

Exploring Perceptions of Teachers Toward Entrepreneurship Education at Secondary School Level in Lahore, Pakistan

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DOI: <https://doi.org/10.64060/IJPSSD.v1i1.1>

Keywords

Women journalists, harassment, Islamabad, qualitative research, thematic analysis, gender inequality.

Article History

Received: 16 August 2025

Accepted: 25 September 2025

Published: 22 October 2025

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Abstract

The study is a qualitative research project that examines perceptions of entrepreneurship education at the matric level among secondary school teachers in the province of Lahore, Pakistan, and fills an important gap in the education discourse. Based on the interpretive phenomenological approach, a thematic analysis of semi-structured interviews with 12 teachers across several private and public schools has been conducted. There were seven themes identified: (1) perceptions of curriculum relevance, highlighting its economic value but concerns about applicability; (2) teaching experiences, marked by enthusiasm yet challenges due to novelty; (3) challenges and opportunities, including resource scarcity offset by student engagement; (4) cultural and social influences, such as parental resistance; (5) support and resource needs, emphasizing training and materials; (6) perceived student impact, noting enhanced confidence and career awareness; and (7) balancing academic and entrepreneurial education, constrained by exam-focused systems. Results align with the literature from other parts of the world on the potential of entrepreneurship education, but highlight unique Pakistan challenges, such as cultural factors and limited access to resources. The paper presents practical guidance for curriculum designers, administrators, and policymakers to strengthen teacher support and implementation. Despite its small sample size, it adds a teacher's voice, making it clear that future studies on student giving and long-term effects should be conducted to strengthen Pakistan's entrepreneurship education system.

1- INTRODUCTION

The application of the entrepreneurship education has become an essence of educational systems around the world to enable its learners to survive the current dynamics of economic conditions through innovation, creativity, and independence. It is also appreciated in most parts of the world because it helps develop a mindset of entrepreneurship, which

involves identifying opportunities, risk-taking, and problem-solving (Wardana et al., 2020). In highly developed nations, entrepreneurship education has previously been encompassed during the secondary schooling phase to develop early learning, whereas, in underdeveloped states, entrepreneurship education has been used as a type of financial

development initiative and poverty alleviation (Diepolder, Huwer & Weitzel, 2025). Giving entrepreneurship education in secondary schools, especially at the matriculation (matric) level, is a new policy in Pakistan that seeks to match education with the goals of economic development. It is not the only change that is being witnessed by the rest of the world when it comes to preparing learners to pursue various careers as opposed to academic endeavors.

Educational systems in Pakistan, with a long tradition of rote learning and an emphasis on fundamental academic subjects, such as mathematics and science, have not been very successful in equipping learners to become entrepreneurs. New directions in curriculum policies like the National Education Policy promote vocational and entrepreneurial skills in order to cover unemployment aspects and boost economic development (Henry et al., 2024). These reforms are centered on Lahore, which is an educational center in Pakistan with both public and privately owned schools teaching entrepreneurship as a matriculation subject. Teachers will play a central role in implementing this curriculum, and their success depends on them (Ho et al., 2025). The key factor impacting the success of entrepreneurship education is the perceptions that act as a way of encapsulating the training, resources, and socio-cultural context provided to teachers (San-Martin et al., 2021). Despite this being an important area of research, few people have conducted studies on how teachers in Lahore relate to and conceptualize this emerging subject, and there are research gaps in terms of stakeholder perspectives.

Despite the international literature emphasizing the role of teachers as role models to influence the entrepreneurial intentions of students (San-Martin et al., 2021), there are limited qualitative studies that describe the actual experiences of teachers in Pakistan, given the local educational and cultural backgrounds. Challenges facing teachers include poor training, lack of resources, and cultural norms that tend to favor traditional academic studies more than entrepreneurial studies (Bibi et al., 2024). These barriers can restrict effective curriculum delivery and limit the potential of entrepreneurship education to

foster innovative mindsets among students. Understanding teachers' perceptions is essential, as their attitudes, preparedness, and teaching practices directly influence student outcomes. Without insights into their experiences, policymakers risk developing curricula that fail to address implementation challenges or capitalize on teachers' potential to drive educational change.

1.1 Research Questions

- ✓ How do secondary school teachers in Punjab Pakistan perceived the importance, challenges & potential impact of entrepreneurship education with in their classrooms and local communities?

This study holds significant value by amplifying the voices of teachers, a critical yet often overlooked stakeholder group in Pakistan's educational discourse. By focusing on their perceptions, the research provides actionable insights into the practical realities of implementing entrepreneurship education, offering valuable guidance for curriculum designers, school administrators, and policymakers. Teachers are central to translating curriculum goals into classroom practices, and their perspectives can inform strategies to enhance teaching quality and student engagement (Bibi et al., 2024). The study's focus on Lahore ensures contextual relevance, capturing the influence of local cultural norms, parental expectations, and community values on educational practices (Ho, Chiu, & Liu, 2025). It also compliments the international recommendations on inclusive and contextualized entrepreneurship education as exhibited in the European literature that promotes a unique response to different education environments.

In theory, the paper will add value to knowledge about entrepreneurship education by adopting an interpretive approach to inquire about the lived experience of teachers. It discusses more general areas of teachers' sense making processes in curriculum change, like the tradeoffs between traditional academic needs and entrepreneurial teaching. In practice, there are also implications of the findings with regard to teachers' training programs, resource investment, and the transformation of the policies toward strengthening

entrepreneurship education in Pakistan. As an illustration, recognizing the support needs of the teachers can inform professional development efforts in making teachers ready to enable sustainable entrepreneurial intentions in the students (Diepolder et al., 2025). Finally, this study aims to make teachers more effective players who will make a future of entrepreneurship education that will raise a generation of innovative and self-reliant students in the secondary school sector of Pakistan.

2- Literature review

Entrepreneurship education has become a significant study topic across the global arena as a tool for facilitating innovative ways of business development, societal progress, and even personal empowerment. According to Rocha et al. (2024), the study itself advances an argument that entrepreneurship education (especially for non-business students) fosters a social learning approach with a bias towards collaborative, experiential education. Some of the most important theories, namely the entrepreneurial mindset model, point out opportunity recognition, resilience, and creativity as essential constructs (Wardana et al., 2020). As Martn- Gutierrez et al. (2025) propose, experiential learning is the basis of successful entrepreneurship courses, and such programs as the PELEO program in Spain have proven successful in instilling entrepreneurial potential in secondary school students through practical endeavors. Entrepreneurship education requires undergraduate education level development to create sustainable development goals in different areas of the world (Buerkle et al., 2023). Nonetheless, consumption of the same programs differs, with developed nations enjoying a high level of facilities and developing countries experiencing difficulties in implementation.

Entrepreneurship education is considered an instrument of economic empowerment and poverty alleviation in developing countries but faces critical bottlenecks. According to Murtadlo et al. (2025), low-income African settings prove to be a potential playground for inclusivity education, but insufficient resources, including teacher preparation, frustrate development. On the same note, Mahajan et al. (2023) comment on the difficulties in management

training, this includes entrepreneurship in developing countries, brought on by the COVID-19 pandemic because the digital infrastructure is poor. Nonetheless, both opportunities and threats are present as there is a potential to use local cultural values in order to create entrepreneurship mindsets. To illustrate, Vedrenne-Gutierrez et al. (2024) privilege the role of Axiological fronts, like community-based innovation, in augmenting STEM and entrepreneurship education on a low-resource landscape. These studies indicate that socio-context-sensitive strategies that take account of socio-economic realities are very important in good entrepreneurship education in developing economies.

Entrepreneurship education is also comparatively new in Pakistan, as the national policies focus on unemployment and economic development.

To make education relevant to the market, the National Education Policy has focused on the addition of vocational and entrepreneurship skills, especially at the high school stage. Nevertheless, the historical background shows the dominance of rote learning, and little emphasis was put on practical skills (Bibi et al., 2024). Entrepreneurship has been currently formulated as a course of study or subjects at the matric level, especially in large city centers such as Lahore, with irregular execution. Mahajan et al. (2023) observe that the education system in Pakistan has all the same issues as other developing nations, such as insufficient infrastructure and teacher readiness. Nevertheless, policy systems are also changing in a manner that can promote entrepreneurship education, and some programs, such as teacher training, are promising (Anning, 2025). The current state reflects a transition toward a more skills-based curriculum, but empirical studies on its effectiveness are limited.

Teachers play a pivotal role in the success of entrepreneurship education, acting as facilitators and role models. San-Martin et al. (2021) emphasize that teachers' perceptions significantly influence students' entrepreneurial intentions, highlighting their role as motivators. Molefi et al. (2024) explore teachers' acceptance of technology-driven education, finding that school support and resources mediate their

willingness to adopt innovative curricula. In the context of curriculum reform, Ho et al. (2025) discuss teachers' sense making challenges, noting that middle leaders often struggle to align new curricula with existing practices. The concept of cultural and contextual influences also defines the experiences of teachers. For example, Esan and Bayajidda (2021) describe the Nigerian situation, where parental and broader community expectations influence the manner of teaching delicate educational issues, which is particularly relevant in a culturally conservative domain such as Pakistan. Bibi et al. (2024) underscore that the perception of the teaching community towards the professional development programs plays a vital role in advancing the teaching skills of educators, implying that to be more effective in teaching entrepreneurship, teachers should undergo specialized training.

The research employs interpretive phenomenology research theory to define how teachers experience the practice of entrepreneurship education. The interpretation of phenomenology, as explained by Sullivan and Al Ariss (2021), addresses the question of how individuals understand the events in their lives outside of a particular social and cultural context. The method is quite convenient to express the sensitive perceptions of teachers in Lahore, where the blend of personal, cultural, and institutional aspects occurs. In a different way, social constructivism, as utilized by Rocha et al. (2024), highlights that knowledge and meaning are co-created through social interactions, which provide a way to analyze how the experiences of the teacher can be shaped by their interactions with students, parents, and school systems. The two frameworks allow an exhaustive analysis of how educators manage to face the challenges and opportunities of entrepreneurship education in secondary schools in Pakistan.

This expansion of the literature on entrepreneurship education still leaves gaps, especially within the perspective of Pakistan. First, there exists a lack of qualitative studies on the voice of teachers on the issue of entrepreneurship education at the secondary school level. Despite international researchers, including Martín-Gutiérrez et al. (2025), studying the

effectiveness of programs, this is done in already developed countries, resulting in a knowledge gap across developing nations like the case of Pakistan. Second, publications such as Mahajan et al. (2023) cover general issues of education in Pakistan but fail to be specific regarding entrepreneurship education. Third, cultural norms, parental expectations, and community values affect the experiences of teachers in Pakistan and have not received the attention they deserve, even in related environments, according to Esan and Bayajidda (2021). Lastly, little research exists regarding what teachers require to be effective providers of entrepreneurship education, an area which Anning (2025) partially corrects but is not specific to the secondary school context in Pakistan. Through this study, the researcher will cover these gaps through the qualitative perspective to explore the perceptions, experiences, and needs of teachers in Lahore in relation to entrepreneurship education in Pakistan, thereby filling in the gaps of knowledge.

3- Methodology

This paper used qualitative, interpretive research design to discuss admissions or visions and experiences of teacher perception of entrepreneurship education at the matriculation level in Lahore, Pakistan. A qualitative methodology is suitable for recording the subjective and subtle views of teachers, which provides a deep insight into their experiences. The focus of the interpretive paradigm on ways that individuals create meaning through their social and cultural contexts is within the scope of the study conducted to identify how teachers interpret their roles in the provision of a new curriculum. The open design allows exploring teachers' challenges, opportunities, and support needs in an open-ended way and delivers rich and contextual views of how entrepreneurship education can be implemented.

The research employs purposive sampling where 10 to 15 teachers in the field of entrepreneurship of both private and government secondary schools are to be chosen in Lahore. Purposive sampling guaranteed that the participants was directly involved in teaching entrepreneurship at the matric level to collect data that was relevant and detailed. A qualitative research sample size of 10-15 is adequate

because it enables depth and makes data analysis to be manageable. Both the public and the private school teachers are included to have a wide range of opinions as these schools normally vary in terms of resources, training, and the delivery of a curriculum. Participants was selected based on their involvement in teaching entrepreneurship, with efforts to balance gender, years of teaching experience, and school type to enhance the representative of the sample within the study's scope.

The primary data collection method is semi-structured in-depth interviews, which offer flexibility to explore teachers' perceptions while maintaining focus on the research questions. Semi-structured interviews allow participants to share their experiences in their own words, providing rich, narrative data. Each interview, lasting approximately 60–90 minutes, was guided by an interview protocol with open-ended questions addressing teachers' views on the curriculum's relevance, teaching experiences, challenges, cultural influences, support needs, student impact, and balancing academic and entrepreneurial education. As a secondary method, focus groups may be conducted optionally with 4–6 teachers per group to explore group dynamics and shared perspectives. Focus groups, if used, complement interviews by revealing collective attitudes and potential differences across school types.

Both methods was audio-recorded with participants' consent to ensure accurate data capture. The data collection process begins with participant recruitment, targeting entrepreneurship teachers through school administrators and professional networks in Lahore. Potential participants received an invitation letter outlining the study's purpose, procedures, and ethical considerations. Upon agreeing to participate, teachers provided informed consent, confirming their voluntary involvement and understanding of the study's scope. The semi-structured interviews was conducted in a private, comfortable setting, such as school meeting rooms or virtual platforms, based on participants' preferences. An interview protocol guided discussions, with probes to encourage elaboration on key topics. If focus groups are conducted, they follows a similar

protocol, moderated to ensure equitable participation. All audio recordings was transcribed verbatim, with non-English responses (e.g., in Urdu) translated into English by a professional translator to maintain accuracy. Transcriptions was anonymized to protect participants' identities.

Thematic analysis was used to analyze the data, following a systematic process to identify, code, and interpret themes aligned with the research questions. First, the researcher immersed themselves in the data by reading and re-reading transcripts to gain familiarity. Initial codes was generated to label segments of text related to teachers' perceptions, experiences, and contextual factors. These codes was organized into broader categories, such as curriculum relevance, teaching challenges, or cultural influences. Themes was then be developed by synthesizing categories, ensuring they reflect patterns across the dataset. For example, a theme might emerge around "resource constraints as a barrier to effective teaching." The themes was refined through iterative review to ensure coherence and alignment with the research objectives. The analysis stayed rooted in the narratives of the participants, keeping their voices intact in the light of the interpretive objectives of the study.

Some strategies was used to guarantee the credibility of the findings. Member checking entail the sharing of tentative findings or transcripts with the subjects to ascertain their accuracy and endorse their interpretations. A comparison of the data collected as a result of interviews and focus groups was made to have triangulation by detecting converging or diverging views. To increase transparency, the research process was kept in reflexive journaling as a way to record the assumptions, choices made by the researcher, and possible biases. A colleague well-versed in qualitative research was used to peer-debrief and have an outsider opinion on the analysis, which was rigorous.

4 Results and Findings

The result of this qualitative study, which is conducted through semi-structured interviews with 12 entrepreneurship teachers working in Lahore, Pakistan, in both public and private secondary schools, demonstrates seven primary themes that

respond to the research questions. These are the themes that were obtained as a result of theme analysis and offer a complete overview of how teachers feel, what they are facing when providing entrepreneurship education on the matric level, and what their problems are. A coding framework is used to support these themes by collating them in a tabular format and analyzing the themes with graphical representation to demonstrate patterns of findings in prevalence and interrelationship of findings.

Theme 1: Perceptions of Curriculum Relevance

Teachers strongly believed that entrepreneurship education was very much applicable to the economic and social situations of Pakistan. The majority of respondents highlighted the role it played in developing the ability to solve problems, be creative, and understand finances, which they thought were indispensable in students with challenging employment situations. Specifically, teachers at private schools reported the correspondence of the curriculum with world developments toward entrepreneurial economies. Nonetheless, it was argued by some teachers in the public schools that the content was not suitable for the matric-level students since they had no access to such situations in a business setting. For instance, one teacher stated, "Entrepreneurship is vital, but our students need more practical examples to see its value." This theme shows an agreement about the potential of the curriculum and wide differences in its feasibility within the secondary level.

Theme 2: Teaching Experiences

Teachers explained that teaching entrepreneurship was rewarding, challenging, and somewhat novel in the curriculum. Most of them found it interesting to conduct interactive activities, like group projects based on business planning, which was unlike the conventional rote-based education. Teachers in private schools said it was more flexible to implement new practices, whereas teachers in public schools frequently complained of strict time constraints. A common sentiment was the excitement of exploring a new subject, with one teacher noting, "It's refreshing to teach something that encourages students to think differently."

Nevertheless, the absence of previous knowledge on entrepreneurship topics presented some early challenges, which reiterate that familiarity with the subject is necessary.

Theme 3: Challenges and Opportunities

Some of the identified barriers to effective teaching were the lack of resources, limited teacher training, and massive classes. The most common answers provided by the teachers at the public schools were negative access to teaching resources (case studies or computer-related resources), whereas the private school teachers identified unstable guidelines of a curriculum. Training gaps were an issue across the board, and most teachers were under-prepared to deliver entrepreneurial concepts without special professional growth. These difficulties actually brought on opportunities as a result of student participation and new teaching methods. According to the teachers, real-world applications, including designing small business ideas, which led to creativity among the students, motivated them. One teacher remarked, "Students' enthusiasm for practical tasks is a big opportunity to make this subject impactful."

Theme 4: Cultural and Social Influences

Teachers were greatly influenced by cultural norms, the expectations of parents, and the values of communities. Resistance against entrepreneurship education within a conservative environment in Lahore has been observed by some of its teachers due to the fact that parents marginalized the subject by focusing on traditional forms of education, such as science and mathematics, rather than on entrepreneurship, as it was less prestigious. Classroom dynamics were also affected by community values that focused on job security more than a focus on entrepreneurial risk-taking. For example, a teacher shared, "Parents ask why we're teaching business when students should focus on exams." In contrast, a few educators used cultural beliefs of communal work to create entrepreneurial activities within groups, which complies with regional practices of community work.

Theme 5: Support and Resource Needs

The belief among the teachers was always on improving their support to facilitate the provision of entrepreneurship education. The most important

suggestions were professional enrichment programs in the area of entrepreneurial pedagogy, opportunity access to the most current teaching materials (such as textbooks and online sources), and encouragement by educational establishments. Teachers in public schools emphasized the relevancy of government-funded training programs, whereas teachers in private schools demanded standardized curriculum guidelines. One teacher suggested, “We need hands-on workshops to learn how to teach entrepreneurship, not just theoretical training.” These understandings consider the vitality of systemic assistance to successful curriculum implementation.

Theme 6: Perceived Student Impact

Educators felt that entrepreneurship education would help them change the attitude of the students towards studies, their talents, and their future careers. They found that students developing entrepreneurial activities were more confident, thoughtful, and adventurous. As observed by many teachers, students started deliberating on various career options, such as becoming self-employed instead of only traditional careers. A private school teacher commented, “Students are starting to see they can create their own opportunities, not just follow conventional jobs.” Nevertheless, other instructors warned that the effect varied according to the socio-economic status of students, where urban students were more receptive than those in less fortunate regions.

Theme7: Balancing Academic and Entrepreneurial Education

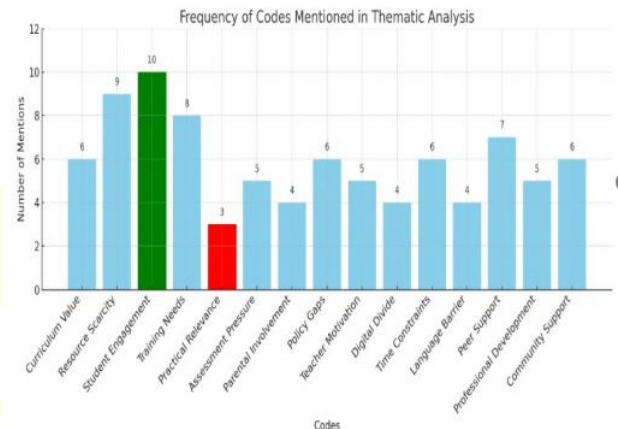
Educators found it hard to incorporate entrepreneurship education into the school system that teaches subjects that emphasize exams. Teachers in the public school system reported they had too much syllabus to cover and did not have enough time to pay much attention to entrepreneurship. Teachers in private schools were more flexible but found it hard to balance academic demands with entrepreneurial activities. One teacher explained, “We’re expected to prepare students for board exams, thereby entrepreneurship often takes a backseat.” Some of the ideas to offset these demands were introducing entrepreneurial concepts to other

courses, including those taught by solving economic engineering problems, but that came at the expense of extra effort and imagination.

Coding and Thematic Framework

The analysis of the corresponding themes was conducted through the thematic analysis of interview transcripts, where the patterns used to form the seven themes were coded. The general coding framework is suggested in the table below, where the main codes, a description of each code, and the related theme are presented.

Figure 1: Frequency of Codes Across Interviews



5. Discussion

5.1 Interpretation of Findings

The results of the study conducted to investigate the state of secondary school teachers towards entrepreneurship education as observed in Lahore, Pakistan, concur with the research questions and the phenomenology approach to interpretation. The answers to the first research question are found in teachers' perceptions of curriculum relevance (Theme 1), which point to teacher awareness of the importance of entrepreneurship in promoting skills and abilities such as creativity and problem-solving. The second question, the essence of what it is like to teach this new subject, is answered by their teaching experiences (Theme 2), which are full of enthusiasm and challenges. The third question is about the challenges and opportunities (Theme 3), including

resource inadequacy and student involvement, while cultural and social influences (Theme 4) show parental influences on teaching practices refer to the fourth question.

The fifth and sixth questions could be answered using teachers' support needs (Theme 5), student impact perceptions (Theme 6), and efforts to balance academic and entrepreneurial education (Theme 7). The interpretive phenomenological lens helps to understand how the lived experiences of teachers are all created in the backdrop of both personal, cultural, and institutional contexts through dealing with limited resources and cultural expectations. This framework underscores the subjective, context-driven nature of their perceptions, aligning with the study's aim to capture nuanced stakeholder voices.

5.2 Comparison with Literature

The findings both align with and diverge from global and regional studies, offering a contextualized perspective. Globally, the emphasis on entrepreneurship education's role in entrepreneurial mindsets aligns with Wardana et al. (2020), who highlight its impact on students' attitudes and self-efficacy. Similarly, Martín-Gutiérrez et al. (2025) demonstrate the effectiveness of experiential learning in secondary education, mirroring this study's findings on student engagement through practical tasks (Theme 3). However, unlike the resource-rich settings in these studies, Lahore's teachers face significant barriers like material shortages, echoing challenges in developing countries noted by Murtadlo et al. (2025). Regionally, the cultural resistance from parents (Theme 4) resonates with Esan and Bayajidda (2021), who discuss parental influence on educational priorities in Nigeria, suggesting a shared conservative mindset in developing contexts.

The need for teacher training (Theme 5) aligns with Bibi et al. (2024), who stress professional development's role in enhancing teaching quality in Pakistan, and Anning (2025), who emphasizes sustainable teacher learning. Nevertheless, the scope of the current study on entrepreneurship-specific training requirements deviates from such broad debates, pointing to a disparity in teacher preparation in Pakistan. The issue of curricular

balancing (Theme 7) corresponds to Ho et al. (2025), who consider teacher sensemaking in curriculum reform, but the exam-based system of Lahore is of a peculiar intensity. In contrast to Rocha et al. (2024), who promote social learning in the field of entrepreneurship education, this research presents cutting resource limitations, which is an indicator of differences in the context. Such comparisons place the findings in the framework of global and regional discourse and emphasize that Pakistan is a unique environment in terms of socio-educational background.

5.3 Implications for Practice

The result provides practical suggestions to curriculum designers, school administrators, and teacher trainers. To overcome concerns relating to practical relevancy among teachers (Theme 1), curriculum designers are advised to come up with contextual resources like case studies based on economic realities in Pakistan. As Martín-Gutiérrez et al. (2025) proposed, the inclusion of experiential learning may provide an increase in engagement among the students (Theme 3). School administrators should prioritize resource allocation, providing textbooks and digital tools to mitigate scarcity (Theme 3). They can also foster a supportive culture to counter parental resistance (Theme 4), perhaps through awareness campaigns highlighting entrepreneurship's value, as implied by Esan and Bayajidda (2021). Teacher trainers must design targeted professional development programs, focusing on entrepreneurial pedagogy and practical teaching methods, aligning with Bibi et al.'s (2024) emphasis on training quality. Workshops could draw on Anning's (2025) sustainable learning models, ensuring long-term impact. These practices would empower teachers to deliver entrepreneurship education effectively, enhancing student outcomes.

5.4 Implications for Policy

The findings suggest several policy reforms to strengthen entrepreneurship education in Pakistan. The National Education Policy should allocate funding for teacher training programs, addressing the training gaps identified in Theme 5. This aligns with Murtadlo et al. (2025) call for inclusive education systems in low-income countries.

Policymakers should also standardize curriculum guidelines, as teachers requested (Theme 5), to ensure consistency across public and private schools. To address cultural barriers (Theme 4), policies could include community engagement initiatives, educating parents about entrepreneurship's benefits, as indirectly supported by Esan and Bayajidda (2021). Additionally, reforms should reduce the emphasis on exam-centric education to allow more time for entrepreneurship (Theme 7), a challenge also noted by Ho et al. (2025). Establishing partnerships with local businesses could provide resources and real-world exposure, enhancing curriculum relevance (Theme 1). These policy changes would create a supportive ecosystem for entrepreneurship education, fostering economic innovation.

5.5 Limitations

The study has several limitations. The sample size of 12 teachers, while sufficient for qualitative depth, may not fully represent the diverse perspectives across Lahore's secondary schools. The geographic focus on Lahore limits generalizability to other regions in Pakistan, where educational contexts may differ. The reliance on interviews, with optional focus groups not conducted due to logistical constraints, may have missed group dynamics. Additionally, the study captures teachers' perceptions at a single point in time, potentially overlooking changes as entrepreneurship education evolves. These constraints suggest caution in applying findings broadly.

5.6 Future Research Directions

New directions should be considered in future studies as they help to overcome these limitations. To increase generalizability, the sample would benefit from expanding to cover teachers in rural areas or other cities in Pakistan. The cultural factors in Theme 4 can be included in the study, which may help to consider the student or parental point of view as an addition to the study carried out by Esan and Bayajidda (2021), which was focused on parents. Longitudinal studies to monitor the experiences of teachers over time would shed light on how attitudes are altered with the implementation of the curriculum on the issues of statism inherent in this study. Research into the benefits of particular

training programs, which was suggested in Theme 5, may expand on Bibi et al. (2024) and Anning (2025) by determining their success in enhancing the quality of teaching. Lastly, comparative analysis with other developing market economies, as inspired by Murtadlo et al. (2025), may point to common ways of beating resource shortages.

6. Conclusion

The paper investigated the perceptions of secondary school teachers in Lahore, Pakistan, when teaching entrepreneurship education at the matric level and identified seven themes, which include curriculum relevance, teaching experiences, challenges and opportunities, cultural influences, support needs, student impact, and balancing curricula. Teachers saw the usefulness of the curriculum but had to deal with some obstacles, such as the shortage of resources and cultural resistance, which made training and materials significant. The results indicate that entrepreneurship education has the potential to generate innovative attitudes, but systematic support is important to achieve success. The study can add to the voice of teachers in Pakistan by increasing their voice to be able to contribute to the educational discourse in Pakistan. The study provides insights to the designers of curriculum, administrators, and policymakers who may be able to improve the practice. Despite limitations, such as a small sample and geographic focus, the findings underscore the importance of context-specific reforms. Future research should explore student and parental perspectives and longitudinal impacts.

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