A focus into the charity 'Young Enterprise Northern Ireland' and how effective their 'Company Programme' is at increasing 'Life Skills' in young people

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Research Project submitted in partial fulfilment of the requirements for the Masters Degree in Education at University of Ulster

January 2014

Acknowledgements

In presenting this project, I would like to thank sincerely those who give me their invaluable advice, support and assistance.

Special thanks to Dr. Sam McGuinness who has been my supervisor and offered guidance throughout the duration of this project.

Also to my close colleagues at school who offered words of affirmation and encouragement.

To my wife and two sons who have journeyed with me on the road to completing my Masters Degree, heartfelt thanks for taking an interest and having the patience in my study.

A special mention to my mum and dad, who set me up on a sound educational platform. They always encouraged, wanted the best and supported me during my primary, secondary and third level education.

A particular mention to my mum who is at the latter stages of dementia and if she was in full health, she would be very proud.

Abbreviations

YENI	Young Enterprise Northern Ireland
YE	Young Enterprise
LEQ-H	Life Effectiveness Questionnaire consisting of eight factors
LT	Link Teacher

Abstract

This research project has investigated the 'Company Programme' of the charity YE and how effective it is at increasing Life Skills in young people. Data has been obtained using student questionnaires and teacher interviews.

During the research nineteen students participated and two teachers from neighbouring secondary schools. Qualitative data has been analysed and graphed using Microsoft Excel software.

Previous studies have been completed on 'Life Skills' and 'Enterprise Programmes', but not both together. The closest resembling research focuses on the 'Company Programme' of YE and students attitude towards starting a business and their enterprise potential (Athayde 2012).

Amongst other things, this research has confirmed that the majority of students who participate in the 'Company Programme' of YE, develop Life Skills. This research discovered that 84% of participants experienced an increase in 'Life Skills' over a twelve week period, as a result of their involvement in the Company Programme of Young Enterprise.

The researcher recommends that LT or teachers that are considering becoming involved in an enterprise programme like the 'Company Programme', familiarise themselves with the skills their students develop together with the challenges of being involved.

As a consequence of the analysis of the semi structured interview with Link Teacher, two additional research questions emerged as themes. These were:

- Entrepreneurs are born not taught
- The benefits for secondary schools who participate in the 'Company Programme'.

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Chapter 1 Introduction

1.1 Title

'A focus into the charity 'Young Enterprise Northern Ireland' and how effective their 'Company Programme' is at increasing 'Life Skills' in young people'

1.2 Background

"*If we knew what it was we were doing, it would not be called research, would it?"* Sigmond Freud as cited in, Zukin (2006). The writer is somewhat consoled by this quote and in many ways illustrates that research is trying to discover and enlighten a particular area of interest. It is hoped by the end of this Research Project, a greater insight and understanding will be known in the area of 'Enterprise Education' and in particular the 'Life Skills' that students develop as a result of their involvement in the Company Programme of YE.

"Veritas Vincit" – Truth conquers all. The Latin phrase of Lismore Comprehensive Secondary School, Craigavon – the mission and ethos, which aims to permeate all aspects of school life. It is the school where the writer works and enjoys the vocation as a teacher and educator for Teaching and Learning. The main subject that the writer teaches is 'Business Studies to A – Level' which encompasses Accounting at A Level and getting involved with outside school agencies. One outside agency which Lismore Comprehensive uses is Young Enterprise Northern Ireland (YENI). YENI offers many programmes for students of all ages. One such initiative is the 'Company Programme' which the writer has been a 'Link Teacher' for several years and has mentored groups to win numerous prestigious awards. This experience was the inspiration for undertaking this research.

1.3 Rationale and Aim of study

Pittaway & Cope (2007) discovered in their research that the relationship between enterprise education and outcomes was under-researched. This view is also shared by Fayolle (2006, p 766) who points out that "*there is a lack of research regarding the outcomes of entrepreneurship education*". The writer is spurned and encouraged by this, as it is hoped that this research will make some contribution to previous studies to Enterprise Education.

The aim of this research is to gain a greater understanding of Enterprise Education and Life Skills. The main focus of this study will also reveal if students have gained or enhanced life skills having completed the Company Programme of YE.

1.4 Objectives

The objectives of this research are:

- To discover how neighbouring secondary schools have benefited from their students taking part in the Company Programme of YE.
- To discover if LT who experience their students participating in Company Programme, would agree with "Entrepreneurs are born-not taught"
- To ascertain if there is a link between students participating in the Company Programme of YE and enhanced life skills.

1.5 Research Questions

Research questions:

- Would LT agree with the statement "entrepreneurs are born not taught?"
- Do secondary schools benefit from their students participation in the Company Programme of YE?

Main research question:

- Does student participation in the Company Programme of YE have an effect on the participants' life skills?

Chapter 2 Review of Literature

2.1 Definition

Definitions are important in the area of enterprise education because many of the terms associated with the field, such as entrepreneur, enterprise and entrepreneurship, are often used for the same meaning or term (Henry et al. 2003). For the purpose of this research project, 'enterprise education' will be used. Enterprise education is receiving more attention in recent years.

2.2 Importance of Enterprise Education

Kuratko (2005, p 2) said "*Entrepreneurship has become more popular over the last two decades as arguably the most potent economic force the world has ever experienced*". At a global level, the decrease of trade barriers and the Euro currency, together with the advancements in telecommunications, expertise and shipping, all mix to supply more opportunities, as well as more insecurity for humankind. In June of 2013 at the Scottish Tory conference, David Cameron said, as cited in Reid (2013) "*to succeed in the tough world of today something else is needed too: a new generation of entrepreneurs*." Also as recent as 18th October 2013, speaking at the Scottish National Party Conference 2013, Alex Salmond, cited in Taylor (2013) said "*the aim would be to create both a prosperous economy and a just society*." David Cameron and Alex Salmond and their administrations appreciate the importance of enterprise.

The significance of an "enterprise culture" to Northern Ireland's future ability to stay competitive in a worldwide financial system was the centre of an Enterprise White Paper, Department for Business & Regulatory Reform (BERR 2008). Northern Ireland, Enterprise Minister, Arlene Foster cited in Invest NI (2010) commented on the 10th birthday of the establishment of 'Invest Northern Ireland', "*Northern Ireland's small businesses are the lifeblood of our local*

economy, so it is vital as we continue to manage our way out of the current economic climate, that they are prepared for change and can access timely, relevant support." Arlene Foster appreciates the importance of enterprise to our economy. Supporting "enterprise" has become a guiding principle in response to the acknowledgment of the role small firms make to Northern Ireland's economy. Promoting enterprise is seen as the main way to generate employment and improve trade and industry expansion over Europe.

Significant outlay has been made, by UK governments, in primary, secondary and tertiary organisations over the last number of years and enterprise teaching is an obligatory requirement in secondary schools (Ofsted, 2005). A fresh statement attracts the ongoing necessity to support youth's comprehension of business and enterprise potential (McLarty et al., 2010). There is a need for in-depth appraisal studies to examine the usefulness of enterprise education programmes in particular.

Enterprise education is at this moment acknowledged both as a genuine research sphere (Pittaway and Cope, 2007) and as a qualified authority within Higher Education (NESTA, 2008). Appendix 1 is 'The "Big Picture" of the Northern Ireland Curriculum at Key Stage 3. One of the 'Curriculum Objectives' is to '*develop the young person as a contributor to the economy & environment'*. Also under the same document beside 'Key Elements' there is reference to 'employability', 'economic awareness' and 'education for sustainable development'. It is not a shock or a surprise that the matter continues to be a magnet for both educational and government administration attention (Storey, 2008). This was also addressed by Adcroft et al. (2005) who also acknowledged that Enterprise education had progressed over the years and this was due to both academic and government policy reasons.

One benefit of enterprise education is that it can provide students with the understanding and skills required to set up an SME and contribute to the success of an economy. "*Education in entrepreneurship increases the chances of start-ups and self employment and enhances individuals' economic reward and satisfaction*" (European Communities, 2006 p 4). It could be argued that not each student in education wants to become an entrepreneur. However, promoting entrepreneurship education and being aware of what students desire can help support the theory that "*entrepreneurs are often made not born*" (Garavan and O'Cinneide, 1994). Entrepreneurship can also add to the community structure for less industrial countries and lend a hand to provide work to underprivileged people (European Communities 2006).

According to Kirby (2003, p 45) "*business and enterprise development has been listed as one of the four strategic goals of British universities*". This shows what a dominant role entrepreneurship has in our society and how it cannot be neglected. Also over the last few years, the obtainable statistics indicate that there is much deviation in how schools engage with enterprise and entrepreneurship education. Qualifications and Curriculum Authority (QCA) survey in 2005 found that 72 per cent of responding schools saw enterprise education as a 'very important' element of the curriculum for pupils aged 14 to 16 (QCA, May 2006). The European Communities (2006) pointed out that entrepreneurship education not only results in more start-ups but also gives people more confidence and imagination, which will play a vital role in anything they do in life. It could then be argued that if a student for example decides not to set up a business and instead works as an employee, the awareness they would have gained from studying entrepreneurship will set them in great stead for all of life's ventures. This was also supported by Gibb (1996, p 312) "*The entrepreneur may indeed exist in all types and sizes of private and public organization*." This research will address the life effective skills that the researcher's students may develop as a result of their involvement in the

Company Programme of YE – which one believes will set them on a platform for future life challenges.

Throughout a person's life they take on multiple roles. Some examples of these roles might include being a student, musician, or an artist. During these roles, a person will be taught specific skills that will be relevant to the specific role or general life skills. The life skills that they are taught in each area can be transferred to other roles in their life. The 'Company Programme' of YE is one example that has been a place in which life skills have been initiated.

There has been an increased attention in using sport as a vehicle in developing life skills. A player can enhance their communication skills by learning how to talk to their coach and team mates about a range of sport issues. The life skill, communication, would then be considered a transferable skill because the individual would have learned how to become more comfortable communicating and practice and use this skill in the sport setting. The individual can go on and practice and use this skill outside of the sport setting in school or at work. Although the 'Company Programme' is not a sport, it is believed that life skills taught in the 'Company Programme' are transferable to other domains in life. Some examples of transferable life skills learned are: an individual is able to perform under a pressure situation, is able to problem solve, is able to time manage to meet deadlines, is able to set to goals, can communicate effectively, is able to manage successes and failures, can work well with others, and is able to use the feedback they receive. These examples of life skills coincide with the LEQ-H model proposed by Neill 2007: Time Management, Social Competence, Achievement, Motivation, Intellectual Flexibility, Task Leadership, Emotional Control, Active and Self Confidence.

2.3 Previous surveys / research in the area of Entrepreneurship

Researchers including Curran and Stanworth (1989), and Gibb (1997), have recognised the need for evaluating entrepreneurship education and training programmes. Hill and O'Cinneide (1998) have stated that only a few studies have investigated the effects of entrepreneurship education. Such studies in the past have focused on a particular programme and its instant outcomes. McMullan et al. (2001) argued that it is essential to measure the usefulness of entrepreneurship courses. The main reasons for this were that:

- The benefits of entrepreneurship programmes should prevail over their costs and risks;
- Programmes and courses can be costly.

Taking into account the considerable research that has been undertaken into the cost-benefit scrutiny of training programmes, Gibb (1997) has uncertainties if a perfect response may possibly be established to the query of effectiveness in terms of reimbursement. On the other hand, Storey (2000) and McMullan et al. (2001) put forward that the best way to assess a course is to relate programme outcomes to objectives. Clark et al. (1984) outline there are little surveys that actually appraise the impact that enterprise courses have had. The Company Programme is referred to as a course / programme and it is with great enthusiasm that the researcher is relishing the opportunity to assess the impact of this programme.

2.4 Previous surveys / research in 'Life Skills

Young people of today are confronted with a bombardment of biological, cognitive, and community transitions as they advance all the way through the teenage years. Many of these demands originate from diverse areas of their lives, all of which contribute to a part in the development of the person. Within the Craigavon area where the researcher teaches, the school's catchment area is considered "a disadvantaged area". Free School Meal (FSM) numbers reflects this

and is a measurement of such. For youth to flourish throughout these challenges, they need to have the necessary skills and competencies. These competencies stem from life skills. Life skills have been defined as, "*those internal personal assets, characteristics and skills such as goal setting,... that can be facilitated and developed in sport and are transferred for use in non-sport settings*" (Gould & Carson, 2008; p. 60).

Life skills researchers such as Danish, (2002) & Gould & Carson, (2008) put forward an overpowering debate for the need to thoroughly nurture life skills in young people rather than rely on the contribution in organised school and extra-curricular activities for this to transpire. The dependence on just participating in youth activities such as sport, to gain key techniques and skills that could be used in other life situations, compared to additional methods of learning, has shown vague results (Holt & Jones 2007). This is most interesting for the author, as participating in YE activities like the Company Programme would have been considered valuable in enhancing life skills.

2.5 Literature Review – Enterprise Education

Gorman and Hanlon (1997) argue there is modest thorough research in enterprise and that the research in enterprise is still developing. A decade after Gorman and Hanlon's contribution, Pittaway and Cope (2007, p499) conclude that the relationship between entrepreneurship education and outcomes is "under researched". Enterprise education is expanding and most of the research to-date has inclined to be disjointed and with an examining, expressive orientation. This was also commented on by Sexton and Kasarda (1991), who suggested that most of the research questions tend to be relevant to a particular programme and focused on the more immediate measures of effectiveness, such as student interest. Hills (1988) found that there is a deficiency of conventional theories of entrepreneurship education and training. Curran and Stanworth

(1989) highlighted some of the problems in relation to defining, classifying and evaluating entrepreneurship education.

McLarty et al. (2010) evaluate Enterprise Education and explain its outcomes. The report states that Enterprise Education aims to "*help young people be creative and innovative, to take risks and manage them, and do this with determination and drive*" (McLarty 2010, p12). McLarty states that when enterprise has a place in the curriculum, it will have an encouraging impact on pupils' employability, enterprise skills, and self-awareness. McLarty (2010) also recommends:

- Enterprise activities should be part of the entire school community, and pupils taking the initiative and driving the project.
- Connect with the employer

Schools with an Enterprise Education in its curriculum also saw increase in staff incentive and enhanced teacher understanding of Enterprise Education. The author can relate to this as with recent success in the form of trade fair awards and other accolades for the school, has seen morale increase among staff and a great interest from colleagues.

The work by Athayde 2012 is the most closely resembling study to that of this research project. The study by Athayde focuses on a Company Programme of YE, in London and attempts to measure the effect of student participation in the programme and their attitude towards starting a business and their enterprise potential. Athayde 2012 uses 'Attitude to enterprise test' (ATE), (Athayde 2009). Although there are differences in the research aim of Athayde 2012 to this current research study, there are some similarities. McLarty et al. (2010) complement Athayde's research in that enterprise education can have a positive impact on these who take part in such programmes. However Packham et al. (2010) discovered that the impact was modest when gender, cultural and

industrial backgrounds were factored in. The main findings of Athayde's research were:

- ATE score for both male and female was much higher after completing the Company Programme
- Parent(s) in business significantly increased ATE score. This compliments the view that Enterprise can be taught

Following on from McLarty's and Athayde's research, Draycott (2011) addresses what 'enterprise' compares to in the framework of 14-19 education. Draycott challenges whether enterprise is best taught or learned. Draycott (2011) argues that the majority of enterprise educators work with flexibility and independence which enables students to learn through guiding the process. The Company Programme of YE is very much a programme that is 'student driven' as opposed to 'teacher driven'.

The next research that will be reviewed is by Gormon et al. (1997). This wide-ranging review makes a number of significant insights to aid study of enterprise education. They are:

1 That a number of regular themes keep raising their head. The main areas were the need to differentiate between entrepreneurship, enterprise and small business management education, as well as shaping the best possible course structures.

2 That entrepreneurship can be taught. This approach was supported by Gordon Brown, cited in Baker 2007 who in a News BBC article (See appendix 2) entitled 'Can you teach entrepreneurship?' –explains that the Government (in 2007) believe that Enterprise can be taught. The article illustrates the governments view by pointing out that from 2007 the government will deliver £180m over three years to support and encourage enterprise education within schools across the UK. As mentioned earlier, (Garavan and O'Cinneide, 1994) had the view that "*entrepreneurs are*

made, not born". However both (Garavan and O'Cinneide, 1994) and Brown (2007) views differ from Bosma & Harding 2007, who believe that age, gender, and work status are all significant for a person to be enterprising. The view that enterprise cannot be taught was also complimented by the work of Fillion (1991) who believed that a person was born with 'personality traits'.

Collectively, the enterprise papers selected for this review highlight the diverse and varied range of topics, directions and views held in enterprise education to-date. With reference on the Company Programme of YE, there remains scope for further development and focus on the life skills 17-18 olds develop as a result of their involvement.

2.6 Literature review – Life Skills

Lang and Gerwig (1989, p4) defines life skills as "*those skills that help an individual to be successful in living a productive and satisfying life*." Lang and Gerwig (1989) discussed the progress of skills that help youth manage with a shifting world with challenging social pressures. Glenn and Nelson (1987) refer to their "significant seven" as skills that are needed for achievement during a person's lifetime. Scales, (1986) follows a basic advance to life skills development and education, focusing on often neglected thinking and reasoning skills. There are three parts in this approach:

1 Encourage young people to consider information of different varieties, to select some, and reject some others.

2 Enable students to make choices about and to be critical consumers of both products and relationships

3 Teach students to help themselves and others through activism and social involvement.

Miller (1991b) has a conviction that a secure life skills foundation involving the intellectual, physical, emotional, and social tasks could assist individuals in dealing with the changes they are confronted with while continuing from youth to later life. Miller focuses on the developmental tasks derived by Havighurst (1972) that are to be nurtured during adolescence. Groundwork for adult roles and responsibilities such as working, being a parent, and a spouse also occur during this period (Van Horn, 1986). This was supported by Miller, 1991b, p7 when he said "*Developing an individual style of coping with these developmental tasks is critical in determining how effectively the adolescent deals with the many changes they are facing*". During adolescence, several important challenges occur such as adjusting to physical changes, establishing relationships, reflecting on values, and achieving autonomy from adults (Adams & Gulotta, 1983). By positively resolving the crises of adolescence, a person should become a competent, grown-up individual with a definite identity (Miller, 1991b).

The next area that will be reviewed as part of the review of Life Skills is that of the work of Conrad and Hedin (1981). This study and is particularly relevant to this research project as it refers to experiential education. Experiential Education is learning that takes place in an educational context. The Company Programme of YE is very much a programme of experience and this is often quoted as their trade mark, "*Learning by doing*". Conrad and Hedin (1981) defined experiential education as "*educational programs offered as an integral part of the general school curriculum, but taking place outside the conventional classroom, where students are in new roles featuring significant tasks with real consequences and where the emphasis is on learning by doing with associated reflection.*" This very much ties in with the Company Programme of YE – trade fairs, market research etc. – all take place at a venue outside the classroom setting.

Research has supported the effectiveness of life skill development and experientially based programmes such as the Company Programme of YE. Hedin

(1983) found that students, who participate in experientially based programmes / extra curricular programmes, got to know adults in a more positive environment and developed stronger relations. Hamburg (1989) found that successful youth development programmes taught youth skills in decision-making, social skills such as communications, interpersonal strategies, and self regulation. Collectively, the review of 'Life Skills' literature provides an insight into the vast area of research completed and provides a platform for the writer to investigate the Life Skills developed as a consequence of students who take part in the Company Programme of YE.

Chapter 3 Methodology

3.1 Introduction

Research design encompasses a definition of the research question, study design, identification of evidence, and sources of that evidence, data analysis and the interpretation of that analysis (Burns, 1994, Keeves and Alagumalai, 1998). Shulman (1997) asserts that research design should determine methodology, while Patton (1990) states that methodology should be selected to answer actual research question.

3.2 Delimitations

The scope of the study was completed with students who participated in a twelve week Company Programme of YE.

The research designs were:

- 'Pre-test' and 'Post-test' questionnaires used to measure the measures of a multiple choice questionnaire based on 'The 24-item LEQ-H' developed by Neill et al 2003 and his colleagues (See appendix 4).
- Semi-Structured Interviews with 'Link teachers' of two neighbouring secondary schools.

3.3 Ethical consideration

The author has referred to the University of Ulster's research guidance 'Research Ethics and Governance' which sets out the background, content, legislation and scope of the policy. The research falls within the scope of the ethics policy guidance and was subject to scrutiny before granting ethical approval. The author submitted the completed 'Form RG1a' for peer review. Participants were informed of their voluntary roles and empowered to withdraw at any stage without feeling the threat of penalty or coercion. The author designed and

submitted for scrutiny/approval a proprietary consent/information sheet which explained their contributions within the project.

3.3 Participants

Participants were selected from the researchers Business Studies class at Lismore Comprehensive Secondary School, Craigavon. There were 19 students, 4 female and 15 male students. All students were aged 17+.

3.4 Overview of the Company Programme

YE Northern Ireland provides the opportunity for students to develop many skills and qualities through their programmes. Below is an overview of the 'Company Programme':

- For students aged 15 to 19
- Raise real finance by selling shares
- Students open and use their own company bank account
- Carry out market research
- Work together to create their business plan
- Develop their own product or service
- Market and promote their product or service
- Trade with the public
- Manage the company finances
- Take part in local YE trade fairs
- Compete with other schools and colleges in the company of the year competition

The vision of the Company Programme is for all young people to have the chance to gain personal knowledge of how a business operates, appreciate the function it plays in providing wealth, and be enthused to advance their own prospects (Athayde 2012).

Below is a diary of the events and experiences the sample of students have experienced.

Date	Experience / Activity
September 2013	Students informed about Company Programme **Pre Questionnaire Completed**
9 October 2013	Young Enterprise Representative talks to students about setting up and preparing for the 'Company Programme'.
16 October 2013	Students attend a workshop on how to run a company – focusing on Marketing, Human Resources, Creativity, Production and Finance.
20 October 2013	Students are registered to the Company Programme and are able to communicate and organise practicalities via online network.
24 October 2013	Students hold formal board meeting. Election of roles – Managing Director, Marketing Director, Production Director, Finance Director and ICT Director together with assistants of each.
6 November 2013	Board Meeting – to discuss finer details about Company – Name, Product, Market Research, Mission Statement – allocating roles and responsibility
13 November 2013	Young Enterprise invites local schools involved in Company Programme to attend a 'Master class' focusing on 'Food and Drink'. Students have to work in groups with students from different schools. Communicating and working as a team is a major focus to develop a food that a local supermarket may buy.
14 November 2013	'Cake and Bun Sale' to raise capital. Students have to communicate, work online (Young Enterprise website) to

	facilitate and final preparations for a successful sale. Over £140 raised for capital
20 November 2013	Board Meeting – to discuss finer details about Company – building upon previous discussions on Name, Product, Market Research, Mission Statement and purchasing stock – allocating roles and responsibility
27 November 2013	Board Meeting – preparations for Trade Fair
4 December 2010	Board Meeting – preparations for Trade Fair
11 December 2013	Board Meeting – preparations for Trade Fair
12 December 2013	Attend the 'Outlet', Banbridge – Trade Fair – selling and marketing to the general public.
13 December 2013	**Post Questionnaire Completed**

3.5 Programme Structure

Each September, interested 'Link Teachers' organise and identify a cohort of students who would be interested in getting involved in the Company Programme of YE. Each registered group are assigned a 'Business Advisor' and a 'Young Enterprise Liaison Officer' who work with YENI. The LT's role is to co-ordinate and facilitate and to be a 'go between' for the students and external agencies. Although the LT has an important role, the Company Programme is very much student driven.

3.6 Procedures

After receiving ethical approval during the summer of 2013, permission to carry out the study was sought from the Principal of Lismore Comprehensive. Two neighbouring schools were identified who partake in the Company Programme and their 'Link Teachers' were asked if they wanted to take part in the research. 'Link Teachers' were given a written handout detailing the aims and procedures for the study. Likewise, the students were also informed of the purpose of the

study and that they were free to withdraw from the study at any time (Appendix 5).

3.7.1 Data Collection: Student Questionnaire

Students participating in the Company Programme completed a questionnaire early in term 1, before experiencing the Company Programme and a second questionnaire towards the end of term 1, having experienced many aspects of the Company Programme. Contact was made with two neighbouring schools who take part in the Company Programme of YE and their LT took part in a 'semi structure interview' (appendix 3).

Student questionnaires was thought to be the best way to conduct research, not only because it is one of the most widely used and recognised survey data collection techniques (Sauders et al, 2003) which respondents would be familiar with, but also because it appeared to be the easiest way to collect and analyse the data on a sample of this size. In addition to this it was important to bear in mind that this is a 'research project' and there is a short time scale to complete the research. A multiple choice questionnaire based on 'The 24-item LEQ-H' developed by Neill et al 2003 and his colleagues was the questionnaire employed (See appendix 4).

'The 24-item LEQ-H' developed by Neill and his colleagues (Neill, 2007; Neill, et al 2003) was used to measure the levels of, or changes in, personal development in certain life skills domains as a result of intervention programs, particularly in the outdoor adventure domain. Neill et al., 2003, p. 6 define life skills as "*the psychological and behavioural aspects of human functioning which determine a person's effectiveness or proficiency in any given situation*". The LEQ-H measures eight domains, three items each of life effectiveness. It focuses on measuring the extent to which a person's actions, behaviour, and feelings are effective in managing and succeeding at life, or more specifically, generic life

skills. The eight factors are: Time Management, Social Competence, Motivation, Intellectual Flexibility, Task Leadership, Emotional Control, Active Initiative, and Self-Confidence. Participants' responses to each item will be scored using a seven-point likert scale anchored by the end points "False, not like me" (1) and "True, like me" (7).

Time management, is the ability to plan and make optimum use of time. Time management is considered a essential skill for personal effectiveness. The second essential life skill included in the LEQ-H is social competence. This is defined as the extent to which one feels confident in social situations. Achievement motivation is a person's orientation to strive for task success, persist in the face of failure, and experience pride in accomplishments (Gill, 2000). Intellectual flexibility refers to the ability of a person to become accustomed and put up with the views of others. Task leadership is also included in the LEQ-H. It refers to the skill to direct others successfully for task achievement. Emotional control measures the ability of a person to retain or control his or her reactions motivated by pleasant or unpleasant emotion. Active initiative refers to the ability to act and initiate actions and thoughts in a variety of different environments. The final dimension included in the LEQ-H is self-confidence, which refers to a person's beliefs in his or her abilities (Appendix 4).

3.7.2 Data Collection: 'Link Teacher Interview'

In order to completely understand the contribution of the Company Programme from a teacher perspective it was important to be directly involved with the 'Link Teachers' who are involved in delivering the 'Company Programme'. Therefore, qualitative interviews with teachers were conducted. This was supported by May (2001, p120) who commented "*rich insights into people's experiences, opinions, aspirations, attitudes and feelings*". Due to the limited time frame, size and scope of the research, it was planned to only interview two teachers from local neighbouring secondary schools. The interviews served to give an insight into the

perspective and understanding of the LT and the contribution of the Company Programme in the development of life skills. These predetermined questions (Appendix 3) assured that specific information was gathered, but left space for the interviewees to answer what was suitable and important to mention (Saunders et al., 2003). In both schools, the interviews were conducted as face-to-face interviews and were electronically recorded, and later on, transcribed. A semi-structured interview was employed on the basis that it would give an inner perspective to outward behaviours, thus allowing for probing. Saunders et al commented, "*Unstructured interviews are informal*" (1997, p. 212). It is through unstructured interviews that you can explore in detail a general area in which one is interested.

Table 1 Prime research aims against research instruments

Research Questions	**Research Instruments**
To ascertain a link between student participation in the Company Programme of Young Enterprise and effect on life skills?	LEQ-H Questionnaire Semi structured interviews with two LT
To investigate through the Company Programme if "entrepreneurs are born not taught"?	Semi structured interviews with two LT
The benefits for secondary schools participating in Company Programme	Semi structured interviews with two LT

3.8 LEQ-H Instrument

'Auto-calculation Spreadsheet for Measuring LEQ Outcomes' has been sought with permission and acknowledgment from Neill 2007. The 'Auto-calculation Spreadsheet' has a ready made template and all that remained was to enter the

data from student questionnaires: pre and post Company Programme. The software was used to assess the participants' self-perceived changes according to the eight factors of the LEQ-H. Participants consisted of 19 students with a median age of 17 years of age.

3.9 Use of Triangulation

In order to reduce the bias of the researcher in this study, triangulation of data and methods was used in an attempt to establish trustworthiness as suggested by Lincoln and Guba (1994). Trustworthiness, which is the qualitative equivalent of internal validity, is built through the use of two methods which included interviews and questionnaire survey during the programme. Dependability and conformability, which are the qualitative equivalent of reliability, were achieved through the use of a second inter-rater to confirm the categorisation of the themes in the data from the teacher interviews.

3.10 Reflexivity

Delamont (2002) suggested that the concept of reflexivity should be deployed at all stages of the study from design to writing it up. During this study, the researcher has attempted to do so but also to have a detachment from students. The researcher was involved as a 'Link Teacher'; however observance of the "objectivity" of a researcher was imperative.

3.11 Limitations

It should be known that the expected findings of the proposal are not in any way guaranteed and the data collected relies on the cooperation of those individuals involved, with ethical considerations in relation to these individuals adhered to.

The researcher has identified the following as the main limitations of this research proposal:

- As there are two different schools selected for the sample, there will be two different school ethos's and backgrounds which could skew results.
- The sample size may be considered small.

- The research is completed over a short period of time (twelve weeks).
- Link Teachers will have strengths and weaknesses across both schools which will have direct implications on how the Company Programme is run and have a direct impact on student experiences.

3.12 Ethical Considerations

As students in this study are all under the age of 18, ethical considerations was paramount in the approval of this research project. The writer consulted and reviewed 'School of Education Research Ethics Information' document and has followed the procedures for 'ethical approval'. The research has been established with confidence and assurance of anonymity for all participants. For the two teachers, permission to record all interviews was made clear from the start. Research information such as consent form and information sheet for participants can be observed in appendix 5.

Chapter 4 Findings

4.1 Data analysis from LEQ-H – Student Questionnaire

Table 1: Table illustrating results from LEQ-H 'Pre' and 'Post' experience of 'Company Programme'

	Time 1		Time 2		*t*	*ES*
LEQ Factor	***M***	***SD***	***M***	***SD***	***p***	
Time Management	**5.26**	**1.21**	**5.74**	**1.07**	**0.21**	**0.44**
Social Competence	**6.02**	**1.24**	**6.33**	**0.92**	**1.00**	**0.27**
Achievement Motivation	**6.96**	**0.94**	**6.91**	**0.80**	**0.85**	**0.05**
Intellectual Flexibility	**6.35**	**0.61**	**6.54**	**0.76**	**0.40**	**0.20**
Task Leadership	**5.60**	**1.05**	**6.09**	**1.01**	**0.15**	**0.40**
Emotional Control	**5.61**	**1.19**	**6.40**	**0.94**	**0.03**	**0.64**
Active Initiative	**6.37**	**1.24**	**6.79**	**0.83**	**0.23**	**0.36**
Self Confidence	**6.28**	**1.20**	**6.84**	**1.19**	**0.16**	**0.50**
Overall	**6.06**	**0.71**	**6.46**	**0.71**	**0.09**	**0.34**

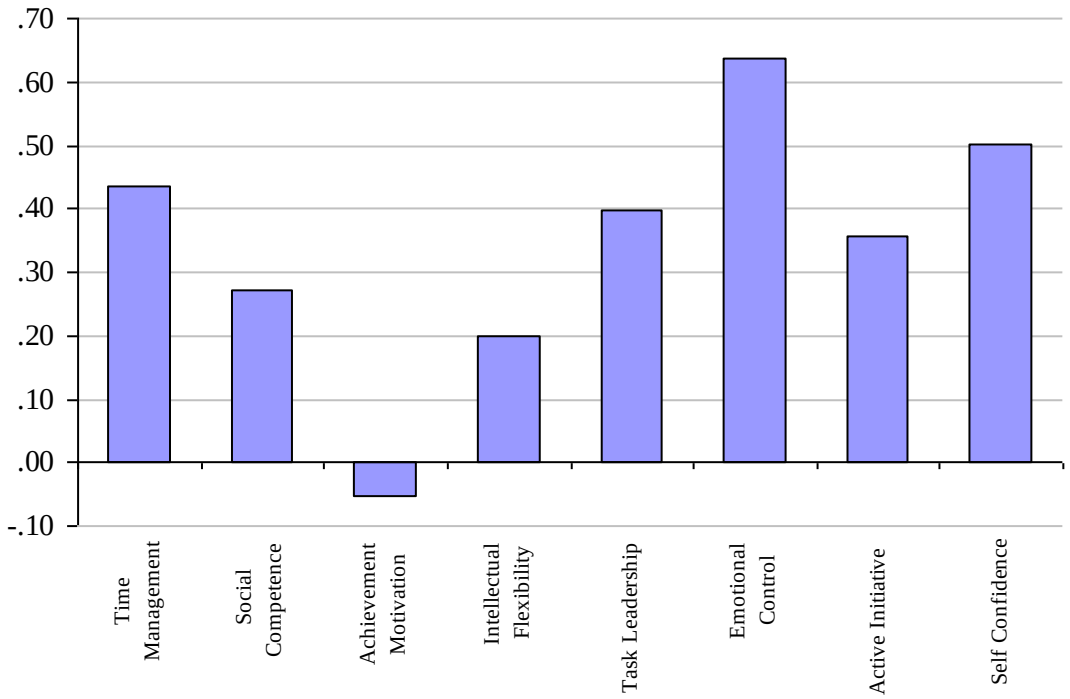
Effect sizes (ES) refer to the relative scale of the differences between means. It describes the amount of total variance in the dependent variable that is predictable from knowledge of the levels of the independent variable (Tabachnick & Fidell, 1996). In the study, an ES is a measure of how much difference existed between ratings at two different points in time, before and after Company Programme. Essentially, the ES gives an indication of the quantified amount of change.

In this study, the ESs were calculated based on the differences between the means of the two variables divided by the pooled variance of the variables, outlined by Thomas and Nelson (1996). For general interpretation, an ES of zero means no change, a negative ES means a reduction for a measured outcome, and a positive ES means an increase in a measured outcome.

The ES of this study (.34) is found to be consistent with the size of changes reported in the findings of previous meta-analytic studies reported an average ES of .21 (228 effect sizes, Hattie et al., 1997) for outdoor education programmes with school students. Neill (1999) also found that the smallest ESs were reaped for school OBA programmes (.26). The overall result is similar to the .31 reported by Cason and Gillis (1994) in their meta-analysis based solely on adolescents.

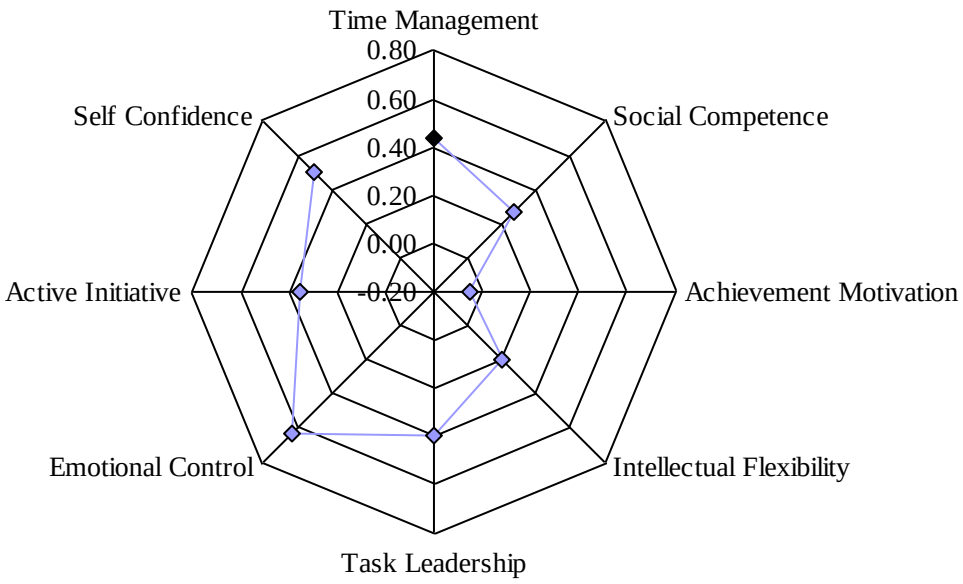
Findings of similar studies by Eagle et al. (2002), and Neill (1999), discovered that the greatest gain was in the dimension 'Time Management'. However in this study 'Time Management' was the third highest (0.44) and the highest was 'emotional control' (0.64). As in other studies by Neill (1999) little effect or no change was observed in dimensions such as 'Achievement Motivation' and 'Intellectual Flexibility'. This was in line with this study as 'Achievement Motivation' had the lowest (0.05) followed by 'Intellectual Flexibility'.

Bar Chart of Factor Effect Sizes Time 1 to 2



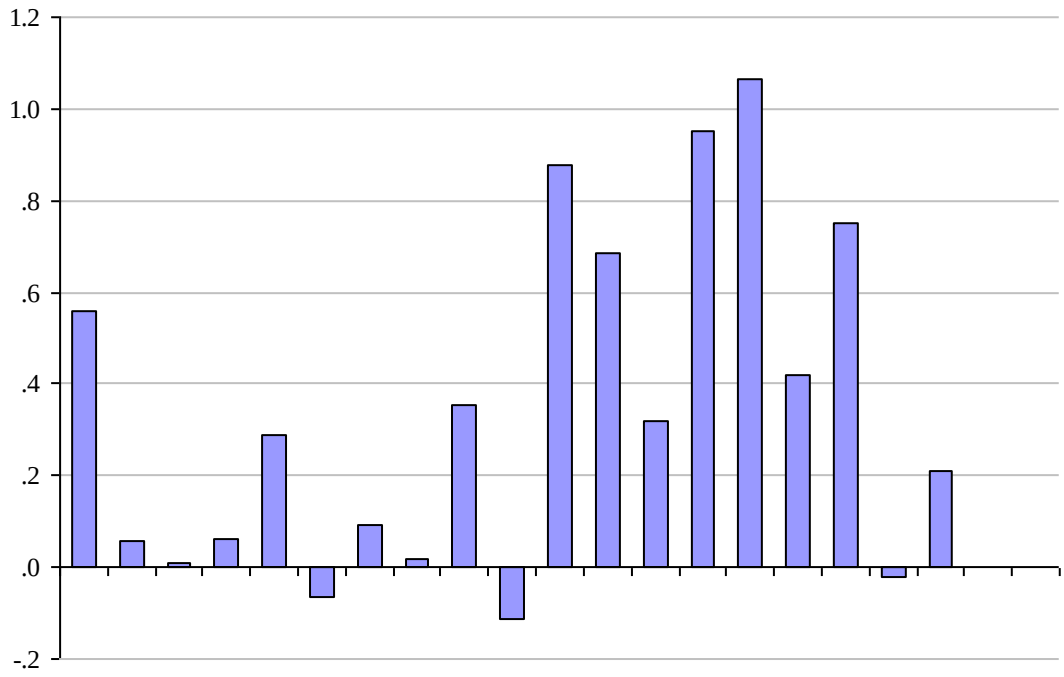
The above bar chart illustrates much more coherently, the effect from the pre (before experiencing 'Company Programme') and post (having experienced many aspects of the 'Company Programme'). 'Emotional Control', 'self confidence' and 'Time Management' had the greatest increase. Out of the eight areas of the LEQ, 'Achievement Motivation' was the only aspect to have reduced. Overall, graph represents a moderate positive effect from participation in the Company Programme of YE.

Profile Chart of Factor Effect Sizes Time 1 to 2



The 'Profile Chart of Factor Effect Sizes Time 1 to 2' is another approach of displaying the data. As before, but visually different, 'Emotional Control' is nearer the edge, which confirms as discussed above. On the other end of the spectrum, 'Achievement Motivation' is closest to the centre, representing the least change from 'pre' and 'post' questionnaires. All of the remaining LEQ-H factors had an increased change.

Bar Graph of Individual's Overall Effect Sizes Time 1 to 2



Each of the above bars represents the overall effect size for each of the nineteen participants of the Company Programme of YE. Bars below the .0 line indicate individuals had negative overall change. Bars above the .0 line indicate individuals had positive overall change. Each bar represents participant/ student (n19) within the researchers AS Business Studies class who have participated in the Company Programme of YE. The above illustrates that sixteen out of nineteen students all progressed and developed Life Effective Skills. This is equivalent to 84%.

4.2 Data Analysis from Semi Structured Interviews

Based upon the data gathered from teacher interviews, it was found that there are three main themes:

1 Entrepreneurs are born – not taught

2 Benefits for secondary schools

3 Main Life Skills that teachers believed their students developed

LT Background

Teacher 1 has been involved with the Company Programme for over fourteen years while Teacher 2 has only been involved in the Company Programme for three years. Teacher 1 involves Year 13 students while Teacher 2 involves a Year 12 group of students. Teacher 1's main teaching subject is Home Economics while teacher 2's main teaching subject is Business Studies.

Theme 1: "Entrepreneurs are born – not taught"

"Entrepreneurs are born – not taught" was discussed in an earlier section. Both teacher 1 and teacher 2 initially responded by agreeing with this statement.

> ***Teacher 1***: *"'it is very hard to teach…….it is very much to do with their personality."*
>
> ***Teacher 2***: *"you can see the characters coming through…….they naturally have it*".

Teacher 1 and 2 views are also similar to Fillion 1991 who believed that a person was born with 'personality traits'. Both teachers also agreed that there are aspects of the Company Programme that need to be taught. Such areas include: taking minutes for a meeting, setting an agenda and guidance on managing people.

Teacher 1: *"Yes you can teach them to do a board meeting……. set an agenda and that there is protocol and minute have to be taken…….you would explain that and they would follow through……"*

Teacher 2: *"there may be activities that you do in school to help them……and it may help them to develop"*

Some psychological models assert that a proportion of our personality is inborn and permanent (Hollander, 1971), that a psychological core at the centre of our personality gives us enduring, inner characteristics. It is widely agreed that certain personality traits are important to being a successful entrepreneur. If we are not born with those innate characteristics, psychologists believe that we do have some ability to adopt new ones or influence ourselves to a certain degree. The need to be born to be an entrepreneur comes from a study conducted on more than 200 U.S. entrepreneurs by North-eastern University's School of Technological Entrepreneurship. It concluded that 61% of respondents said they were inspired to start their own companies by their innate desire and determination, rather than by their education or work experience (Taylor, 2006).

The study of Hood and Young 1993 would help support the argument that simply having the personality traits of an entrepreneur is not enough to make a successful entrepreneur. Additional support for this view comes from a ten year (1985-1994) literature review of entrepreneurship and business education that showed *"…most of the empirical studies surveyed indicated that entrepreneurship can be taught, or at least encouraged, by entrepreneurship education*" (Gorman et al, 1997, p. 63).

Theme 2 Benefits of Company Programme for secondary schools

Both LT believed there were many benefits for them personally, for the school profile and the wider community when their students participated in the Company Programme of YE. This was also confirmed through the work of Everson and Millsap (2005) that discovered there were many benefits of extracurricular activities and in particular that there was an inextricable link between extracurricular activities and student achievement. This view was also shared by Huang and Howley, (1993) who also found that extracurricular activity across schools exhibited a positive correlation on academic achievement.

Teacher 1: 'Well seeing kids from a different side……when you are out of the classroom……you can relate to them in a different way……..I think that is wonderful

(and)

"……..you know when you have success - you can put it on the school website….."

Teacher 2 also had a similar view who mentioned going to a

Teacher 2: *"…..local trade fair at a local primary school…"*

This was good for this teacher as it was published in the local press and school newsletter. Teacher 1 referred to putting up displays "*…up around the school*". For Teacher 1, this resulted in increased interest in the area of enterprise and also impacted on the Business Studies Department as there was a swelling of pupil uptake at GCSE and A-Level Business Studies. Teacher 2 from a professional perspective, discovered that the Company Programme helped when teaching difficult areas of the GCSE specification such as "*finance……..marketing and production…..great for relevant experience*". Teacher 1 also commented on

the benefits her students got as a result of being able to enrich their personal statement when applying for university or applying for a job.

Teacher 2 alluded to the fact that the Company Programme of YE has its drawbacks. Getting students to stay behind after school is a major challenge.

Teacher 2: "*There are revision classes on every evening and trying to get an evening for everyone is a challenge*".

The challenge of schools being involved in extra curricular activities was also shared by Eccles and Barber (1999). Although a different challenge from Teacher 2, Eccles and Barber discovered in their research that participants in team sports after school are more likely to engage in risky behaviour such as alcohol.

Theme 3 Life Skills LT student developed

Company Programme had positive effects on the students in the following areas:

- Communication
- Working with Others
- Time Management
- Organisation

The Company Programme appeared to have a positive effect on Life Skills of students as indicated in the statements made by 'Link Teacher's' during interviews:

- Trust and support of each other;
- Cooperate and work as a team;
- Take responsibility;
- Be independent, patient, self-disciplined, self-confident, and determined
- Manage time efficiently

As expected, the experiences such as board meeting, preparing for trade fair and selling to the public were all cited as having the effect of increasing 'Time Management', 'Organisational skills' and 'Self Confidence'.

Teacher 1: *"I would say that they are definitely organised……at the start they think things are going to happen by themselves…….organisational skills improve……*

(and)

"Teamwork…….definitely……they have to delegate……working under pressure……..trying to get all done……..for the trade fairs…….having self confidence….believing in their idea……."

Teacher 2: *Teamwork…….definitely……they have to…… delegate……working under pressure……..trying to get all done……..for the trade fairs…….having self confidence….believing in their idea……..*

(and)

Students…….believing in themselves……team work and working under pressure.

Typically both teachers believed that 'Motivation' was also increased.

Teacher 1: *"After the Christmas trade fair you see a big improvement……..they see what other schools are doing……and it sort of motivates them……..and by the time they get to the trade fair……..in February there is a big improvement……you know they have that motivation to……..do better than everyone else……."*

Teacher 2, although acknowledges skills developed said:

Teacher 2: *"There are some that hang in for the certificate and then others that really get involved really develop many skills……definitely progress……."*

As previously explained 'Active initiative' refers to the ability to act and initiate actions and thoughts in a variety of different environments. Many of the experiences of the Company Programme helped to develop this dimension – in different environments. This was very much confirmed by the following comment:

Teacher 1: *"Well seeing kids from a different side……when you are out of the classroom……you can relate to them in a different way……..I think that is wonderful……."*

'Emotional control' measures the ability of a person to retain or control his or her reactions motivated by pleasant or unpleasant emotion. The following comment from 'Teacher 1' refers to this.

Teacher 1: *"It is important as well that some people know what they are not suited to……..for example some students insist on being MD……..and think they are going to be wonderful at it……..and then discover it is not for them……..I think that is a great learning curve for them……they discover that they are not leaders……..they are not as organised as they thought……sometimes when they don't succeed……it helps them too……they may not see it at the time……..but in the long-term it will help them……."*

'Intellectual flexibility' refers to the ability of a person to become accustomed and put up with the views of others. In the LEQ-H questionnaire 'Intellectual Flexibility' had a low ES (0.20) and during the analysis of the semi structured interviews with teachers, there were little comments to be linked to 'Intellectual Flexibility'. This was also found in studies by Neill (1999) where there was little effect or no change was observed in dimensions 'Intellectual Flexibility'.

Collectively the above three themes help to address the three 'research questions' which will be discussed further in the next chapter.

Chapter 5 Discussion

The first of the research questions, "entrepreneurs are born – not taught" was analysed from teacher interviews. Scholarly research reviewed provides strong evidence that education can play a major role in shaping an entrepreneur. Bolton and Thompson (2000) discovered that while a person may start with inborn talent and temperament, they can be developed, managed and improved upon. There are a variety of factors that will contribute to the success of an entrepreneur. Some of these traits are inborn, like personality and motivation. Other attributes, like education and work experience can be gained by anyone. Both LT's sided with the view that their students were born with "natural traits." However both teachers acknowledged that certain aspects of the Company Programme can be taught. It could be argued that the most successful entrepreneurs are neither born nor made, they are born and made.

The second of the research questions asked, do secondary schools benefit from their students participating in the Company Programme of YE? While both teachers mentioned the many benefits at student, school and community level, there were drawbacks. "Time", "student commitment" and "workload" were all voiced as genuine concerns. However, both LT's believed that the Company Programme was worth getting involved in and any drawback was overshadowed by the many positive outcomes, as a result of being involved. According to Howie (2006), there are positive effects on student behaviour, better grades, higher school completion, and students are more likely to become successful adults as a result of being involved in extra curricular activities. This view also compliments the work of Hedin and Hamburg (1989), as previously discussed.

This leads on to the main research question; Life Skills developed by students as a result of taking part in the Company Programme of YE. Findings from this study provide evidence that the Company Programme of YE can impact on

students' life effectiveness skills. Although there were 'moderate' changes, one must bear in mind this was over a short period of time (twelve weeks). The overall results provide evidence that the Company Programme can have a significant affect on participants. However, whether the benefits received can be sustained long-term is not known. This study reveals promising findings for 'LT's' interested in the short-term effects of participation in the Company Programme of the charity YE.

The writer believes it is important to use the Company Programme of YE as a way to teach life skills to young people, and highlight the importance of how and individual can succeed in life and why applying certain skills are important. It is also important that these skills and values are reinforced in multiple areas of an individual's life. Skills are taught through demonstration, modelling, and practice (Danish and Hale, 1981). The Company Programme enhances one's development. The values an individual can learn through the Company Programme applied to other areas in their life can enhance personal growth and development. Teamwork, ethics, hard work, goal setting and time management are examples of skills that a student can learn through the Company Programme and transfer to other domains in life such as school, and work.

Chapter 6 Conclusion

6.1 Further Studies

Based on the findings from this research project, the researcher highly recommends that future studies utilise the LEQ instrument to investigate the long-term impacts of participation in the 'Company Programme'. Although previously mentioned the study by Athayde 2012 focused on 'Attitude to Enterprise' (ATE), very little research has been conducted specifically to Life Effective Skills gained, having experienced the Company Programme of YE.

Another important point is that this study did not distinguish between male and female students. It would have been enriching to have this analysed in future studies. The age, skill level, experience level, and leadership style of LT's may also have an impact on results. As analysed above in semi structure interview analysis section, 'Teacher 1' had fourteen years experience, while 'Teacher 2' had only three years experience. Interestingly, Teacher 1 has had a lot of success at competition level, representing Northern Ireland at the UK finals on several occasions and teacher 2 with only three years experience has had little success at competition level.

There are many other areas to be further researched, such as the impacts of such Company Programme over a longer period. This was also commended on by Athayde (2009) p 722 who said "*there is a need for a longer term evaluation, to properly investigate the impact of participating in an enterprise programme".* Athayde appreciates the need for more study to take place over a longer period of time. Also it should be interesting to study the impact of the Company Programme at different ages, and the correlation with their developmental stage or a comparative research between the impacts of Company Programme to advantaged communities and disadvantaged communities.

6.2 Final word

Throughout chapter 5, the most pertinent findings from this research project have been discussed. Collectively, these results highlight that:

- LT's generally believed that their students were born entrepreneurs and it was hard to teach entrepreneurial skills to their students partaking in the 'Company Programme'.
- The benefits of the Company Programme as an extracurricular activity for the LT, school, and community far outweigh drawbacks, raised by LT during semi structured interviews.

The main research question:

- Students, who take part in the Company Programme of YE, will benefit and gain enhanced 'life Skills'.

The Company Programme has the potential to build character. When followed correctly the role that the Company Programme can play to promote healthy development and well-being is unquestionable. In today's world, there are more complications and young people are exposed to an ever increasing range of unusual challenges. It is clear that the development of life skills through the Company Programme of YE is an area of research that will continue to grow. This research has aimed to contribute to that growth and help navigate future efforts to more effectively meet the needs of our young people, through the Company Programme of YE.

This 'Research Project' has brought the writer on a journey. A journey that has had many different twists and turns and has not been free from frustration and challenges. As a consequence of the involvement in this research project, many skills have been developed. Referred to at the start of this project, *"If we knew what it was we were doing, it would not be called research, would it?"* Sigmond

Freud as cited in, Zukin (2006). Perhaps the researcher is in a better place, compared to the start of this assignment and can be proud of this research.

Steve Jobs (2005), an American entrepreneur, marketer, and inventor and co-founder, chairman and CEO of Apple Inc, made a famous 'college speech'. This captures the sentiments of the researcher, "*Do what you believe is great work, in order to do great work love what you do*".

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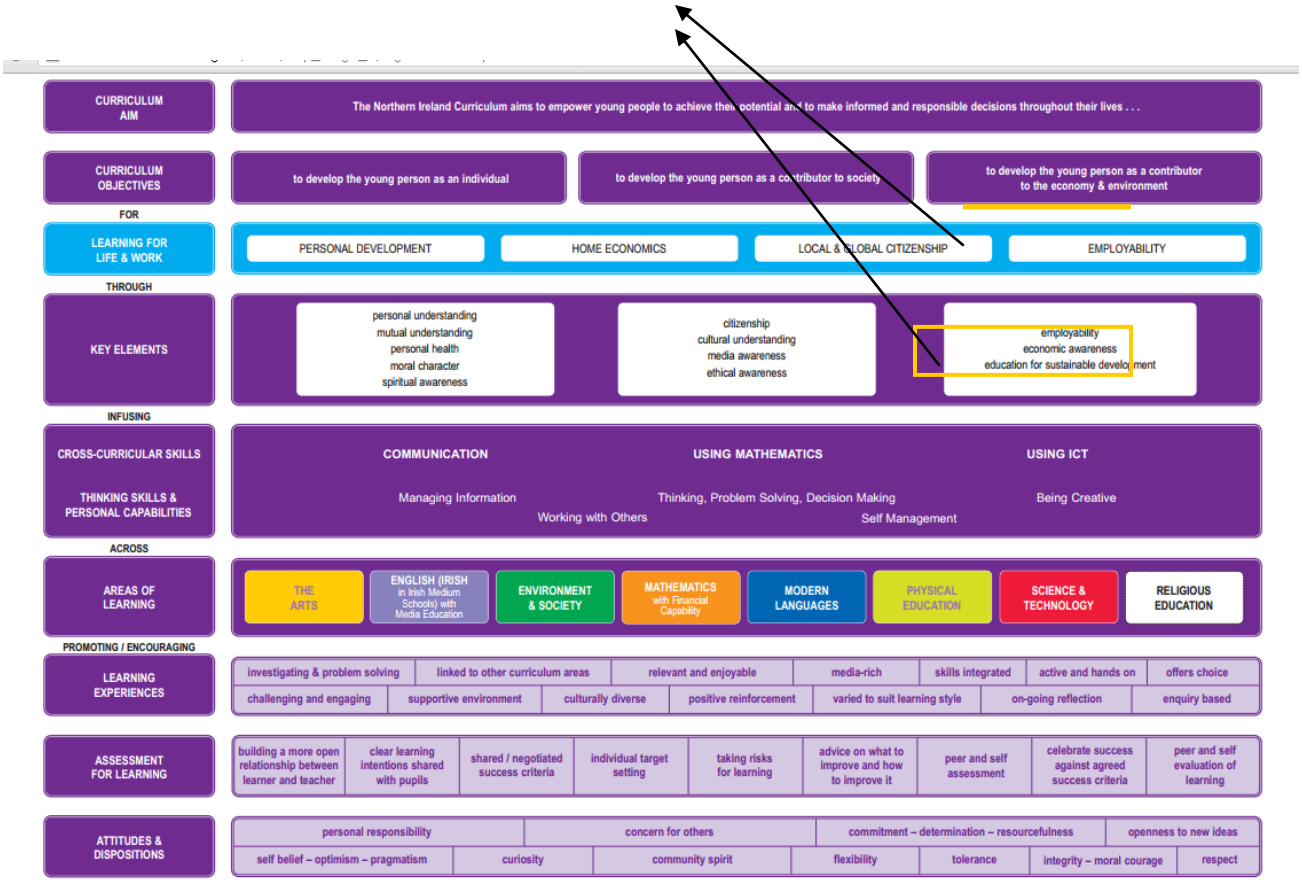
Appendix 1 – 'Big Picture of the Curriculum at KS3'



Appendix 2 – Gordon Brown – 'Can you teach entrepreneurship?'

Can you teach entrepreneurship? ANALYSIS

By Mike Baker Friday, 8 June 2007

Can you teach someone to be the next Henry Ford or Richard Branson? Is business enterprise in your genes or can it be taught in the classroom?

The government clearly believes that enterprise should be on the school curriculum. In the recent Budget, Gordon Brown announced a further £180m over three years to continue funding for enterprise education in the UK.

That's about £17,000 a year for each average size secondary school.

The scheme has been running for several years, yet many schools are still scratching their collective scalp, trying to work out just what enterprise education involves.

Appendix 3 – 'Teacher Semi-Structure Interview Questions'

Welcome and thank you for volunteering to participate in this 'semi structured interview'. The purpose of this interview is to gain an understanding of the 'Life Skills' that your students gain as a result of their involvement in the Company Programme' of YE.

The idea of a 'semi-structured interview' is to allow you to share your views in a relaxed and informal environment.

So that we do not miss any of your comments, I would like to record our discussion. I have asked your permission to do this, as it will make my research work much easier. I should point out that your contribution will be anonymous and kept confidential, and that any published research will refer to 'teacher 1' or 'teacher 2'.

Lets start……

Opening Questions

1. **Evolution into the 'Company Programme?'**

a. When, how, and why did you get involved in the Company Programme of YE?
b. Which Year group do you offer the 'Company Programme to? (Year 12, 13 etc)
c. Have you been involved in any other YE programmes?
d. Describe your company team this year.
e. What product / service are they involved in?

Key Questions

2. **"*Entrepreneurs are taught not born*"?**

a. Do you observe students who naturally possess entrepreneurial skills as they take part in different aspects of the 'Company Programme'?

Through:

- Fundraising
- Board Meeting
- Promotion / Marketing Activities
- Sales
- Trade Fairs

b. Have you experienced students that had to be taught the necessary entrepreneurial 'know how' in order to progress at a reasonable pace in the 'Company Programme'?

Through:

- Fundraising
- Board Meeting
- Promotion / Marketing Activities
- Sales
- Trade Fairs

3. Do you see a progression / advancement in students (skills developed) as they experience different aspects of the 'Company Programme'?

Through:

- Fundraising
- Board Meeting
- Promotion / Marketing Activities
- Sales
- Trade Fairs

Such skills as:

Time Management

Social Competence

Motivation

Intellectual Flexibility

Task Leadership

Emotional Control

Active Initiative and

Self-Confidence.

Summary Questions

4. Do you think you have gained something from this program?

a. Personally?
b. Professionally?
c. As a 'Link Teacher'?
d. As a member of the school community?

5. In your opinion, what are the three most important qualities that you feel emerge from this program?

a. For you personally?
b. For you as a link teacher?
c. For your students?
d. For the community?

Concluding Questions

7. Is there anything you would like to add?

Do you have any final questions or concerns?

I would like to again thank you for participating in today's discussion and remind you that any comments that you made here today will remain confidential and for research purposes only.

Appendix 4 – 'Student Questionnaire – LEQ-H'

DATE:___/___/_____ Students Number:_____

MALE / FEMALE (circle one) COURSE CODE: Young Enterprise – 'Company Programme'

STATEMENT	FALSE not like me							TRUE like me
01. I plan and use my time efficiently.	1	2	3	4	5	6	7	8
02. I am successful in social situations.	1	2	3	4	5	6	7	8
03. When working on a project, I do my best to get the details right.	1	2	3	4	5	6	7	8
04. I change my thinking or opinions easily if there is a better idea.	1	2	3	4	5	6	7	8
05. I can get people to work for me.	1	2	3	4	5	6	7	8
06. I can stay calm in stressful situations.	1	2	3	4	5	6	7	8
07. I like to be busy and actively involved in things.	1	2	3	4	5	6	7	8
08. I know I have the ability to do anything I want to do.	1	2	3	4	5	6	7	8
09. I do not waste time.	1	2	3	4	5	6	7	8
10. I am competent in social situations.	1	2	3	4	5	6	7	8
11. I try to get the best results when I do things.	1	2	3	4	5	6	7	8
12. I am open to new ideas.	1	2	3	4	5	6	7	8
13. I am a good leader when a task needs to be done.	1	2	3	4	5	6	7	8
14. I stay calm and overcome anxiety in new or changing situations.	1	2	3	4	5	6	7	8
15. I like to be active and energetic.	1	2	3	4	5	6	7	8
16. When I apply myself to something I am confident I will succeed.	1	2	3	4	5	6	7	8
17. I manage the way I use my time well.	1	2	3	4	5	6	7	8
18. I communicate well with people.	1	2	3	4	5	6	7	8
19. I try to do the best that I possibly can.	1	2	3	4	5	6	7	8
20. I am adaptable and flexible in my thinking and ideas.	1	2	3	4	5	6	7	8
21. As a leader I motivate other people well when tasks need to be done.	1	2	3	4	5	6	7	8
22. I stay calm when things go wrong.	1	2	3	4	5	6	7	8
23. I like to be an active, 'get into it' person.	1	2	3	4	5	6	7	8
24. I believe I can do it.	1	2	3	4	5	6	7	8

Appendix 5 – Research Material (Info and Consent form for Teacher and Pupil)

Student Consent form **Student Name:**

Dear student,

I am conducting a project entitled *'A focus into the charity 'Young Enterprise Northern Ireland' and how effective their Company Programme is at increasing 'Life Skills' in young people'*

I am carrying out some research on 'Enterprise Education'. I am doing a project about how young people who take part in the 'Company Programme' of Young Enterprise develop 'Life Skills' – in order to enhance and inform my own professional development.

I would really appreciate your help with this project by participating in the study. It will involve a 10 minute questionnaire completed before experiencing the 'Company Programme'. A second questionnaire will be completed towards the end of the 'Company Programme'.

I would be grateful if you could complete the enclosed questionnaire and return before (Date).

The questionnaire should take approximately 10 minutes to complete. Confidentiality and anonymity is assured. In completing this questionnaire, you should be aware that:

- Your participation is entirely voluntary
- You are free to refuse to answer any question
- You are free to withdraw from completing the questionnaire at any time
- The contents of the questionnaire will be kept strictly confidential
- Excerpts from the questionnaire may be made part of the final report; however individuals will not be identified
- The questionnaires will be held securely and will be destroyed on completion of the study

In ticking this box, I agree to be a participant in this research

[ ]

I hope that you will consider participating in this research, and I would like to thank you in advance for your valuable contribution. If you wish to discuss any aspect of the study please do not hesitate to contact me.

Yours sincerely,

_____

F McVeigh

Consent Form – Teacher

Dear 'Link Teacher'

I am conducting a project entitled *'A focus into the charity 'Young Enterprise Northern Ireland' and how effective their 'Company Programme' is at increasing 'Life Skills' in young people'*

I am carrying out some research on 'Enterprise Education'. I am doing a project about how young people who take part in the 'Company Programme' of Young Enterprise develop 'Life Skills' – in order to enhance and inform my own professional development.

I would really appreciate your help with this project by participating in this study. It will involve a 'semi structured interview' at a time convenient for you.

Please initial box

1. I confirm that I have read and understand the information sheet dated 2 September 2013 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. ☐
3. I understand that any information given by me may be used in future reports, articles or presentations by the research person. ☐
4. I understand that my name will not appear in any reports, articles or presentations. ☐
5. I agree to take part in the above study. ☐

_____	_____	_____
Name of Participant	Date	Signature
F McVeigh_____	_____	_____
Researcher	Date	Signature

Information Sheet – Pupil

Title: *'A focus into the charity 'Young Enterprise Northern Ireland' and how effective their 'Company Programme' is at increasing 'Life Skills' in young people'*

Benefits of study

It is hoped that the knowledge gained from the study will aid and inform the researcher of the skills students gain as a result of their involvement in the 'Company Programme' of Young Enterprise.

What will your participation involve?

If you agree to volunteer for this study, you will be invited along the other students in your Year 13 Business Studies class to complete a survey before experiencing the 'Company Programme. The same questionnaire will be allocated after experiencing the 'Company Programme' of Young Enterprise.

Information in the final report will be identified by codes (instead of personal names) to maintain your anonymity. All data will be securely locked, and may only be accessed by the researcher.

You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time. By participating in this study, you are also agreeing that your results may be used for research purposes, so long as your anonymity is maintained.

There are no known risks associated with participation in this research.

If you would like to any more information concerning this study, please do not hesitate to contact the researcher.

Thank you.

Francis McVeigh
(Researcher)

Information Sheet – Teacher

'A focus into the charity 'Young Enterprise Northern Ireland' and how effective their 'Company Programme' is at increasing 'Life Skills' in young people'

Benefits of study

It is hoped that the knowledge gained from the study will aid and inform the researcher of the skills students gain as a result of their involvement in the 'Company Programme' of Young Enterprise.

What will your participation involve?

If you agree to volunteer for this study, you will be asked questions (semi Structured interview) in relation to your experience and how your students have benefited from being involved with the 'Company Programme' of Young Enterprise.

Information in the final report will be identified by codes (instead of personal names) to maintain your anonymity. All data will be securely locked, and may only be accessed by the researcher.

You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time. By participating in this study, you are also agreeing that your results may be used for research purposes, so long as your anonymity is maintained.

There are no known risks associated with participation in this research.

If you would like to any more information concerning this study, please do not hesitate to contact the researcher.

Thank you.
Francis McVeigh
(Researcher)