Parental Adoption of Entrepreneurship-Focused Online Schools: A Quantitative Analysis of the UK Education Sector

Master's Degree Dissertation

Diana Cardenas Pineda

Supervisor: Dr. Qazi Ahmed
University of Greenwich

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ABSTRACT

The world is changing. Massive shifts in technology, employability and globalisation create a valid question. Is traditional education preparing young people for the future? Entrepreneurship Education (EE) is gaining recognition at tertiary and vocational levels, but its integration into primary and secondary education remains underexplored.

This study addresses a gap in knowledge by researching the factors influencing parents' willingness in the United Kingdom to adopt an independent, online school with a curriculum centred on entrepreneurship education. Using the Technology Acceptance Model (TAM) (Davis, 1989) and the Entrepreneurship Education Acceptance Model (EEAM) (Boldureanu et al., 2020), the research employed a quantitative, cross-sectional survey targeting parents of school-aged children. Data were collected from 53 respondents via an online questionnaire, distributed through alternative education networks and one-on-one.

The research used descriptive statistics through SPSS. Pearson correlations, and multiple linear regression to assess the influence of perceived usefulness, ease of implementation, expected outcomes, financial cost, child enjoyment, and psychographic and behavioural traits on parental adoption intention.

Findings indicate that perceived outcomes, perceived ease of implementation and perceived usefulness are the most significant predictors of adoption intention when considered individually. Perceived outcomes remain the strongest factor in the combined model. Cost perceptions negatively influenced adoption intention. Perceived child enjoyment acts as a positive factor when considered separately. Psychographic traits, including openness to non-traditional education and prior experience with online learning, were more influential than demographic variables such as income or education level, suggesting that values and prior exposure influence adoption intention more strongly than socioeconomic factors. For EdTech providers, it is important to communicate the tangible learning outcomes and the experiential value of the programme. Addressing affordability is also a concern.

Recommendations focus on targeted marketing strategies, flexible pricing models, and the integration of engaging, outcome-driven curricula to increase adoption likelihood.

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The teacher is not there for the sake of the student;
Both teacher and student are there for the sake of learning.
(A. von Humboldt, 1810)

1. INTRODUCTION

Over the last decade, education has entered a period of unprecedented change. elfThe adoption of digital technologies, the growth of remote work, and globalisation through social media have changed how people communicate, work, learn and play. Children today are growing in a world shape by constant innovation. However, despite this context, many school systems follow the same structure for learning established over a century ago. These frameworks prioritise a one-fits-all curriculum, exam-based performance metrics, instead of developing creativity and independent thinking. Parents and educators are increasingly questioning whether these models can keep up with the demands of modern life, particularly when preparing young learners for uncertain and dynamic career pathways.

In recent years, the demand for alternative education models has increased. Parents are becoming more interested in personalised, skills-focused learning. Online and hybrid schooling, experiential education initiatives and small student-teacher ration have gained prominence. They are offering flexibility and relevance, something that traditional schooling often lacks. The pandemic acted as a catalyst for this needed transformation, forcing schools worldwide to adapt rapidily to digital pedagogy, exposing the possibilities and shortcomings of technology-enabled learning.

Entrepreneurship Education (EE) emerged in this context, becoming a powerful tool to cultivate resilience, collaboration, leadership, self-knowledge, and innitiative, essential skills to navigate an unpredictable future. Although EE is integrated into tertiary and vocational education in the UK, its presence in primary and secondary settings remains limited. This context represents an educational gap and a market opportunity, particularly for online platforms that can embed entrepreneurial learning into accessible, engaging, and future-ready curricula.

This research is linked to the development of NovaQuest Academy, an independent, online alternative school designed to serve families seeking a flexible, project-based, and

innovation-driven education for their children. NovaQuest's approach integrates entrepreneurship, technology, and creativity into a live, community-based learning environment. To validate and refine the business model, a market research study was conducted to understand the factors influencing parents' willingness to adopt such a platform in the UK.

1.1. Background and Rationale of the Topic

Employability is changing dramatically. The global economy is being transformed by automation, artificial intellingence, remote work and emerging technologies. All of this is challenging traditional educational models. In this context, the rigid, exam-focused nature of mainstream schooling, particularly in the UK, has come under increasing scrutiny.

Traditional education often prioritise mechanical learning with limited space for fostering entrepreneurial thinking, emotional intelligence or creativity (OECD, 2023). Many parents are questioning whether traditional education can adequately prepare their children for an uncertain and fast-changing future.

Parents are looking for personalisation and relevance in their children's learning experience. In response, Entrepreneurship Education (EE) is gaining traction as an alternative that can cultivate initiative, problem-solving, collaboration and digital alphabetism. These are the skills needed for 2030 according to the World Economic Forum (2025). There is a potencial market opportunity for EdTech platforms that integrate EE into alternative schooling models, especially those focused to the needs of homeschooling families, digital nomads and parents of neurodivergent children.

1.2. Gap in Knowledge

This study comes from a practical gap: the need to understand whether parents in the UK would be willing to adopt a new, independent, online school that teaches through entrepreneurship from an early age. NovaQuest Academy, the envisioned EdTech solution behind this research, is a platform designed to unlock each child's unique potential through playful, applied, and purpose-driven learning. It builds on models like Junior Enterprises and gamified EdTech programmes, which have proven effective in increasing entrepreneurial intention and confidence among young learners (De Lourdes Cárcamo-Solís et al., 2017; Almeida et al., 2021; Núñez-Canal et al., 2023). This research also seeks to bridge the

disconnect between educational innovation and market validation by using parental insight to inform its development and marketing strategy.

In the UK, elementary and secondary education is free for all. They offer a traditional curriculum with fixed subjects like Math, Natural and Social Sciences, Language Arts and English (Department for Education, 2025). Nevertheless, some parents withdraw their children from these traditional schools to homeschool based on religion, different values or different outcomes. This research studies the possibility of being a preferred choice for parents whose children want to be entrepreneurs or an alternative for children who do not engage in traditional schools, and whose parents have the monetary resources to sponsor it.

1.3. Problem Statement

This research seeks to contribute to a future where education empowers rather than confines. Currently, a growing segment of UK parents is seeking educational alternatives that better suit their children's learning profiles, especially those underserved by rigid, theory-based curricula (Gillard, 2018). However, there is little empirical evidence regarding whether these parents would be willing to adopt a fully online, entrepreneurship-focused school as a legitimate alternative to traditional education.

The focus on parents, those who ultimately make educational choices for their children, is vital. This study will give us the tools to market appropriately to parents, who are not only gatekeepers of school selection but also increasingly discerning consumers in the digital education space. No existing study has examined the specific adoption factors, including perceived value, ease of use, educational effectiveness, child engagement, and financial considerations, that influence parental decision-making in this context. Understanding the drivers of their decision-making can inform more responsive, inclusive, and impactful marketing models (Zeithaml, 1988; Osorio-Saez, Eryilmaz and Sandoval-Hernandez, 2021).

1.4. Research Aim

This research aims to investigate the multidimensional factors that influence parents' willingness to enrol their children in an independent, online school in the UK that focuses on entrepreneurship education rather than opting for conventional models of primary and secondary schooling to create an ideal marketing campaign. It also explores how these contextual variables shape parental decision-making within the landscape of education, digital

learning environments, and the increasing demand for future-ready skills, such as creativity, innovation, and business and financial literacy in school-age children.

This study is about educational innovation, digital entrepreneurship and consumer behaviour. It aims to generate insights that benefit EdTech entrepreneurs and parents alike. It will contribute to the academic discourse on alternative schooling and entrepreneurship education in primary and secondary schools. As the UK's home education movement continues to grow (Elective home education, Autumn term 2024/25, 2024), this research offers a timely exploration of what a skills-focused, joyful education could look like for the native digital learners.

1.5. Research Objectives

The following three objectives guide the research process to examine the influence of various adoption-related factors on parental decision-making.

1.5.1. To identify and quantitatively measure how perceived value, ease of use, and expected outcomes influence adoption intention.
1.5.2. To assess the role of cost and perceived enjoyment for children in the decision-making process.
1.5.3. To evaluate how demographic, psychographic, and behavioural factors affect parental adoption.

1.6. Research Questions

1.6.1. How do perceived value, perceived ease of implementation, and expected outcomes affect parents' intention to adopt a private, entrepreneurship-focused EdTech platform?
1.6.2. What influence do perceived financial cost and perceived child enjoyment have on parental decision-making regarding EdTech-based entrepreneurship education?
1.6.3. How do demographic (age, income), psychographic (openness to alternative education), and behavioural (prior homeschooling experience) variables shape parental adoption intentions?

1.7. Structure

This dissertation is organised into five chapters. Chapter 1 introduces the research context, background, rationale of the topic, gap in knowledge, aim, objectives, questions, and significance. Chapter 2 presents a critical review of the literature on entrepreneurship education, alternative schooling models, EdTech adoption theories and a theoretical framework for the adoption of entrepreneurship education. Chapter 3 outlines the quantitative research methodology, including questionnaire survey design, sampling, and analysis plan. Chapter 4 presents the results of the study. Chapter 5 discusses their implications. The final chapter concludes the dissertation with recommendations for practice, limitations, and suggestions for future research.

2. LITERATURE REVIEW

This chapter explores the existing body of literature relevant to the development and adoption of entrepreneurship-focused online education at the primary and secondary levels, particularly from the perspective of parental decision-making in the UK. As outlined in the introduction and problem statement, this research investigates whether parents are willing to adopt an alternative digital education model that prioritises entrepreneurship, creativity, and future-ready skills over traditional academic instruction.

To address this aim, the literature review synthesises research across several interconnected themes: the evolution of alternative education models, the distinctive characteristics of entrepreneurial learning, and the growing relevance of entrepreneurship education (EE) in shaping 21st-century skills. It also reviews the theoretical frameworks that inform technology and education adoption, concluding with the construction of a conceptual model that identifies key influencing factors for parental adoption. The literature review narrows its focus to three areas most relevant to the study: the rise of alternative and digital education models, the distinctive features of entrepreneurial learning compared to mainstream schooling, and the role of EE in developing future-ready skills.

2.1. Evolution of Alternative Education Models

2.1.1. The rise of online, hybrid, and non-traditional education as an alternative to conventional schooling

Online, hybrid and non-traditional learning models are on the rise. Technology has made personalised learning possible. COVID-19 accelerated this shift, which forced rapid adaptation of pedagogy for remote teaching methods. These learning models also increased accessibility, eliminating geographic constraints and expanding inclusion for students in underserved areas (Yalagi et al., 2021). Hybrid approaches like blending in-person interaction with online delivery tend to yield better engagement and outcomes compared to traditional formats (Graham, 2006; Means et al., 2010). Hybrid models can be remote and in-person sessions, live-streamed and recorded classes. This flexibility appeals to diverse learners, particularly for students balancing education with sports, arts or other commitments (Melcher et al., 2025). Learning Management Systems (LMS) and MOOCs have become foundational to online learning, too. These platforms support self-paced learning, and when they are integrated with interactive elements

like quizzes and collaborations, significantly improve student engagement and retention (Tlili et al., 2021; Yalagi et al., 2021).

However, these models also face challenges, especially around digital literacy, student motivation, and educator preparedness (Salman et al., 2024). Reliable internet or the absence of devices is a constant concern for students from lower-income households. These educational inequalities are amplified when there is a lack of digital competence (Beaunoyer et al., 2020, cited in Salman et al., 2024). The pandemic also revealed that many teachers were not prepared for online pedagogy, leading to inconsistent outcomes (Aycock et al., 2021, cited in Salman et al., 2024). Student engagement is central to the effectiveness of online learning. Koedinger et al. (2015) found that active learning, particularly problem-solving activities, boosted learning outcomes sixfold compared to passive approaches. Their findings highlight the importance of moving beyond static content to promote reflection, collaboration, and interaction.

Fanshawe, Brown and Redmond (2025) expanded this by identifying five engagement dimensions: behavioural, cognitive, emotional, social, and collaborative as essential for online success. Their Online Engagement Framework (OEF) talks about the importance of interactive tutorials, personalised feedback, and flexible access to materials, especially in programs aiming to build practical skills like entrepreneurship. These insights are critical for entrepreneurship-focused schools, where traditional passive learning fails to foster entrepreneurial competencies. Instead, active strategies such as case studies, simulations, gamification, and project-based learning are essential. Boosting engagement through peer support, mentorship, and real-world business challenges can also reduce dropout rates (Koedinger et al. 2015).

2.1.2. How entrepreneurial learning differs from mainstream education

Mwasalwiba (2010) identifies three categories of entrepreneurship education: about, for, and through entrepreneurship, the last emphasising experiential learning. This experiential focus underpins much of the divergence from traditional, theory-heavy instruction. Neck and Greene (2010) describe entrepreneurial education as method-based, action-oriented, and inclusive. It embraces uncertainty, iterative experimentation and the development of practical skills through doing. Hägg and Gabrielsson (2019) reinforce this, arguing for a student-centred, reflective, and non-linear learning model that builds knowledge through experience rather than transmission.

In early childhood, Cárcamo-Solís et al. (2017) and Murray (2024) advocate for a play-based, practical, and inclusive framework. Murray (2024) particularly notes how creative and flexible approaches better support learners who are often affected by traditional standards. Entrepreneurial learning moves away from passive content absorption to active knowledge construction (Hägg & Gabrielsson, 2019; Katjiteo, 2024). It is interdisciplinary, involving business, technology, psychology, and social sciences (Jones & Iredale, 2010), and prioritises opportunity recognition, adaptability, and real-world problem-solving (Neck & Corbett, 2018).

While traditional education focuses on theory-heavy instruction, fixed outcomes and knowledge recall, entrepreneurial learning encourages initiative, creativity, and persistence (Gibb, 2002; Lackéus, 2015). The learner plays an active role, often engaging in simulations and real-world ventures, building confidence through trial and error. Failure is not stigmatised but seen as a learning catalyst (Hägg & Gabrielsson, 2019). Alternative assessments such as role-play, pitching, peer feedback, and mentoring allow for holistic, formative, and inclusive evaluation (Nabi et al., 2016; Katjiteo & Limbo, 2025).

Leong & Ma, 2024; Buhamad, 2024; Wang, Husu & Toom, 2024 suggest that a way to engage students is by applying reflective practices, such as self-assessments, peer feedback or social enterprise simulations. This could lead to long-term learning and foster a deeper understanding of themselves and their world. They are particularly suited to project-based entrepreneurship education, replicating real-world tasks that develop collaboration and critical thinking. Entrepreneurial education is also more contextually flexible, delivered in classrooms, as well as in bootcamps, incubators, and increasingly online. These settings allow for agile experimentation with curriculum and teaching models (Neck & Greene, 2010; Koedinger et al., 2015).

2.2. The Significance of Entrepreneurship Education in Shaping Future Skills

Entrepreneurship Education (EE) plays an important role in preparing young people for a fast-changing global economy. Traditional education systems face growing pressure to develop adaptable and resilient learners. EE supports this shift by fostering practical skills, entrepreneurial mindsets, and leadership capabilities that extend beyond launching businesses to supporting long-term economic sustainability (Ausat et al., 2023; Ghafar, 2020; Mahmudin, 2023). As said before, EE encourages experiential learning, problem-solving, and

self-direction. It cultivates opportunity recognition, risk management, and innovation, skills increasingly valued over memorisation (Long et al., 2021; Mahmudin, 2023). In doing so, it reflects a global educational shift toward adaptability and lifelong learning.

As economies become more volatile, solution-oriented thinking becomes a national imperative. EE addresses this by equipping students to create employment, not just seek it (Tang, 2017). Countries investing in EE often report greater economic resilience and innovation capacity (Mahmudin, 2023). Individuals trained in EE contribute to national competitiveness by recognising opportunities, managing risk, and fostering innovation (Long et al., 2021; Tang, 2017). Entrepreneurship education is then viewed as a catalyst for economic development, particularly in emerging economies where it fosters job creation and financial independence (Ahmad, Idrus and Rijal, 2023). Empirical studies reinforce EE's impact. Long et al. (2021) found that those with entrepreneurship training are more likely to start a business. This has prompted governments and institutions to embed EE in secondary and tertiary curricula to bridge skill gaps and address youth unemployment.

Practical initiatives such as Junior Enterprises (JEs), student-run organisations functioning as businesses, are especially effective. JE showed higher entrepreneurial intention than those receiving only classroom instruction. Students who participated in JE and entrepreneurship courses achieved the highest. Almeida et al. (2021) found that students involved in JEs exhibited higher entrepreneurial intention and behavioural control than those receiving only classroom instruction. Students who participated in both JEs and entrepreneurship courses were the best equipped. EE also promotes social responsibility and ethical innovation (Tang, 2017; Mahmudin, 2023). It prepares students to become changemakers. Frameworks like the European Commission's EntreComp reinforce this broader employability value. EE is essential for the future of the workforce. It develops competencies as opportunity recognition, creativity, financial literacy and ethical awareness. These qualities are closely aligned with employer expectations across industries (Bacigalupo et al., 2016, cited in Almeida et al., 2021).

2.2.1. Entrepreneurship-focused education in primary and secondary schools

The Mexican programme “My First Enterprise: Entrepreneurship by Playing” highlights the effectiveness of play-based entrepreneurship education (De Lourdes Cárcamo-Solís et al., 2017). This programme successfully introduced entrepreneurship concepts to young children through interactive and play-based methods. This demonstrates that even at an early age,

students can engage meaningfully with entrepreneurial thinking, suggesting that EE can be cultivated early through structured, interactive learning and should be embedded into education systems well before the tertiary level.

Play-based learning incorporates experiential activities that help students understand business principles, risk-taking, financial literacy, and problem-solving (Cárcamo-Solís et al., 2017). The programme led to the creation of 1,327 mini-companies between 2009 and 2014, demonstrating that even young children can grasp entrepreneurial concepts when taught through engaging, interactive experiences. This study suggests that entrepreneurial skills are not innate. They can be cultivated through learning. This debunks the mith of the "born entrepreneur" (Kuratko, 2005). Cárcamo-Solís et al. (2017) argue that play-based learning is more effective in cultivating an entrepreneurial mindset than traditional education, particularly for younger students. Children immersed in practical entrepreneurial activities like pitching business ideas and developing prototypes allow them to make sense of the concepts, because they are applying them to the real world. The programme allow them to internalise business principles as the experiential learning theory instructs (Leong & Ma, 2024).

In summary, Entrepreneurship Education (EE) offers a robust solution to the challenges of the modern economy. It prepares learners to adapt to the future and to shape it. EE fosters entrepreneurial mindsets. It should be considered as a core component of future-focused curricula in traditional and alternative education settings.

2.2.2. Challenges in entrepreneurial education

Entrepreneurship education can be approached in three distinct ways: teaching about entrepreneurship (focusing on theory and concepts), for entrepreneurship (building entrepreneurial skills and attitudes), and through entrepreneurship (experiential learning via entrepreneurial practice). Each presents unique challenges, particularly in the context of home-based, EdTech-supported learning (Pittaway and Edwards, 2012). As the journal notes: "The 'for', 'about' and 'through' distinctions highlight tensions in curriculum design. Teaching about entrepreneurship is often easier to assess within traditional frameworks (essays, exams), while the other approaches demand more flexible and subjective methods of assessment." Therefore, embedding entrepreneurship into formal education systems presents several challenges. One is teacher resistance. There is a lack of familiarity with entrepreneurial pedagogy and a fear of deviating from the conventional instruction model (OECD, 2015).

Many educators do not perceive entrepreneurship as part of their professional identity and may view it as outside their subject matter expertise. This hesitation is further reinforced by limited opportunities for professional development, which remain costly and time-consuming. Equipping teachers with the necessary mindset and tools to deliver entrepreneurship education (EE) effectively requires ongoing training and institutional support, as highlighted by Seikkula-Leino et al. (2010) in Lackéus (2015).

Another challenge is that the implementation of EE frequently depends on the involvement of external actors, other entrepreneurs, mentors or people who can bring real-world perspectives (Pittaway and Edwards, 2012). For many schools, especially in the public sector, the additional cost of hiring experts or forming industry partnerships is restricted. EE also demands more formative and process-based evaluation instead of standardised, summative methods (Katjiteo and Limbo, 2025). Capturing the development of soft skills like creativity and opportunity recognition poses methodological difficulties. It is easier to assess through essays or exams. The problem is that schools need to meet accountability targets for local authorities (Gibb, 2002).

There is also a lack of consensus on what constitutes a "complete" EE curriculum, the quality and credibility of entrepreneurial programmes and the long-term nature of entrepreneurial outcomes (Lackéus, 2015). Nevertheless, the research consistently supports the notion that EE improves students' future. For instance, Zen et al. (2023) argue that students with entrepreneurial education are more likely to innovate within existing organisations, demonstrating the broad applicability of EE beyond self-employment.

Another challenge is that EE is sometimes criticised for lacking academic rigour because it is an experiential learning rather than a theoretical instruction (Hägg & Gabrielsson, 2019). In some academic circles, entrepreneurship is regarded as a skill rather than a formal discipline, hindering its full integration into traditional systems (Croci, 2016).

Finally, there is a difference in the conceptualisation and implementation of entrepreneurship education. In the United States, for example, EE is integrated into business schools and oriented toward venture creation. The teaching is for and about entrepreneurship. The assessments are performance-driven. Pitch competitions, business plan readiness and market

feasibility reports are common (Pittaway and Edwards, 2012). In contrast, the United Kingdom teaches entrepreneurship as a transversal competence across multiple disciplines, including arts, humanities and sciences. The focus is teaching through entrepreneurship, learning through experiential, reflective and collaborative activities. Assessments are about mindset and behaviour. Reflective journals, peer assessments, group projects and competency portfolios are common (Pittaway and Edwards, 2012). This approach aims to capture personal development, critical thinking and adaptability, qualities more difficult to quantify but central to entrepreneurial learning.

This divergence in emphasis also leads to differing assessment challenges. While the US model supports outcome-based evaluation suited to institutional benchmarking and market alignment, the UK approach values process-oriented assessment that better reflects the iterative, non-linear nature of entrepreneurial learning. This also raises questions about assessment reliability and consistency, especially in resource-constrained educational environments (Pittaway and Edwards, 2012).

2.3. Theoretical Framework: Entrepreneurship Education Adoption

2.3.1. The role of technology in the adoption of an entrepreneurship-focused school

Advanced learning technologies have reshaped education. There is more accessibility. High-speed internet and the widespread use of mobile devices have made education available to a more diverse student base, regardless of geographical or socioeconomic barriers. However, local government support and policy frameworks are vital to provide the regulatory and financial backing necessary for sustainable digital transformation in education (Seyed Alitabar, S. H., & Zadhasn, Z., 2023).

Second, the development of educational online platforms, simulations and gamified tools has advanced entrepreneurial competencies such as financial literacy, initiative, perseverance and opportunity recognition. In addition, competency-based education facilitated by technology allows personalised assessments and development of skills aligned with EntreComp (Hammoda, 2024). Third, experiential and adaptive learning. AI-driven simulations and

virtual business coaches provide experiential learning environments where students can safely test business ideas, receive personalised feedback, and iterate on their strategies in real time.

Adaptive systems allow for step-by-step scaffolding, tailoring guidance to individual student progress and bridging the gap between theoretical knowledge and practical application. Teaching entrepreneurship would include the generation of content based on students' input and feedback to help them better understand and refine their business plans (Zhu and Luo, 2025). LMS platforms and virtual incubators made non-linear learning and customised pathways possible by encouraging students to test, fail, pivot, and apply knowledge in practical contexts (Gibb, 2002). Emerging technologies like VR and AR further enrich this process by simulating business environments and experiential learning (Neck & Corbett, 2018).

2.3.2. Adaptation of Entrepreneurship Education Acceptance Models

The Entrepreneurship Education Acceptance Model (EEAM) (Boldureanu et al., 2020) is grounded in exposure to entrepreneurial role models, showing that such experiences improve students' motivation, self-efficacy, and entrepreneurial intention. This model is supported by human capital theory, which links entrepreneurial education with career readiness (Martin, McNally, & Kay, 2012), and self-determination theory (Ryan & Deci, 2000).

EEAM also frames entrepreneurship education as a driver of innovation and adaptability (Boldureanu et al., 2020). Key success factors include experiential curriculum design, collaboration with industry professionals, and learner-centred teaching approaches. Together, these components support a more practical and motivationally rich model for understanding the adoption of entrepreneurship education.

The development of entrepreneurial intention is strongly linked to pedagogical models that emphasise experiential learning and real-world problem-solving. These approaches allow learners to develop critical thinking and resilience by confronting authentic challenges in dynamic environments. The students gain access to applied knowledge when supported by entrepreneurs and professionals. Additionally, learner-centred teaching methods such as incorporating students' personal goals and motivations help to cultivate a deeper connection between education and action, improving engagement and intention (Bui et al., 2025). These

elements form a rich model that aligns well with contemporary expectations for entrepreneurship education.

2.4. Conceptual Research Model & Key Influencing Factors

To explore parental willingness to adopt an entrepreneurship-focused EdTech platform, this study builds upon an adapted version of the Technology Acceptance Model (TAM) (Davis, 1989), tailored specifically to the context of entrepreneurship education. The proposed conceptual research model, Entrepreneurship Education Acceptance Model (EEAM) (Boldureanu et al., 2020), includes key influencing factors identified through the literature review as critical determinants of adoption decisions. These factors are defined and justified individually below.

2.4.1. Perceived usefulness

Perceived usefulness comes from Davis's (1989) Technology Acceptance Model (TAM). It is the belief that a system will improve user performance. Initially applied in organisational settings, TAM has also been adopted in educational settings, where perceived usefulness reflects gains in learning outcomes or personal value. In parental decision-making, this aligns with Zeithaml's (1988) notion of perceived value, the balance between expected benefits and the cost of obtaining them. Perceived usefulness plays a central role in adoption intention, especially when parents have to justify educational investments with uncertain outcomes.

In entrepreneurship-focused education, perceived usefulness is linked to how well programmes prepare children for a competitive and uncertain future. Parents favour alternatives that offer practical value, including creativity, problem-solving, business understanding, and innovation (Boldureanu et al., 2020; Cárcamo-Solís et al., 2017). These priorities reflect a shift in educational metrics. Standardised exams do not measure success, but how well children develop future skills. According to Núñez-Canal et al. (2023), the greater the perceived value is, the stronger the likelihood of parental adoption.

Usefulness is not purely functional; it also carries emotional and aspirational weight. Parents may perceive EE as a tool to unlock their child's potential or give them an advantage in an unpredictable world (Pineda, 2024). For NovaQuest Academy, perceived usefulness depends on how effectively the curriculum demonstrates a clear link to academic and entrepreneurial

outcomes. Strategic communication in marketing campaigns and the inclusion of testimonials become vital in increasing the perception and influence adoption (Núñez-Canal et al., 2023).

2.4.2. Perceived ease of implementation

Davis (1989) found that ease of implementation influences the adoption of educational technologies, especially when users must adapt quickly to new systems. It is defined as "the degree to which a person believes that using a particular system would be free of effort." In virtual learning environments, this concept helps explain whether educators and students will engage with a platform. Davis (1989) also found that ease of use indirectly shapes behavioural intention. Intuitive systems can reduce cognitive load and increase satisfaction.

The implementation of Moodle as a Learning Management System (LMS) during COVID-19 illustrates how ease of implementation affects adoption. The institutions that were already using Moodle found the shift to online learning more manageable (Yalagi et al., 2021). Using a familiar platform for course creation, assignment submission, quizzes, and feedback contributed to its effectiveness. Students also valued the ability to engage with videos, complete assignments asynchronously and revisit materials at their own pace.

Moodle's use within the Learner-Centric MOOC (LCM) framework enabled flipped learning without significant technical challenges. According to Yalagi et al. (2021), over 83% of students provided positive feedback on ease of implementation. Bandwidth-related issues were also minimised, thanks to the asynchronous design of video content. These findings reinforce that platforms perceived as easy to implement promote greater adoption, reduce barriers, and support both teaching and learning engagement.

2.4.3. Perceived effectiveness

Perceived effectiveness refers to the ability of a platform to deliver meaningful learning outcomes. This perception is central to parent adoption. Parents are more likely to invest in programmes that offer tangible developmental gains. In EE, these gains include the 21st-century skills as mentioned before, problem-solving, creativity, teamwork, business awareness and self-discovery (Núñez-Canal et al., 2023).

Studies by Boldureanu et al. (2020) and Cárcamo-Solís et al. (2017) show that parents value platforms that develop both cognitive and practical competencies. Unlike traditional

schooling, which tends to prioritise test performance, entrepreneurship education is assessed through real-world readiness. Parents increasingly seek curricula that cultivate adaptable, self-driven learners capable of ideation, collaboration, and value creation in uncertain environments (Núñez-Canal et al., 2023).

Measuring effectiveness in this context remains complex. Unlike standardised testing, entrepreneurial learning often unfolds through skill acquisition, engagement, and personal development. Platforms must provide rich learning experiences and communicate outcomes. For NovaQuest Academy, tools like parent dashboards, child-led presentations, and skill rubrics will be essential for demonstrating impact. Visible, trustworthy reporting will play a key role in building confidence and driving enrolment.

2.4.4. Expected outcomes

Expected outcomes refer to the long-term benefits parents associate with entrepreneurship education. Employability, problem-solving, and readiness for a dynamic global economy (Boldureanu et al., 2020; Almeida et al., 2021). In today's uncertain labour market, academic performance alone is no longer enough. Parents want children to have initiative and adaptability which are seen as key to employment and entrepreneurial success (Mahmudin, 2023). Learning entrepreneurship also develops other skills like resilience, autonomy, leadership and critical thinking.

Research confirms that articulated and credible outcomes significantly shape adoption decisions (Cárcamo-Solís et al., 2017). When platforms show measurable benefits like increased confidence, collaboration, autonomy or opportunity recognition, parents are more likely to view them as worthwhile investments. EE is positioning itself as a means to help children create value and navigate complexity in this digitalised and global job market (Mahmudin, 2023). Parents typically assess outcomes by academic progress, but when EE is included, they think about economic empowerment and social contribution. When both outcomes are combined, the perceived value is strengthened (Almeida et al., 2021), thereby benefiting and influencing parental decision-making.

2.4.5. Perceived financial costs

Financial considerations refer to how parents perceive the affordability, viability, and return on investment of entrepreneurship-focused EdTech platforms (Cárcamo-Solís et al., 2017). In a competitive education market, where families may already be managing private tuition, extracurriculars, or homeschooling costs, price can either encourage or discourage adoption. If costs are higher than the perceived benefits, even a strong pedagogical offer may struggle to achieve adoption (Zeithaml, 1988). This makes pricing strategy and value communication very important for alternative providers like NovaQuest Academy.

Parents often compare alternatives with free or subsidised public schooling or home education and online learning options that offer fixed or low costs. Affordability is one of the most significant predictors of adoption intention in EdTech, especially for larger or low-income households. However, cost is not judged in isolation. It is evaluated alongside effectiveness and outcomes. Programmes with high perceived value may justify higher fees. On the other hand, those with unclear value propositions risk being seen as a financial gamble (Núñez-Canal et al., 2023).

Perceived cost is attached to trust. Parents must believe the programme will deliver what it promises. Parents are looking for quality instruction, support, and evidence of student progress. Parents need to see that the fees are not an expense but an investment through student portfolios, entrepreneurial showcases, pitches, and presentations. In this context, a well-structured, flexible pricing model can reduce financial concerns.

2.4.6. Child engagement & enjoyment

Child engagement and enjoyment refer to how stimulating, interactive, and enjoyable an educational experience feels to the learner (Koedinger et al., 2015). In home-based or digital entrepreneurship education, parental perceptions of their child's emotional and cognitive involvement are central to adoption. Platforms need to spark interest, curiosity and have elements for active participation, especially for younger learners who are still developing attention spans and intrinsic motivation. Cárcamo-Solís et al. (2017) found that gamified and play-based approaches improve learning outcomes and parental satisfaction.

Engagement is not passive. Koedinger et al. (2015) note that “learning is not a spectator sport.” Children learn best when they are doing and reflecting, especially in entrepreneurship,

where iteration and application are core. This reflects experiential and constructivist learning theories, which prioritise agency and real-world problem-solving. Platforms offering collaborative or creative projects often result in higher engagement. When children demonstrate autonomy or excitement in their learning, parents are more likely to view the programme as a valuable investment.

Enjoyment also supports long-term retention and confidence. A child who associates learning with positive emotion is more likely to persevere through challenges and develop a growth mindset, qualities essential to entrepreneurial thinking (Koedinger et al., 2015). Parents often recognise these outcomes through observable behaviour: spontaneous participation, eagerness to share progress, leadership among their peers, or independent exploration. In this way, enjoyment is not merely entertainment; it builds the emotional foundations of lifelong learning and entrepreneurial resilience (Cárcamo-Solís et al., 2017; Boldureanu et al., 2020).

2.4.7. Consumer segmentation factors

Consumer segmentation involves dividing the target audience into distinct groups based on shared traits, for more tailored communication and product strategies (Smith, 1956). In the adoption of entrepreneurship-focused EdTech, segmentation helps identify how various parent profiles evaluate and engage with platforms. Demographic variables such as age, income, number of children, and education influence purchasing decisions. Younger parents or those with entrepreneurial experience, for instance, may be more receptive to alternative education models.

Psychographic factors, such as openness to innovation and hybrid models, further shape adoption patterns. Parents who prioritise creativity and future-readiness may be drawn to home-based entrepreneurship programmes that emphasise skill-building and flexibility. According to Núñez-Canal et al. (2023), comfort with technology and prior experience with digital tools also influence implementation confidence. These attitudes often align with lifestyle preferences, including homeschooling, alternative pedagogies, or globally mobile learning.

Geographic and behavioural segmentation provides another layer of insight. Urban parents may have greater access to supplemental resources or peer communities that support EdTech adoption. In contrast, rural families may prioritise platforms that offer more complete,

self-contained learning systems due to limited local options. Behavioural segmentation, such as frequency of digital tool use or prior engagement with online education during COVID-19, also helps identify early adopters. Recognising these differences allows providers to tailor features, pricing, and messaging to diverse parental needs, improving both adoption rates and learner outcomes.

The proposed research model draws on Davis's (1989) Technology Acceptance Model and Zeithaml's (1988) framework on consumer perceptions of value, cost, and quality.

Figure 1. Technology Acceptance Model (TAM)

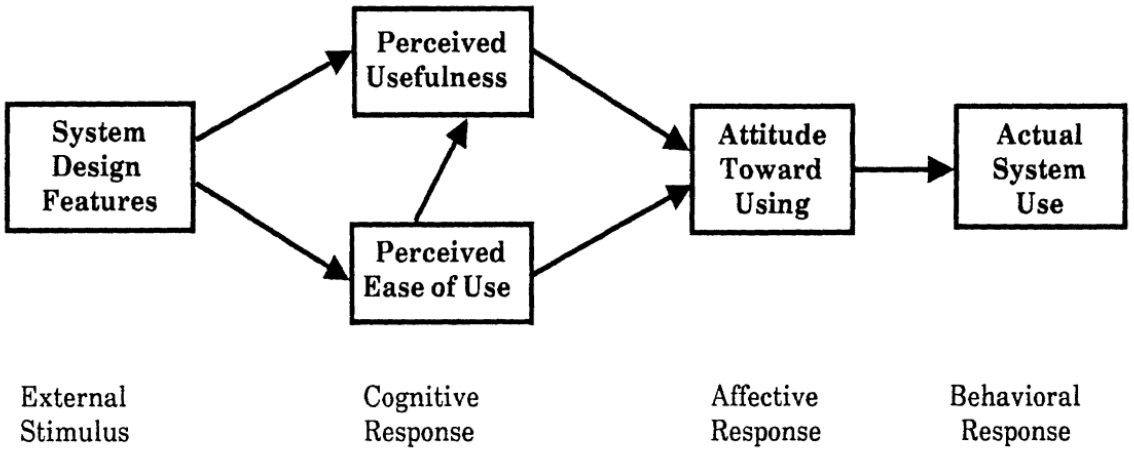


Figure 1. Technology Acceptance Model (TAM) of Davis, 1989

FIGURE 1
A Means-End Model Relating Price, Quality, and Value

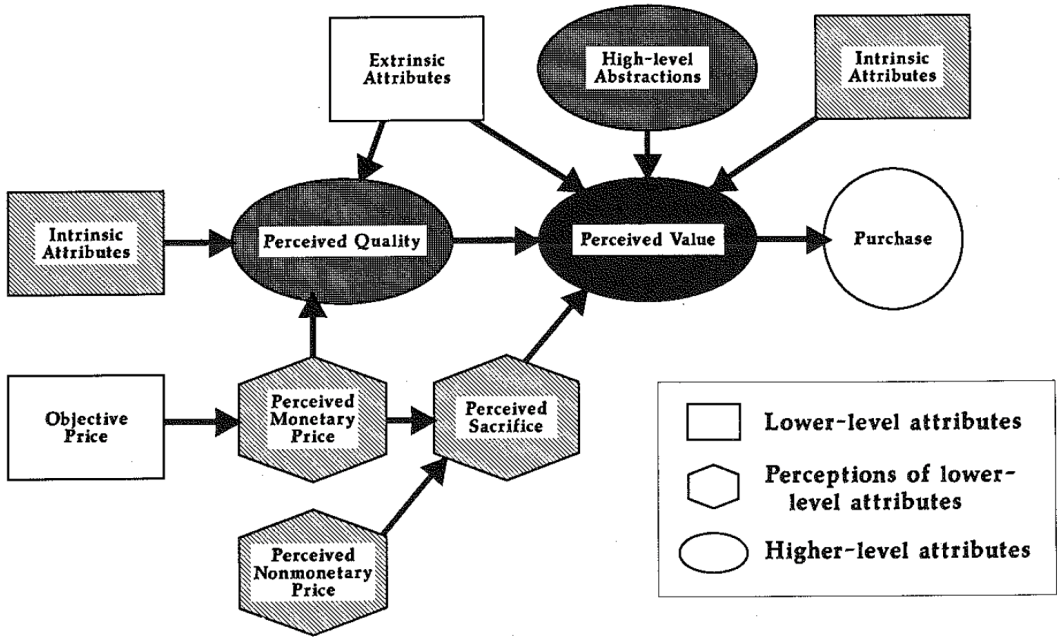


Figure 2. Consumer Perceptions of Price, Quality and Value: A Means-End Model and Synthesis of Evidence of Zeithaml, 1988

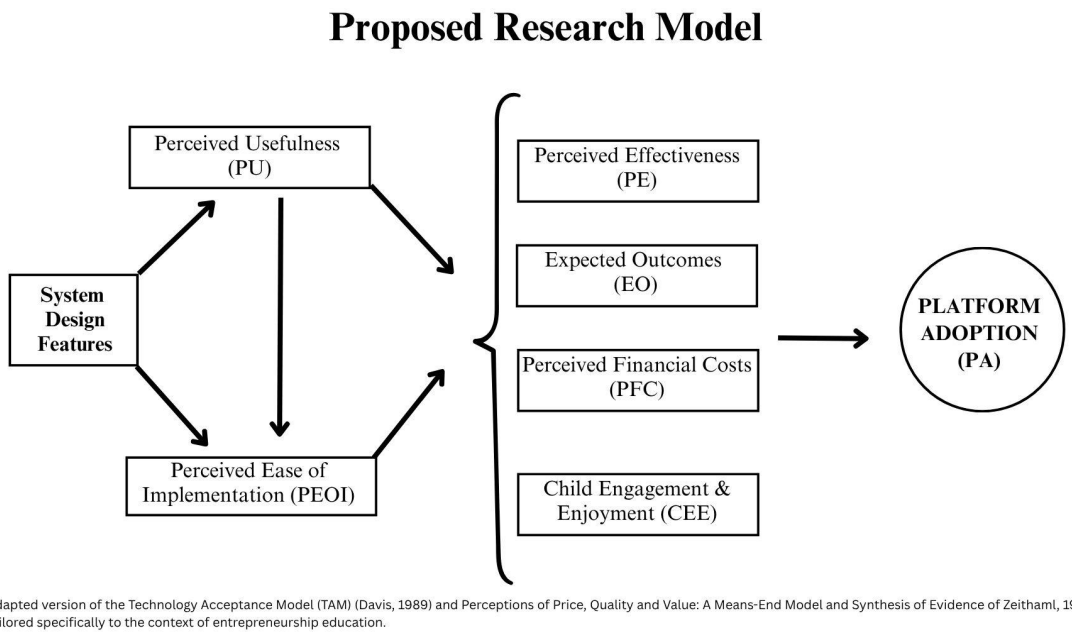


Figure 3. Proposed Research Model. Made by author.

3. RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlines the research design and methods used to examine the factors influencing parental adoption of an entrepreneurship-focused EdTech platform in the UK. The study draws on the Technology Acceptance Model (TAM) (Davis, 1989) and the Entrepreneurship Education Acceptance Model (Boldureanu et al., 2020). Following a positivist philosophy and a deductive approach, the study employs a quantitative, cross-sectional survey to capture parental attitudes at a specific point in time. The structured survey was refined through variable selection and demographic segmentation. Figure 4 provides an overview of the full research design.

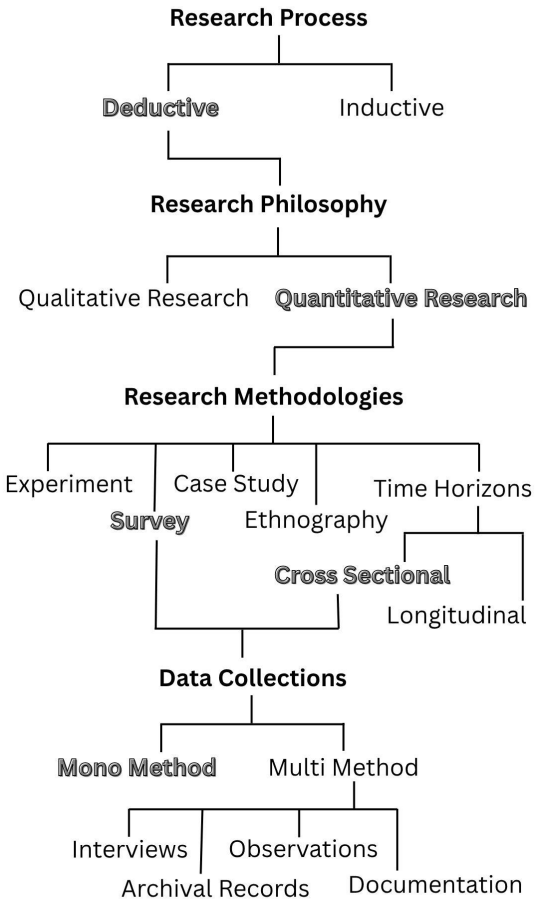


Figure 4. Adapted from the Research Onion. Source: Mark NK Saunders, 2019. Made by author

3.2. Research Process

The research followed a four-stage process:

- Formulating research questions on EdTech adoption in non-traditional education.
- Reviewing literature on technology acceptance, entrepreneurship education, and parental decision-making.
- Designing and distributing a survey to collect data from UK parents.
- Analysing data using SPSS to test the research objectives derived from TAM and EEAM.

This sequence moves from theory to empirical validation.

3.3. Research Philosophy

The study is based on a positivist paradigm, which treats knowledge as measurable and generalisable. This aligns with the objective of testing observable variables using a standardised survey instrument, producing replicable, objective results (Saunders, Lewis, & Thornhill, 2023). The focus is on verifying whether variables such as perceived usefulness, ease of implementation, effectiveness, outcomes, costs, and enjoyment influence adoption intentions.

A deductive approach supports this goal by:

- Allowing systematic testing of a predefined research model.
- Keeping the study structured and research questions-led.
- Aligning with positivist epistemology, favouring evidence over interpretation.

3.4. Research Methodology

A quantitative methodology was selected to test relationships between defined variables and parental adoption behaviour. This approach is appropriate when:
Relationships between factors need to be quantified.
Statistical generalisation is a key objective.
Standardised instruments, like Likert-scale surveys, are used for data collection.

A cross-sectional, survey-based strategy was chosen to capture perceptions, motivations, and barriers to EdTech adoption. Online surveys were selected for their reach, cost-effectiveness,

and suitability for tech-savvy, geographically dispersed homeschooling families. This approach has proven effective in previous studies on technology acceptance and user behaviour (Venkatesh & Bala, 2008).

A snowball sampling strategy was used to access a niche population. Initial participants were encouraged to share the survey within homeschooling and alternative education networks. The survey was distributed via Qualtrics, offering anonymity and GDPR-compliant data security. Data were collected between May and July 2025. This method enabled analysis of patterns and subgroup differences at a single time point.

(Due to low participation during May and June, at the beginning of july, the researcher printed business cards with the survey name and QR code to distribute to parents of school-aged children in local communities around London, UK. There were only 53 completed responses despite positive interest).

3.5. Data Collection

Method	Description
Online Survey	Self-administered, hosted on Qualtrics.
Likert-scale questions	Used to measure all constructs quantitatively.
Anonymity & Ethics	No personal identifiers. Compliant with University ethics protocol.
Sampling Technique	Snowball sampling among UK parents involved in alternative education.
Timeframe	Data collection from May–July 2025.

The sampling strategy was as follows:

- Target Population: Parents with school-age children in the UK, as they represent the potential user base for an entrepreneurship-focused online school.
- Sampling Technique: Direct outreach via snowball sampling, encouraging participants to share the survey with other parents.

- Data Collection Method: Online surveys distributed through homeschooling networks, EdTech communities, and social media platforms.

All data was analysed using SPSS, applying:

- Descriptive statistics (means, frequencies).
- Correlation analysis.
- Multiple regression to test the relationships between research variables.

The study used a structured online questionnaire hosted on the university's digital platform of Qualtrics. The survey included:

- Likert-scale items to measure constructs such as perceived usefulness, expected outcomes, and adoption intention.
- Closed-ended questions for demographics (age, education level, schooling).
- Multiple-choice and matrix questions to identify behavioural patterns (for example, previous use of EdTech, openness to new learning formats).
- Optional open-ended questions for qualitative insights and final notes.

A pilot test was conducted with five parents to ensure clarity, flow, logic, and reliability before full-scale deployment.

3.6. Ethical Considerations

- Participants received an informed consent statement.
- Responses remained anonymous and confidential.
- All data were securely stored and used only for academic research.
- The study complies with University of Greenwich ethical protocols and GDPR guidelines.

3.7. Research Variables

3.7.1. Dependent Variable

Platform Adoption (PA): Parents' likelihood of enrolling their children in a private, entrepreneurship-focused online school.

3.7.2. Independent Variables

Perceived Usefulness (PU). The extent to which parents believe the programme provides valuable entrepreneurial skills to their children.

Perceived Ease of Implementation (PEOI). Parents' belief in how accessible and easy the EdTech platform is to use.

Perceived Effectiveness (PE). Parents' confidence in the school's ability to teach entrepreneurship effectively.

Perceived Outcomes (PO). Expected academic and entrepreneurial outcomes, including career success, innovation, and business readiness.

Perceived Financial Cost (PFC). Parents' assessment of the affordability of the programme.

Perceived Enjoyment for Children (PEJ). The extent to which parents believe their children will enjoy the learning experience.

3.7.3. Other Factors

Demographic Factors. Age, education level, income, occupation.

Psychographic Factors. Risk tolerance and openness to non-traditional education.

Geographic Factors. Urban vs. rural, and accessibility to traditional schools.

Behavioural Factors. Prior experience with homeschooling or online learning.

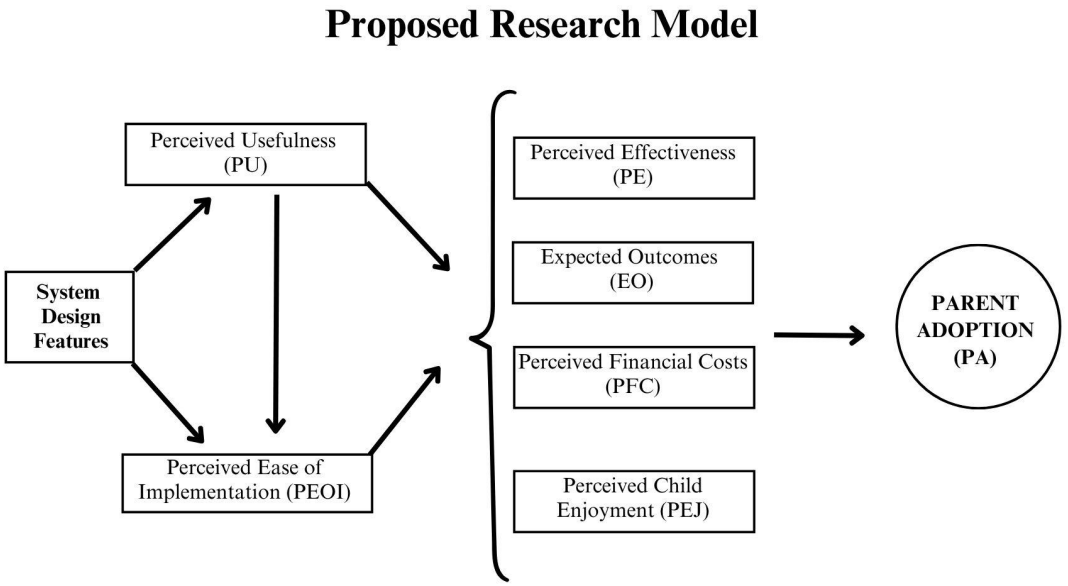


Figure 5. Proposed Research Model. TAM Model and EE Model. Made by author

3.6. Contributions of the Model

The proposed model links entrepreneurship education with EdTech adoption by integrating both rational (cost, effectiveness) and emotional (outcomes, enjoyment) drivers. It also incorporates environmental and personal factors to offer a comprehensive framework for analysing adoption decisions in alternative education settings in the UK.

4. FINDINGS

This chapter presents the results of the quantitative analysis conducted to address the study's research objectives. The findings are derived from survey data collected from homeschooling parents in the United Kingdom, focusing on their willingness to adopt an EdTech platform with an entrepreneurship focus. The analysis is structured to align with the three objectives outlined in Chapter 1, ensuring that the results are presented in a manner directly relevant to the study's aims.

The chapter begins with a detailed data analysis section, outlining the statistical procedures used to examine the relationships between the independent variables: perceived usefulness (PU), perceived ease of use (PEOU), perceived outcomes (PO), perceived financial cost (PFC), perceived child enjoyment (PEJ), and selected psychographic and behavioural factors, and the dependent variable of parental adoption intention (PA). Descriptive statistics, correlation analyses, and regression models are used to identify the strength and direction of these relationships.

Where relevant, findings are compared with patterns observed in existing literature, allowing for an early indication of how this study's results confirm, extend, or diverge from previous research. These interpretations, however, are kept concise within this chapter, as the detailed discussion and theoretical integration are reserved for Chapter 5: Analysis & Discussions.

By presenting the results clearly and systematically, this chapter provides the empirical foundation upon which the subsequent analysis and recommendations are built. The following section begins with the data analysis process, outlining the statistical approach used to address each research objective.

4.1. Data Analysis

The collected data were analysed using SPSS. The aim was to test the proposed research objectives, validate the Entrepreneurship Education Acceptance Model (EEAM) (Boldureanu et al., 2020), and identify key predictors of parental adoption intention toward an entrepreneurship-focused EdTech platform.

Survey items measuring core aspects such as perceived value, ease of implementation, expected outcomes, financial considerations, and child enjoyment were measured using

five-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree). The data was treated as interval data, allowing more robust statistical testing. Demographic variables, including gender, location and education level, were treated as nominal variables as they represent distinct, non-ordered categories. These support descriptive statistics and consumer segmentation. To determine the statistical significance of the results, the conventional threshold of $p < 0.05$ was adopted (Saunders, Lewis, & Thornhill, 2023). Pearson's correlation coefficient (r) was used to explore the relationships between variables. Correlation values range between -1 and +1, with values closer to 1 indicating stronger linear relationships.

A multiple linear regression analysis was performed to assess the combined influence of all independent variables on the dependent variable (parental adoption). This determined which factors significantly affect parental decision-making and quantified how much variance in adoption intention can be explained by the EEAM model constructs (Saunders, Lewis, & Thornhill, 2023). The standardised beta coefficients indicate the relative strength of each predictor. The analysis identifies variables that support consumer profile development. The results highlight segments more likely to adopt entrepreneurship-focused online education, informing marketing and positioning strategies.

4.1.1. Demographic descriptive analysis

- Demographic descriptive analysis, of the 54 people who answered the survey, 67.5% were women.
- Household. People who live in an urban or suburban setting is 92.5%, the rest live in rural places.
- Income. 44% earn between £50,000 and £100,000 per year and 23% between £100,000 and £200,000.
- Education. 85% of the people interviewed hold a university degree.
- Age. 75% of people are between 35 and 54 years old.
- 57% of the people have two children, 33% have one and 10% have three or more.
- Children's School. 60% of their kids go to state school, 25% go to private school, and the rest are in hybrid or home education.
- 65% of the people have used online learning platforms for their children, but 72% have not considered home education or alternative schooling in the past 2 years.

A Reliability Test was performed with Cronbach's Alpha for multi-item scales for all the variables (Perceived Value, Ease of Implementation, Effectiveness, Enjoyment, Cost, Outcomes and Parental Adoption) to ensure internal consistency before aggregating them into composite variables. They were all reliable because they were above 0.7.

4.1.2. Research Objective 1

To identify and quantitatively measure how perceived usefulness (PU), perceived ease of implementation (PEOI), and perceived outcomes (PO) influence parent adoption (PA) of an entrepreneurship-focused EdTech platform, the researcher conducted a multiple linear regression analysis on SPSS.

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	PO, PEOI, PU[b]	.	Enter

a. Dependent Variable: PA

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.938[a]	.879	.870	.29283

a. Predictors: (Constant), PO, PEOI, PU

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.353	3	8.118	94.669	<.001[b]
	Residual	3.344	39	.086		
	Total	27.697	42			

a. Dependent Variable: PA

b. Predictors: (Constant), PO, PEOI, PU

The model was statistically significant, $F(3, 39) = 94.669$, $p < .001$, with an R^2 value of .879, indicating that 87.9% of the variance in adoption intention was explained by the three predictors.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.020	.122		.168	.867	-.226	.267		
	PU	.211	.089	.240	2.371	.023	.031	.392	.301	3.317
	PEOI	.312	.049	.399	6.381	<.001	.213	.411	.794	1.260
	PO	.402	.084	.477	4.752	<.001	.231	.572	.308	3.248

a. Dependent Variable: PA

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	PU	PEOI	PO
1	1	3.729	1.000	.01	.00	.01	.00
	2	.147	5.036	.23	.11	.24	.09
	3	.090	6.427	.75	.00	.75	.00
	4	.033	10.559	.01	.88	.00	.90

a. Dependent Variable: PA

Among the independent variables, perceived outcomes (PO) emerged as the strongest predictor ($\beta = .477$, $p < .001$), followed by ease of implementation (PEOI) ($\beta = .399$, $p < .001$) and perceived usefulness (PU) ($\beta = .240$, $p = .023$).

These results suggest that parents are more likely to adopt the platform when they expect strong academic and entrepreneurial results, find the platform easy to integrate into their daily routines, and believe it offers valuable learning experiences for their children. No multicollinearity issues were detected, as variance inflation factors (VIFs) remained below 3.4 across all variables.

4.1.3. Research Objective 2

To examine the influence of Perceived Financial Cost (PFC) and Perceived Child Enjoyment (PCE) on Parental Adoption Intention (PA) of an EdTech platform focused on entrepreneurship, the researcher conducted a multiple linear regression through SPSS. The overall model was statistically significant, $F(2, 87) = 12.30$, $p < .001$, and explained approximately 26% of the variance in adoption intention ($R^2 = .260$).

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	PEJ, PFC[b]	.	Enter

a. Dependent Variable: PA

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773[a]	.597	.577	.44685

a. Predictors: (Constant), PEJ, PFC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.547	2	5.773	28.913	<.001[b]
	Residual	7.787	39	.200		
	Total	19.334	41			

a. Dependent Variable: PA

b. Predictors: (Constant), PEJ, PFC

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	95.0% Confidence Interval for B Upper Bound	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	.171	.233		.736	.466	-.299	.642		
	PFC	.291	.099	.391	2.950	.005	.092	.491	.589	1.698
	PEJ	.444	.127	.462	3.486	.001	.186	.701	.589	1.698

a. Dependent Variable: PA

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions (Constant)	Variance Proportions PFC	Variance Proportions PEJ
1	1	2.893	1.000	.01	.01	.01
	2	.072	6.348	.65	.53	.00
	3	.036	9.011	.34	.46	.99

a. Dependent Variable: PA

Both predictors were influential. Perceived financial cost negatively predicted adoption intention ($\beta = -0.299$, $p = .001$), suggesting that higher perceived costs reduce the likelihood of adoption. In contrast, perceived child enjoyment was a stronger positive predictor ($\beta = 0.380$, $p < .001$), indicating that parents are more inclined to adopt when they believe their child will enjoy the experience. No multicollinearity issues were detected.

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	PO, PEOI, PFC, PEJ, PE, PU[b]	.	Enter

a. Dependent Variable: PA

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.948[a]	.898	.881	.23716	.898	51.457	6	35	<.001

a. Predictors: (Constant), PO, PEOI, PFC, PEJ, PE, PU

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.365	6	2.894	51.457	<.001[b]
	Residual	1.969	35	.056		
	Total	19.334	41			

a. Dependent Variable: PA

b. Predictors: (Constant), PO, PEOI, PFC, PEJ, PE, PU

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	-.074	.141		-.520	.606	-.361	.213		
	PFC	.132	.063	.178	2.107	.042	.005	.260	.409	2.445
	PEJ	.107	.076	.111	1.395	.172	-.049	.262	.459	2.177
	PU	.129	.097	.148	1.335	.191	-.067	.325	.238	4.201
	PEOI	.257	.047	.366	5.436	<.001	.161	.353	.642	1.558
	PE	-.011	.078	-.013	-.145	.886	-.171	.148	.371	2.692
	PO	.311	.097	.422	3.215	.003	.115	.507	.169	5.910

a. Dependent Variable: PA

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions						
				(Constant)	PFC	PEJ	PU	PEOI	PE	PO
1	1	6.579	1.000	.00	.00	.00	.00	.00	.00	.00
	2	.153	6.562	.05	.00	.00	.06	.27	.00	.05
	3	.109	7.767	.05	.20	.03	.06	.21	.02	.00
	4	.076	9.324	.41	.17	.00	.04	.22	.00	.03
	5	.033	14.044	.28	.14	.86	.01	.04	.05	.03
	6	.032	14.269	.01	.03	.11	.08	.27	.92	.01
	7	.017	19.451	.19	.45	.00	.75	.00	.00	.88

a. Dependent Variable: PA

Then, we tested all the variables at once, perceived Outcomes (PO), perceived ease of implementation (PEOI), perceived financial cost (PFC), perceived enjoyment (PEJ), perceived effectiveness (PE), perceived use or value (PU), and parent adoption (PA) in another multiple linear regression. From the Model Summary and the ANOVA table, $R^2 = .898$ and the adjusted $R^2 = .881$ explain that the variance in PA is exceptionally high. $F(6, 35) = 51.457$, $p < .001$ means that the model is statistically significant overall. These six predictors collectively explain the vast majority of variance in parental intention to adopt an EdTech platform.

From the coefficients table, some predictors are more significant than others. PO (Beta .422, Sig .003) is the strongest predictor and statistically significant. Parents adopt when they see clear learning outcomes. PEOI (Beta .366, Sig <.001) is also a strong and significant predictor. Ease of implementation matters a lot for parents. PFC (Beta .178, Sig .042) is important; cost concerns parent adoption. Enjoyment (PEJ: Beta .111, Sig .172) is not significant. Perceived usefulness or value (PU: Beta .148, Sig .191) was not significant either. Finally, perceived effectiveness (PE: Beta -.013, Sig .886) was not significant at all.

This extended model confirms that expected outcomes (PO), ease of implementation (PEOI), and financial costs (PFC) are statistically significant predictors and key decision-making factors for parents considering EdTech platforms for their children. Perceived enjoyment (PEJ) and Usefulness (PU) do not significantly influence adoption when all six variables are included in the model.

4.1.4. Research Objective 3

To evaluate how demographic, psychographic, and behavioural factors affect parental adoption intentions of an EdTech platform focused on entrepreneurship, a Pearsons correlation analysis was conducted. First, parental age and household income were tested.

The results indicated that neither age ($r = -0.053$, $p = 0.747$) nor income ($r = 0.167$, $p = 0.309$) was significantly associated with adoption intention. Higher income may be slightly associated with greater adoption willingness, but the result is not statistically meaningful ($p = 0.309$). These findings suggest that demographic factors may play a minimal role in shaping parental decisions regarding EdTech adoption.

Correlations

		How old are you?	What was your total household income before taxes during the past 12 months?	PA
How old are you?	Pearson Correlation	1	.028	-.053
	Sig. (2-tailed)		.865	.747
	N	40	39	40
What was your total household income before taxes during the past 12 months?	Pearson Correlation	.028	1	.167
	Sig. (2-tailed)	.865		.309
	N	39	39	39
PA	Pearson Correlation	-.053	.167	1
	Sig. (2-tailed)	.747	.309	
	N	40	39	48

How do demographic variables (urban/rural location) shape adoption intentions?

➔ **Oneway**

ANOVA

PA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.773	2	1.386	3.315	.047
Within Groups	15.476	37	.418		
Total	18.249	39			

ANOVA Effect Sizes[a,b]

		Point Estimate	95% Confidence Interval Lower	Upper
PA	Eta-squared	.152	.000	.332
	Epsilon-squared	.106	-.054	.296
	Omega-squared Fixed-effect	.104	-.053	.291
	Omega-squared Random-effect	.055	-.026	.170

a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.

b. Negative but less biased estimates are retained, not rounded to zero.

A one-way ANOVA was conducted to examine whether parental adoption intention (PA) varied by residential environment (urban, suburban, rural). The analysis revealed a statistically significant difference between groups, $F(2, 37) = 3.315$, $p = .047$. The effect size, measured by eta-squared, was .152, suggesting that approximately 15.2% of the variance in adoption intention can be attributed to differences in residential setting.

How do education levels (secondary, university degree, postgraduate) shape adoption intentions?

Oneway

ANOVA

PA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.848	3	.616	1.352	.273
Within Groups	16.401	36	.456		
Total	18.249	39			

ANOVA Effect Sizes[a,b]

		Point Estimate	95% Confidence Interval Lower	Upper
PA	Eta-squared	.101	.000	.250
	Epsilon-squared	.026	-.083	.187
	Omega-squared Fixed-effect	.026	-.081	.183
	Omega-squared Random-effect	.009	-.026	.070

a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.

b. Negative but less biased estimates are retained, not rounded to zero.

P = 0.273 → No statistically significant difference in adoption intention across different education levels.

A one-way ANOVA was conducted to determine whether parental adoption intention (PA) differed significantly across education levels. The results showed no statistically significant difference between groups, F(3, 36) = 1.352, p = .273. The effect size, as measured by eta-squared, was .101, indicating a small proportion of variance in adoption intention (approximately 10.1%) may be attributed to education level, though the wide confidence intervals suggest caution in interpreting this as meaningful.

Psychographic and behavioural factors related to the adoption of an EdTech platform. Specifically, it was tested whether parents have considered alternative education recently (psychographic) and whether parents have used online learning platforms before (behavioural). Both variables are being compared to a test value of 0, which assumes an entirely neutral position (i.e., no experience or consideration at all).

Considered Alternative Education in the Past 2 Years, affect PA?

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Have you considered home education or alternative schooling in the past 2 years?	39	1.72	.456	.073
Have you previously used any online learning platforms for your child?	40	1.35	.483	.076

One-Sample Test

	Test Value = 0						
			Significance		Mean	95% Confidence Interval of the Difference	
	t	df	One-Sided p	Two-Sided p	Difference	Lower	Upper
Have you considered home education or alternative schooling in the past 2 years?	23.534	38	<.001	<.001	1.718	1.57	1.87
Have you previously used any online learning platforms for your child?	17.676	39	<.001	<.001	1.350	1.20	1.50

One-Sample Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
Have you considered home education or alternative schooling in the past 2 years?	Cohen's d	.456	3.768	2.864	4.665
	Hedges' correction	.465	3.693	2.807	4.572
Have you previously used any online learning platforms for your child?	Cohen's d	.483	2.795	2.099	3.482
	Hedges' correction	.493	2.741	2.059	3.414

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation.
Hedges' correction uses the sample standard deviation, plus a correction factor.

One-sample t-tests were conducted to assess psychographic and behavioural readiness among the sample. The results indicated that a majority of parents had considered alternative or home education within the past two years ($M = 1.72$, $SD = 0.456$), $t(38) = 23.534$, $p < .001$, with a considerable effect size (Cohen's $d = 3.768$). Additionally, most respondents had previously used online learning platforms for their children ($M = 1.35$, $SD = 0.483$), $t(39) = 17.676$, $p < .001$, Cohen's $d = 2.795$.

These results suggest that the sample exhibits high openness to non-traditional education and familiarity with digital platforms, positioning them as ideal early adopters of an entrepreneurship-focused EdTech solution. This prior experience likely

reduces perceived risk and increases openness to trying new tools like an entrepreneurship platform.

This correlation matrix provides a valuable view of how each of the independent variables (PU, PEOI, PE, PO, PFC, and PEJ) relates to parental adoption intention (PA), using Pearson's r. This complements the regression results by identifying multicollinearity risks and understanding which variables are most strongly associated with the dependent variable.

➔ **Correlations**

Correlations

		PA	PU	PEOI	PE	PO	PFC	PEJ
PA	Pearson Correlation	1	.851**	.704**	.767**	.845**	.687**	.712**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001
	N	48	48	48	46	43	42	42
PU	Pearson Correlation	.851**	1	.471**	.735**	.830**	.385*	.534**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	.012	<.001
	N	48	48	48	46	43	42	42
PEOI	Pearson Correlation	.704**	.471**	1	.630**	.423**	.303	.386*
	Sig. (2-tailed)	<.001	<.001		<.001	.005	.051	.011
	N	48	48	48	46	43	42	42
PE	Pearson Correlation	.767**	.735**	.630**	1	.711**	.450**	.566**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	.003	<.001
	N	46	46	46	46	43	42	42
PO	Pearson Correlation	.845**	.830**	.423**	.711**	1	.655**	.651**
	Sig. (2-tailed)	<.001	<.001	.005	<.001		<.001	<.001
	N	43	43	43	43	43	42	42
PFC	Pearson Correlation	.687**	.385*	.303	.450**	.655**	1	.641**
	Sig. (2-tailed)	<.001	.012	.051	.003	<.001		<.001
	N	42	42	42	42	42	42	42
PEJ	Pearson Correlation	.712**	.534**	.386*	.566**	.651**	.641**	1
	Sig. (2-tailed)	<.001	<.001	.011	<.001	<.001	<.001	
	N	42	42	42	42	42	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation shows that PU, PO, and PE have the Strongest Correlations with PA. Perceived Usefulness (PU) and Perceived Outcomes (PO) are almost equally correlated with Parental Adoption intention (r = .851 and .845, respectively). Perceived Enjoyment (PE) also shows a strong correlation (r = .767), indicating that emotional engagement remains an important predictor at the bivariate level. These may indicate that parents associate adoption with both rational expectations of value and emotional or experiential benefits.

PFC shows a positive correlation with PA (r = .687, p < .001). That could mean that the less expensive it feels, the more likely parents are to adopt. PEJ (Perceived Enjoyment is strongly correlated with PA (r = .712). This adds further evidence to Objective 2: emotional and

experiential constructs matter. PEJ overlaps with both PO and PE, suggesting a latent emotional-value factor influencing adoption.

5. ANALYSIS & DISCUSSIONS

This chapter presents a detailed analysis and interpretation of the findings about the study's three research objectives. Drawing on the Technology Acceptance Model (TAM) and the Entrepreneurship Education Acceptance Model (EEAM), the discussion integrates quantitative results with insights from existing literature to provide a comprehensive understanding of the factors influencing parental adoption of an entrepreneurship-focused EdTech platform in the UK homeschooling context.

Each objective is examined in turn, beginning with the influence of perceived usefulness, perceived ease of use, and perceived outcomes (Objective 1). This is followed by an exploration of the role of perceived financial cost and perceived child enjoyment (Objective 2) with an analysis of all the variables together, and finally, the impact of psychographic and behavioural factors, including openness to non-traditional education, prior homeschooling experience, and parental attitudes towards innovation (Objective 3).

The discussions interpret statistical relationships. It also develops the theory in a practical context. This chapter provides academic and marketing insights within the TAM and EE frameworks. It sets the stage for the recommendations and limitations presented in the next chapter.

5.1. Research Objective 1

The results show that perceived usefulness (PU) has the strongest positive influence on parental adoption intention, followed by perceived outcomes (PO), while perceived ease of use (PEOU) exhibited a weaker yet still statistically significant relationship. This hierarchy of influence mirrors the central propositions of the Technology Acceptance Model (TAM), which positions perceived usefulness as the most direct determinant of behavioural intention (Davis, 1989; Venkatesh & Bala, 2008). In this context, parents appear to give priority to tangible benefits such as entrepreneurial skills over ease of use of technology itself.

The results of perceived usefulness (PU) align with previous research in technology adoption (Davis, 1989). This is relevant for entrepreneurship education. Literature identifies that EE fosters business acumen and adaptability in learners (Fayolle & Gailly, 2015). The emphasis on usefulness suggests that, for parents, the decision to adopt is grounded less in the mechanics of platform operation and more in the perceived return on educational investment.

Perceived outcomes (PO) are also a significant driver for parent adoption. This reinforces the Entrepreneurship Education Acceptance Model (EEAM), where expected benefits are a pillar (Boldureanu et al., 2020). PO is closely related to perceived usefulness. However, in this study, PO contains cognitive outcomes like knowledge acquisition and skill development. It also contains social-emotional outcomes like confidence, collaboration and resilience. These dimensions echo the research that notes that entrepreneurial learning is most valuable when it is seen as holistic and transferable to other areas and contexts (Lackéus, 2015). The statistical significance of PO suggests that parental decision-making incorporates immediate educational benefits and anticipated long-term developmental gains.

Perceived ease of use (PEOU) is less influential but demonstrated a positive association with adoption intention. This supports TAM's model because usability perceptions reduce cognitive effort and reduce adoption barriers (Venkatesh & Bala, 2008). In educational settings, this is a constant in the literature. Ease of use indirectly influences adoption by shaping attitudes towards the platform (Davis, 1989). In NovaQuest's case, PEOU's weaker effect may reflect the homeschooling segment. They are more comfortable with digital tools than other students. This means that usability becomes a facilitator rather than a primary motivator.

From a theoretical perspective, the findings validate TAM's applicability in an EdTech entrepreneurship context while reinforcing the EEAM's extension to include broader outcome-based considerations. These results suggest that any new EdTech platform's marketing should demonstrate value through clear articulation of learning outcomes and success stories. Highlighting real-world applications of acquired skills is likely to resonate with parents and influence adoption intention.

5.2. Research Objective 2

The findings indicate that perceived financial cost (PFC) and perceived child enjoyment (PEJ) exercise a statistically significant influence on parental adoption intention (PA), although in different ways. While PFC demonstrated a negative correlation with PA, PEJ showed a strong positive association. This aligns with existing research emphasising that affordability concerns often act as a barrier to EdTech adoption (Hall, Cabrera and Bibo,

2012), particularly in contexts where alternative educational models are seen as discretionary rather than essential.

Within the Technology Acceptance Model (TAM), financial cost does not feature explicitly; however, when extended to the Entrepreneurship Education Acceptance Model (EEAM), cost considerations become an external variable influencing perceptions of usefulness and behavioural intention. In this study, higher cost perceptions appear to offset some of the perceived value generated by the platform's promise of entrepreneurial skill development. This suggests that, while parents may recognise the potential long-term utility of entrepreneurship education, they remain sensitive to upfront financial commitments, especially in the homeschooling segment, where educational expenditures are self-funded.

Contrarily, perceived child enjoyment emerged as a critical motivator for adoption. This aligns with Self-Determination Theory (Ryan & Deci, 2000), which highlights intrinsic motivation as a driver of sustained engagement. Parents appear to equate enjoyment with higher engagement, and by extension, with better educational outcomes, thus reinforcing perceived usefulness and increasing the likelihood of adoption. The finding supports previous literature indicating that affective and motivational factors can be as influential as cognitive assessments of utility in parental decision-making about educational technology (Osorio-Saez, Eryilmaz and Sandoval-Hernandez, 2021).

The relationship between PFC and PEJ suggests a subtle strategic opportunity for NovaQuest Academy. While cost is sensitive, strong perceptions of enjoyment may mitigate this effect by reframing the purchase as an investment rather than an expense. Focusing on the child's enthusiasm for learning and short and long-term outcomes. This positions marketing communications to emphasise the dual value proposition of practical entrepreneurial skills and enjoyable, interactive learning experiences. Additionally, monthly subscription-based or modular pricing models could lower the perceived financial barrier. This allows parents to try the platform without full commitment, thereby leveraging PEJ as a persuasive adoption driver.

In terms of marketing for a new EdTech platform, rather than trying to compete solely on price, platforms should focus on communicating value and experience. Pricing strategies could include tiered models, free trials, or testimonials highlighting transformative

experiences. It is not just “is it affordable?”, but “is it worth it for my child?”. A new EdTech platform should also highlight emotional outcomes: “My child looks forward to the lessons,” “They're excited to build something.” It is also beneficial to position the platform as playful, creative, and motivating, not just academically rigorous. This finding supports the role of experiential and interest-based learning in modern education choices, especially among homeschoolers or progressive parents.

From a theoretical perspective, these findings reinforce the need to adapt the TAM to account for both economic constraints and affective considerations in EdTech adoption. While perceived usefulness and ease of use remain central, external variables such as cost and enjoyment play a mediating role that can either facilitate or hinder behavioural intention. Integrating these variables into adoption models provides a more comprehensive understanding of parental decision-making in contexts where they are both the purchasers and the gatekeepers of the user experience.

5.3. Research Objective 3

The influence of perceived financial cost and perceived child enjoyment highlights the importance of recognising rational and emotional dimensions in parental decision-making. While cost perception engages rationality, enjoyment taps into affective and motivational considerations. This suggests that a single factor does not determine adoption intention. Instead, these findings point towards a more complex decision-making process where cognitive and emotional elements interact.

The analysis revealed that openness to non-traditional education exhibited a significant positive association with (PA) parent adoption intention. Parents scoring high on this construct were more inclined to consider a new EdTech platform, reflecting a predisposition towards alternative pedagogies and flexible learning pathways. This aligns with prior studies (Osorio-Saez, Eryilmaz and Sandoval-Hernandez, 2021). Within the Technology Acceptance Model (TAM) (Davis, 1989), such openness can be conceptualised as an external variable.

Prior homeschooling experience also correlated positively with adoption intention. However, the effect was smaller than openness. This finding suggests that familiarity with self-directed learning environments may reduce uncertainty about platform integration into the home routine. In the Entrepreneurship Education Acceptance Model (EEAM) context (Boldureanu

et al., 2020), prior exposure to alternative schooling methods likely increases perceived ease of use by lowering the cognitive and logistical barriers associated with implementation. However, the modest effect size implies that while prior experience is beneficial, it is not a prerequisite for adoption. This means that NovaQuest's target market can extend beyond the existing homeschooling community to include parents exploring hybrid or supplementary education options.

Parental attitudes towards innovation emerged as another strong predictor of adoption intention. Parents who actively seek innovative solutions in education and lifestyle were more likely to view NovaQuest's entrepreneurship-focused curriculum as a value-adding proposition. This finding is consistent with Diffusion of Innovations Theory (Rogers, 2003, cited in El Malouf, N.& Bahemia, H., 2025), which declares that innovators and early adopters are more willing to invest in untested but promising solutions. Within the TAM-EEAM framework, such attitudes amplify both perceived usefulness and perceived enjoyment, particularly when the innovation aligns with broader parental values, such as fostering independence and critical thinking in children.

Taken together, these psychographic and behavioural factors suggest that NovaQuest's strongest initial adopters will likely be value-progressive parents. Individuals who are both philosophically aligned with alternative education and comfortable navigating new technologies. EdTech platforms should consider segmenting their messaging and support materials based on education level, such as simplifying onboarding, using inclusive language, and offering case studies that reflect diverse family experiences.

Since education/occupation/urban-rural divides affect adoption, outreach should be tailored. Urban, highly educated parents may respond well to innovation, skills development, and tech-forward narratives. They may have greater digital access, more familiarity with EdTech platforms, higher exposure to entrepreneurship or future-skills narratives. Rural or less formally educated parents may value cost-effectiveness, ease of use, and outcomes linked to tangible improvements in family life. They may be more cautious due to infrastructure gaps or traditional learning preferences. They may prioritise cost or ease of use more heavily and may have limited exposure to online entrepreneurship education.

From a strategic perspective, this segment represents a critical early market, capable of generating advocacy and social proof that can reduce adoption barriers for more cautious parents. Marketing communications targeting this segment should emphasise innovation, flexibility, and alignment with future skills. Simultaneously, they should address practical considerations such as cost and ease of integration, as discussed in Objective 2.

From a theoretical standpoint, the findings reinforce the importance of incorporating psychographic segmentation into adoption models. While demographic and economic variables provide a baseline understanding, it is the relationship between openness, prior experience, and innovation orientation that most strongly predicts behavioural intention in this context. The results support extending TAM and EEAM to integrate such factors explicitly and acknowledging that the pathway to adoption is about identity, values, perceived utility and usability.

6. CONCLUSION & RECOMMENDATIONS

6.1. Conclusion

This research investigates the key factors influencing parental adoption of an entrepreneurship-focused online school in the UK, contributing to the intersection of education, marketing, and digital innovation. Grounded in the adapted Entrepreneurship Education Acceptance Model (EEAM), the study seeks to identify and measure perceived value, usability, effectiveness, cost, enjoyment, and expected outcomes through a quantitative, survey-based methodology.

By segmenting the target market and analysing demographic and behavioural traits, the research offers practical marketing insights for EdTech providers seeking to position entrepreneurship education as a viable alternative to traditional schooling. Furthermore, it addresses a notable gap in the literature by exploring consumer behaviour in the context of educational choice, with implications for product development, strategic communication, and policy.

The analysis shows that parental adoption of an entrepreneurship-focused EdTech is based on a combination of cognitive and affective factors. The most influential factor was perceived usefulness. This reflects parents' prioritisation of tangible benefits over operational ease. Perceived outcomes reinforced this emphasis. Parents want academic and socio-emotional gains with long-term goals for their children.

Cost perceptions act as a barrier unless it is reframed as an investment, showing that their children are going to enjoy their learning. Children's engagement and motivation can also show parents that their investment is worth it. Marketing for these platforms should blend the affective appeal with the economic value.

Psychographic and behavioural factors, particularly openness to non-traditional education and innovation-oriented mindsets, demonstrated a strong role in shaping adoption intention. These traits point to an early adopter profile characterised by philosophical alignment with alternative education and comfort with technology-enabled learning.

The results of the study confirm TAM's relevance in this context. EEAM's integration is also supported when integrated with affective factors, like child enjoyment. The findings suggest that marketing for new EdTech platforms like NovaQuest Academy should target parents who value progress and innovation. The messaging should communicate utility, enjoyment and the development of future skills. It should also address pricing concerns through flexible low-risk trial models.

Overall, the study advances understanding of EdTech adoption in the UK homeschooling context by showing that adoption intention is not the product of a single dominant factor but rather the synergistic interaction of perceived value, affective engagement, and psychographic alignment. The study also contributes a framework for understanding how entrepreneurship and technology can combine within the evolving educational landscape, empowering parents, learners, and providers to rethink how future skills are cultivated from an early age. This multi-dimensional perspective provides a robust foundation for the strategic recommendations in the following chapter.

6.2. Recommendations

The findings suggest that NovaQuest Academy should prioritise strategies that focus on tangible educational outcomes, while reducing perceived barriers to adoption. First, marketing communications should emphasise demonstrable results. Skill acquisition, problem-solving capacities, leadership, and entrepreneurial readiness, among others. It should also have parent testimonials showcasing students achieving these outcomes. This type of evidence-based messaging is the stronger predictor of adoption, according to the study.

Second, ease of implementation should be embedded into platform design, onboarding and outcome reporting. Intuitive user interfaces, flexible scheduling and step-by-step setup guides will reduce parental effort and cognitive load. It should also be great to offer technical support and training during the early stages to enhance user experience.

Third, pricing strategies should be flexible to address cost sensitivity. A monthly subscription or pay-per-module may reduce initial financial barriers. This may encourage parents to trial the programme before committing to long-term enrolment. Linking price to measurable value can also reframe cost as a justified expenditure.

Finally, targeting early adopters with high openness to not-traditional education will maximise initial traction. Prior experience with online learning and home education will also contribute to the adoption of online learning by parents. Partnerships with EdTech influencers and entrepreneurs can create social proof, accelerating adoption with broader parental communities.

6.3. Limitations

The research has several limitations that should be acknowledged when interpreting the results. First, the sample size of 53 respondents limits the statistical generalisation of the findings, particularly given the use of snowball sampling, and the fact that people interviewed were mainly from East London. This may have introduced a selection bias. Future research should expand the sample to have representation across different socioeconomic and regional groups.

Second, the study relies on self-reported perceptions. This may not translate into actual adoption behaviour. Longitudinal research tracking actual enrolments over time will provide better inferences. Third, the study does not account for potential economic reforms in education. Changes in policies and the evolution of EdTech trends may change adoption drivers over time.

Finally, the research focuses on the UK home education and alternative education context.

6.4. Practical Implications

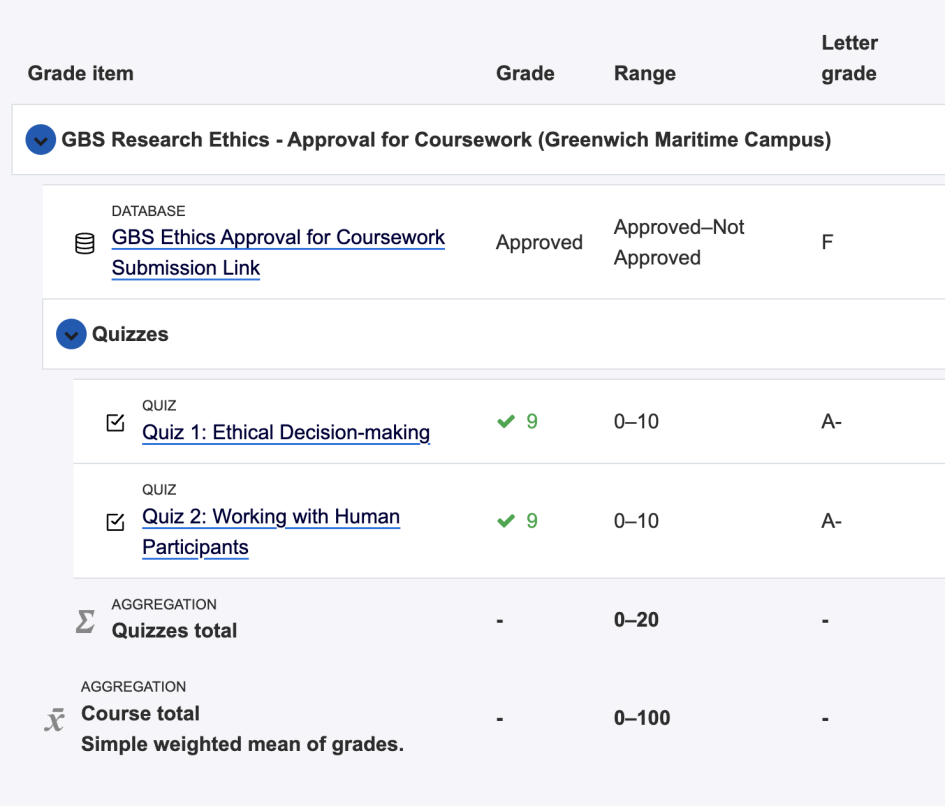
For EdTech entrepreneurs, the findings show the importance of integrating cognitive and affective value propositions. These types of programmes should be designed to produce visible outcomes and credible learning paths for children, while delivering a positive, engaging user experience. Achieving it can mitigate the adverse effect of cost perception and drive stronger adoption rates.

For policymakers, the results highlight the potential of entrepreneurship education as a driver of traditional schooling, particularly for families seeking innovative and future-oriented learning experiences. Tax incentives, grants and accreditation frameworks could expand access and foster innovation in the educational sector.

For educators and instructional designers, the results suggest that enjoyment and motivation (emotional engagement) are as important as functional outcomes. This highlights the value of using gamified and project-based elements that sustain student interest while meeting academic objectives.

6.5. Declarations

Ethical approval was gained. The author declared no potential conflicts of interest concerning this article's research, authorship, and/or publication.



Grade item	Grade	Range	Letter grade
GBS Research Ethics - Approval for Coursework (Greenwich Maritime Campus)			
DATABASE GBS Ethics Approval for Coursework Submission Link	Approved	Approved–Not Approved	F
Quizzes			
QUIZ Quiz 1: Ethical Decision-making	✔ 9	0–10	A-
QUIZ Quiz 2: Working with Human Participants	✔ 9	0–10	A-
AGGREGATION **Quizzes total**	-	**0–20**	-
AGGREGATION **Course total** **Simple weighted mean of grades.**	-	**0–100**	-

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APPENDICES

1. Survey Questionnaire

This is the link to see the questions of the survey.

Table of Figures

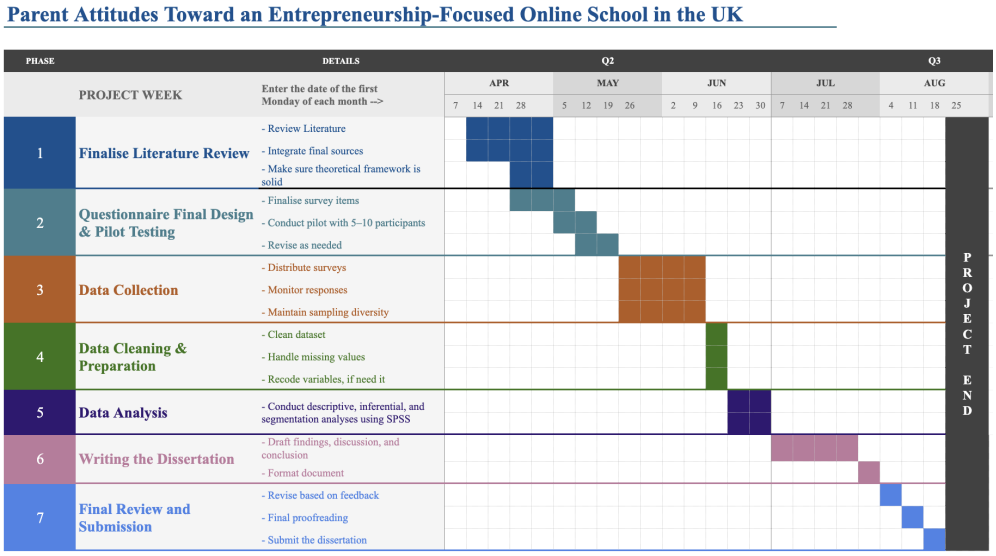

Figure 6. Gantt chart for the dissertation project. Source: Made by author

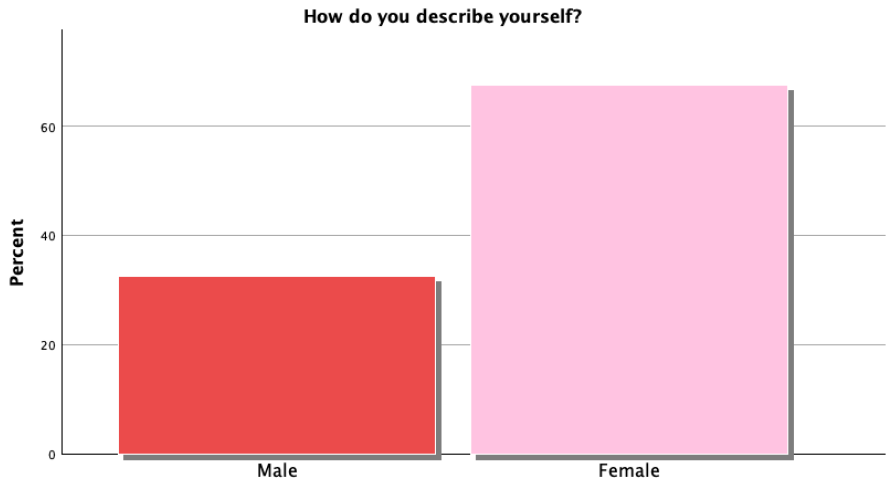

Figure 7. Respondents by gender. Made by SPSS

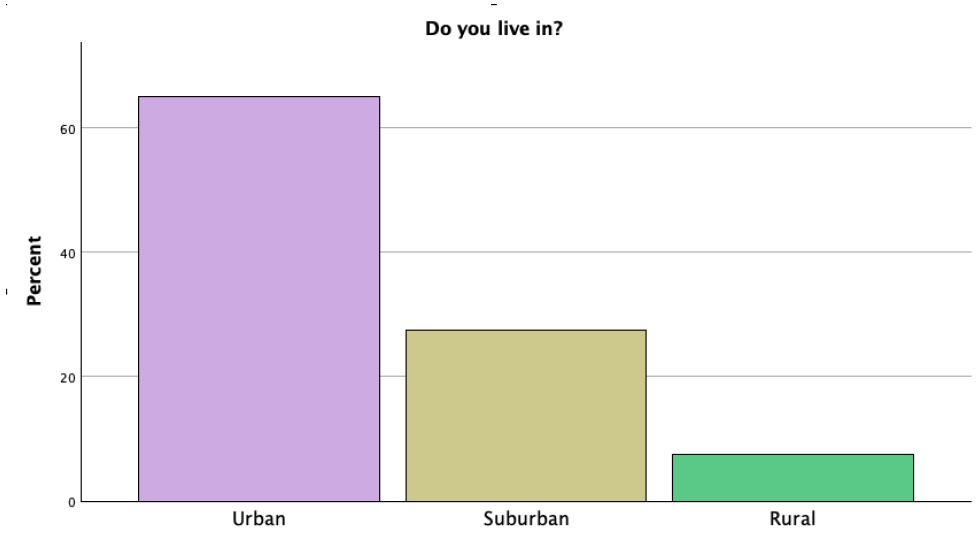

Figure 8. Household setting. Made by SPSS

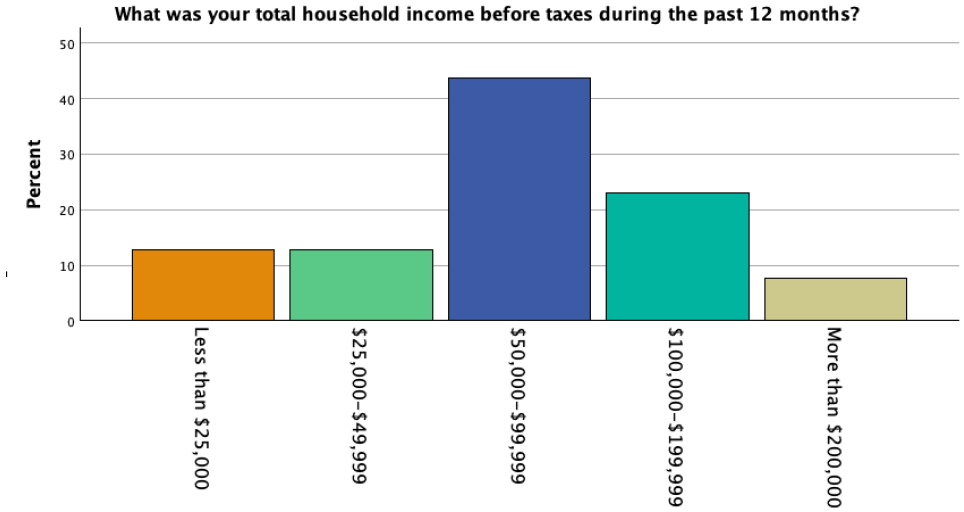

Figure 9. Respondents by income. Made by SPSS.

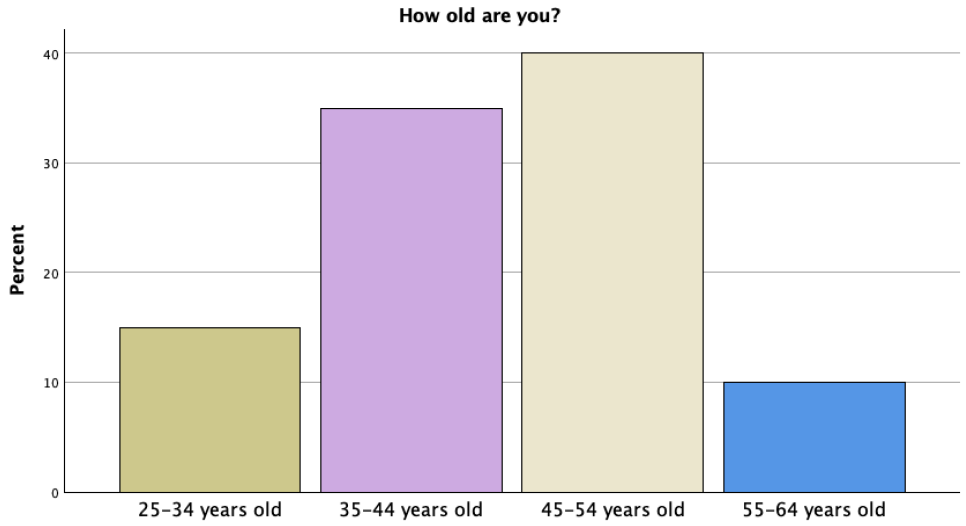

Figure 10. Respondents by age. Made by SPSS.

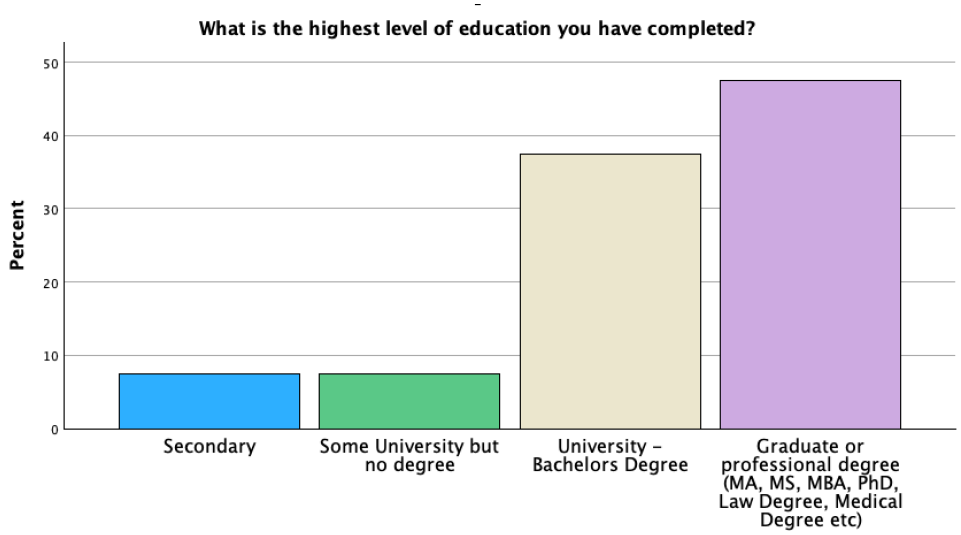

Figure 11. Parents highest education. Made by SPSS

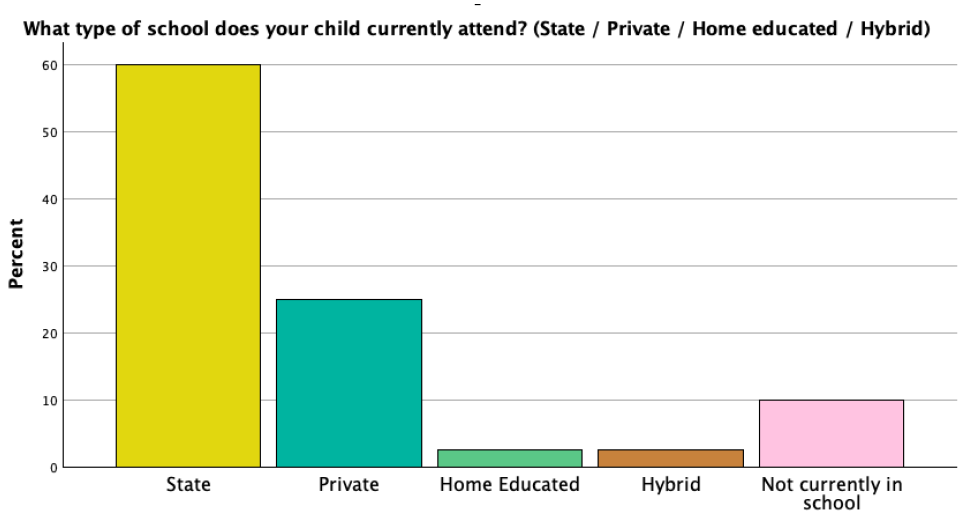

Figure 12. What type of School Child Attended. Made by SPSS