

1.6.1 Schools under study will continue to carry out income generating projects for the study period

1.6.2 The status quo in schools would not change during period under study

1.6.3 School leavers in Makonde are going to give accurate information pertaining businesses that are being pursued soon after leaving their schools.

1.6.4 The Ministry of Primary and Secondary Education will Grant authority to the researcher to carry out the study and also Community leadership will allow the researcher to carry out the studies without interference.

1.7 JUSTIFICATION OF THE STUDY

Although school income generating projects are being done by almost all learners at school level in Makonde the adequacy of experiences gained from them still need to be revisited. On the other hand The Zimbabwean Ministry Of Youth through the Youth Bank is encouraging youth to apply for loans and carry out income generating projects to ease the problem of unemployment. Mubaiwa (2013) found that (78%)of the youth had not received any business or technical skills training prior to receiving the youth loans and all the youth felt deliberate skills training would improve their chances to succeed in business she also found that (6%) young people had a business mentor. Bere (2019:5) argues that in the "Zimbabwean context, the word entrepreneur is used so broadly that it includes everyone who has an income generating project, no matter how small. While being called an entrepreneur is a great thing, at the economic level, it is a grossly misleading and unproductive to put people who are not real entrepreneurs into the bracket of entrepreneurs. Even some business owners which successful businesses must not be called entrepreneurs unless they fit the group of real entrepreneurs in the way they think, their mind-sets, their philosophy, their mission,

their purpose, what drives them in business, their life style, their main focus in business and their life trajectories. In other words and by exclusion" In other words according to Bere school income generating projects may fall short when it comes to real entrepreneurship yet they are the main sources of entrepreneurship competencies in schools.

Johansen (2014:2) states that" entrepreneurship education in secondary schools serves a triple purpose vis-à-vis former research on entrepreneurship education. The first point is the need for more studies on entrepreneurship in upper secondary school. These are the driving force of this dissertation seeks to assess the Impact rural schools' income generating projects on Entrepreneurship Education, Whether the activities being done in caring out the projects can be safely said to be positively impacting entrepreneurship education.

1.8 PURPOSE OF THE STUDY

This study assesses the impact of schools' income generating projects on entrepreneurship education. It also spells out the current nature of school projects on rural school entrepreneurship education and how they can be improved.

1.9 SIGNIFICANCE OF THE STUDY

This section aims at revealing the importance of this inquiry to theory and academia. How this study is going to contribute to entrepreneurship education and school income generating projects given the new are of free education that is being advocated for in the year 2023 in Zimbabwe.

1.9.1 SIGNIFICANCE TO THEORY

Bere (2019:5) argues against calling a person doing an income generating project, no matter how small, an entrepreneur he challenges that it is grossly misleading and unproductive. He reiterates that it is putting people who are not real

entrepreneurs into the bracket of entrepreneurs. Even some business owners with successful businesses must not be called entrepreneurs unless they fit the group of real entrepreneurs in the way they think, their mind-sets, their philosophy, their mission, their purpose, what drives them in business, their life style, their main focus in business and their life trajectories. In other words according to Bere (2019) a mere school income generating projects may fall short when it comes to real entrepreneurship yet they are the main sources of entrepreneurship competencies in schools. This is why the researcher seeks to study the impact of these income generating projects, their contribution to entrepreneurship education.

1.9.2 SIGNIFICANCE TO ACADEMIA

There is need for further research in the area of entrepreneurship education. This study will add to the academic field of entrepreneurship education. Lilischkis et al (2021:18) gave the view that "Entrepreneurship education is a young field – in Europe, it is only a few decades old. Hence, it does not yet have a differentiated base of knowledge and methods like long-established fields such as medicine or engineering. Significant research still needs to be done to build such a base and understanding regarding to different types such as sustainable, social or digital entrepreneurship and teaching. Moreover, there is a need for research about differentiated entrepreneurship education methods and impacts as well as policy approaches to foster. This could address the large group of students who do not yet take part in entrepreneurship education and would greatly support European, national, and local policy agendas related to the green and digital transitions.

This research also benefits Zimbabwe as it has introduced the competency based curriculum which is entrepreneurial biased and also is looking forward to commercialization of schools in 2023.

1.9.3 EMPIRICAL SIGNIFICANCE

A study by Ayina and Kasujja (2020) in Uganda investigated the influence of school -based Income Generating. The study findings revealed that IGAs are useful sources of additional income for the schools' activities. The study recommendations enriched the current study, to widen the scope and concentrate on aspects of Income Generating Activities that impact on entrepreneurship

education. The current study, therefore, investigated the impact of schools income generating projects on Entrepreneurship Education. It seeks to establish the nature of rural school income generating projects on entrepreneurship education, finding out the possible reasons that hinder their success as well as possible solutions to these problems. The study is related to studies by Malusu and Mkulu (2020) who realized that even school administrators and teachers lack supportive entrepreneurial skills that may bring innovations to school-based IGAs in fulfilling their school strategic plans .Its findings imposed the challenges that are of concern to this study in disclosing the close relationship between the establishment of the Income Generating Activities and students' entrepreneurial skills acquisition. Therefore the researcher would like to verify skills that school leaver's display that can be attributed to the income generating activities they carried out at school.

1.9.4 SIGNIFICANCE TO PRACTICE

The researcher would like to bring out these possible causes of failure and also possible solutions to make entrepreneurship education a success. The commercialization of schools and free fees education initiated in the MOPSE 2023 blue print will also be enhanced by the study. Fees-Free Education (FFE) provides the chance for all children to have equal access to basic education regardless of their social-economic backgrounds Nakula & Mathews (2019), Msuya (2022). It is trite Zimbabwe is advocating for Free Fees Education in 2023 basing on income generating projects in schools; this makes this study vital because for a decade UNICEF has been funding some of these projects and an evaluation of their contribution towards entrepreneurship education will bring a road map for future progress.

Entrepreneurship education has been an area of study in the higher education setting in Zimbabwe. The study will help to reveal the need to amend the curriculum so that entrepreneurship education is started from the kindergarten level to the tertiary institutions including practical solutions to caring out businesses both in the short run at school and in the long run after school.

1.10 LIMITATIONS

Heads of school may not be at liberty to release information due to fear of being wrongly quoted and attract audit. Assurance will be given to sample schools that information provided will not be used for any other purpose except for the research Financial constraints may hinder the data collection in Makonde Rural. The Schools are located in remote rural areas where transport is not easily accessed and very expensive however the researcher is going to use electronic media more in data collection.

The political atmosphere may not be very conducive for an anonymous person to move around interviewing Heads of schools and schools leavers and school children. The researcher shall notify the community leadership before starting the exercise enlightening them on her intentions seeking permission to carry out the study.

1.11 DELIMITATIONS

This research is confined to Makonde district of Mashonaland West in Zimbabwe was most rural schools are carrying out income generating projects.

1.12 RESEARCH ASSUMPTIONS

This research is based on the assumption that permission will be granted by the Ministry of Primary and Secondary Education to carry out the studies in their schools and also that the community and schools under study will give accurate information.

1.13 STRUCTURE OF THE STUDY

The design involved concurrent collection of quantitative data. Makonde district has 105 schools and 87 % of them are rural schools. The study comprised of 10 secondary 10 primary schools from the District selected through stratification that ensured representativeness of all characteristics of interest. A total sample of 65 respondents containing teachers, 20 school heads of schools obtained through a stratified random sampling technique while 20 school leavers exposed to income generating projects at school and another 20 school leavers not exposed to income generating projects at school.

Five Education Officers were included in the study sample. Information for this study was collected using questionnaires and interviews for the heads of schools, teachers, and students and Education officers and research experts in the Ministry of Primary and Secondary Education in Makonde District determined the content validity.

1.14 CHAPTER SUMMARY

This chapter gave the background to the study which clarified what prompted the writer to choose this topic. It also gave the statement of the research problem which helped the reader to identify the area of focus for the research. Research objectives clarifying the purpose of the research as well as the research questions were also given. The hypothesis and the null hypothesis and research assumptions were also highlighted. A justification and purpose of the study as well as the significance of the study and limitations of the study were clarified. Finally this chapter summary summarizing all items contained in this chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews literature related to income generating projects in schools as well as entrepreneurship education. It is aimed at seeing what other scholars have discussed at the global level and at regional levels. It examines the literature available on the income generating projects in schools, their impact towards contributions in fostering entrepreneurship education. It unpacks the theoretical framework; theories and models related to the research study and expose their strengths and weaknesses. It also explains the Implications of the theories and models to the current research as well as the research Gap in literature including criticism of empirical studies done by other scholars and their implications to the current research. Finally it gives a conceptual framework and the chapter summary this chapter reviews literature related to income generating projects in schools as well as entrepreneurship education. It is aimed at seeing what other scholars have discussed at the global level and at regional levels. It examines the literature available on the income generating projects in schools, their impact towards contributions in fostering entrepreneurship education. It unpacks the theoretical framework; theories and models related to the research study and expose their strengths and weaknesses. It also explains the Implications of the theories and models to the current research as well as the research Gap in literature including criticism of empirical studies done by other scholars and their implications to the current research. Finally it gives a conceptual framework and the chapter summary

2.2PURPOSE OF LITERATURE REVIEW

O'Gorman and Macintosh (2015:6) state that "The primary purpose of a traditional or narrative literature review is to analyse and summaries a body of literature. This is achieved by presenting a comprehensive background of the literature within the interested topic to highlight new research streams, identify gaps or recognize inconsistencies. This type of literature review can help in refining, focusing and shaping research questions as well developing theoretical and conceptual frameworks"

The researcher seeks to establish the comprehensive background of the impact of

schools income generating projects on Entrepreneurship Education revealing nature of rural school income generating projects on entrepreneurship education, finding out the possible reasons that hinder their success as well as possible solutions to these problems.

These previous studies revealed the existing knowledge about schools income generating projects and also expose the gap in literature that the researcher can fill.

2.3 THEORETICAL FRAME WORK

Penaluna (2021) state that entrepreneurship education is a global issue which is the fastest-growing subject, and has the ability to link current business practices with academic theory. Ratten & Usmanij (2021) found that preference for self-employment is an indicator that the students need entrepreneurship education and skills to enter the economic competitive world. In China Wei et al. (2019) indicated that entrepreneurship education has an influence on the students' innovation. In Malaysia, a study by Ahmad et al. (2020) showed that when students are subjected to work-based learning in elementary schools they are motivated by their environments and engage in problem-solving skills that make the students self equipped with personal employment. Paradoxically, findings by Nwabam et al. (2018) depict that despite the presence of entrepreneurship education programs in Nigeria and some other African countries, the systems suffer from inadequately trained instructors and insufficient instructional materials. The entrepreneurship curriculum does not support relevant sustainable development and may not fully equip students with adequate knowledge resources and skills to establish their own businesses. In connection to that, Du Toit and Gaotlhobogwe (2018) in Botswana found that support and develop entrepreneurship content while the curricula do not include explicit entrepreneurship content nor pedagogical guidance to support teachers. Various theories and models have been propounded about entrepreneurship but the researcher is more interested in theories that influence school income generating projects and entrepreneurship education. As the researcher seeks examine the theories related to the impact of school income generating projects on rural school entrepreneurship education. On whether the activities being done in carrying out the projects can be safely said to be positively

impacting entrepreneurship education various scholars have similar and different views on the subject. Bere (2019:5) argues that, “In the Zimbabwean context, the word entrepreneur is used so broadly that it includes everyone who has an income generating project, no matter how small. While being called an entrepreneur is a great thing, at the economic level, it is a grossly misleading and unproductive to put people who are not real entrepreneurs into the bracket of entrepreneurs” In other words his views prompt the investigation of the impact of school income generating projects when it comes to real entrepreneurship.

2.3.1 THEORIES RELATED TO SCHOOLS INCOME GENERATING PROJECTS

When searching for related literature to verify the impact of school generating project the researcher found related theories and models that can explain the philosophy surrounding school income generating projects and entrepreneurship education.

2.3.1.1 THE THEORY OF THE OPPORTUNISTIC ENTREPRENEUR

This theory was propounded by Robert Cressy in 1992. He found that opportunism allows the individual to receive a continuous sequence of projects in each of which he makes a decision to invest or not. Important features of the decision analyzed are that acceptance or rejection of projects has possible costs as well as returns and also that there is a scope for learning which products to accept on the basis of past experience of successes and failures.

This theory seems realistic in terms of the project receiving part and the opportunity cost of engaging in the project as well as the application of past experience in decision making. It is trite that an opportunity should be measured in terms of advantages and disadvantages as the theory suggest. The theory suggest that Individuals are likely to engage in businesses they are familiar with because opportunities are measured using past experience.

In school income generating projects it is common to find the same type of business over and over again not only because they are basing on past experience but they have already set up the infrastructure which is capital investment towards a certain type of project and it is not easy to change overnight because of the costs involved. Brilliant idea may come but they may not be supported by initial

capital investment in terms of infrastructure. On the other hand school leavers who got the exposure of the school income generating project are likely to pursue that same project because it is where their experience is centered and this agrees with Cressy 1992.

Although Cressy 1992 came up with the theory which argues that opportunities come by the researcher would like to argue that opportunities are sought or created if one is a true entrepreneur.

2.3.1.2 RESOURCES DEPENDENCY THEORY

The Resource Dependency Theory (RDT) was reviewed by Odundo and Rambo (2013) in Kenya. The study was conducted to determine the resources added by school income generating projects on the financial performance of public secondary schools especially the statement of financial position. It was concluded that, schools engaging in income generating projects are different from those that are not doing income generating projects in terms of enrolment, annual income and no of paid workers. The study recommended the need to have a framework that guides schools income generating projects for them to be standardized. It also advocated for training programs for schools and the engagement of business managers to advise schools on income generating projects. They also found that public secondary schools that had income generating projects and got complementary income from external sources to ensure their survival, in terms of financial, physical or information were depended on the external sources of resources. The Theory noted that there were disadvantages of getting external funding to carry out school income generating projects in terms of flexibility on the choice of the income generating project and the methods which denies creativity.

This theory only covered the part of funding of the projects and benefits schools get from carrying out income generating projects. It ignored the entrepreneurial education benefits that the students get from these projects which are non-financial and May not very significant in the short run but become very significant

in the long run. Therefore the researcher found it necessary to establish the current nature of rural school projects on rural school entrepreneurship education.

Most school income generating projects are sponsored by donors who prescribe the type of projects to be carried out by schools. These types of income generating projects are prescribed and this hinders creativity and innovation. When the prescribed income generating activity is carried out in the prescribed way it may not expose the learners to real situations they are likely to face when they choose to carry out the income generating project on their own therefore hindering fostering of entrepreneurship education

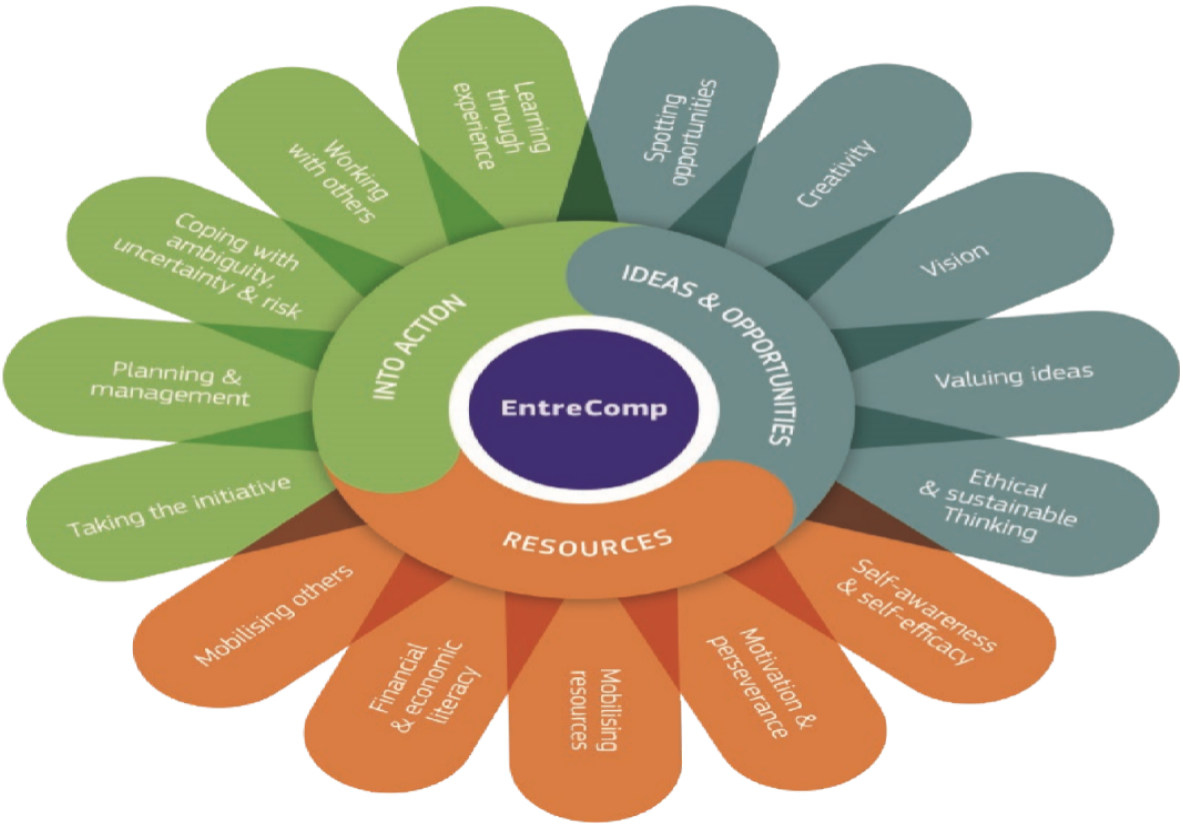
2.3.2 THEORIES ON ENTREPRENERSHIP EDUCATION

In this section the researcher is going to concentrate on theories, frameworks and models that are related to entrepreneurship education.

2.3.2.1 THE ENTRECOMP FRAMEWORK

McCallum et al (2018:12) defines entrepreneurship as “Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial. EntreComp recognizes the opportunity to be entrepreneurial in any situation: from school curriculum to innovating in the workplace, from community initiatives to applied learning at university”

They came up with 15 entrepreneurship competences that make someone entrepreneurial. These can then be used to support entrepreneurial learning in different settings – this may include civil society, companies, education, youth work, communities, start-ups and among individuals. These are outlined it what



they called the EntreComp in figure 2.1.

Figure 2.1 The Entrecomp Framework

Source: McCallum E, Weicht, R .McMullan ,L and Price A (2018)
Luxembourg: Publications Office of the European Union

The EntreComp is made up of 3 competence areas: Ideas & opportunities, Resources, and Into Action. Each area contains 5 competences, and together these make up the 15 competences that individuals use to discover and act upon opportunities and ideas. There is no single core competence in EntreComp and the competences are of equal importance McCallum et al (2018)

This is a current wave of entrepreneurship framework development that has attracted a lot of interest in the European countries for example the EntreComp

Europe is a COSME-funded project with partners in Belgium, Italy, Spain, Moldova, and Turkey with the goal of creating national and regional EntreComp communities and exploring how EntreComp can be used in youth work, education, employment and enterprise McCallum et al (2018).

EntreComp is the European framework identifies transversal competences that define an entrepreneurial mindset and that can be used to support entrepreneurial learning in different settings – for example corporates, SMES and start-ups, civil society, social economy, education, youth work, but also within the community and, more broadly, as individual and citizens. Entrepreneurship competences are increasingly recognized as competences for life, relevant to personal development and fulfillment, finding and progressing in employment, as well as initiating new ventures ranging from community campaigns, social enterprises to new start-up businesses

Whilst focusing on the development of competences through the actual creation of entrepreneurial value, EntreComp breaks down the boundaries between education, work and civic engagement. In this respect, the EntreComp is transversal to formal, non-formal and informal learning contexts and applies equally to education and training systems from primary to vocational education and training and to non-structured learning contexts including civil society, communities, youth work, start-ups and existing organisation such as corporations, non-governmental organisations or public administrations.

The EntreComp Framework is broken down into 3 competence areas, 15 competences, 60 threads, 8 progression levels, totaling 442 learning outcomes. By following the specific learning outcomes, not only can you spot your current strengths and weaknesses, but also find what you need to take it to the next level, or of course how to guide the communities and individuals you work with on their entrepreneurial journey.

This shows that a mere school based project leaves a lot of competences untouched according to the EntreComp framework there are 442 possible learning outcomes that stem from the 60 threads emanating from the 15 competences available on the framework. A school based income generating project becomes

too shallow to bring all these competences on board.

Bere (2019:6) agrees to this when he stated that people who own small, income generating projects for the purpose of generating enough income to mean survival needs must not be called entrepreneurs Even not all big business owners must be called entrepreneurs without sufficient evidence that they are real entrepreneurs and not non-entrepreneur business owners

It has too many learning outcomes 442 is too big a number that it becomes very difficult for it to be administered at school level, although the author argues that it can be administered at any level if education.

The competences are argued of equal importance but the researcher would like to bring the idea that spotting opportunities as the key competence will determine the success of all other competences.

The researcher would like to argue that the EntreComp concentrates on the economic benefits of entrepreneurship yet entrepreneurship has a lot of outcomes for example cultural and social, environmental, technological benefits.

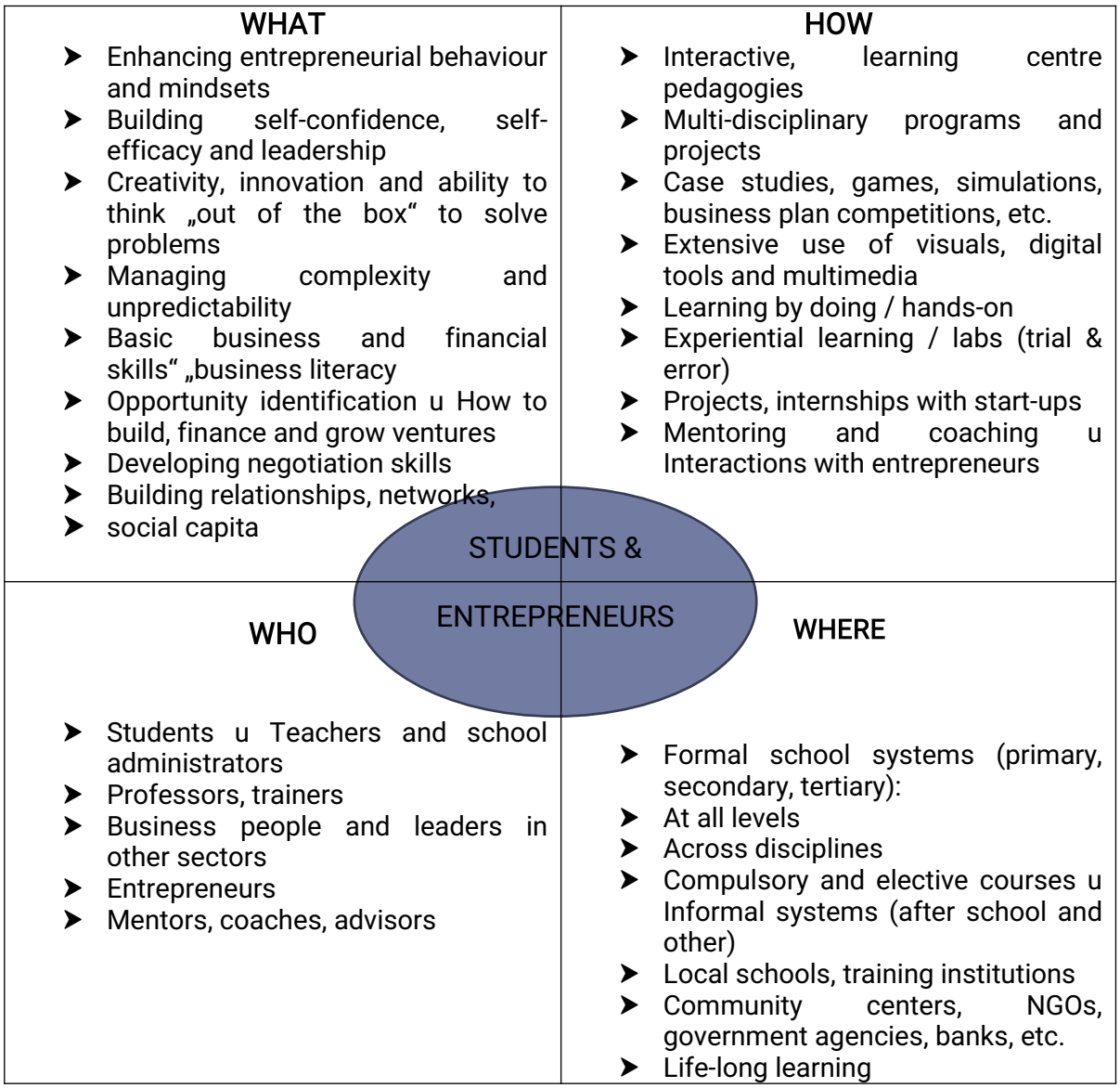
2.3.2.2 THE MODEL OF TEACHING ENTREPRENEURSHIP

Volkmann et al (2009:11) outlined some of the key areas in terms of what, how, where and who to teach entrepreneurship, to maximize the learning of the participants illustrated below in figure 2.2.

Figure 2.2 The Model of teaching entrepreneurship

Volkmann Ch., Wilson K.E., Mariotti S., Rabuzzi D., Vyakarnam S.andSepulveda A. (2009).
Educating the Next Wave of Entrepreneurs: World Economic Forum. UK

Volkmann concentrated on how to administer entrepreneurship to learners.



The whole process of imparting entrepreneurial knowledge is explained whilst the action plan of practising entrepreneurship is given less significance. It is the practising of entrepreneurship that brings value to ideas brought by innovation and creativity in schools

income generating projects learners naturally mentoring is the most commonly used teaching method. All the four aspects of this model are satisfied in an effort

to strengthen the entrepreneurial competencies of the leaner.

Lasway, M. M. (2019) is of the idea that “Entrepreneurship education not only helps to promote students’ entrepreneurial intention, but also helps develop an entrepreneurial way of thinking and cultivates skills; additionally, it plays an important role in promoting the

growth of human capital Furthermore, entrepreneurship education is the driving force that promotes the development of entrepreneurial ability, which helps in improving individual’s entrepreneurial competitiveness. Entrepreneurial intention is the subjective state of mind of potential entrepreneurs that determines whether to engage in entrepreneurial activities; it is also the willingness of individuals towards entrepreneurial behaviour such as starting a new business or becoming an entrepreneur”. Schumpeter states that, the main objective behind

them to earn profits, by way of searching for new raw materials, new sources, new machinery, production of new products, new methods of production, new workers, and providing consumer satisfaction. He also states that when an input is not used effectively the difference between the actual output and the maximum output attributable to that input is measure of Degree of X—Efficiency. The researcher equates this to opportunity cost of unused Capital.

2.3.2.3 THE ENTREPRENEURSHIP TRAINING FRAMEWORK

Valerio et al 2014 distinguished entrepreneurship educating from entrepreneurship training as shown in figure 2.3

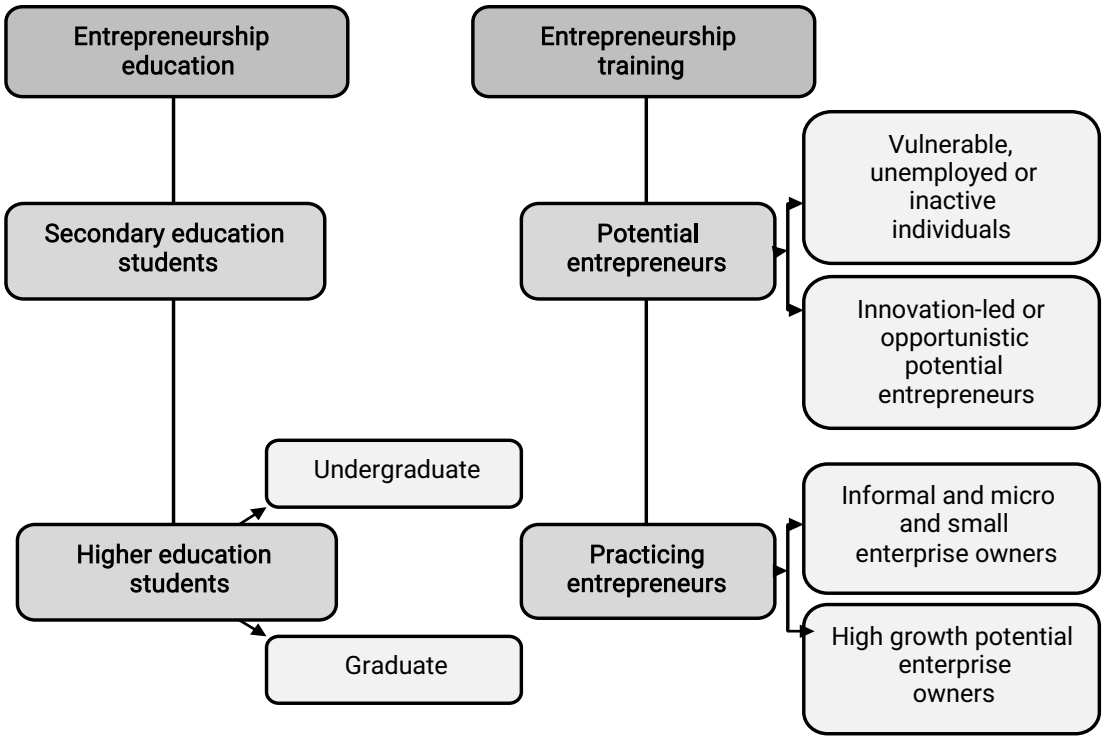


Figure 2.3 The Entrepreneurship Training Framework

Source: Valerio A., Parton B. & Robb A. (2014).
Entrepreneurship Education and Training Programs around the World - Dimensions for Success.
Washington, DC: World Bank

He separated entrepreneurship education from entrepreneurship training in terms of beneficiaries.
His theory attributed entrepreneurship education to school based children and higher education students whilst entrepreneurship training is attributed to potential and practising entrepreneurs.

One may argue that potential entrepreneurs cannot be classified under vulnerable unemployed inactive persons and opportunistic entrepreneurs only. Bere (2019) argued that it is important to distinguish between survivalist income generators, non-entrepreneur business people and real entrepreneurs, he also argued on the dangers of calling everyone who can start an income generating project or venture an entrepreneur.

On practising entrepreneurs he also clearly distinguished between business owners and entrepreneurs in the following five points raised in his article on page 7

“Business owners and income generating project owners because of their psychology, theory and mind set, cannot do what entrepreneurs do

- Business owners are important in keeping an economy running, entrepreneurs are critical for economic growth
- Entrepreneurs change economies, business owners and income generators do not change economies unless they convert to entrepreneurs.
- Entrepreneurs create new original value business owners duplicate and distribute existing value”

Whilst Valerio (2014) advocated for entrepreneurship education in schools the practice is being left for practising entrepreneurs but the researcher is arguing that even the learners are also practising entrepreneurs although they still need to learn a lot.

2.3.2.3 THE THREE LEVELS OF MEASURING IMPACT OF ENTREPRENEURSHIP EDUCATION

Volkmann 2009 came up with 3 levels of entrepreneurship education. He argued that the first level is for the individual's cognitive development towards entrepreneurship orientation which can be affected by attitudes and beliefs towards entrepreneurship and self-employment. The second level is already university oriented where the individual is expected to participate in departmental programs. The final stage is when jobs are created and is the final output measure of success. As illustrated in Figure 2.4

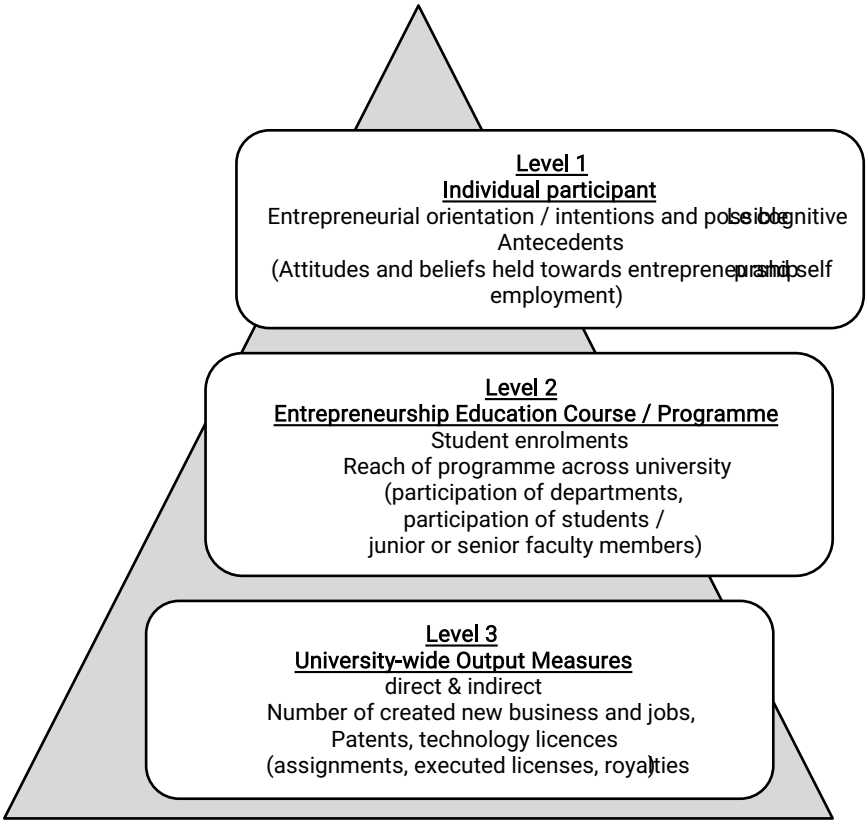


Figure 2.4 The Three Levels Of Measuring Impact Of Entrepreneurship Education

Source:Volkmann Ch., Wilson K.E., Mariotti S., Rabuzzi D., Vyakarnam S. and Sepulveda A. (2009*). Educating the Next Wave of Entrepreneurs.* World Economic Forum UK

Whilst Volkmann et al are centralizing entrepreneurship to universities; the researcher would like to argue that universities are not monopolies of entrepreneurship. Since entrepreneurship is based on creativity and innovation it is inborn and can also be developed through enhanced problem solving skills.

Entrepreneurship can be evident at any stage of human development can also be exposed by the activities presented to an individual for example the income generating projects in school under study. These can give the reader a chance to measure the impact of entrepreneurship education in all school learning stages.

2.4 GAP IN LITERATURE

Most studies on school income generating activities concentrated on how these projects can become more viable. However this study focuses on the non economic value of schools income generating projects which is its impact on entrepreneurship education.. This study therefore; sought to fill in the gap that remained for many years by finding out the contribution of school based income generating projects. Johansen (2014:2) states that “Entrepreneurship education in secondary schools serves a triple purpose vis-à-vis former research on entrepreneurship education. The first point is the need for more studies on entrepreneurship in upper secondary school.” This is the driving force of this dissertation evaluating the Impact of Rural Schools’ Income Generating Projects on Entrepreneurship Education. A lot has been written about tertiary institutions’ entrepreneurship programs but when it comes to rural schools it is still a hazy area of study which needs to be pursed. This is important because learners from ECD to the University level have some degree of creativity which can be turned into value if entrepreneurship education is fostered. Therefore by mapping this new scholarly territory researcher would like to bridge the evaluation gap entrepreneurial activities in rural schools to see whether they are exhausting the possible entrepreneurial facets of education that can be exposed to learners, this defines the researcher’s area of study

2.5 EMPIRICAL FRAMEWORK

Other scholars have already carried out related researches that are presented in this section as empirical evidence.

2.5.1 THE INNOVATIVE TRAINING ITINERARY FRAME WORK

Pardo-García and Barac (2020) founded the innovative training itinerary Frame work called the “Entrepreneurship Action Plan 2020”, it focused on three main actions, where promotion of entrepreneurship in schools was the first of them.

They showed that entrepreneurship can be learnt and has a positive impact.

In fact, 15% to 20% of young people who go through entrepreneurial programs started companies in three to five years after leaving school; otherwise, without the programs, the percentage decreases to 3% or 5%. Students obtained the entrepreneurship competences related to employability skills i.e., innovative thinking, teamwork, problem solving, empathy and ability to build relationships as well as communication.

The study did not spell out the activities that enhance entrepreneurial education to foster the idea characteristics of an entrepreneur and the researcher seeks to bring out these activities that are exposed to school children through income generating activities. Furthermore it did not mention anything about the rural learning institutions Therefore the writer investigates the rural school situation.

2.5.2 INFLUENCE OF SCHOOL-BASED IGAS ON FINANCING UNIVERSAL PRIMARY EDUCATION (UPE)

A study by Ayina and Kasujja (2020) in Uganda investigated the influence of school -based Income Generating. The study findings revealed that these are useful sources of additional income for the schools' activities. The study enriched the current study, to widen the scope and concentrate on aspects of Income Generating Activities that impact on entrepreneurship education. The current study, therefore, investigates the impact of schools income generating projects on Entrepreneurship Education. It seeks to establish the nature of rural school income generating projects on entrepreneurship education, finding out the possible reasons that hinder their success as well as possible solutions to these problems.. The study is related to studies by Malusu and Mkulu (2020) who realized that even school administrators and teachers lack supportive entrepreneurial skills that may bring innovations to school-based IGAs in fulfilling their school strategic plans .Its findings imposed the challenges that are of concern to this study in disclosing the close relationship between the establishment of the Income Generating Activities and students' entrepreneurial skills acquisition. Therefore the researcher would like to verify skills that school leaver's display that can be attributed to the income generating activities they carried out at school. Atherton et al (2011) state that "rural entrepreneurship plays a key role in harnessing innovation, maintaining and

developing communities, providing job opportunities and moderating the relationship between farming, land-use, community and economic development" This seem to be an area with very few scientific studies that the researcher found it necessary to add on to the academic literature in this area.

Pardo-García and Barac (2020) found that an innovative training itinerary is an opportunity to develop students' creativity and entrepreneurship to create something from zero, being proactive, and help in solving a need that exists in the society. The methodologies used to measure the efficiency of entrepreneurial education programs are mainly focused on these three areas: entrepreneurial intention, entrepreneurial activity, and acquired skills. Empirical studies have also found that there is a significant relationship between students' behaviour and students' access to entrepreneurship education. Students who have received entrepreneurship education are better at taking risks. Pardo-García and Barac (2020) found that an innovative training itinerary Frame work called the "Entrepreneurship Action Plan 2020", it focused on three main actions, where promotion of entrepreneurship in schools was one of them. They showed that entrepreneurship can be learnt in and it has schools a positive impact. In fact, 15% to 20% of young people who go through entrepreneurial programs that help them develop skills, knowledge, and attitudes start companies in three to five years after leaving school; otherwise, without the programs, the percentage decreases to 3% or 5%. This program has been running successfully since 2014 and offers the students of this university the opportunity to present their innovative ideas for entrepreneurship and self-employment with the lemma. This also makes the researcher seeks to prove the impact of school based income generating activities towards fostering entrepreneurship.

A study by Ayina and Kasujja (2020) in Uganda investigated the influence of school -based IGAs on financing Universal Primary Education (UPE). Their study findings revealed that IGAs are useful sources of additional income for the schools' activities. The study recommendations enriched the current study, to widen the scope and concentrate on aspects of IGAs that are of stimulating to students in enacting induced entrepreneurial skills. The presence of IGAs in secondary school is expected to enhance the advancement of students' entrepreneurship skills. The

study concluded that effective management of the school-based IGAs relies on stakeholders' involvement. The study agrees with Malusu and Mkulu (2020) who realized that even school administrators and teachers lack supportive entrepreneurial skills that may bring innovations to school-based IGAs in fulfilling their school strategic plans.

The findings impose the challenges that were of concern to this study in disclosing the close relationship between the establishment of the IGAs and students' entrepreneurial skills acquisition. Burnette et al., (2020) found that entrepreneurial self-efficacy can explain the relationship between perceived formal education, entrepreneurial experience, and entrepreneurial mindset following the rapid spread of (Entrepreneurship Education Training) EET programs.

2.6 CONCEPTUAL FRAMEWORK

In clarifying the philosophy behind the problem under study the researcher came up with Fig 2.5 which is titled the impact of experiences in school income generating projects towards entrepreneurship as the conceptual framework of the study. Learners acquire a lot of entrepreneurial competences that are useful in fostering entrepreneurship. If the Learners' acquire certain skills in school income generating projects it will determine the entrepreneurial competencies to be developed for problem solving and employment creation later in life. Figure 2.5 illustrates the conceptual framework.

.INDEPENDENT VARIABLE

DEPENDENT VARIABLE

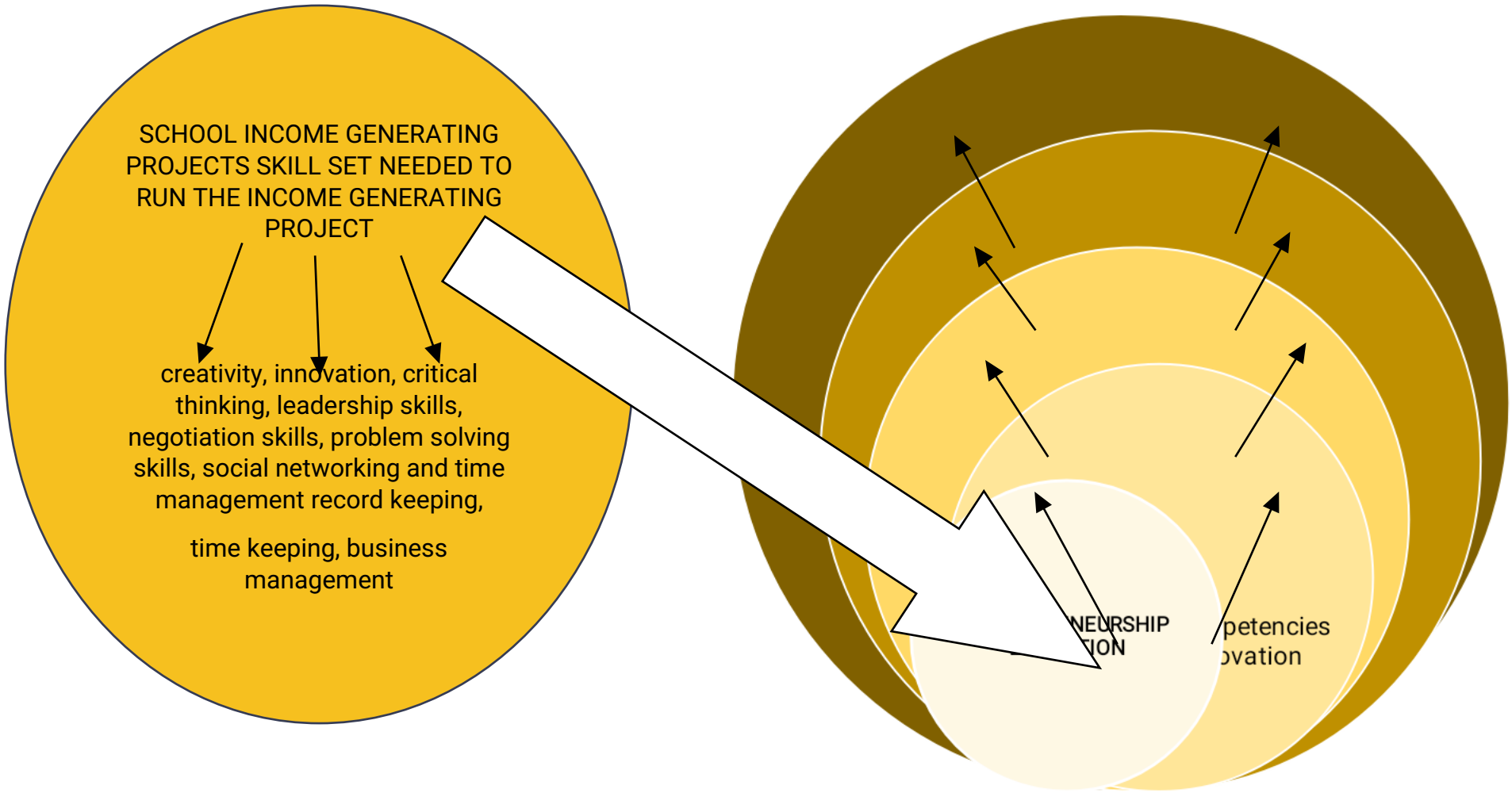


Figure 2.5 The expected Impact Of Experiences In School Income Generating Projects Towards Entrepreneurship Education
Source :Researchers Model 2022

The researcher came up with this conceptual framework to explain probable relationship between school income generating projects and entrepreneurship education. She seeks to find out the impact of the learning experiences encompassed in the independent variable towards entrepreneurship education, since entrepreneurship is said to be an evolving process according to a Santini (2021)

The researcher seeks to find out some insights that help in building the foundation of entrepreneurship among learners which in turn will help to alleviate the unemployment crisis in most countries. Bere (2019:3) agrees to this when he stated that "the state of an economy is directly related to the state of entrepreneurship in that economy. In Malaysia, a study by Ahmad et al. (2020) indicated that when students are subjected to work-based learning in elementary schools they are motivated by their environments and engage in problem-solving skills that make the students self-equipped with personal employment skills. He indicated that engaging students with school-based income-generating activities in their school settings equip them with practical entrepreneurial skills. Entrepreneurship is one of the most important activity through which economic wealth is created. Entrepreneurship has the capacity to dramatically change the economy and solve the most significant economic challenges most nations face. The researcher is in agreement and would like to inquire into the possible ways of fostering entrepreneurship education in all levels of education.

2.7 CHAPTER SUMMARY

This section of the study allowed the researcher to familiarize with the current state of knowledge about the topic ensuring that the researcher is not repeating what others have already done, to identify gaps in knowledge and unresolved problems that the research can address, developing a theoretical framework and methodology providing an overview of the key findings and debates on the topic. It showed the researcher how her work relates to existing research and what new insights it will contribute, performing a critical analysis of the subject giving an independent opinion on the topic However there is need to have o framework of why, how and which data is to be collected to conclude on the hypothesis raised in the study and the next chapter is responsible for that.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on crafting ways of collecting data to give answers to research questions as well as proving the hypotheses about income generating projects and entrepreneurship education. It will give the researcher the prescription on how to collect data, the instruments to be used as well as the target population to be studied Conclusions are going to be drawn from the data analyzed and are to be matched with detailed findings The chapter intends to spell out the methodology adopted by the researcher to assess the impact of school income generating projects on entrepreneurship education based on pragmatism it is going to use the deductive approach of research sequence. Questionnaires and surveys are going to be the main research tools Findings from the impact study will be presented to the Stakeholders. The presentations allowed key stakeholders to validate and verify initial findings and also comment on an initial set of recommendations.

3.2 APPROACH AND SAMPLING PROCEDURES

This study adopted a deductive approach to an investigative enquiry, which is a process by which we arrive at a reasoned conclusion by logical generalization of a known fact. It is trite that income generating projects in Zimbabwean schools are construed to be a competent source of entrepreneurship education. Although some traces of entrepreneurial skills are evident in the projects it is vital to measure their effectiveness towards entrepreneurship education hence the impact assessment. According to Kothari (2004) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. The research is inclined towards positivism although some traces of interpretive are evident in the data collection process. The researcher selected the respondents using stratified random sampling technique. According to Kothari (2004) Stratified random sampling is unbiased. It is a sampling method of grouping heterogeneous population into homogeneous subsets then making a selection within the individual subset to ensure representativeness. The primary aim is to achieve the desired representation from various sub-groups in the population. In the stratified

random sampling technique subjects are selected in such a way that the existing sub-groups in the population are more or less represented in the sample. This study used simple random sampling to pick the respondents in each stratum.

3.4 TARGET POPULATION AND SAMPLE SIZE

A target population is defined as a group, which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). The target population consisted of 135 Primary and secondary schools in Makonde District the sample frame is concentrating on schools doing income generating projects twelve (12) primary schools and eight (8) secondary school Heads in Makonde Rural are going to be randomly selected According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population. Out of the 135 schools in Makonde district the researcher randomly selected 20 schools 12 being Primary Schools and 8 being secondary schools. The proportion is not according to the number of primary and secondary schools because Primary schools dominate Makonde rural district being a total of 92 schools out of 135 the researcher found that the information from School Heads was going to be biased towards the experience of primary schools. Only 5 schools inspectors were sampled because they constitute the total number of schools inspectors in Makonde Rural. The 20 school leavers who were exposed to school income generating projects and 20 school leavers who were not exposed to school income generating projects were also sampled from the sample frame. This was to measure the impact of the exposure to those exposed compared to those who were not exposed to school income generating projects.

3.5 STRATEGY AND RESEARCH INSTRUMENTS

The researcher designed questionnaires that covered all the research objectives and used some of them as interviews guides and others as questionnaires to collect data. Wiersema (2009) agrees that quantitative data for research can be collected using questionnaires. Questionnaires were used to obtain information from School Heads, Schools inspectors and the two types of school leavers who were exposed to income generating projects at school and those who never did any income generating project at school. The choice of a research strategy was be

guided by the research objectives and questions, the extent of existing knowledge, the amount of time and other resources the researcher had at her disposal. A few challenges were faced while administering the questionnaires. Other respondents were so busy to complete the questionnaires that they preferred the researcher to read the questionnaires to them and they would respond orally whilst the researcher captured their responses.

Some electronically sent questionnaires did not reach the respondents on time due to network challenges again the researcher had to make a telephone interview to some of respondents for them to give answers to the questions. The interviews gave the researcher the chance to solve the problem of respondents rate of questionnaire return and it stood at 98% as she managed to interview those who could not return questionnaires.

3.6 VALIDITY OF THE INSTRUMENTS

Mugenda and Mugenda (2003) state that validity is that quality of a data gathering in an instrument or procedure that enables it to measure what it is supposed to measure. The researcher checked the questionnaire content validity using research objectives and research questions checked for their representation on the questionnaire, the research instruments were also checked by the supervisor. To ensure reliability the research instruments were pilot tested to check if respondents were going to understand the wording and they were adjusted to suite the objectives of the research. A pre-testing was done at Cotswold Primary School, Silverhills Primary, Cotswold Secondary School and Sikona Primary all these schools are in Makonde District. These schools were chosen by the researcher because of their proximity and because they have existing income generating projects some schools with income generating project to make sure research instrument are valid and can yield results.

3.7 DATA COLLECTION PROCEDURES

The researcher sought permission from the Ministry of Primary and Secondary Education at Mashonaland West Provincial Office to carry out the research in their schools Appendix 7.A Questionnaires were administered to Headmasters, School leavers exposed to income generating projects Appendix 2 and , School leavers

not exposed to income generating projects Appendix 4 and School inspectors Appendix 3. Since authority was granted by the Provincial office all District inspectors and school Heads were very cooperative. Appointments were made prior to the researchers' visit to administer the questionnaire.

3.8 ETHICAL CONSIDERATIONS

To ensure ethical concerns were taken care of the researcher booked and visited the respondents privately to ensure the confidentiality of the information they were giving was taken care of. The personal identity of the respondents was protected.

Their documents that they use for school project processes were not being published. Only important information was used for data analysis

3.9 DATA ANALYSIS AND PRESENTATION

Data collected using questionnaires then presented using tallies and score sheets and tables.bar graphs and line graphs were used to illustrate the findings. Interpretation of the data will be determined by a two sided hypothesis test that is going to be carried out by the researcher. This either nullifies or upholds the hypothesis and determines whether a significant relationship existed between the independent and dependent variables, multiple regression analysis is going to be used. Likewise, the coefficient of determination was utilized to test how much degree of the relationship existed between variables

3.10 RESEARCH METHODOLOGY LIMITATIONS

The collection of data was subject the availability and willingness of respondents to cooperate in releasing the information to be used in the research. However the researcher encouraged the respondents to cooperate and assure them of confidentiality of their responses. Most respondents found it time consuming to respond to questions however the researcher booked them and was flexible to change the data collection procedure from handing over the questionnaire to the respondent for him or her to answer to caring out an interview she could find the most appropriate method according to each respondent.

3.11 RECOMMENDATIONS FOR IMPROVEMENT

There is need for the researcher to administer online questionnaires that can be sent electronically. This will be cheaper and the respondents will respond at their convenience targeting the deadline.

3.12 HYPOTHESIS TESTING

The study involves independent variables such as income generating projects in schools and the dependent variable which is entrepreneurship education that can measured by various indicators that show the presence of entrepreneurship fostered The null hypotheses that was tested reads: H_0. There is a significant relationship between school income generating projects and entrepreneurship education as well as H_1. There is no significant relationship between income generating projects and entrepreneurship.

It was tested at 5% significance level to see if the school income generating projects have an impact on entrepreneurship education in rural schools in Makonde District. The researcher used the information from score sheets from school leavers who were exposed to income generating projects and those not exposed to income generating projects. The average total score per individual was used to calculate the level of significance.

3.13 CHAPTER SUMMARY

This chapter focused on crafting ways of collecting data to give answers to research questions as well as proving the hypotheses about income generating projects and entrepreneurship education. It gave the researcher the prescription on how to collect data, the instruments to be used as well as the target population to be studied. The next chapter presents the findings and analysis of the information gathered by the researcher using the administered instruments.

CHAPTER FOUR: PRESENTATION OF FINDINGS, ANALYSIS, INTERPRETATIONS AND DISCUSSION

4.1 INTRODUCTION

This section of the research is responsible for presenting the research findings. It analyses the response rate, present the demographics in the findings presents instrument validity as well as the findings of the research. It is in this chapter were the researcher accepts or rejects the hypotheses depending on the findings of the research. An overall discussion of findings is also given and a chapter summary is also outlined.

4.2 PURPOSE OF DATA PRESENTATION

This is a very important section of the study since it brings to paper the information that was collected, analysing it and comparing it with similar previous studies that were carried out by other researchers. The way the data is presented may affect the way it is interpreted. The way it is interpreted also affects the way it is analyzed therefore the researcher takes extra caution in presenting the data collected for the study. It is also vital because it proves the hypotheses in a scientific way that conclusions are drawn from informed decisions.

4.3 ANALYSIS OF RESPONSE RATE

The response rate of subjects under study was excellent as the researcher managed to have almost100% response rate from most of her strata. The table 4.1 illustrates the response rate of the subjects under study.

Table 4.1 The Response Rate Of The Subjects Under Study

Respondent group	Questionnaires administered	Questionnaires responded to	Variance	Percentage responseRate
School Heads	20	20	0	100%
School Inspectors	5	5	0	100%
School leavers exposed to income generating projects still doing some income generating projects	20	19	1	95%
School leavers not exposed to income generating projects at school but doing income generating projects	20	19	1	95%

Source: Returned Questionnaires from the respondents 2022

Most of the respondents managed to respond to the questionnaires. However 2 respondents out of the 65 respondents failed to respond giving an average rate of 97% response rate. Asterio et al (2016) who carried out at similar study in Philippines had a 100% response rate. They attributed their success to proximity because they carried the study at the same University. The researcher also found that School Heads and Schools' Inspectors gave a 100% response rate which is may also imply that professionals respond without much difficulty.

4.4 PRESENTATION OF RESPONDENTS DEMOGRAPHICS

Table 4.2 below presents the demographic data of school heads under this study.

Table 4.2 Demographic Information For School Heads

AGE					YEARS AT THE SCHOOL		
	20-30	31-40	41-50	51 and above	0-5	6-10	11-15
Primary :Male	0	2	6	0	4	3	1
Female	0	1	3	0	2	2	0
Secondary: Male	0	1	2	1	1	2	1
Female	0	0	3	1	3	1	0

Source: Questionnaires administered to School Heads 2022

Figure 4.1 below illustrates the demographic information for School Heads

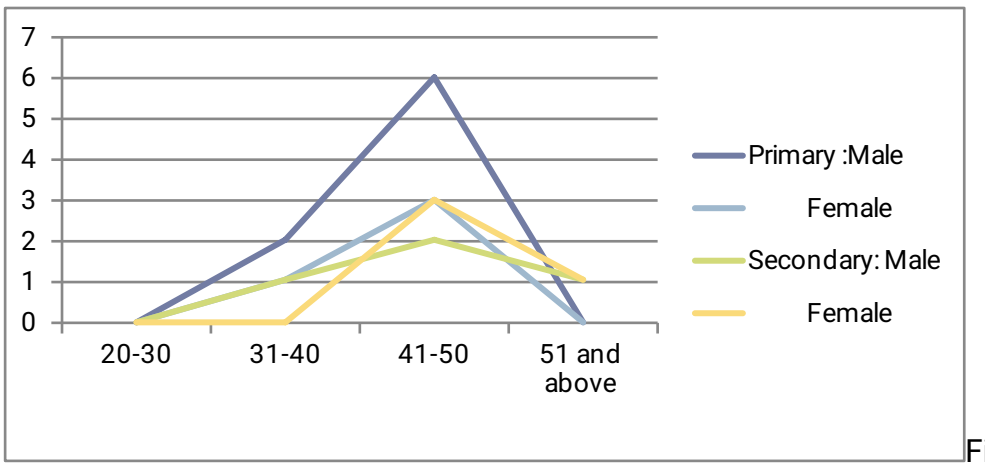


Figure 4.1 Demographic Information For School Heads

Source: Questionnaires administered to School Heads 2022

Table 4.1 and fig 4.1 have the same information. The Fig4.1 was used to give the pattern of the respondents age at a glance for ease of analysis The researcher found that the age of school heads is represented by almost normal distribution curves although they are a bit positively skewed the average age of these respondents is +/- 40 years which is ideal in terms of maturity when it comes to chronological age.70% of the school Heads under study are between 40 and 50 years and this may also resemble maturity.

Table 4.3 School Inspectors' Age And Experience

GENDER	AGE	AGE	EXPERIENCE IN YEARS		
	41-50	51 and above	0-5	6-10	11and Above
Male	2	1	1	1	1
Female	-	2	-	1	1

Source: Questionnaires administered to School Inspectors 2022

Again the schools inspectors are all above 40 years and 80% of them have more than 5 years experience in doing their work. This may imply that the information they presented is a result of experience. The demographic information proved that 60% of the school inspectors are male and 40% are female inspectors. Both Female inspectors have more than five years experience working as school inspectors.

4.5 EXPOSURE TO INCOME GENERATING PROJECTS VS CHOICE OF RESIDENCE

This section contains information from both school leavers exposed to income generating projects and those that were not exposed to income generating projects. It contains information gathered on their choice of residential location. Table 4.4 presents residential choices of school leavers exposed to income generating projects at school.

Table 4.4 School Leavers Exposed To Income Generating Projects At School And Their Choices Of Residential Location

GENDER	AGE		LOCATION			FORMER SCHOOL WHICH EXPOSED LEANER TO INCOME GENERATING PROJECTS									
	20-30	31-40	Mining	Old Boma	Land	Cotswol	Gambuli	Makopa	Inyati	Silverhill	Doma	Gudubu	Greenfie	Two	Sikona
Male	7	2	5	2	3	2	1	1	2	1	-	1	1	-	1
Female	3	7	1	4	5	1	1	1	-	2	1	1	1	1	1

Source: Questionnaires administered to School leavers exposed to income generating projects 2022

The information presented in the table 4.4 above is illustrated in Figure 4.4 below.

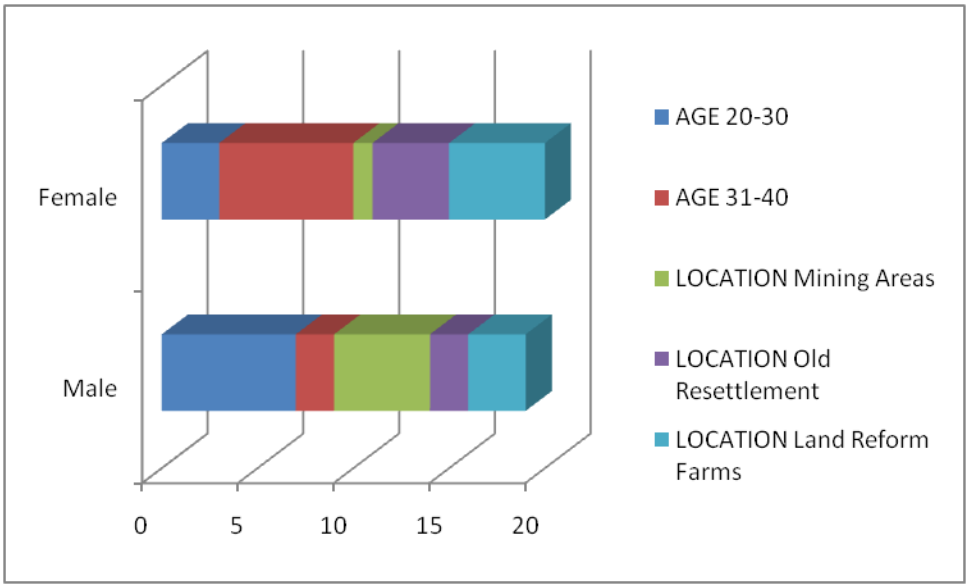


Figure 4.2 School Leavers Exposed To Income Generating Projects At School And Their Choices Of Residential Location

Source: Questionnaires administered to School Leavers exposed to income generating projects Heads 2022

The researcher found that school leavers who were exposed to income generating projects are less likely to stay in mining areas unlike their counterparts who were not exposed to income generating projects. This is illustrated by the Figure 4.3 and Figure 4.4 although they are exposed to schools in diverse places they end up in mining areas and Land reform farms more than any other location with male school leavers concentrating in mining areas than any other place of location. There are more males than female respondents in the mines. The modal age range of females caring out income generating projects is 31-40 whilst the modal age for males in the same category is 20-30. This may imply that females carry out income generating projects as they grow older.

The next table is Table 4.5 which presents information from school leavers not exposed to income generating projects. Their ages as well as choice of residential location.

Table 4.5 Residential Preferences For School Leavers Not Exposed To Income Generating Projects At School

GENDER	AGE		LOCATION		
	20-30	31-40	Mining Areas	Old Resettlement	Land Reform Farms
Male	6	4	8	1	1
Female	4	5	4	3	2

Source: Questionnaires administered to School leavers not exposed to income generating projects 2022

If compared to table 4.4 it is evident that school leavers not exposed to income generating projects are concentrated in mining areas. They are more responsive to illegal mining than any other income generating project may be because it is the easiest and readily available source of income

Figure 4.3 below presents the information in table 4.5. It gives a clear picture of the information at a glance for comparison purposes.

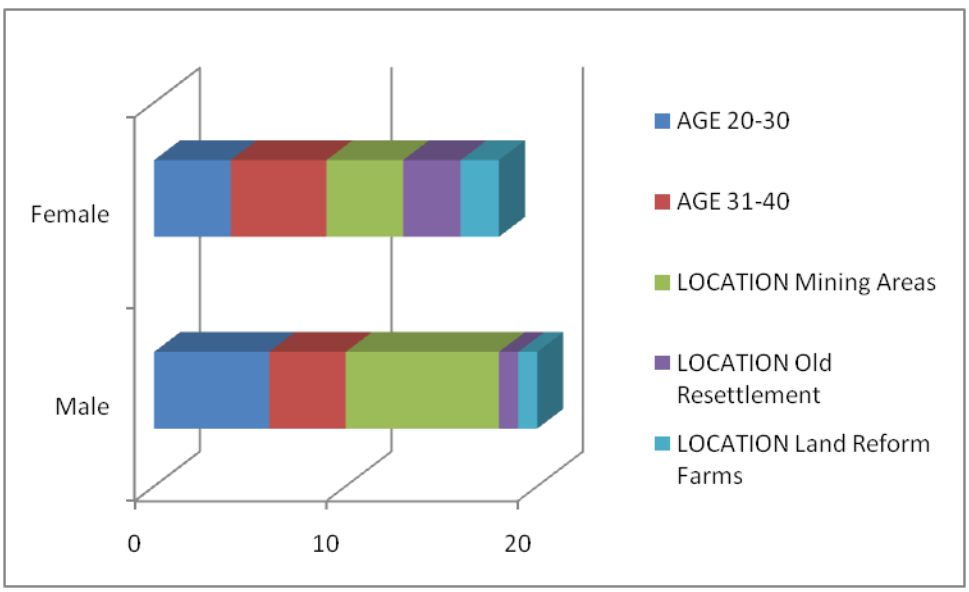


Figure 4.3 Residential Preferences For School Leavers Not Exposed To Income Generating Projects At School

Source: Questionnaires administered to School leavers not exposed to income generating projects 2022

Almost 50% school leavers not exposed to income generating projects are concentrated in mining areas. This may imply that their choice of income generation is limited due to lack of exposure to income generating projects.Again there are more female school leavers not exposed to income generating projects between 31-40 years caring out income generating projects. This is the same scenario with those who carried out income generating projects at school.Madonda et al. (2020) in Tanzania found that most the youths improved their income generating activities not only due to the credit they received from micro-finance but also due to participative induction of entrepreneurship programs provided by the institutions like schools through the establishment of projects. He also found that the establishment of projects in the school setting is a vital hidden curriculum for the students' attainment of entrepreneurship skills which they are used for self employment during and after school circle

4.6 NATURE OF INCOME GENERATING PROJECTS

The sample studied had homogeneous subjects under study but they vary in the state of the income generating project, its age, funding, and prescription of operations, percentage of participants, and the actual players on the ground that do daily operations. The table below illustrates the differences.

Table 4.6 Nature Of Income Generating Projects(IGPs)

TYPE OF SCHOOL	ON-GOING IGP	STOPPED IGP DUE TO HOLIDAYS	AGE OF IGP			DONOR FUNDED	PRESCRIPTION	PERCENTAGE OF PARTICIPANTS		WHO DOES THE DAILY OPERATIONS				
			0-5	6-10	11 & ABOVE			TEACHERS	LEARNERS	TEACHERS	PUPILS	TEACHERS AND PUPILS	EMPLOYEES AND PUPILS	EMPLOYEES
Primary	10	2	7	2	3	12	12	75%	85%	0	3	9	-	-
Secondary	6	2	6	2	-	8	8	20%	50%	0	1	4	0	3

Source: Questionnaires administered to School Heads 2022

These results prove a lack of participation in Secondary schools. Ayina and Kasujja (2020) in Uganda found that entrepreneurship competence skills of the head of schools motivate the teachers and students' involvement in the school-based income generating activities while money found from the project can be used to improve pupils and workers welfare through motivation. This can also be employed by School Heads in Makonde District to come up with vibrant projects.

4.7 RESULTS FROM ENTRECOMP SCORE SHEETS

This section presents results from the competence score sheets

4.7.1 TEACHERS' COMPETENCE SCORE SHEET

Table 4.7 contains scores were obtained from school heads who rated their school teachers against the EntreComp score sheet on a scale of 1-4.

Most teachers scored below 50% which implies that entrepreneurial competences are not very evident in the running of school income generating projects. The parameters below the figures were the criterion they rated against giving the picture of the level of entrepreneurship education in the sampled schools.

Table 4.7 Teachers Competence Sheet

SCHOOL No.	SCORE														AVEREGE
1	1	2	1	1	1	1	1	2	1	1	1	2	1	1	1.214286
2	3	1	1	1	1	3	3	1	1	1	3	1	1	1	1.571429
3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4	3	1	2	1	1	3	3	1	2	1	3	1	1	1	1.714286
5	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1.142857
6	2	2	1	1	1	2	2	2	1	1	2	2	1	1	1.5
7	1	1	1	2	2	1	1	1	1	2	1	1	2	2	1.357143
8	3	3	1	1	1	3	3	3	1	1	3	3	1	1	2
9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10	1	3	1	1	1	1	1	3	1	1	1	3	1	1	1.428571
11	3	2	2	2	2	3	3	2	2	2	3	2	2	2	2.285714
12	2	2	2	1	1	2	2	2	2	1	2	2	1	1	1.642857
13	2	1	1	1	1	2	2	1	1	1	2	1	1	1	1.285714
14	3	1	1	2	2	3	3	1	1	2	3	1	2	2	1.928571
15	3	2	1	1	1	3	3	2	1	1	3	2	1	1	1.785714
16	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1.142857
17	2	3	2	2	2	2	2	3	2	2	2	3	2	2	2.214286
18	1	3	1	1	1	1	1	3	1	1	1	3	1	1	1.428571
19	3	2	2	1	1	3	3	2	2	1	3	2	1	1	1.928571
20	1	1	1	2	2	1	1	1	1	2	1	1	2	2	1.357143
	Creativity	Vision	Valuing Ideas	Ethical and sustainable thinking	Self-awareness	Sustainable and self [illegible]	[illegible] and Perseverance	Mobilising resources	Financial and economic literacy	Taking initiative	Planning and management	Coping with ambiguity, uncertainty and risk	Working with others	Learning through experience	Spotting opportunities	1.646429

Source: Questionnaires administered to School Heads 2022

If a school was good at entrepreneurship education it was supposed to average above 3. In this case only 15% are average the 85% of school are below average implying a weak grasp of entrepreneurship education. This is in agreement with studies by Malusu and Mkulu (2020) who realized that even school administrators and teachers lack supportive entrepreneurial skills that may bring innovations to school-based IGAs in fulfilling their school strategic plans .Its findings imposed the challenges that are of concern to this study in disclosing the close relationship between the establishment of the Income Generating Activities and students' entrepreneurial skills acquisition.

4.7.2 LEARNER'S COMPETENCE SCORE SHEET

The learners had a different score sheet from the teachers and it seems their entrepreneurial experience is different from those of their teacher averaging 2.688889 which is above the mean value 2. This may be because learners will be acting on instruction when doing duties in income generating projects, whilst teachers are not compelled to participate in income generating projects at school. In Malaysia, a study by Ahmad et al. (2020) indicated that when students are subjected to work-based learning in elementary schools they are motivated by their environments and engage in problem-solving skills that make the students self-equipped.

Table 4.8 Learners' Competence Score Sheet

SCHOOL	SCORE									AVERAGE
1	2	3	2	2	2	2	2	3	2	2.222222
2	4	2	2	2	2	4	4	2	2	2.666667
3	3	3	3	3	3	3	3	3	3	3
4	4	2	3	2	2	4	4	2	3	2.888889
5	2	2	3	2	2	2	2	2	3	2.222222
6	3	3	2	2	2	3	3	3	2	2.555556
7	2	2	2	3	3	2	2	2	2	2.222222
8	4	4	2	2	2	4	4	4	2	3.111111
9	3	3	3	3	3	3	3	3	3	3
10	2	4	2	2	2	2	2	4	2	2.444444
11	4	3	3	3	3	4	4	3	3	3.333333
12	3	3	3	2	2	3	3	3	3	2.777778
13	3	2	2	2	2	3	3	2	2	2.333333
14	4	2	2	3	3	4	4	2	2	2.888889
15	4	3	2	2	2	4	4	3	2	2.888889
16	2	2	3	2	2	2	2	2	3	2.222222
17	3	4	3	3	3	3	3	4	3	3.222222
18	2	4	2	2	2	2	2	4	2	2.444444
19	4	3	3	2	2	4	4	3	3	3.111111
20	2	2	2	3	3	2	2	2	2	2.222222
	Social Networking	Time management	Creativity	Problem solving skills	Leadership skills	Record keeping	Persuasion skills	Negotiating skills	Timekeeping	TOTAL 53.77778 AVERAGE 2,688889

Source: Questionnaires administered to Learners2022

4.7.3 COMPETENCE SCORE SHEET FOR SCHOOL LEAVERS EXPOSED TO INCOME GENERATING PROJECTS AT SCHOOL

The table below presents entrecomp scores for school leavers exposed to income generating projects.

Table 4.9 Competence Score Sheet For School Leavers Exposed To Income Generating Projects At School

SCHOOL LEAVER #		SCORES														AVERAGE
1	N	1	2	1	1	1	1	1	2	1	1	1	2	1	1	1.214286
2	N	3	1	1	1	1	3	3	1	1	1	3	1	1	1	1.571429
3	Y	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4	N	3	1	2	1	1	3	3	1	2	1	3	1	1	1	1.714286
5	N	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1.142857
6	N	2	2	1	1	1	2	2	2	1	1	2	2	1	1	1.5
7	N	1	1	1	2	2	1	1	1	1	2	1	1	2	2	1.357143
8	Y	3	3	1	1	1	3	3	3	1	1	3	3	1	1	2
9	N	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10	N	1	3	1	1	1	1	1	3	1	1	1	3	1	1	1.428571
11	N	3	2	2	2	2	3	3	2	2	2	3	2	2	2	2.285714
12	N	2	2	2	1	1	2	2	2	2	1	2	2	1	1	1.642857
13	N	2	1	1	1	1	2	2	1	1	1	2	1	1	1	1.285714
14	Y	3	1	1	2	2	3	3	1	1	2	3	1	2	2	1.928571
15	N	3	2	1	1	1	3	3	2	1	1	3	2	1	1	1.785714
16	N	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1.142857
17	Y	2	3	2	2	2	2	2	3	2	2	2	3	2	2	2.214286
18	N	1	3	1	1	1	1	1	3	1	1	1	3	1	1	1.428571
19	N	3	2	2	1	1	3	3	2	2	1	3	2	1	1	1.928571
	Are you doing	Creativity	Vision	Valuing Ideas	Ethical and sustainable thinking	Self-	Motivation and	Mobilising	Financial and economic	Taking	Planning and management	Coping with ambiguity	Working with	Learning	Spotting opportunities	TOTAL 31.57143 AVERAGE 1.661654

Source: Questionnaires administered to School Leavers exposed to income generating projects 2022

The school leavers who were once exposed to income generating projects only 20% still do the income generating activity learnt at school. Implying that 80 % sample have started new income generating projects different from what they learnt at school. They scored a collective average of 1.61654 with is less than the average of 2 on the score

This may suggest that they abandoned the projects done at school because may not be lucrative.A study by Kipkoech (2018) in Kenya which revealed that the students missed the four important skills considered vital for successful management of the income-generating project including financial management, human resources management, project planning, and monitoring and evaluation, which were not put into practice in school. These reasons may attribute to the abandonment of ideas from schools income generating projects done at school.

4.7.8 COMPETENCE SCORE SHEET FOR SCHOOL LEAVERS NOT EXPOSED TO INCOME GENERATING PROJECTS AT SCHOOL

Table 4.10 Competence Score Sheet For School Leavers Not Exposed To Income Generating Projects At School

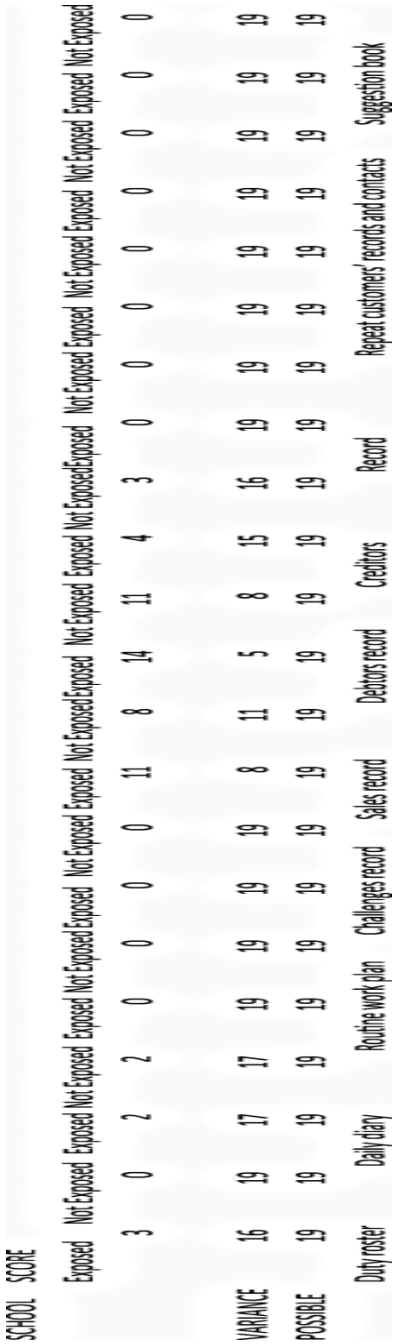
SCHOOL LEAVER #	SCORES														
1	1	2	1	1	1	1	1	1	1	1	1	2	3	2	1.357143
2	3	1	3	1	1	3	3	1	1	1	1	1	3	1	1.714286
3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2.071429
4	3	1	2	1	1	3	3	1	2	1	1	1	3	3	1.857143
5	1	1	2	1	1	1	1	1	2	1	1	1	2	2	1.285714
6	2	2	1	1	1	2	2	2	1	1	2	2	3	3	1.785714
7	3	1	3	2	2	1	1	1	1	2	1	1	2	2	1.642857
8	3	3	1	1	1	3	3	1	1	1	3	3	3	3	2.142857
9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1.285714
11	3	2	2	2	2	3	3	1	2	2	3	2	2	2	2.214286
12	2	2	2	1	1	2	2	2	2	1	2	2	3	3	1.928571
13	2	1	3	1	1	2	2	1	1	1	2	1	1	1	1.428571
14	3	1	1	2	2	3	3	1	1	2	1	1	2	2	1.785714
15	3	2	3	1	1	3	3	2	1	1	1	2	3	1	1.928571
16	3	1	2	1	1	1	1	1	2	1	1	1	1	3	1.428571
17	2	3	2	2	2	2	2	1	2	2	2	3	2	2	2.071429
18	3	3	1	1	1	1	1	1	1	1	1	3	3	1	1.571429
19	3	2	2	1	1	3	3	1	2	1	1	2	3	3	2
	Creativity	Vision	Valuing	Ethical and sustainable	Self-	Motivation	Mobilising	Financial	Taking	Planning	Coping with	Working	Learning	Spotting	TOTAL SCORE 33.5 AVERAGE 1.763158

Source: Questionnaires administered to School leavers not exposed to income generating projects 2022

School leavers who were never exposed to income generating projects at school scored higher that those exposed implying that they may have experienced entrepreneurship education naturally without any prescriptions

4.8 RECORD KEEPING – SCHOOL LEAVERS

Table 4.11 Record Keeping For School Leavers Both Exposed To Income Generating Projects And Not Exposed.



SCHOOL	SCORE																													
	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed	Exposed	Not Exposed
	3	0	2	2	0	0	0	0	0	11	8	14	11	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VARIANCE	16	19	17	17	19	19	19	19	19	8	11	5	8	15	16	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
POSSIBLE	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
	Duty roster		Daily diary		Routine work plan		Challenges record		Sales record		Debtors record		Creditors		Record		Repeat customers' records and contacts		Suggestion book											

Source: Questionnaires administered to School leavers exposed and not exposed to income generating projects 2022

The information gathered showed that record keeping is not very common to both types of school leavers. Although traces of record keeping are evident in the group that once did income generating projects at school. Their figures show that the most commonly kept records are debtors' records and creditors' records. The rest of the records are not common among the school leavers. Burnette et al., (2020) found that the entrepreneurial experience of learners has got an influence in their entrepreneurial self-efficacy can explain the relationship between perceived formal education, entrepreneurial experience, and entrepreneurial mindset. This can be the reason why these school leavers are not very keen to keep all the records. They may be basing on past experience from school as it is also evident that the schools do not have all the records

4.9 CHALLENGES FACED BY SCHOOLS IN CARRYING OUT INCOME GENERATING PROJECTS – HEADMASTERS' VIEW

The table 4.12 and the illustrations below show that schools have financial literacy, capital, market, continuity and infrastructure problems amoung the most common problems in caring out income generating projects. This may hinder the success of fostering entrepreneurship education. Labour is the most commonly available resource.

Table 4.12 Challenges Faced By Schools In Carrying Out Income Generating Projects

CHALLENGE	SCHOOLS WITH CHALLENGES	SCHOOLS WITHOUT CHALLENGES
1. Capital	16	4
2. Infrastructure	13	7
3. Market	15	5
4. Labour	2	18
5. Do-r Prescriptions	10	10
6. Sustainability	6	14
7. Lack of community support	11	9
8. Continuity	14	6
9. Information	13	7
10. Financial literacy	18	2
11. Experience	9	11

Source: Questionnaires administered to School Heads 2022

Figure 4.4 illustrates the challenges schools are facing in caring out income generating projects. The major problem is Financial literacy followed by capital and then market. Labour and sustainability proved to be minor problems when compared to infrastructure and continuity.

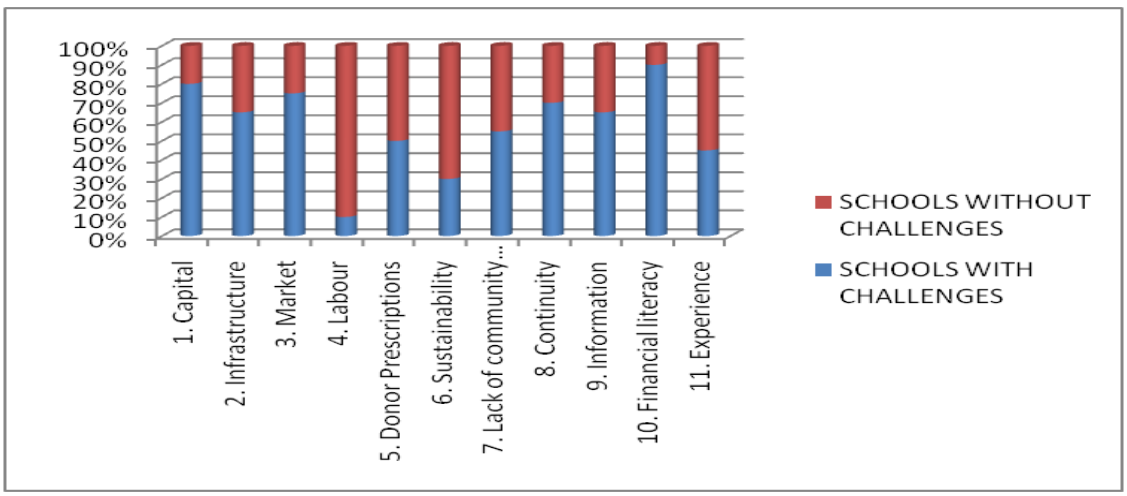


Figure 4.4 Challenges Faced By Schools In Carrying Out Income Generating Projects

Source: Questionnaires administered to School Heads 2022

Figure 4.5 illustrates what figure 4.6 to give a clear picture of the scenario at a glance.

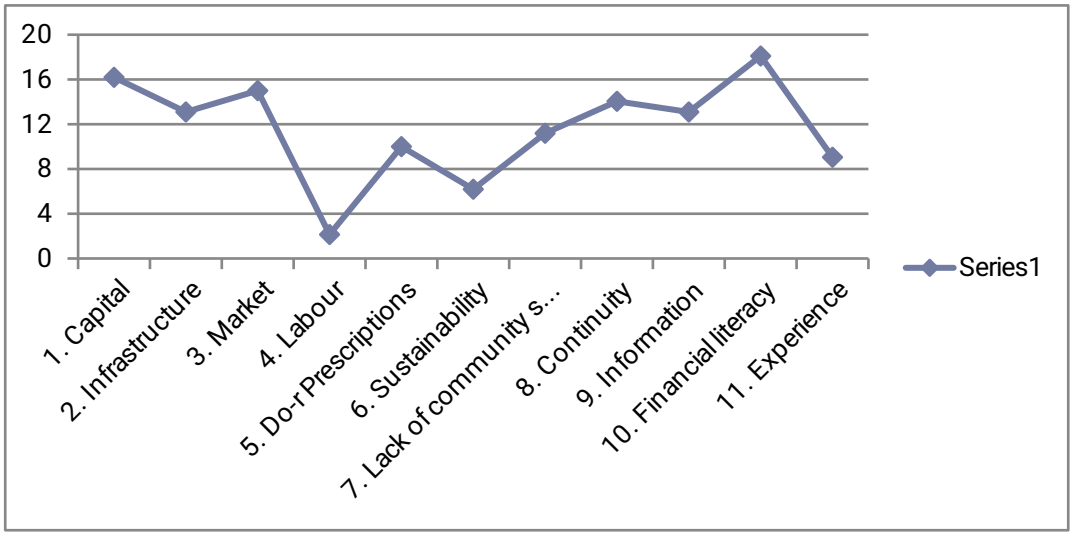


Figure 4.5 Challenges Faced By Schools In Carrying Out Income Generating Projects Source: Questionnaires administered to School Heads 2022

In Makonde District schools have 90% lacking financial literacy, 80% of schools lack capital, 75% have marketing challenges ,70% continuity challenges and 65% have infrastructure problems. These are amoung the most common problems in caring out income generating projects in Makonde District..

This is similar to Mas et al. (2020) who listed the challenges of limited financial support, limited marketing and limited land as affecting school-based projects. All these problems add up to capital, in another study compatibly, the inadequacy of water were the findings of the studies by Lasway (2019) amoung identified problems.

The researcher discovered that lack of Capital can hinder the progress of income generating projects in schools. However If entrepreneurship education is fostered, The learner will be able to Identify opportunities that arise and may not be hindered by Capital since the environment and available resources will be the main source of capital.

4.10 SCHOOLS RECORD KEEPING IN TERMS OF AVAILABLE BOOKS

The mostly commonly available records in schools are the duty roaster, creditors and debtors' record and the sales records. This is similar to records found in individual school leavers' businesses the difference is mainly on the duty roaster which not common among the school leavers' record. Maybe because most school leavers are sole traders.

Table 4.13 Schools Record Keeping In Terms Of Available Books

RECORD	AVAILABLE	NOT AVAILABLE
Duty roster	18	2
Daily diary	4	16
Routine work plan	1	19
Challenges record	0	20
Sales record	20	0
Debtors record	20	0
Creditors record	20	0
Repeat Customers' record and contacts	0	20
Complaints book	2	18
Suggestion books	0	20

Source: Questionnaires administered to School Heads 2022

Findings show that records are not being properly kept by the schools. Most schools concentrated on Debtors records, creditors', records, sales records and the duty roaster. Books like the routine work plan and the daily diary are not common yet they are vital in planning the daily operations of the school income generating.

Figure 4.6 below show schools record keeping in terms of available books

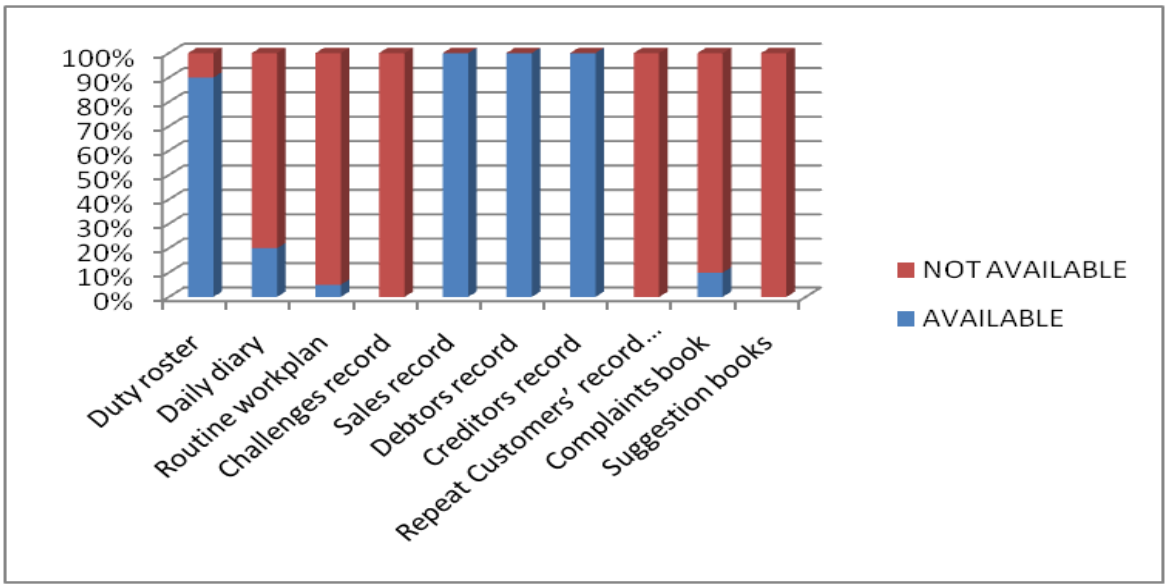


Figure 4.6. Schools Record Keeping In Terms Of Available Books

Source: Questionnaires administered to School Heads 2022

The findings prove inadequate knowledge the administration of schools income generating projects among teachers and school heads in primary and secondary schools in Makonde District. These finding are similar to the study by Amos et al. (2021) in Tanzania, who found that Heads of schools and teachers have little knowledge of school-based finance. This implies that they have insufficient knowledge of the implementation and sustainability of schools income generating projects

4.11 INFORMATION ON NATURE OF INCOME GENERATING PROJECTS IN SCHOOLS IN MAKONDE DISTRICT – SCHOOL INSPECTORS

Table 4.14 presents information on the nature of income generating projects in schools in Makonde District – school inspectors

Table 4.14 Information On Nature Of Income Generating Projects In Schools In Makonde District – School Inspectors

LEVEL	- OF SCHOOLS	AVAILABILITY OF INCOME PROJECTS	PROJECTS PRESCRIPTION	MONITORING TOOLS	STAFF DEVELOPMENT PROGRAM	ANNUAL REPORTS ON IGP	EVALUATION TOOLS	SCHOOLS DOING THEIR BEST
PRIMARY	92	50%	0%	40%	20%	50%	80%	40%
SECONDARY	43	50%	0%	30%	20%	10%	20%	10%

Source: Questionnaires administered to School Inspectors

The schools inspectors showed that they do not prescribe income generating projects for their schools. Although staff development sessions were few evaluation tools seem to be in place with the primary schools being more compliant than secondary schools. This may explain why most donor funded income generating projects are targeting primary schools in Makonde District. It may be because o their compliance to reporting. The outcome here implies that they are more compliant that Secondary schools. The Resource Dependency Theory (RDT) reviewed by Odundo and Rambo (2013) in Kenya recommended the need to have a framework that guide schools income generating projects for them to be standardized. It also advocated for training programs for schools and the engagement of business managers to advise schools on income generating projects. The researcher also found the need for these training programs and standardization of schools income generating projects. The fig below summaries the current situation.

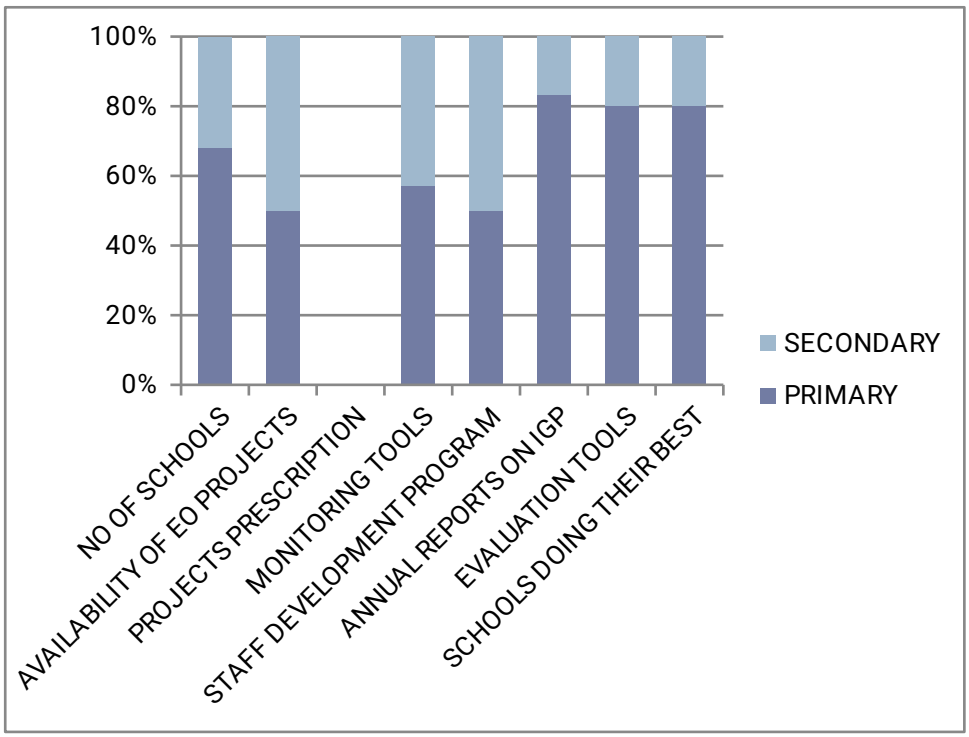


Figure 4.7Information On Nature Of Income Generating Projects In Schools In Makonde District – School Inspectors

Source: Questionnaires administered to School Inspectors 2022

4.12 COMPETENCES BASED ON SUBJECTS BEING OFFERED

The information presented here show the entrepreneurship competences that are expected to be fostered in learners after doing these curriculum subjects 64.5 % of the Schools inspectors agreed on the competences listed below that the can be fostered naturally to learners. Their perceptions show that entrepreneurship education can be fostered in another way other than school income generating projects. These subjects present a variety of competences that the learner can acquire through learning them.

Table 4.15 Competences Based On Subjects Being Offered

SUBJECT	COMPETENCES
Agriculture	Agro-related competences
Geography	Mining, conservation
Fashion and Fabrics	Designing and sewing clothes
Food and nutrition	Cake making and selling
Accounting	Record keeping
Commerce	Marketing
Woodworking	Furniture manufacturing
Building	Construction
Metal work	Metal fabrication

Source: Questionnaires administered to Schools Inspectors 2022

The researcher found from these findings that school subjects can be a source of entrepreneurship education programs. Mc Keown et al., 2006 is in agreement when he states that " In terms of number of start-ups created by the students it is found that science, technology, engineering, art and design faculties create more start-ups as compared to business disciplines" There is need for schools to commercialise these learning activities for students to gain experience, hence fostering entrepreneurship education.

4.15 CHALLENGES AND SOLUTIONS FROM THE VARIOUS RESPONDENTS

The table below show various view from schools inspectors and schools heads what they think can be solutions to the problems behind the failure of schools income generating projects. In Kenya Nyangaresi et al. (2016) and Victor (2017) reported that schools Income generating is highly faced with challenges of insufficient physical facilities for their operations and lack of financial management skills among personnel. Their findings also suggested that Income Generating Activities in schools in Zimbabwe and Kenya are highly challenged by political uncertainty, and limited entrepreneurship skills among institution staff members. However the School Heads and Schools inspectors on the ground came up with these views.

4.13 CHALLENGES AND SOLUTIONS FROM THE VARIOUS RESPONDENTS

Table 14.16 Challenges And Solutions From The Various Respondents

CHALLENGES	SCHOOLS INSPECTORS	SCHOOL HEADS
Capital	savings, donors	donor funding ,loan
Infrastructure	renting premises	building
Market	research first	contract production
Labour	-	-
Donor prescription	adherence	adherence
Sustainability	research first	research first
Lack of community support	build trust	involve the community
Continuity	budget adjustment	not continuity but sustainability
Information	Seek	Seek
Financial Literacy	staff development	involve specialist
Experience	comes through practice	comes through practice

Source 1: Questionnaires administered to School Heads 2022
Source 2: Questionnaires administered to School Inspectors 2022

Both Schools inspectors and school Heads agreed on the challenges listed in Table 4,12. They only difference is the way of solving the challenge in some instances. Schools Inspectors are of the idea that projects need to be internally funded through savings from school, whilst school heads believe that the projects should be externally funded though loans and donors.

The researcher also found that when it comes to market challenge, Schools Inspectors are advocating for a market research whilst School Heads want to secure the market first through contract production. Schools inspectors believe in renting premises so that infrastructure challenges remain revenue expenditure, Whilst School Heads are advocating for a once of capital expenditure to curb the infrastructure challenges.

On the contrary is of the idea that Bermejo (2006) found that to improve the credibility of the school especially when the idle human, physical and material resources should be made productive, it is not the size of the project or the quantity and complexity of equipment that matters, rather it is whether the students and the on-the-job trainees and other groups can be given the appropriate situation, knowledge and skills, and exposure to technology while providing them with support system to improve and increase production. The researcher agrees with this idea of using available resources, adding value to what already exist

4.14 TESTING OF THE HYPOTHESIS

Hypothesis testing was done using paired samples statistical method. It aggregates the paired differences to come up with the mean difference denoted by $_d$ Testing was done at 5% significance level if the school income generating projects have an impact on entrepreneurship education in rural schools in Makonde District. The researcher used the information from score sheets from school leavers who were exposed to income generating projects and those not exposed to income generating projects. The average total score per individual was used and tabled below.

Table 4.17 Hypothesis Testing School Leavers' Average Scores

A	B	C
NOT EXPOSED TO INCOME GENERATING PROJECTS	EXPOSED TO INCOME GENERATING PROJECTS	DIFFERENCE
1.21429	1.3571	-0.14286
1.57143	1.7143	-0.14286
2	2.0714	-0.07143
1.71429	1.8571	-0.14286
1.14286	1.2857	-0.14286
1.5	1.7857	-0.28571
1.35714	1.6429	-0.28571
2	2.1429	-0.14286
2	2	0
1.42857	1.2857	0.142857
2.28571	2.2143	0.071428
1.64286	1.9286	-0.28571
1.28571	1.4286	-0.14286
1.92857	1.7857	0.142857
1.78571	1.9286	-0.14286
1.14286	1.4286	-0.28571
2.21429	2.0714	0.142857
1.42857	1.5714	-0.14286
1.92857	2	-0.07143

Mean Difference = total of column C

$_d$= - 1.928581

H_0: There is no significant statistical relationship between Schools income generating projects and Rural School Entrepreneurship Education $H_0 : \mu_d = 0$

H_1: There is significant statistical relationship between Schools income generating projects and Rural School Entrepreneurship Education $H_1 : \mu_d \neq 0$

Reject H_0 if $|T_0| > t_{\alpha}/2(n-1)$

T_0 = mean difference/Sd(n)-1/2

T_0 = - 1.928581/0.1435 (19)-1/2

T_0 = -58.596

$t_{\alpha}/2(n-1) = t\ 0.025(18) = 2.101$

Since $|T_0| > t_{\alpha} / 2(n-1)$ i.e. 58.596 > 2.101, the researcher rejects H_0 and conclude at 95% confidence level that there is significant statistical relationship between school income generating projects and Entrepreneurship Education in Rural Schools. This agrees with Lasway, (2019) who is of the idea that "Entrepreneurship education not only helps to promote students' entrepreneurial intention, but also helps develop an entrepreneurial way of thinking and cultivates skills; additionally, it plays an important role in promoting the growth of human capital Furthermore, entrepreneurship education is the driving force that promotes the development of entrepreneurial ability, which helps in improving individual's entrepreneurial competitiveness.

4.15 CHAPTER SUMMARY

This chapter presented the research findings. It analyzed the response rate, present the demographics in the findings presents instrument validity as well as the findings of the research. Finally the hypotheses were tested and it was found that school income generating projects have an impact on Entrepreneurship Education in Rural Schools.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter aims at gives the summary of research findings as well as a summary of the whole research study. A conclusion guided by the research objectives will be given the research study is also given. A concluding statement on the hypothesis will be given as well as the recommendation for further studies.

5.2 SUMMARY OF FINDINGS

The researcher mainly based on EntreComp score sheets to come up with logical conclusions to the impact assessment of schools income generating project on entrepreneurship education. Out of a possible score of 4 and a possible average of 2 teachers, school leavers exposed to income generating projects and school leavers not exposed to income generating projects scored less than half whilst school going children scored more than two. This may be because school children are intrinsically motivated to participate in the projects. They do not have direct benefits and their motivation comes from within whilst adults being the teachers and the school leavers expect a return from their sweat and may not be motivated enough if the business is not lucrative Most School leavers are less likely to pursue a project done during their school times this may be because of a negative past experience. Most school leavers have pursued mining. Mining has instant result in terms of failure or success of the project which may attract the young generation who may want instant results and may not be patient enough to wait for projects that mature later. Most schools lack resources like Capital and infrastructure to carry out meaningful projects. Labour is not a problem in both primary and secondary schools. This affects the quality of projects being done in schools and also impacts on the learners who are supposed to acquire sills from the running of income generating projects in their schools. The quality of documentation and financial literacy in all schools in the sampled schools in Makonde also affects the quality of financial literacy the leaner is going to acquire from the school. This may be the cause of poor business documentation among school leavers operating their own businesses. Lack of exposure may have affected them.

The researcher rejected the H_0 and concluded at 95% confidence level that there is significant statistical relationship between school income generating projects and Entrepreneurship Education in Rural Schools.

5.3 SUMMARY OF RESEARCH STUDY

Research was driven by the need to establish the current nature of school income Generating projects that impact entrepreneurship education as well as finding the reasons that hinder fostering of entrepreneurship education by rural schools doing income generating projects, the need to determine the entrepreneurial experience gained of school leavers in carrying out income generating projects and proffer possible solutions to the problem of fostering entrepreneurship education in schools. Questionnaires were administered to four different groups randomly selected from the sample frame. Their responses were used to answer the research questions. The hypothesis was proven through an analysis of data from score sheets of school leavers and the control of school leavers who were not exposed to income generating projects. A conclusion guided by the research objectives will be given the commendations for further research studies will be given research study is also given.

5.4 CONCLUSIONS

This section gives a conclusion based on the research objectives , hypothesis and a general conclusion.

5.4.1 CONCLUSIONS BASED ON RESEARCH OBJECTIVES

5.4.1.1 THE CURRENT NATURE OF RURAL SCHOOL PROJECTS ON RURAL SCHOOL ENTREPRENEURSHIP EDUCATION

The researcher found that most schools are struggling to carry out income generating projects. Capital, infrastructure and financial literacy are amoung the chief problems encountered by schools in caring out income generating projects, Record keeping is also a problem leading to schools keeping only the very basic books of accounts just to maintain a debtor and creditors' list but most books that help in the continuity of the project for example the returning customers' record are not kept.

It was also established that more teachers in the Primary schools participate in income generating projects than secondary schools. It may be because primary school children need assistance because of their age unlike secondary school children. It was also established that schools do not get prescriptions on what to do in income generating projects their projects from offices of higher authority

5.4.1.2 THE REASONS THAT HINDER FOSTERING OF ENTREPRENEURSHIP EDUCATION BY RURAL SCHOOLS DOING INCOME GENERATING PROJECTS.

Capital, infrastructure and financial literacy are amoung the chief problems encountered by schools in caring out income generating projects. This will affect the learner who is at the receiving end of the equation. The researcher concludes that there is need for schools to focus on businesses they can afford to support capital wise, they can start small and learn to grow their businesses.

5.4.1.3 THE ENTREPRENEURIAL EXPERIENCE GAINED OF SCHOOL LEAVERS IN CARRYING OUT INCOME GENERATING PROJECTS

School leavers exposed to income generating projects at school proved to be a bit less interested in mining which is the most common income generating activity Makonde rural. They may not pursue the same project done at school but they have the exposure to other income sources other than gold panning done by most school leavers. They are a bit more likely to keep business records although they proved to have less records their records are very different for those of their schools.

5.4.1.4 POSSIBLE SOLUTIONS TO THE PROBLEM OF FOSTERING ENTREPRENEURSHIP EDUCATION IN SCHOOLS

The researcher concluded that the problems of fostering entrepreneurship should not be left to income generating projects only. Every problem solving unit in the school should participate. The school subjects being offered should I school should support entrepreneurship because at the end of the learning session education should transform into problem solving competences.

5.4.2 CONCLUSION BASED ON HYPOTHESIS

The researcher rejects H0 and concludes at 95% confidence level that school income generating projects have an impact on Entrepreneurship Education in Rural Schools. It does not promote students entrepreneurial intention, but also helps develop an entrepreneurial way of thinking and cultivates skills; additionally, it plays an important role in promoting the growth of human capital.

5.4.3 GENERAL CONCLUSION

The researcher concludes that the impact of schools income generating on entrepreneurship education does not only impact on the learner but the teachers involved the administration and the community surrounding. There is need to it to be a collective responsibility to ensure that entrepreneurship in all its facets is fostered to everyone to come up with problem solving skills that improve livelihoods.

5.5 RECOMMENDATIONS

5.5.1 SCHOOLS

The researcher recommends schools to take income generating projects as separate commercial entities so that they can contribute to the income of the schools and continue as going concerns. Financial records play a pivotal role in any business. Assessing the trends and calculating the opportunity cost of capital in cases where they may want to change the type of business. A market research prior to the genesis of any project is also vital and the researcher recommends this to the school heads.

5.5.2 SCHOOLS INSPECTORS

The researcher recommends standardization of school income generating projects by the line ministry. It is vital to have standard tools that measure the progress of schools income generating projects just like what is done with academic progress in schools.School subjects with the potential of generating income should also be reported, their contribution to the income of the school other than to remain academic and expects school leavers to use those skills to generate income.

5.5.3 ACADEMIA

Although the field of academia is also going to benefit from this impact assessment there is need for further studies on wasted potential entrepreneurship opportunities. The researcher is of the idea that available and ignored opportunities can be calculated into a value that can be attributed to wastage and individuals can calculate their wasted entrepreneurial chances periodically and realize their potential.

5.5.4 THEORY

This impact assessment is going to contribute to the existing theory of schools income generating projects and entrepreneurship education.

5.6 SUGGESTION FOR FURTHER RESEARCH

The researcher suggests that entrepreneurship for problem solving without necessarily making money should be looked into. She also recommends for an enquiry into the separation of opportunistic investment, investment for the need of providing basic needs and real entrepreneurship this is construed to be the same as real entrepreneurship.

5.7 CHAPTER SUMMARY

This chapter focuses on the summary of findings, conclusion and recommendations of the impact assessment. It contains the concluding statements the researcher got from the inquiry for all given objectives in his study. After testing the hypothesis the researcher came up with a concluding statement that is being supported by statistical findings in Chapter 4. Recommendations for further studies are also included in the chapter.

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APPENDIX 1

QUESTIONNAIRE FOR HEADMASTERS

My name is Molly Chifamba I am a student at Bindura University of Science Education, studying a Master of Entrepreneurship and innovation degree programme. I am carrying out a research entitled

Impact Assessment Of Rural Schools' Income Generating Projects On Entrepreneurship Education

A case study of Makonde District, Mashonaland West Province, Zimbabwe

I am kindly requesting you to help in this research by filling the attached questionnaire. Should you require further questions, do not hesitate to contact me.

Name **Molly Chifamba**
Phone: **0774690000**
Email: mollychifamba2@gmail.com

QUESTIONNAIRE INSTRUCTIONS:

Please fill in the following with the appropriate response to questions asked **(tick where applicable).**

SECTION A

DEMOGRAPHIC DATA

Please tick the appropriate box

1 Gender Male ☐ Female ☐

2 Age From 20-30 ☐ from 31-40 ☐ from 41-50 ☐ 51and abo ☐

3 Province of origin……

4 District of origin……..

SECTION B

NATURE OF INCOME GENERATING PROJECTS

5 How many years have you been at the school? ……

6 Do you have an ongoing income generating project?.....
....

7 If Yes what are you doing as an income generating project currently…….……

8 If your answer is no. What stopped you from continuing with the project?
.....
.....
.....

6 How old are your ordinary income generating projects?
……

7 Do you have Donor funded income generating projects at your school?
……

7a Does the donor prescribe the income generating programme for the school ?
……
……

8 What percentage of your teachers participate in those income generating projects? ……

9 What percentage of your learners participate in those income generating projects……

10 Who does the daily operations ? Te☐hers L☐rners Scho☐ Employees

SECTION C

POSSIBLE ENTREPRENEURIAL COMPETENCES FROM INCOME GENERATING PROJECTS

The following is an EntreComp Score. Can you please rate your teachers and learners' the competencies by ticking the appropriate box according to your previous experience on school income generating projects on a scale of 1-4

1 poor

2 Fair

3 Good

4 Very Good

Competence **Teachers' scores**

	1	2	3	4
Creativity				
Vision				
Valuing ideas				
Ethical and sustainable thinking				
Self-awareness and self-efficacy				
Motivation and perseverance				
Mobilizing resources				
Financial and Economic literacy				
Taking initiative				
Planning and management				
Coping with ambiguity, uncertainty and risk				
Working with others				
Learning through experience				
Spotting opportunities				

Competence Learners' scores

Social Networking	1	2	3	4
Time Management				
, Creativity				
Problem Solving Skills				
Leadership Skills,				
Record Keeping				
Persuasion Skills				
Negotiation Skills,				
Time Keeping				

SECTION D

CHALLENGES FACED BY SCHOOLS IN CARING OUT INCOE GENERATING PROJECTS

What Challenges do you usually face when carrying out the projects? Indicate by a tick if it is a challenge at your school.

May you also suggest a possible remedy for each of the challenges you are facing.

CHALLENGE	TICK	POSSIBLE REMEDY
Capital		
Infrastructure		
Market		
Labour		
Donor Prescriptions		
Sustainability		
Lack of community support		
Continuity		
Information		
Financial literacy		
Experience		

SECTION E

RECORD KEEPING

Please indicate by a tick the records that you have any comment on the state of the record

RECORD			STATE OF RECORD EG UPDATED, NOT IN USE ETC
Duty roaster			
Daily Diary			
Routine Work Plan			
Challenges record			
Sales Record			
Debtors Record			
Creditors Record			
Repeat Customers' Records and contacts			
Complaints book			
Suggestions Book			

Thank you for your participation and co-operation

APPENDIX 2:

QUESTIONNAIRE FOR SCHOOL LEAVERS EXPOSED TO SCHOOL INCOME GENERATING PROJECTS

My name is Molly Chifamba I am a student at Bindura University of Science Education, studying a Master of Entrepreneurship and innovation degree programme. I am carrying out a research entitled

Impact Assessment Of Rural Schools' Income Generating Projects On Entrepreneurship Education

A case study of Makonde District, Mashonaland West Province, Zimbabwe

I am kindly requesting you to help in this research by filling the attached questionnaire. Should you require further questions, do not hesitate to contact me.

Name **Molly Chifamba**
Phone: **0774690000**
Email: mollychifamba2@gmail.com

QUESTIONNAIRE INSTRUCTIONS:

Please fill in the following with the appropriate response to questions asked **(tick where applicable).**

SECTION A
DEMOGRAPHIC DATA

Please tick the appropriate box

1 Gender Male ☐ Female ☐

2 Age From 20-30 ☐ from 31-40 ☐ from 41-50 ☐ 51 and ☐ above

3 Where do you live? Land Reform Farm ☐ mining ar ☐

Old resettlemer ☐

4 Which school did you attend in Makonde?
……

SECTION B

THE NATURE OF INCOME GENERATING PROJECTS AT THEIR PREVIOUS SCHOOLS

5 Which income generating project were you doing at school?

Primary……

Secondary……

6 Which income generating projects did you pursue after school and where?

a……b……
……c……
……d……e……
……

7 Which of those income generating projects was the most successful? …….

8 What could you suggest could be the reasons behind the success?……
……
…….

9 If you were to carry out the same project as a learner at your previous school what do you suggest could help in improving the

Project……
……

SECTION C

THE ENTRECOMP SCORE

The following is an EntreComp Score. Can you please rate yourself against given by ticking the appropriate box according to your experience in your current income generating projects on a scale of 1-4

1 poor
2 Fair
3 Good
4 Very Good

Competence	Scores			
	1	2	3	4
Creativity				
Vision				
Valuing ideas				
Ethical and sustainable thinking				
Self-awareness and self-efficacy				
Motivation and perseverance				
Mobilizing resources				
Financial and Economic literacy				
Taking initiative				
Planning and management				
Coping with ambiguity, uncertainty and risk				
Working with others				
Learning through experience				
Spotting opportunities				

SECTION D RECORD KEEPING

Do you keep these records as a business person?

RECORD	YES	NO	STATE OF RECORD EG UPDATED, NOT IN USE ETC
Duty roaster			
Daily Diary			
Routine Work Plan			
Challenges record			
Sales Record			
Debtors Record			
Creditors Record			
Repeat Customers' Records and contacts			
Complaints book			
Suggestions Book			

Thank you for your participation and co-operation

APPENDIX 3

QUESTIONNAIRE FOR SCHOOLS INSPECTORS

My name is Molly Chifamba I am a student at Bindura University of Science Education, studying a Master of Entrepreneurship and innovation degree programme. I am carrying out a research entitled

Impact Assessment Of Rural Schools' Income Generating Projects On Entrepreneurship Education

A case study of Makonde District, Mashonaland West Province, Zimbabwe

I am kindly requesting you to help in this research by filling the attached questionnaire. Should you require further questions, do not hesitate to contact me.

Name **Molly Chifamba**
Phone: **0774690000**
Email: mollychifamba2@gmail.com

QUESTIONNAIRE INSTRUCTIONS:

Please fill in the following with the appropriate response to questions asked **(tick where applicable).**

SECTION A
DEMOGRAPHIC DATA

1 **Gender**: Male ☐ Female ☐

2 **Age** From 20-30 ☐ From 31-40 ☐ From 41-50 ☐ 51 and above ☐

3 How many years have you worked as a schools inspector?

0-5 yrs ☐ 6-10yrs ☐ 11 and above ☐

SECTION B

SCHOOLS INFORMATION

4 How many schools are under your jurisdiction?

5 How many schools in your territory are doing income generating projects?
Primary……Secondary…….

6 Is there an Education officer for income generating projects in the district? ☐
Yes ☐ No

7 Do you prescribe income generating projects for your schools? Yes ☐ No

8 Do you have monitoring tools for the income generating projects in schools?
If yes may you please specify……

9 Do you do Staff development programs for the income generating project for your school ☐ Yes No

10 How often do you get reports on income generating projects from your schools?.

……

11 Do you have evaluation tools for school income generating?

Projects ?Yes ☐ No ☐

SECTION C CURRICULUM SCHOOL PROJECTS AND ENTREPRENEURSHIP EDUCATION

12 Does your Line Ministry curriculum support entrepreneurship and innovation?

Yes ☐ No ☐

If yes which subjects support entrepreneurship and innovation and what competencies do think can be acquired by learners from those subjects?

Subject	Competencies

13 Are there any school income generating projects that have been developed from these classroom subjects?

Subject	Project

14 Do you think schools are doing enough to foster those competencies to learners?

……
……

If your answer is no. What do you suggest should be done to improve on the competencies……
……
……

SECTION D

CHALLENGES AND POSSIBLE SOLUTIONS TO SCHOOL INCOME GENERATING PROJECTS

15 What do you think may be the possible challenges faced by schools in carrying out income generating project as well as the possible remedies?

CHALLENGE	TICK	POSSIBLE REMEDY
Capital		
Infrastructure		
Market		
Labour		
Donor Prescriptions		
Sustainability		
Lack of community support		
Continuity		
Information		
Financial literacy		
Experience		

Thank you for your participation and co-operation.

APPENDIX 4:

QUESTIONNAIRE FOR SCHOOL LEAVERS NOT EXPOSED TO SCHOOL NOT TO SCHOOL INCOME GENERATING PROJECTS

My name is Molly Chifamba I am a student at Bindura University of Science Education, studying a Master of Entrepreneurship and innovation degree programme. I am carrying out a research entitled

Impact Assessment Of Rural Schools' Income Generating Projects On Entrepreneurship Education

A case study of Makonde District, Mashonaland West Province, Zimbabwe

I am kindly requesting you to help in this research by filling the attached questionnaire. Should you require further questions, do not hesitate to contact me.

Name **Molly Chifamba**
Phone: **0774690000**
Email: mollychifamba2@gmail.com

QUESTIONNAIRE INSTRUCTIONS:

Please fill in the following with the appropriate response to questions asked **(tick where applicable).**

SECTION A
DEMOGRAPHIC DATA

Please tick the appropriate box

1 Gender Male ☐ Female ☐

2 Age From 20-30 ☐ from 31-40 ☐ from 41-50 ☐ 51 and above ☐

3 Where do you live? Land Reform Farms ☐ Mining area ☐

Old resettlemen ☐

4 Which school did you attend in Makonde?
……

SECTION B

THE NATURE OF INCOME GENERATING PROJECTS AT THEIR PREVIOUS SCHOOLS

6 Which income generating projects did you pursue after school and where?

a……b……
……c……
……d……e……
……

7 Which of those income generating projects was the most successful? …….

8 What could you suggest could be the reasons behind the success?……
……
……

SECTION C : THE ENTRECOMP SCORE

The following is an EntreComp Score. Can you please rate yourself against given

by ticking the appropriate box according to your experience in your current income generating projects on a scale of 1-4

1 poor 2 Fair 3 Good 4 Very Good

Competence	Scores			
	1	2	3	4
Creativity				
Vision				
Valuing ideas				
Ethical and sustainable thinking				
Self-awareness and self-efficacy				
Motivation and perseverance				
Mobilizing resources				
Financial and Economic literacy				
Taking initiative				
Planning and management				
Coping with ambiguity, uncertainty and risk				
Working with others				
Learning through experience				
Spotting opportunities				

SECTION D RECORD KEEPING

Do you keep these records as a business person?

RECORD	YES	NO	STATE OF RECORD EG UPDATED, NOT IN USE ETC
Duty roaster			
Daily Diary			
Routine Work Plan			
Challenges record			
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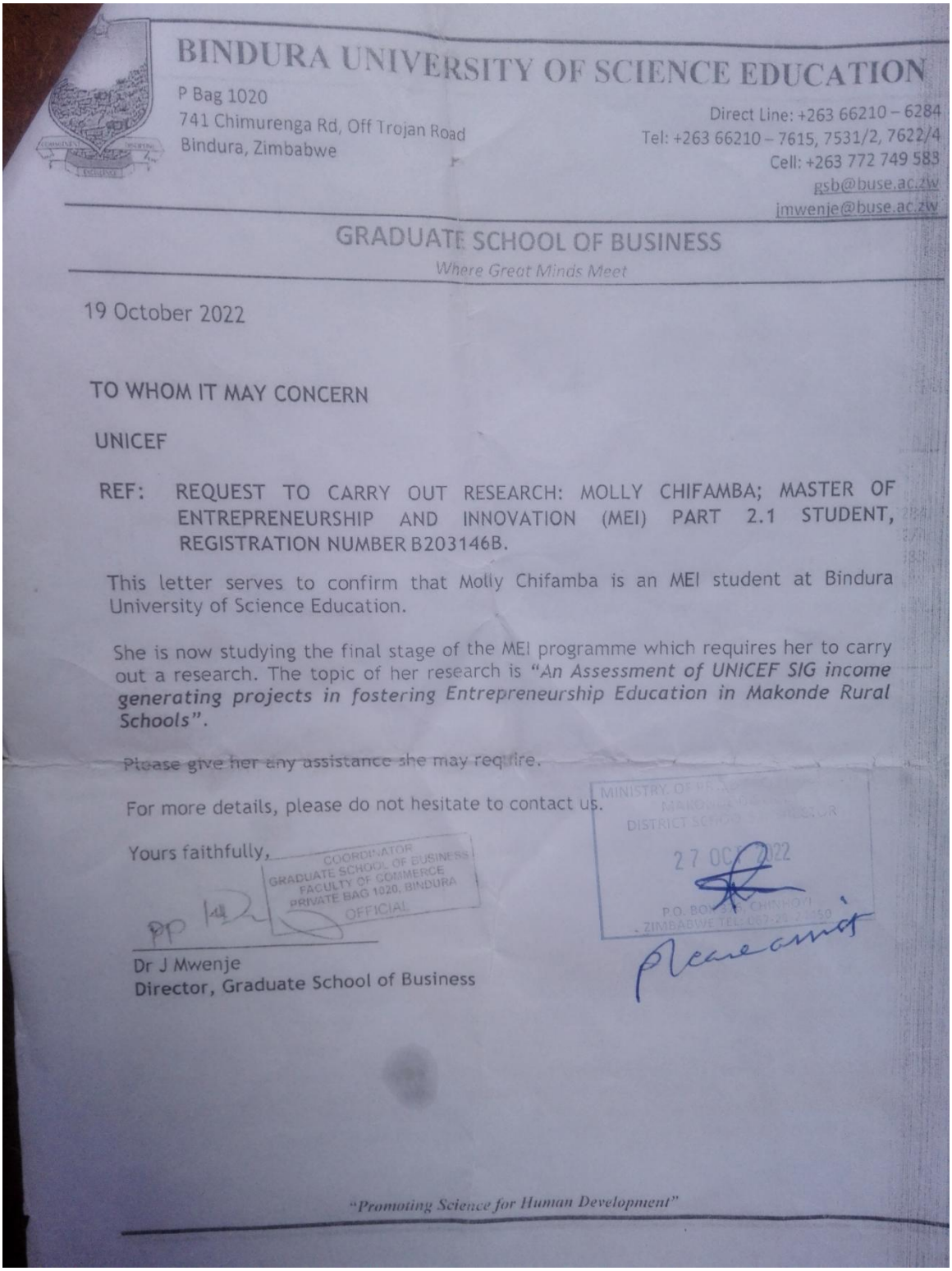
Repeat Customers' Records and contacts			
Complaints book			
Suggestions Book			

Thank you for your participation and co-operation.

APPENDIX 5

REQUEST TO CARRY OUT EDUCATIONAL RESEARCH BUSE



BINDURA UNIVERSITY OF SCIENCE EDUCATION

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Tel: +263 66210 – 7615, 7531/2, 7622/4
Cell: +263 772 749 583
gsb@buse.ac.zw
jmwenje@buse.ac.zw

GRADUATE SCHOOL OF BUSINESS

Where Great Minds Meet

19 October 2022

TO WHOM IT MAY CONCERN

UNICEF

REF: REQUEST TO CARRY OUT RESEARCH: MOLLY CHIFAMBA; MASTER OF ENTREPRENEURSHIP AND INNOVATION (MEI) PART 2.1 STUDENT, REGISTRATION NUMBER B203146B.

This letter serves to confirm that Molly Chifamba is an MEI student at Bindura University of Science Education.

She is now studying the final stage of the MEI programme which requires her to carry out a research. The topic of her research is *"An Assessment of UNICEF SIG income generating projects in fostering Entrepreneurship Education in Makonde Rural Schools"*.

Please give her any assistance she may require.

For more details, please do not hesitate to contact us.

Yours faithfully,

COORDINATOR
GRADUATE SCHOOL OF BUSINESS
FACULTY OF COMMERCE
PRIVATE BAG 1020, BINDURA
OFFICIAL

Dr J Mwenje
Director, Graduate School of Business

MINISTRY OF PRIMARY AND SECONDARY EDUCATION
MAKONDE DISTRICT
DISTRICT SCHOOLS INSPECTOR
27 OCT 2022
P.O. BOX 1 CHINHOYI
ZIMBABWE TEL: 067-22 2160

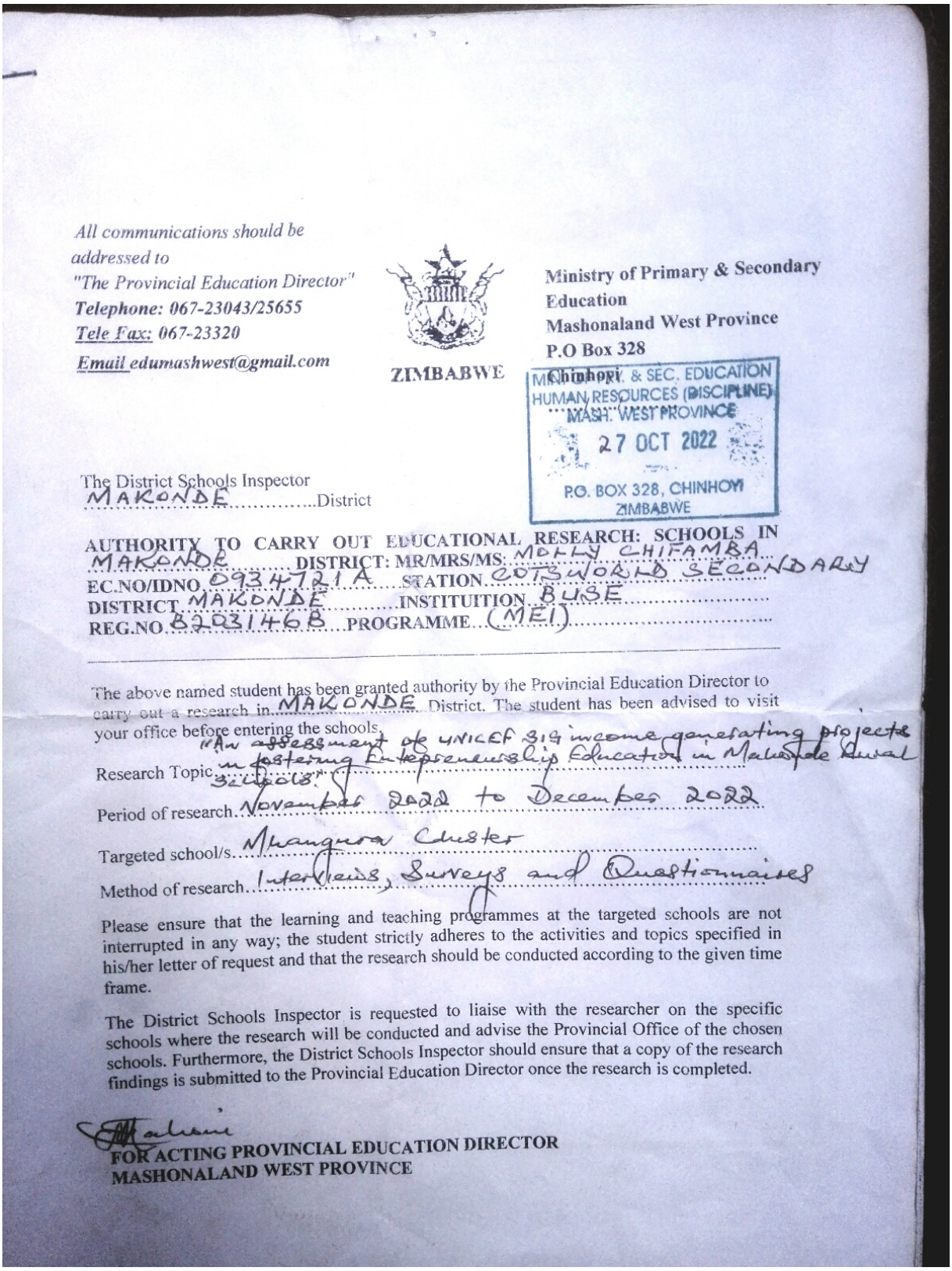
Please assist

"Promoting Science for Human Development"

APPENDIX 6

AUTHORITY TO CARRY OUT EDUCATIONAL RESEARCH

MINISTRY OF PRIMARY AND SECONDARY EDUCATION



All communications should be addressed to
"The Provincial Education Director"
Telephone: 067-23043/25655
Tele Fax: 067-23320
Email edumashwest@gmail.com

ZIMBABWE

Ministry of Primary & Secondary Education
Mashonaland West Province
P.O Box 328
Chinhoyi

MIN. OF PRIM. & SEC. EDUCATION
HUMAN RESOURCES (DISCIPLINE)
MASH. WEST PROVINCE
27 OCT 2022
P.O. BOX 328, CHINHOYI
ZIMBABWE

The District Schools Inspector
MAKONDE ..... District

AUTHORITY TO CARRY OUT EDUCATIONAL RESEARCH: SCHOOLS IN
MAKONDE ..... **DISTRICT: MR/MRS/MS:** MOLLY CHIFAMBA
EC.NO/IDNO 09347214 **STATION** GOTSWORLD SECONDARY
DISTRICT MAKONDE ..... **INSTITUITION** BUSE
REG.NO R203146B ..... **PROGRAMME** (MEI)

The above named student has been granted authority by the Provincial Education Director to carry out a research in MAKONDE District. The student has been advised to visit your office before entering the schools.

Research Topic "An assessment of UNICEF 3i's income generating projects in fostering Entrepreneurship Education in Makonde Rural 3i schools"

Period of research November 2022 to December 2022

Targeted school/s Mhangura Cluster

Method of research Interviews, Surveys and Questionnaires

Please ensure that the learning and teaching programmes at the targeted schools are not interrupted in any way; the student strictly adheres to the activities and topics specified in his/her letter of request and that the research should be conducted according to the given time frame.

The District Schools Inspector is requested to liaise with the researcher on the specific schools where the research will be conducted and advise the Provincial Office of the chosen schools. Furthermore, the District Schools Inspector should ensure that a copy of the research findings is submitted to the Provincial Education Director once the research is completed.

FOR ACTING PROVINCIAL EDUCATION DIRECTOR
MASHONALAND WEST PROVINCE