Determining the Roles of School Management Teams in Fostering Entrepreneurship among Learners

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Abstract. This study explored the roles of School Management Teams (SMTs) in fostering entrepreneurship education among learners. Entrepreneurship is recognised as a vital driver of economic growth, innovation, and job creation, making it increasingly necessary to cultivate an entrepreneurial mindset and skill set in learners. SMTs, comprising school administrators, teachers, parents and community representatives, are pivotal in shaping and developing the entrepreneurial potential of students. However, little research has focused specifically on the roles of SMTs in this domain. The study applied a Systematic Literature Review, where 2518 papers were reviewed from academic databases and other research sources, including SAGE, Wiley, Elsevier, and Inderscience, to find pertinent studies published in peer-reviewed journals, conference proceedings, and reports. Two main themes emerged from the analysis: (1) Current roles of SMTs in fostering entrepreneurship among learners, including curriculum development, resource allocation, teacher professional development, community engagement, learner support and guidance, evaluation and assessment, and policy development; and (2) Advising roles of SMTs to foster entrepreneurship in learners, encompassing individual student guidance, group mentoring, career counselling, connecting students with resources, monitoring progress, and celebrating success. Recommendations include strengthening collaboration and networking, providing continuous professional development for SMT members, integrating entrepreneurship education into the curriculum, establishing school support structures, implementing effective evaluation and assessment mechanisms, and engaging in policy advocacy. By implementing these recommendations, SMTs could enhance their roles in fostering entrepreneurship among learners, creating a supportive and conducive ecosystem that nurtures and develops entrepreneurial attitudes and competencies.

Keywords: School Management Team; Entrepreneurship Education; Learner Support; Teaching and Learning; Policy Advocacy

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1. Introduction

Entrepreneurship is widely recognised as a crucial driver of economic growth, innovation, and job creation. Fostering an entrepreneurial mindset and skill set among learners has become increasingly important as societies change in an era of rapid technological advancements and global competition (Rae & Melton 2017). Educational institutions, particularly schools, play a vital role in shaping and preparing young individuals for the dynamic challenges of the future. Within the school environment, Naidoo (2019) affirms that the School Management Teams (SMTs) hold a pivotal role in shaping and cultivating the entrepreneurial potential of students. These teams, comprised of school departmental heads, deputy principals, and principals, are responsible for creating a conducive ecosystem that nurtures and develops entrepreneurial skills and attitudes among students. Their roles and responsibilities in fostering entrepreneurship are vital in creating a supportive and conducive ecosystem that nurtures and develops entrepreneurial attitudes and competencies among learners.

Teaching entrepreneurship in schools aims to train and prepare learners to be self-sufficient and self-employed; it seeks to foster an entrepreneurial mindset in individuals and motivate them to be aspiring business owners (Ahmad et al 2018). Most people agree that entrepreneurship is the driving force behind human progress and the answer to society's economic and social challenges. Social vices like unemployment, crime, and poverty could be reduced through the growth of entrepreneurship. Based on actual data, it has been determined that economic growth is required to reduce poverty and that entrepreneurship fuels economic growth (Volkman, Wilson, Marlotti & Rabuzzi 2009). According to Uleanya et al (2018), it is envisaged that a school curriculum ensures the development of skilled labour that will guarantee the availability of the desired commodities and services required for the growth of society.

The significance of entrepreneurship has traditionally been emphasised, particularly in economic discussions. Despite their roots in the business world, entrepreneurship and enterprise are increasingly considered topics regarding education, particularly in the early years of the obligatory school system (Ahmed 2019). As a result, most tertiary institutions offer entrepreneurship training programmes to reduce unemployment and in anticipation that the knowledge and skills required to start a business can be taught. This has increased the number of policy support initiatives for entrepreneurship education worldwide (O'Connor 2013; Walter & Block 2016). According to Twumasi (2013), the high unemployment rate in emerging nations is a global challenge because it is common for graduates from higher education institutions to struggle to find employment for several years following graduation. This explains why countries such as the United States, Germany, China, and others have focused educational efforts on the development of vocational and technical skills to support school leavers, particularly graduates of tertiary institutions, in making a smooth transition into the workplace (Ikechukwu et al 2021). Whatever the graduates' speciality, entrepreneurship education aims to equip them with the ability to engage in income-generating activities, regardless of whether they can find paid employment in an organisation (Fretschener & Weber 2013).

The purpose of this study is to explore the role of SMTs in fostering entrepreneurship among learners. The thorough examination of the strategies, initiatives, and policies implemented by these teams will assist the study in identifying the key factors that contribute to the development of an entrepreneurial culture within schools. Understanding the specific roles and actions of SMTs in fostering entrepreneurship is crucial for several reasons. Firstly, it assists in uncovering best practices and successful approaches that can be replicated across different educational institutions. Secondly, it provides insights into the challenges and barriers that may hinder the implementation of effective entrepreneurship education. Addressing these challenges will equip SMTs with the knowledge and tools needed to foster entrepreneurship among learners.

Moreover, exploring the roles of SMTs in this domain contributes to the broader discussion on educational reform. Through its emphasis on the importance of entrepreneurship education, this study can advocate for its integration into the curriculum and highlight its relevance in preparing learners for future career paths, whether as entrepreneurs or within the entrepreneurial ecosystem. Ultimately, the research endeavours to make a meaningful contribution by enhancing our understanding of preparing young learners for success in an entrepreneurial-driven global landscape. It seeks to identify and develop the essential skills and mindsets that will empower these students to not only adapt to, but also shape and excel in the dynamic and ever-evolving entrepreneurial ecosystem.

Problem statement and research objective
The current education system in South Africa primarily focuses on preparing learners to secure employment rather than equipping them with the necessary skills to start their businesses. This approach contributes to a skills shortage in the country, as learners tend to transition directly from high school to universities and other higher learning institutions. Consequently, there is a decline in the number of economically active individuals, particularly among the youth. This situation demands a shift in the management of teaching and learning to foster an entrepreneurial mindset among learners. The responsibilities of SMTs and educators are crucial to cultivating an entrepreneurial culture within educational institutions. Mullins and Christie (2016) highlight the importance of managing teaching and learning, which involves fostering a culture of continuous improvement in student performance through effective instructional strategies and observation by all stakeholders.

However, the current system fails to prioritise entrepreneurship education, resulting in a missed opportunity to stimulate economic growth and address the unemployment crisis in South Africa. This study suggests that job opportunities will significantly increase by incorporating entrepreneurship education for all students, regardless of their academic level. Encouraging students to create opportunities for themselves rather than solely relying on employment will increase entrepreneurial ventures, thus positively impacting the country's gross domestic product. The problem that this study focuses on is how the South African education system fails to adequately prepare students with entrepreneurial skills, perpetuating a reliance on job-seeking rather than job-

creating mindsets. Furthermore, the limited focus on entrepreneurship education hinders economic growth and contributes to the decreasing number of economically active individuals, particularly among the youth. To address these challenges, this study poses the following research objective:

- To determine the role of SMTs and educators in fostering an entrepreneurial mindset among learners.

By integrating entrepreneurship education at all academic levels, students will be empowered to start their own businesses and contribute to the country's economic development. This shift in the management of teaching and learning is essential to cultivating a culture of entrepreneurship and maximising the potential of South Africa's workforce.

2. Literature review

The literature review of this study expounded upon the concept of entrepreneurship education and the role of SMTs in fostering the effective implementation of entrepreneurship education.

2.1 The concept of entrepreneurship education

Entrepreneurship education refers to the process of imparting knowledge, skills, and attitudes that foster entrepreneurial thinking and behaviour among individuals (Jena 2020). According to Ratten and Usmanji (2021), it aims to equip learners with the necessary tools and mindset to identify and pursue entrepreneurial opportunities, create innovative solutions, and take calculated risks. Entrepreneurship education goes beyond traditional academic subjects and focuses on developing creativity, problem-solving abilities, and the entrepreneurial spirit (Utami 2017). In the view of Jena (2020), the significance of entrepreneurship education has gained increasing recognition globally due to its potential to drive economic growth, job creation, and social development. In today's competitive world, fostering an entrepreneurial mindset among learners is crucial for their future success. It empowers them to adapt to dynamic environments and contribute to sustainable economic development (Nnaji & Ahmed 2018). In this regard, Hidayat and Yunus (2019) posit that SMTs play a pivotal role in entrepreneurship education within schools since they have a unique position to influence and shape the educational environment, curriculum, and policies. In support of this view, Kitchener and Delbridge (2020) reiterate that SMTs are responsible for creating a supportive ecosystem for entrepreneurship education and integrating it into the school's educational framework.

Entrepreneurship education is based on the belief that entrepreneurship is not limited to starting and managing businesses, but encompasses a broader set of skills and attitudes that can be applied in various contexts (Nabi et al 2017). It aims to empower learners to think entrepreneurially, whether they become entrepreneurs or work within existing organisations. According to Turner and Gianiodis (2018), the key elements of entrepreneurship education include knowledge acquisition, which provides individuals with a foundational understanding of key concepts, theories, and practices. This includes topics such as opportunity identification, market analysis, business planning, financial management, marketing strategies, and innovation. Skills development is another element of entrepreneurial education that focuses on developing a range of skills

crucial for entrepreneurship, including critical thinking, problem-solving, creativity, communication, teamwork, leadership, and adaptability (Hagg & Gabrielsson 2020). These skills enable individuals to navigate the challenges and uncertainties inherent in entrepreneurial endeavours. Turner and Gianiodis (2018) further highlight that mindset cultivation in entrepreneurship education aims to foster an entrepreneurial mentality characterised by a proactive and opportunity-driven orientation, which involves embracing ambiguity and failure as a learning opportunity, being resilient in the face of challenges, and having a strong sense of self-efficacy and initiative. According to Hagg and Gabrielsson (2020), experiential learning provides practical experiences that serve as an essential component of entrepreneurship education. These include engaging in hands-on activities such as business simulations, case studies, internships, start-up competitions, and real-world projects. These experiences provide learners with opportunities to apply their knowledge and skills in real entrepreneurial contexts. Finally, networking and support in entrepreneurship education encourage the development of networks and support systems within the entrepreneurial ecosystem, thus connecting learners with mentors, entrepreneurs, investors, and industry professionals who can provide guidance, resources, and opportunities for collaboration (Turner & Gianiodis 2018).

In today's rapidly changing world, learners need to be adaptable and innovative, and the facilitation of entrepreneurship education can empower learners to think outside the box, explore new ideas, and develop an entrepreneurial spirit (Jena 2020). It prepares learners to face challenges and seize opportunities in their personal and professional lives by instilling a sense of initiative, self-reliance, and resilience (Nnaji & Ahmed 2018). Calma and Davies (2021) affirm that entrepreneurship education enhances financial literacy, ethical decision-making, and social responsibility, contributing to the overall development of well-rounded learners. Within the educational system, Chou and Lin (2023) confirm that SMTs are pivotal in driving entrepreneurship education forward. As school leaders and decision-makers, SMTs establish a vision for entrepreneurship education and set clear goals and objectives (Calma & Davies 2021). SMTs could also ensure that entrepreneurship is integrated into the school's mission and curriculum, aligning educational practices with the principles of entrepreneurship education (Chou & Lin 2023).

2.2   The role of SMTs in fostering the effective implementation of entrepreneurship education

Entrepreneurship education is vital in equipping students with the skills, mindset, and knowledge required to thrive in an increasingly dynamic and competitive world (Chou & Lin 2023). However, the successful implementation of entrepreneurship education in schools heavily relies on the support and involvement of SMTs. SMTs allocate dedicated time and resources to incorporate entrepreneurship-related content into various subjects or develop stand-alone entrepreneurship courses by recognising the importance of entrepreneurial skills and mindset. Their involvement in curriculum development ensures that entrepreneurship education becomes integral to the school's educational framework (Chou & Lin 2023). Furthermore, Ramango and Naicker (2022) affirm that SMTs are responsible for allocating resources to support school entrepreneurship education. This includes financial resources for acquiring

educational materials, technology, and equipment relevant to entrepreneurship learning. In this regard, SMTs could secure partnerships with local businesses, organisations, or entrepreneurs to provide mentorship, internship opportunities, and funding for student entrepreneurial projects. Rae and Melton (2017) posit that SMTs create an environment conducive to meaningful entrepreneurship education by providing adequate resources.

Kitchener and Delbridge (2020) are of the view that SMTs foster collaboration among teachers, students, and external stakeholders to enhance entrepreneurship education in schools. They can facilitate this by providing networking events, industry visits, and partnerships with local businesses to expose students to real-world entrepreneurial experiences. Consistent with this claim, Benoliel (2020) states that SMTs encourage cross-disciplinary collaboration among teachers, allowing them to integrate entrepreneurship principles and activities into various subjects. Collaboration nurtures a vibrant entrepreneurship ecosystem within the school, promoting innovation and creativity. According to Sunker (2021), SMTs support teachers in delivering effective entrepreneurship education by providing professional development opportunities, training workshops, and resources for teachers to enhance their knowledge and pedagogical skills in entrepreneurship education. SMTs also create a supportive environment by recognising and valuing teachers' efforts in implementing entrepreneurship education. In this regard, Benoliel (2020) confirms that SMTs empower teachers to deliver high-quality entrepreneurship education to students by providing guidance and support.

According to Ratten and Usmanij (2021), SMTs have a visible role in monitoring and evaluating the implementation of entrepreneurship education in schools. They can achieve this by establishing assessment mechanisms to measure the impact of entrepreneurship education on students' learning outcomes, skills development, and entrepreneurial mindset. Regular monitoring allows SMTs to identify strengths and areas for improvement, and make informed decisions to continuously enhance entrepreneurship education (Nabi et al 2017). The successful implementation of entrepreneurship education in schools heavily relies on the support and active involvement of SMTs. Through shaping the curriculum, providing resources, fostering collaboration, supporting teachers, and monitoring progress, SMTs create an enabling environment for effective entrepreneurship education. Their commitment and leadership in promoting entrepreneurship within schools contribute to developing students' entrepreneurial skills, creativity, and readiness for the rapidly evolving future (Hägg & Gabrielsson 2020). SMTs pave the way for a generation of innovative and enterprising individuals by recognising the significance of entrepreneurship education.

According to Kitchener and Delbridge (2020), SMTs are essential components of the effective functioning of educational institutions. Their roles encompass a wide spectrum of responsibilities spanning policy development, strategic planning, daily operations, and the cultivation of a positive school culture. Firstly, SMTs serve as the architects of the policies and strategies of a school. They collaborate to formulate, establish, and implement policies that shape the educational framework of the school. This includes crafting a compelling vision, mission, and set of goals that align with the ever-changing educational landscape. Through

strategic planning, SMTs implement a course for curriculum development, allocate resources judiciously, and prioritise academic initiatives. They oversee the intricacies of daily school operations, from managing schedules to budgeting and staff administration, ensuring the school runs efficiently while upholding its integrity and organisation (Hägg & Gabrielsson, 2020). SMTs play a pivotal role in cultivating a positive school culture and climate. They set the tone for an inclusive, supportive, and safe learning environment that fosters the well-being of both students and staff. SMTs create a welcoming atmosphere where every member of the school community feels valued and respected by advocating for policies that champion diversity, equity, and inclusion (Chou & Lin 2023). They also take on the responsibility of managing disciplinary matters, emphasizing fairness and consistency in procedures that align with core values and educational objectives of the school. They provide guidance and mentorship to teachers, aiding them in enhancing instructional quality and ultimately improving student outcomes. In essence, SMTs are the decision-makers who shape the direction of the school, maintain its day-to-day operations, and foster a conducive learning environment for all stakeholders. In this regard, they can play vital roles in implementing policies in fostering entrepreneurship among learners.

3. Research Methods

The study employs an interpretive qualitative approach and a Systematic Literature Review (SLR) technique to obtain relevant data. The SLR procedure was conducted following the PRISMA recommendations (Page et al 2021). The following procedures were followed to ensure a complete analysis:

Identification of relevant literature: A thorough search of academic databases and research sources, including SAGE, Wiley, Elsevier, and Inderscience, was conducted to find pertinent studies published in peer-reviewed journals, conference proceedings, and reports. The search was conducted using a combination of keywords and search terms related to the roles played by SMTs in encouraging entrepreneurial behaviour among learners. The following keywords and phrases were used: "School Management Teams' roles that foster entrepreneurship," "School Management Teams and entrepreneurship," "School Management Teams and learners' entrepreneurship," and "SMTs and learners' entrepreneurship."

An initial pool of 2518 distinct publications, comprising peer-reviewed journal articles, conference papers, books, book chapters, and other content such as book reviews, encyclopedias, editorial materials, and reviews, surfaced after the initial search. The initial search results are shown in Table 1 by document type below.

Table 1: Preliminary search results are broken down by document type for the years 2010 to 2023

Document Type	SAGE		Wiley		Elsevier		Inderscience		Total	
	No.	% of the total	No.	% of the total	No.	% of the total	No.	% of the total	No.	% of the total
Peer-reviewed journal articles	434	58%	376	67%	550	71%	320	74%	1680	67%

Proceedings papers	181	24%	140	25%	165	21%	100	23%	586	23%
Book chapters	61	8%	39	7%	45	6%	0	0%	145	6%
Book reviews	44	6%	7	1%	9	1%	0	0%	60	2%
Encyclopaedias	13	2%	0	0%	11	1%	6	1%	30	1%
Datasets	0	0%	0	0%	0	0%	2	0%	2	0%
Editorial materials	11	1%	0	0%	0	0%	4	1%	15	1%
Total	744		562		780		432		**2518**	

Inclusion and exclusion criteria: Articles were evaluated for inclusion or exclusion following predetermined criteria. The publications included in this study covered a broad spectrum of current and advisory roles for SMTs in encouraging entrepreneurship among students. An initial screening resulted in the exclusion of 838 non-peer-reviewed publications. The abstracts of the remaining 1,680 peer-reviewed research articles were evaluated using the predetermined inclusion criteria. The final sample included 30 relevant peer-reviewed articles, which were used for analysis of the study. The chosen articles are organised by the publication year in Table 2. Open-access, peer-reviewed studies published in English between 2010 and 2023 were given preference.

Data extraction: Information from the chosen publications was culled using a standardised data extraction form. The following details were extracted from the 30 selected publications: author, year of publication, research objectives, methods, key findings, and recommendations regarding encouraging entrepreneurship among learners by the SMTs.

Data synthesis and analysis: A thematic analysis approach was used to identify the chosen publications' recurrent themes and patterns. The gathered data were organised following the SMTs' existing roles in encouraging entrepreneurship among learners and their advisory roles. A comparative analysis was conducted to identify patterns, variances, and gaps in the literature.

4. Presentation and discussion of research results

This section presents some of the peer-reviewed articles utilised for this study. It created a road map for identifying the themes and sub-themes in the SLR approach adopted for this study.

Table 2: Peer-reviewed articles on SMTs roles in fostering entrepreneurship

Author	Year	Title	Journal
Alakaleek et al	2023	The impact of entrepreneurship education: A study of entrepreneurial outcomes	The International Journal of Management Education
Hershmann et al	2023	The impacts of a blended entrepreneurship course on secondary students' entrepreneurial self-efficacy and entrepreneurial intentions	Entrepreneurship Education and Pedagogy

Hou et al	2023	How does university-based entrepreneurship education facilitate the development of entrepreneurial intention? Integrating passion- and competency-based perspectives	The International Journal of Management Education
Liu et al	2023	Understanding and motivating student feedback seeking: Insights from a lean startup-based entrepreneurship program	The International Journal of Management Education
Nguyen and Nguyen	2023	Entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial capacity	The International Journal of Management Education
Toding et al	2023	Teachers' mindset and attitudes towards learners and learning environment to support students' entrepreneurial attitudes in universities	The International Journal of Management Education
Zhu et al	2023	The impact of institutional management on teacher entrepreneurship competency: The mediating role of entrepreneurial behaviour	The International Journal of Management Education
Chrisman et al	2022	Knowledge accumulation in entrepreneurship	Entrepreneurship Theory and Practice
Kujala et al	2022	Action-based learning platform for entrepreneurship education—Case NÅA Business Center	Entrepreneurship Education and Pedagogy
Weng et al	2022	Promoting student creativity and entrepreneurship through real-world problem-based maker education	Thinking Skills and Creativity
Agboola	2021	Framework for school stage entrepreneurship education in Nigeria	The International Journal of Management Education
Iwu et al	2021	Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention	The International Journal of Management Education
Sarwar et al	2021	An investigation of entrepreneurial SMEs' network capability and social capital to accomplish innovativeness: A dynamic capability perspective	SAGE Open
Rodriguez and Lieber	2020	Relationship between entrepreneurship education, entrepreneurial mindset, and career readiness in secondary students	Journal of Experiential Education
Bharucha	2019	Entrepreneurship education management in India	International Journal of Business Excellence

Wu et al	2019	Impact of using classroom response systems on students' entrepreneurship learning experience	Computers in Human Behavior
Ho et al	2018	Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth	Frontiers in Education
Neck and Corbett	2018	The scholarship of teaching and learning entrepreneurship	Entrepreneurship Education and Pedagogy
Subramanian	2018	From government to governance: Teach for India and new networks of reform in school education	Contemporary Education Dialogue
Wahyuningsih et al	2018	Model of local excellence-based on entrepreneurship education management for prospective vocational school teachers	International Journal of Innovation and Learning
Arpiainen and Kurczewska	2017	Learning risk-taking and coping with uncertainty through experiential, team-based entrepreneurship education	Industry and Higher Education
Ierapetritis	2017	Entrepreneurship education at school: A case study on secondary education in Greece	World Review of Entrepreneurship, Management and Sustainable Development
Hassi	2016	Effectiveness of early entrepreneurship education at the primary school level: Evidence from field research in Morocco	Citizenship, Social and Economic Education
McGowan	2016	Impact of one-semester outdoor education programs on adolescent perceptions of self-authorship	Journal of Experiential Education
Shankar	2016	UDAN – Playing to learn the nuances of entrepreneurship	Simulation and Gaming
Elert et al	2015	The impact of entrepreneurship education in high school on long-term entrepreneurial performance	Journal of Economic Behavior and Organization
Kakouris	2015	Entrepreneurship pedagogies in lifelong learning: Emergence of criticality?	Learning, Culture and Social Interaction
Siqueria et al	2015	Responsible management education: Active learning approaches emphasising sustainability and social entrepreneurship	International Journal of Innovation and Sustainable Development
Belet	2013	The innovative Finnish team academy example: Towards a	International Journal of Human Resources

		new action learning-based business school model	Development and Management
Bellotti et al	2012	Designing a course for stimulating entrepreneurship in higher education through serious games	Procedia Computer Science

Discussion of themes obtained from the Systematic Literature Review
The themes that emerged from Table 2 are further presented in Table 3 below. During the SLR process, 14 of the 30 articles in this study were utilised to assess the current roles of SMTs in fostering entrepreneurship among learners. In contrast, 16 were utilised to access the advisory roles of SMTs in fostering entrepreneurship among learners. This study found that SMTs play the role of SMTs and educators in fostering or promoting an entrepreneurial mindset among learners. However, the study posits that other advisory roles can foster an entrepreneurial mindset among learners in addition to their current positions.

Table 3: Thematic analysis of the findings

Themes	Sub-themes
THEME 1: Current roles of SMTs in fostering entrepreneurship among learners	Curriculum development Resource allocation Teacher professional development Community engagement Learner support and guidance Evaluation and assessment Policy development
THEME 2: Advising roles of SMTs to foster entrepreneurship in learners	Individual student guidance Group mentoring Career counselling Connecting students with resources Monitoring progress and celebrating success

The themes presented in Table 3 are discussed below:

Theme 1: Current roles of SMTs in fostering entrepreneurship among learners
This section expounds upon this study's first theme: the current roles SMTs play in facilitating entrepreneurship among learners. The following sub-themes are subsequently explained.

Curriculum Development
SMTs play an essential role in developing the curriculum to include entrepreneurial instruction. Incorporating entrepreneurship education within the curriculum allows students to build entrepreneurial skills and attitudes (Bellotti et al 2012; Ierapetritis 2017). Agboola (2021) presents a framework for formally integrating entrepreneurship education into school-level teaching curricula to foster latent entrepreneurship among students. Subramanian (2018) uses social network analysis to emphasise the increasing network of non-state institutions involved in school reform, emphasising school management, school leadership,

advocacy, and teacher training. Collaboration with teachers, industry experts, and stakeholders is critical for developing and implementing curricular frameworks with entrepreneurship as a significant component. This collaborative approach guarantees that the curriculum matches the entrepreneurial ecosystem's requirements and demands, matching educational results with real-world operations. Implementing an action-based learning platform for entrepreneurship education helps develop entrepreneurial skills (Belet 2013; Kujala et al 2022).

Resource Allocation

Small and medium-sized enterprises are hampered by resource constraints (Sarwar et al 2021). As a result, effective resource allocation is critical for SMTs to provide a conducive atmosphere for entrepreneurship instruction. Giving students access to cutting-edge technology, maker spaces, and entrepreneurial incubators encourages hands-on learning and innovation (Bellotti et al 2012). Adequate funding enables SMTs to give learners the tools, equipment, and materials they need to pursue entrepreneurial endeavours. Allocating funds for entrepreneurship-related tools and facilities helps create a supportive learning environment (Wu et al 2019). By strategically allocating resources, SMTs create an ecosystem that nurtures entrepreneurial aspirations and facilitates experiential learning.

Teacher Professional Development

SMTs are critical in assisting teachers' professional development in entrepreneurship education. SMTs should prioritise regular training programmes, workshops, and seminars to provide teachers with the information and pedagogical skills needed to effectively deliver entrepreneurial instruction. According to Nguyen and Nguyen (2023), teacher professional development is critical to improving the influence of entrepreneurship education on students' entrepreneurial intentions. Continuous education keeps teachers up-to-date on current trends, creative teaching approaches, and industry practices, allowing them to give relevant and interesting entrepreneurial instruction. SMTs should also promote teacher collaboration by encouraging peer learning and sharing best practices. This collaborative environment empowers teachers, increases their confidence and skill in teaching entrepreneurship, and benefits students in the long run. Professional development programmes boost teachers' confidence and ability to teach entrepreneurship (Alakaleek et al 2023). To improve teacher entrepreneurship capability, Zhu et al (2023) propose a shift in institutional management for teachers from traditional employment provision to professional development and growth.

Community Engagement

Community engagement is essential to encouraging learners to become entrepreneurs, and SMTs play an important role in establishing these linkages. To provide authentic learning experiences and mentorship opportunities, SMTs should collaborate with local firms, entrepreneurs, and community organisations. McGowan (2016) discovered improvements in situational coping, interpersonal leadership, self-efficacy, and overall Self-Authorship questionnaire scores in 10th and 12th-grade students who participated in one-semester outdoor education

programmes. Learners acquire personal experience with real-world entrepreneurship through these engagements, allowing them to use their knowledge and abilities in practical scenarios. SMTs help bridge the gap between classroom learning and the entrepreneurial environment by engaging the local community and establishing a strong sense of relevance and applicability.

Furthermore, community engagement provides learners with networking possibilities, allowing them to make connections, seek guidance, and access resources to help them with their entrepreneurial pursuits (Hou et al 2023). To provide a well-rounded and comprehensive learning experience, SMTs should actively involve the community in entrepreneurship education through guest lectures, industry visits, and internships. According to Weng et al (2022), this partnership allows learners to get practical insights into business while also developing networks to support their entrepreneurial endeavours. Collaboration with external stakeholders improves learners' understanding of real-world entrepreneurship and provides networking opportunities (Hou et al 2023). These active learning strategies can assist students in dealing with ethical, social, and environmental challenges in complicated business circumstances (Siqueira et al 2015).

Learner Support and Guidance

Learners interested in entrepreneurship should receive thorough support and advice from SMTs. They should set up mentorship programmes, coaching sessions, and counselling services to help students build entrepreneurial abilities and navigate the entrepreneurship hurdles. SMTs assist students in identifying their skills, exploring entrepreneurial prospects, and developing viable business strategies by providing personalised assistance and evaluation. Furthermore, SMTs could organise networking events, pitch challenges, and entrepreneurial showcases to provide platforms for students to demonstrate their ideas, receive expert feedback, and connect with potential investors or collaborators. Liu et al (2023) stress the necessity of understanding and motivating students' feedback-seeking behaviour, which can be aided through SMT-established student support systems. Personalised supervision and support systems positively influence students' entrepreneurial goals and self-efficacy. These support systems assist students in developing confidence, resilience, and a sense of belonging within the entrepreneurial community (Arpiainen & Kurczewska 2017; Wu et al 2019). Elert et al (2015) discover that high school involvement in the Junior Achievement Company Program boosts the long-term likelihood of starting a business and the entrepreneurial revenues of programme graduates. Learners who received entrepreneurship training had considerably greater entrepreneurial alertness and efficacy than those who did not (Ho et al 2018).

Evaluation and Assessment

SMTs must design suitable evaluation and assessment procedures to assess the effectiveness of entrepreneurship education initiatives. This includes evaluating both cognitive and non-cognitive outcomes such as acquiring knowledge, problem-solving abilities, creativity, and an entrepreneurial mindset. Rodriguez and Lieber (2020) investigated the impact of career-focused education on students' career perspectives. They discovered that students in entrepreneurship education

demonstrated a statistically significant increase in entrepreneurial mindset, specifically in communication and collaboration, opportunity recognition, critical thinking, and problem-solving. In another study, Hershmann et al (2023) indicate that some learners could recognise issues and produce solutions but could not forecast income. According to Alakaleek et al (2023), entrepreneurship education improved students' knowledge and behaviour. The findings also link entrepreneurial competencies and students' behaviours (Alakaleek et al 2023). SMTs increase the impact of entrepreneurship education by collecting and evaluating data on student performance and results. This allows them to identify areas for development, adjust teaching approaches, and make data-driven decisions. Toding et al (2023) underline the relevance of assessing how teachers' mindsets and instructional tactics influence students' entrepreneurial attitudes and behaviours. SMTs assess students' entrepreneurial competencies in real-world scenarios using assessment methodologies such as case studies, business simulations, and project-based assignments, offering a more accurate indication of their preparation for entrepreneurship. SMTs assess learners' progress and provide feedback for improvement by matching assessment methodologies with entrepreneurial competencies. Wu et al (2019) emphasise the advantages of adopting technology-based teaching devices, such as Classroom Response Systems, to increase students' involvement in acquiring entrepreneurial knowledge.

Policy Development
SMTs help shape policy by advocating for the inclusion of entrepreneurship education in national or local educational initiatives. The local excellence-based entrepreneurship education management approach can be applied to improve entrepreneurial attitudes, knowledge, and abilities (Wahyningsih et al 2018). SMTs should work with legislators, school boards, and stakeholders to emphasise the importance of entrepreneurship education and its impact on learners, communities, and the economy. They can help gain funding, prioritise entrepreneurship education in educational institutions, and guarantee that entrepreneurship programmes match national or regional economic goals by influencing policy formation. Furthermore, SMTs contribute to establishing entrepreneurship education guidelines, standards, and frameworks by providing an organised and consistent approach to curriculum design, teacher training, and programme implementation (Kakouris 2015). Aligning policies with learner-centred approaches and entrepreneurial attitudes fosters an entrepreneurial environment (Toding et al 2023). According to Neck and Corbett (2018), entrepreneurship education comprises establishing the mindset, skill set, and practice required for launching new companies, but the effects are far-reaching. Fostering an entrepreneurial culture and providing a conducive atmosphere for learners to pursue entrepreneurial paths requires policy support and a favourable ecosystem.

Theme 2: Advising roles of SMTs to foster entrepreneurship in learners
This section discusses the second theme of this study, which revealed the advising roles of SMTs to promote entrepreneurship in learners. The following sub-sections discuss the sub-themes that emerged.

Individual Student Guidance

Individual assistance from SMTs is crucial for aspiring student entrepreneurs. SMTs should provide personalised assistance and mentoring to students as they improve their entrepreneurial abilities and overcome the hurdles of beginning a firm. According to Nguyen and Nguyen (2023), SMTs can help students discover their entrepreneurial potential and steer them toward entrepreneurial intent. Kakouris (2015) discovered that critical instruction incorporated into experiential learning resolved unsettling situations for adult learners in entrepreneurship courses. SMTs can use similar tactics to guide students and promote their entrepreneurial mindset and skills. Therefore, SMTs can provide specialised guidance, discover entrepreneurial opportunities, and aid students in developing effective business plans by recognising their students' particular abilities, interests, and aspirations. They can provide criticism, advice, and encouragement for each student's needs and goals. Individual counselling sessions can help students address specific difficulties, refine business ideas, and gain confidence in their entrepreneurial abilities (Bellotti et al 2012).

Group Mentoring

Group mentoring is an excellent method SMTs use to encourage entrepreneurship among learners. SMTs foster knowledge-sharing, co-operation, and peer support by bringing together a varied mix of budding entrepreneurs. Students can use this strategy to learn from each other's experiences, exchange ideas, and form beneficial networks. According to Toding et al (2023), creating a learner-centred learning environment is critical for learners' entrepreneurial attitudes. SMTs can facilitate group mentorship sessions where students co-operate, exchange experiences, and learn from one another. These encounters allow students to form a supportive network of like-minded individuals, building a sense of community and developing an entrepreneurial mindset. According to Sarwar et al (2021), business networks and relationships have a high potential for providing SMEs access to rare and essential resources. SMTs also organise group mentoring events like workshops, guest lectures, and panel discussions to inspire and guide students. Bharucha (2019) states that entrepreneurship education programmes impact students' entrepreneurial intention and opportunity recognition skills. SMTs capitalise on this impact by arranging events encouraging students to think and act entrepreneurially.

Career Counselling

Students interested in pursuing entrepreneurship can benefit from professional coaching from SMTs. They can assist students in exploring several career routes, understanding the possible obstacles and entrepreneurship rewards, and determining their readiness to start a business. According to Hassi (2016), late childhood (11–12 years old) is the optimal era for developing self-efficacy, a non-cognitive talent required to become an entrepreneur. Ho et al (2018) emphasise the importance of entrepreneurship training in increasing age-appropriate entrepreneurial alertness and efficacy competencies. Discussions on building entrepreneurial skills, identifying market possibilities, and understanding the entrepreneurial ecosystem can be included in career counselling sessions for learners. SMTs assist students in linking their academic choices, skills development, and personal goals with their entrepreneurial aspirations through

career counselling (Iwu et al 2021). SMTs assist students in acquiring the required information and skills to succeed in their entrepreneurial path by directing them to appropriate entrepreneurship education programmes and experiential learning opportunities.

Connecting Students with Resources

SMTs connect students with the resources they need to support their entrepreneurial endeavours. They can help students perform market research and establish business strategies by directing them to study materials, databases, and industry publications. SMTs also use their networks to connect students with possible mentors, industry experts, and successful entrepreneurs who can offer vital insights and support. Weng et al (2022) emphasise the importance of teachers facilitating a conducive learning environment, which includes linking students with relevant resources. By nurturing these relationships, SMTs facilitate students' access to knowledge, expertise, and networks that can contribute to their entrepreneurial success. Saewar et al (2021) assert that by developing strong network capabilities, entrepreneurs increase their social capital, which has a favourable and significant impact on their ability to innovate. According to Shankar (2016), entrepreneurship is a socially involved practice that exposes students to the various subtleties of running a start-up. Several active learning methodologies enable students and external organisations to work together to achieve a socially desirable aim (Siqueira et al 2015).

Monitoring Progress and Celebrating Success

SMTs are essential in tracking students' advancement in their entrepreneurial endeavours. They can monitor students' progress, evaluate their accomplishments, and offer helpful criticism to encourage ongoing improvement. SMTs also recognise students' achievements and give credit for their entrepreneurial endeavours while also celebrating their successes. Bellotti et al (2012) highlight the value of entrepreneurial role models in motivating students and encouraging their entrepreneurial goals. To inspire and encourage students to pursue entrepreneurship, SMTs serve as role models for others and recognise and celebrate student accomplishments.

5. Contribution of the study

Through the SLR approach, a conceptual framework was developed to outline concepts on the current and advising roles of SMTs in fostering entrepreneurship among learners. Implementing or promoting entrepreneurship education can create an atmosphere where learners are independent, creative, and constructivist.
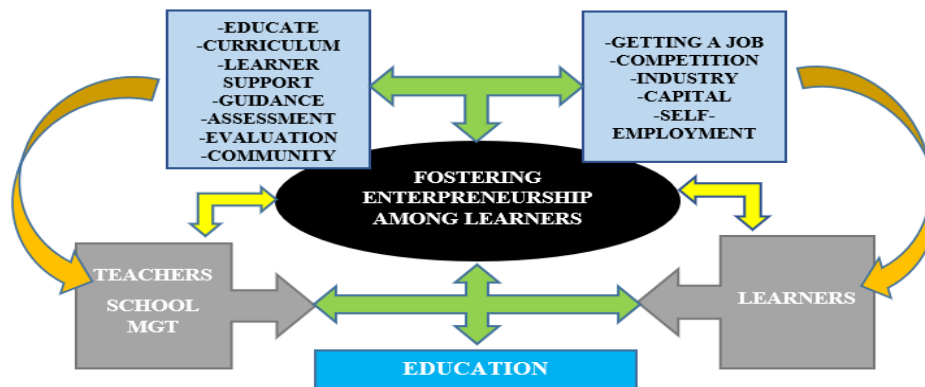
Figure 1: Conceptual insight on fostering entrepreneurship among learners

Figure 1 highlights the procedures for consideration by SMTs and educators when fostering entrepreneurship among learners. These procedures will lead to learners aspiring to become self-employed and creating jobs for themselves in future. As presented in Figure 1, the fact that SMTs and educators play a significant role in ensuring that learners are groomed from high school on how to become entrepreneurs provides a learning knavery for learners in schools. Additionally, opportunities for learners to actively involve themselves in community trading, business activities, etc., create an atmosphere for lifelong learning.

6. Novelty of the study

In this study, several novel contributions emerged from the exploration of the roles of SMTs in fostering entrepreneurship among learners. These novel contributions are expounded upon consequently:

Holistic approach to entrepreneurship education: One novelty lies in the holistic approach SMTs take in promoting entrepreneurship education. SMTs engage in curriculum development and resource allocation, teacher professional development, community engagement, learner support and guidance, evaluation and assessment, and policy development. This comprehensive involvement demonstrates a comprehensive strategy to nurture entrepreneurial skills and mindsets among learners, setting this study apart in its endeavour to facilitate entrepreneurship education.

Strategic advising roles: Another novelty is the strategic advising roles undertaken by SMTs. This study established that SMTs provide individual student guidance, group mentoring and career counselling, and facilitate connections between students and entrepreneurial resources. This advising role goes beyond traditional academic mentoring and encompasses a broader spectrum of support, uniquely contributing to fostering entrepreneurship in learners.

Inclusivity and Equity: The study implicitly emphasises inclusivity and equity by advocating policies and practices that promote diversity and inclusion within entrepreneurship education. This inclusionary approach is novel in its recognition of the importance of ensuring that entrepreneurship education is accessible and relevant to all students, regardless of their backgrounds.

In summary, the novelty of the study lies in its comprehensive perspective on the roles of SMTs in entrepreneurship education, emphasising holistic strategies and a commitment to inclusivity and equity. These unique contributions show how SMTs can effectively foster entrepreneurship among learners and offer valuable insights for educational policymakers and practitioners.

7. Conclusions of the study

The findings of this study expounded upon the roles and responsibilities of SMTs in fostering entrepreneurship among learners. The study adopted an SLR, which reviewed 2518 papers from academic databases and other research sources, including SAGE, Wiley, Elsevier, and Inderscience, to find pertinent studies published in peer-reviewed journals, conference proceedings, and reports. Two main themes emerged from the thematic analysis: the current roles of SMTs in fostering entrepreneurship among learners and the advising roles of SMTs in fostering entrepreneurship in learners. Regarding the current roles of SMTs, it was found that SMTs play a multifaceted role in creating a conducive ecosystem for entrepreneurship within schools. These roles include curriculum development, resource allocation, teacher professional development, community engagement, learner support and guidance, evaluation and assessment, and policy development. These findings highlight the comprehensive approach that SMTs take to promote entrepreneurship and the importance of their involvement in various aspects of the educational process. Regarding advising roles, SMTs actively provide individual student guidance, group mentoring, career counselling, connecting students with resources, monitoring progress, and celebrating success. These advising roles demonstrate the SMTs' commitment to supporting and guiding learners in their entrepreneurial endeavours. The study concludes that SMTs facilitate the growth and success of aspiring entrepreneurs by actively advising and guiding students.

8. Recommendations

Based on the findings of this study, several recommendations are made to enhance the roles of SMTs in fostering entrepreneurship among learners:

Strengthen collaboration and networking: SMTs should actively collaborate with relevant stakeholders such as local businesses, community organisations, and entrepreneurship support networks. This collaboration can create valuable opportunities for students to connect with mentors, industry experts, and potential investors. By fostering partnerships and networks, SMTs could enhance the entrepreneurial ecosystem within schools.

Continuous professional development: SMTs must receive ongoing professional development and training related to entrepreneurship education. This training should focus on building their knowledge and skills in curriculum development, mentoring techniques, and effective advising strategies. SMTs should stay updated with current trends and best practices in entrepreneurship education to provide relevant and impactful guidance to learners.

Integration of entrepreneurship education in the curriculum: SMTs should advocate for the integration of entrepreneurship education across different

subjects and grade levels. This integration can help students develop entrepreneurial competencies while aligning with educational goals. SMTs should work closely with teachers to ensure that entrepreneurship-related content and activities are effectively incorporated into the curriculum.

Establish support structures: SMTs should establish support structures within schools to provide ongoing guidance and resources to students interested in entrepreneurship. This includes creating entrepreneurship clubs, organising guest speaker sessions, facilitating access to incubation centres or competitions, and promoting peer-to-peer learning and collaboration.

Evaluation and assessment: SMTs should develop effective mechanisms for evaluating and assessing the impact of entrepreneurship education initiatives. This can involve collecting student feedback, monitoring their progress, and measuring outcomes related to entrepreneurial mindset development, business idea generation, and implementation. Regular evaluation and assessment will help SMTs identify areas for improvement and refine their strategies.

Policy advocacy: SMTs should actively engage in policy advocacy at the school and district levels to promote entrepreneurship education. They can collaborate with education authorities, policymakers, and other stakeholders to raise awareness about the importance of entrepreneurship education and advocate for supportive policies and resources.

Further research: This study creates the basis for other scholars to adopt the conceptual framework provided in this study into an empirical investigation in order to test the concepts physically using human participation.

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