

**EFFECTS OF TEACHING APPROACHES ON ENTREPRENEURIAL SKILLS DEVELOPMENT: A  
PERSPECTIVE OF THE ZAMBIAN REVISED NATIONAL CURRICULUM AND PEDAGOGY**

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**Abstract**

*This study investigated the teaching approaches for entrepreneurship development; a perspective of the Zambian revised national curriculum and pedagogy. The study employed a descriptive survey design. The target population comprised of schools, teachers, pupils and District Education Board Secretary (DEBS) officers in Chongwe district. A sample of 24% of the total schools in Chongwe district was used which comprised of 4 secondary schools and 6 primary schools. The research sample size had 200 pupils, 40 teachers, 10 Head teachers and 3 DEBS officers from Chongwe district office. The study used purposeful and systematic random sampling techniques to come up with the participants. A structured questionnaire, interview guide and observation were the tools used to collect data. Generally, the findings indicate that all the methods were preferred by teachers ( $n = 50, \mu = 28.5, SD = 12.275$ ). However, as the teaching methods became more entrepreneurial, teachers' preference tended to reduce in frequency due to various reasons. Hence the study recommends more investment in the Ministry of General Education (MOE) for close monitoring and adequate in-service teacher training on entrepreneurial teaching approaches, curriculum implementation and pedagogy for entrepreneurship development.*

**Key words:** Entrepreneurship Development, Teaching Approaches, Creativity, Pedagogy, Curriculum

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