THE DEVELOPMENT OF STUDENTS' ENTREPRENEURIAL INTENTIONS AT A TVET COLLEGE

By

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DECLARATION

I, Nobandla Malawu, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

N Malawu	**08 AUGUST 2022**
Signed	**Date**

ABSTRACT

The current entrepreneurship Technical and Vocational Education and Training (TVET) curriculum does not appear to be adequately suited to developing in students the entrepreneurial knowledge, skills, values and attitudes needed for meaningful change. This study aims to explore the ways in which students' entrepreneurial intentions are developed at one TVET College. This qualitative study is informed by an interpretive paradigm and uses a case study research design to gain concrete, contextual, in-depth knowledge about the social phenomenon investigated.

I collected primary data using semi-structured interviews and focus groups. A sample of thirty students (n=30), which was half of the students completing their final semester of business management programme was selected. In addition, I also identified five (n=5) lecturers out of eight (n= 8) lecturers employed in the department. This is a purposive sampling made up of people who are inclined to speak up and share ideas comfortably. As a researcher, I had previously observed both the lecturers and students who are generally comfortable in sharing their ideas during departmental meetings, informal discussions and question and answer sessions in class.

The findings revealed that the majority of these students had a favourable attitude toward the entrepreneurship programme given at the college, how it was being delivered, and towards entrepreneurship in general based on the positive feelings expressed by these sampled students. This optimistic outlook was credited to the instructors' teaching methods as well as their opinions on the curriculum's subject matter.

Keywords: Entrepreneurship, entrepreneurial intentions, entrepreneurship knowledge pedagogical approaches, TVET.

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DEDICATION

I would like to dedicate this thesis to my youngest son, Bryan Langalam Ntabazalila. I do so to give you hope, inspiration and drive to take over and build from here and to continue to be the sunshine that you are to me and the rest of the family. As young as you are, you have encouraged me to carry on with this thesis. You always told me during my gloomy days that “it’s going to be okay mama”.

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GLOSSARY

Acronyms and Abbreviation Definition/Explanations

CAQDAS	Computer-Assisted Qualitative Data Analysis Software
ATE	Attitude Towards Behaviour
BRICS	Brazil, Russia, India, China and South Africa
CASIDRA	Cape Agency for Sustainable Integrated Development in Rural Areas
CA	Cape Agency
CPUT	Cape Peninsula University of Technology
DEDT	Department of Economic Development and Tourism
DHET	Department of Higher Education and Training
DTI	Department of Trade and Industry
EBO	Established Business Ownership
EEP	Environmental Entrepreneurs Programme
EE	Entrepreneurship Education
EA	Entrepreneurship Activity
EI	Entrepreneurship Intention
EC	European Commission
EPM	Entrepreneurial Personal Motivation
ESE	Entrepreneurial Self Efficacy
EU	European Union
FET	Further Education and Training
FG	Focus Group
GEM	Global Entrepreneurship Monitor
IDC	Industrial Development Corporation
IRP	Investment Readiness Programme
JASA	Junior Achievement South Africa
NCV	National Curriculum Vocational
NATED	National Technical Diploma
NEA	Necessity Driven Entrepreneurship
NSFAS	National Student Financial Aid Scheme
NYDA	National Youth Development Agency
NYC	National Youth Commission

OECD	Organisation for Economic Cooperation and
OEA	Development
PBC	Opportunity Driven Entrepreneurship
SA	Perceived Behavioural Control
SE	South Africa
SEDA	Self-Efficacy
SEFA	Small Enterprise Development
SMME	Small Enterprise Finance Agency
	Small Medium and Micro Enterprise
TEA	Total Early-stage Entrepreneurship Activity
TPB	Theory of Planned Behaviour
TVET	Technical Vocational Education and Training
WCG	Western Cape Government
YEDP	Youth Enterprise Development Programme

CHAPTER ONE
1. INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

My engagement as a lecturer in tourism for the past nine years in the Technical Vocational and Education Training (TVET) industry served as the inspiration for this study. My encounter with the curriculum's entrepreneurship element influenced my decision not only to study education but to conduct research into the possible ways in which entrepreneurship education could influence or motivate TVET graduates to initiate their own entrepreneurial ventures upon completing their studies. I envisaged, that the findings of my research would assist graduated students into coming to function as job creators, and in this way contributing to poverty alleviation and to addressing the high rate of youth unemployment.

My experience as a lecturer in the TVET sector made me increasingly aware that most of our students, despite having completed their tertiary qualifications in entrepreneurship, find themselves challenged by the high rate of youth unemployment in terms of their achieving gainful self-employment. From my knowledge of, and reflection on, the curriculum's entrepreneurship element, I developed a keen interest in exploring a means of developing students' entrepreneurial capacities in ways which would both assist and motivate them to effectively meet this challenge.

Another factor motivating me to pursue this study was the apparent reluctance of some of my colleagues to explore the kind of alternative pedagogies which could improve entrepreneurship education in TVET. More specifically, I wished to explore the specific ways in which individual lecturers at my college were or were not initiating current pedagogical approaches which were likely to advance the entrepreneurship knowledge, skills, values, and attitudes needed by their students. For the theoretical framework of this study I draw on Ajzen's (1991) Theory of Planned Behaviour. I use this framework to investigate those entrepreneurial attitudes and intentions of a sampled group of students which have the potential to lead to specific subsequent actions of these students in their decisions to pursue, or not, entrepreneurship.

1.2 BACKGROUND AND MOTIVATION

Researchers in South Africa have a strong consensus that entrepreneurship will continue to be a crucial aspect of the country's economy, especially among policymakers and economists. It is emphasised that youth participation is essential for social and economic transformation (Waghid, 2019; Bux & Van Vuuren, 2019; Radebe, 2019; Abisuga-Oyekunle & Fillis, 2017; Van Der Westhuizen, 2017). This view has translated into several state interventions aimed at encouraging youth to participate in entrepreneurship and in economic development programmes (Waghid, 2019).

In this context, the state has made available several entrepreneurship interventions at the national level. The National Youth Development Agency (NYDA), the Small Enterprise Development (SEDA), The Department of Trade and Industry (DTI), the Industrial Development Corporation (IDC), and the Small Enterprise Finance Agency (SEFA) are some of the government initiatives aimed at fostering youth entrepreneurship through incentive schemes, loans, or the provision of the necessary knowledge to aspiring youth for starting and growing a business (Western Cape Government, 2021). Similar interventions are being made at provincial level, including in the Western Cape.

The Western Cape Government offers numerous incentive schemes, loans, and grants, as well as business training, to young entrepreneurs who have ideas for starting new business ventures, or to those with existing businesses which are in need of financial support (Western Cape Government, 2021). The Department of Economic Development and Tourism (DEDT), The Junior Achievement South Africa (JASA), The Cape Agency for Sustainable Integrated Development in Rural Areas (Casidra) and The Red Tape Reduction Unity are some of the initiatives of the Western Cape Government (WCG) aimed at encouraging youth entrepreneurship in the province (Western Cape Government, 2021).

While the afore-mentioned WCG efforts are evidence of several state interventions whose purpose is to encourage youth entrepreneurship, it

remains unclear to what extent these interventions have been successful, or whether information about their existence and the benefits they offer, are readily available and accessible to the youth. However, what is clear is that small businesses such as Silulo Ulutho Technologies, Thokozani Wines, and Phoenix Marine are examples of what has worked in the Western Cape, given their provincial footprint (Western Cape Government, 2021). However, in spite of such examples of successful entrepreneurial enterprises, I have found there to be a dearth of empirical research on the effectiveness of current entrepreneurship initiatives in the Western Cape.

Two studies conducted in the Western Cape show negative responses to, and experiences of, government policies aimed at supporting entrepreneurship. These came from both aspiring young entrepreneurs and those attempting to grow their businesses. The first study, carried out by Gwija, Eresia-Eke and Iwu (2014) in Khayelitsha, indicated that 61% of participants believed that assistance organizations like the NYDA and DTI did not significantly assist young people in starting their own enterprises. The authors came to the conclusion that the absence of NYDA Youth Advisory Center/s in Khayelitsha constituted adequate proof that it is acceptable to argue that the lack of awareness regarding youth entrepreneurship support is owed to the absence of these structures in Khayelitsha (Gwija et al., 2014).

In a more recent study by Nxozi and Tengeh (2019) focussing on informal small businesses in the Winelands district of the Western Cape, 80% of the participants felt that their business growth was negatively affected by restrictions on accessing financial assistance. Additional challenges faced by the participants included instability of business, limited business space, crime, lack of infrastructure, insufficient mentoring and coaching in business management and marketing skills, and lack of transport (Nxozi & Tengeh 2019).

The Nxozi and Tengeh (2019) study recommended that the WCG reconsider its support strategies and systems, and more resources be directed towards entrepreneurship education and training. These recommendations add to the entrepreneurship discourse of South African scholars who support the

commonly held belief that entrepreneurship has to be fostered urgently, especially among young people, in a country like South Africa where jobs are hard to come by and unemployment is high (Radebe, 2019; Abisuga-Oyekunle & Fillis, 2017; Dolan & Rajak, 2016; Van Der Westhuizen, 2017; Gwija et al., 2014).

Further exploration of existing literature shows a number of scholars and policy makers endorsing the view that the role of entrepreneurship in both South Africa and in the global context in increasing jobs and economic growth is of paramount importance to the competitiveness of a region, state, or country (Bosma, Hill, Ionescu-Somers, Kelly, Levie, Tarnawa, 2020; Panwar Seth, 2020; Herrington & Coduras, 2019; Radebe, 2019; Oyekunle & Fills, 2017).

Other scholars see entrepreneurship as a crucial pillar for the growth of a country, and note that entrepreneurship programmes are currently receiving more attention at business schools and universities than previously (Panwar Seth, 2020; Nowinski & Haddoud, 2019; Ikebuaku & Dinbabo, 2018). They and other academics contend that this is because effective entrepreneurship education is increasingly recognized as providing people with the skills and drive to work for themselves and create jobs, so assisting in the reduction of unemployment (Opoola, 2020; Olutuase, Brijal & Yan; 2020; Jones, Pickernell, Fisher & Netana, 2017).

In its quest to offer entrepreneurship training opportunities among the youth, the National Development Plan of 2011 recognised the need to reinforce and increase the number of TVET colleges (NPC, 2011). TVET programmes include a substantial entrepreneurship component (Badawi, 2013) Additionally, institutions provide a wide variety of accredited entrepreneurship education courses with a variety of subject matter, delivery strategies, instructional methodologies, and lengths of time. However, the extent to which these initiatives have been successful in nurturing entrepreneurship among the youth remains unclear.

Despite the integration of entrepreneurship in South Africa's national TVET curriculum, researchers have found that the low entrepreneurial uptake rate

remains a significant concern to the South African economy (Bux & Van Vuuren, 2019; Bosma et al., 2020; Radebe, 2019; Abisuga-Oyekunle & Fillis, 2017; Van Der Westhuizen, 2017). Of particular concern is the fact that South Africa's youth continue to fall behind in establishing their own entrepreneurial endeavours, in comparison to their counterparts in other countries, including developing countries (Bux & Van Vuuren, 2019; Bosma et al., 2020; Radebe, 2019; Abisuga-Oyekunle & Fillis, 2017). According to Bosma et al. (2020) in South Africa the total early-stage entrepreneurship activity (TEA) recorded at only 10% in that year, and the Established Business Ownership rate at 5% for people aged 18-64 years old.

Moreover, the percentage of unemployed youth currently stands at 55.2% between the ages of 15-34 (Statistics South Africa, 2019). It is worth noting that these statistics are more than double that of the country's BRICS partners (Brazil, China, India and Russia, to be discussed in detail in chapter 2) (Abisuga-Oyekunle & Fillis, 2017). For this reason, scholars and decision-makers are of the opinion that fostering entrepreneurship, particularly among young people, is essential in a climate of job scarcity and rising unemployment (Radebe, 2019; Abisuga-Oyekunle & Fillis, 2017; Dolan & Rajak, 2016; Van Der Westhuizen, 2017; Gwija et al., 2014).

Some scholars have gone to great lengths to establish entrepreneurship education's influence on students' entrepreneurial intentions and found contrasting results. The lack of access to credit, parents and society's attitudes toward entrepreneurship, red tape and onerous regulations, the high cost of hiring employees, and the "entrepreneurship culture" were all identified as barriers in Radebe's (2019) study on the issues preventing South African youth from becoming entrepreneurs. The study also found entrepreneurship education inadequate and failing to promote entrepreneurship successfully. Instead, Radebe (2019) found, in his study, that the existing entrepreneurship education given to the youth in fact "promotes white-collar jobs". The study also revealed that society and parents share the view that white-collar employment is preferable to self-employment, which leads young people to assume that in order to succeed, they must work for someone else rather than opt to work for themselves.

In an attempt to remedy this situation, Radebe's (2019) study recommends several interventions: that the entrepreneurship education curriculum should be thoroughly evaluated and improved, that it should be offered from the primary level, and it must be offered to all students so that learners develop the entrepreneurship mind-set over a number of years. Radebe (2019) also suggested that society and parents, instead of focusing narrowly on promoting white-collar jobs, should nurture entrepreneurship in their children by teaching them the importance of being self-employed, and, by implication, self-reliant.
The study further recommends that finance should be made available to the youth for start-up businesses accompanied by financial institutions ceasing to insist on various requirements and conditions, such as collateral. Based on Radebe's (2019) assertion that entrepreneurship is a crucial instrument for every nation's economic development, job creation, and reduction of poverty, I argue that it is crucial to look into how students' entrepreneurial intentions are developed at a TVET College. It is my hope that the study results could assist lecturers to inspire and effectively equip students to pursue entrepreneurship, and inspire in this and other countries.

A recent study conducted by Ndofirepi (2020) in Zimbabwe on the connection between entrepreneurial goal intents and entrepreneurship education, found student's exposure to entrepreneurship to be mediated by a number of psychological attributes to be discussed in detail in Chapter 2, the most decisive of which would be a student's need for achievement. Ndofirepi (2020) saw this finding to confirm McClelland's 1985 need for achievement theory: which postulates that students have an acquired desire for achievement, which teachers can instil in them through the employment of particular pedagogical strategies.

Similar research should be conducted, according to Ndofirepi (2020), who contends that entrepreneurship education can only be revised and improved if teachers are aware of its effects. This line of thinking is congruent with Otto Scharmer's Theory U (2009) which advances the importance of an all-inclusive education that links an individual's internal and external orientation, and inspires and prepares them to connect and work beyond the traditional

academic limitations. This linking is particularly important for entrepreneurs (Van der Westhuizen, 2017). These studies and theories point to the importance of the present study in terms of exploring current pedagogical approaches of a group of lecturers in their attempts to address the current TVET curriculum's inadequacies, and the entrepreneur curriculum's appropriateness.

This present study further responds to Radebe's (2019) findings on the inadequacies of the current entrepreneurship curriculum which tends to promote white-collar jobs over self-employment. He recommends the improvements to the entrepreneurship curriculum and that it be offered to all students. This line of thinking is supported by the findings of Ndofirepi's (2020) only when educators are aware of the consequences of entrepreneurial education, including its moral and psychological effects, can it be revised.

Mukesh, Pillai and Mamman, (2019) found that entrepreneurship education had a favourable impact on self-efficacy and entrepreneurial intention. The study's limitations were highlighted by Mukesh et al. (2019) as inter-institutional attributes that may influence entrepreneurship education's curriculum delivery. Mukesh et al. (2019) also argued that when different academics are involved, a pedagogic method may differ between institutions or even within institutions. For this reason, these authors recommended that future research be conducted to study the effectiveness of both entrepreneurship education and pedagogic approaches towards developing entrepreneurial personal self-efficacy and entrepreneurial intention. The present study builds mainly on the works of Mukesh et al. (2019), Radebe (2019), and Ndofirepi (2020) and is envisaged to generate insight into current pedagogical approaches, to advance the entrepreneurship knowledge, skills, values and attitudes in students not only at the TVET college, the site of the present study, but at other TVET colleges.

Seminal scholars like Ndofirepi (2020), Radebe (2019), Bux and van Vuuren (2019), Malebane and Swanepoel (2015), Tshikovi and Shambare (2015) and Mureithi (2010) have all highlighted the positive influence of entrepreneurship education on students' entrepreneurial intentions. However, my literature

review and experience have shown that entrepreneurship education research remains in an embryonic stage, and is yet to develop a standard appropriate pedagogical approach to the delivery of effective entrepreneurship education (Mukesh et al., 2019). It is this gap that this study addresses.

Thus, the focus of this study is the investigation of the specific ways in which the current pedagogical approaches of lecturers advance the entrepreneurship knowledge, skills, values and attitudes of students at a TVET College. As a researcher, I believe that this research can help identify obstacles that contribute to students' low entrepreneurial intentions, and bring these obstacles to the fore in an attempt to find ways that could help inspire future entrepreneurs and assist entrepreneurial educators, curriculum developers, academics, and government institutions in finding practical and innovative ways to nurture entrepreneurship intentions at TVET colleges and in the community.

1.3 PROBLEM STATEMENT

Given that I am arguing that the current entrepreneurship TVET curriculum is not adequately suited to developing in students the kinds of entrepreneurial knowledge, skills, values and attitudes needed for sustainable entrepreneurship and meaningful change in the country, my study aims to respond to the following research question: What are the specific ways in which the current pedagogical approaches of lecturers at a TVET College are advancing, or not advancing, the entrepreneurship, knowledge, skills, values, and attitudes of students?

The study further aims to respond to the following sub-questions:

- What is the nature of the attitudes of lecturers and students towards entrepreneurship education at the TVET college?
- What specific challenges are currently prohibiting or discouraging students from participating effectively in local entrepreneurial activities?
- In what ways does entrepreneurship education at the TVET College advance, or not advance, the entrepreneurial intentions of the students?

1.4 AIMS OF THE RESEARCH

The major objective of this study was to establish the specific ways in which a sampled group of students' entrepreneurial intentions were being developed at a selected TVET college.

The sub-aims flowing from this main aim are encapsulated as follows:

- To determine the nature of the attitudes of the lecturers and students towards entrepreneurship education at the TVET College.
- To identify the challenges currently prohibiting or discouraging students participating effectively in local entrepreneurial activities.
- To establish the specific ways in which entrepreneurship education at the TVET College advances, or does not advance, the entrepreneurial intentions of the students.

1.5 RESEARCH APPROACH

This study used a qualitative approach informed by an interpretive paradigm. It uses a single case study research design to gain concrete, contextual, in-depth knowledge about the social phenomenon investigated. A case study is an in-depth examination of a single individual, a team of individuals, or a unit with the intention of generalising findings to other individuals, groups, or units (Gustafsson, 2017). In addition, a case study method is used to explore a real-life situation using a single case or multiple cases over time. This is achieved through thorough, comprehensive data collection using numerous reports and sources of information, as well as a description of a case and patterns that emerge from data analysis (Cresswell, 2014).

Given that this study investigated the ways in which the entrepreneurial intentions of one sampled group of students were being developed in a real-life situation at a selected TVET College, a single case study was deemed to

be the appropriate research design. Moreover, a single case study enables the writer to have a deeper understanding of the subject under study, because such a study is able to provide a rich and in-depth description of the existence and workings of a phenomenon (Gustafsson, 2017). For this reason, I considered a single case study, to be an appropriate design since it is commonly used when the researcher wants to study a person or a group of people in detail (Gustafsson, 2017).

To obtain a thorough understanding of a complicated social phenomenon, a qualitative approach was deemed appropriate for this study (De Vos, Strydom, Fouche & Delport, 2012), which in this context is the ways in which students' entrepreneurial intentions are, or are not, being developed. According to De Vos et al. (2012), a qualitative approach aims to comprehend an issue in society and obtain participants' experiences, meanings, views, and understandings, and, in this instance, this understanding can be achieved through obtaining richer empirical data from students' opinions and experiences obtained during their studies than would be obtained from a quantitative study. Cough and Madill (2018) assert that, by adopting a qualitative approach researchers are provided with more in-depth information about richer empirical data from the problem due to the particular data collection tools the approach enables the researcher to use.

Since this study investigated the specific ways in which the participating students' entrepreneurial intentions were or were not being developed, interviews were deemed the appropriate data collection instruments. Interviews are considered to be best suited for a researcher to ascertain people's personal feelings, views, perspectives and experiences (Anderson, 2010). Because the research was conducted during the COVID-19 pandemic, these interviews were initially scheduled to be conducted online to minimise contacts between people, and were subsequently auto-recorded and transcribed verbatim. Interviews in qualitative research operate under the premise that the subject's perspective is crucial and contributes to the construction of meaning (Henning, 2014). In this instance, the participant's perspective was essential to answer the research questions.

1.6 CONTRIBUTION OF THIS STUDY

An in-depth investigation of the specific ways in which students' entrepreneurial intentions are or are not being developed and encouraged at a TVET college has the potential to assist curriculum designers, lecturers, education policy and curriculum designers, as well as government institutions in identifying the various obstacles responsible for the low entrepreneurial intentions of students. This is an attempt to find ways to help inspire future entrepreneurs. It is anticipated that the analyses' conclusions will be helpful information for national officials who may be considering how to encourage entrepreneurship among the nation's youth.

It is anticipated that an empirical investigation will generate inferences that could be helpful for changing policies and redesigning entrepreneurship education so that it is more successful and can foster entrepreneurship intentions in young people. Moreover, it is hoped that the findings of this study will assist the various stakeholders mentioned in finding practical and innovative ways to nurture entrepreneurship intentions at TVET colleges and in the community.

This study has the potential to contribute to the existing literature, increasing knowledge about ways in which current entrepreneurship education positively and/or negatively influences the entrepreneurial intentions of students. As has been mentioned, this would be through investigating pedagogical approaches employed by lecturers to advance the appropriate entrepreneurship knowledge, skills, values and attitudes. This research may also help us better understand how subjective standards, perceived behavioural control, and behavioural attitudes influence the formation of entrepreneurial intentions. Lastly, I consider that this study underscores the importance of the following certain practical and motivating interventions as ways of nurturing entrepreneurship among students, such as exposing students to young successful entrepreneurs to inspire students to follow in their footsteps, hosting entrepreneurial activities on campus and providing students with permissions and opportunities to make money for themselves. Arranging business seminars with organisations such as NYDA, SEDA, IDC and DEDT

would assist students with information and advice on how to start new ventures.

1.7 OUTLINE OF THE STUDY

This study is developed in five chapters**.**

Chapter 1, the introduction, describes how, in spite of attempts by the South African government to offer entrepreneurship training, grants and incentives to the youth, a low rate of entrepreneurial uptake persists, together with a lack of entrepreneurship culture. I cite a number of previous studies, but argue that there remains a gap in research, and that existing research has shown entrepreneurship education to be largely incapable of developing a standard pedagogical approach towards the delivery of effective entrepreneurship education.

Chapter 2 discusses several definitions and concepts of entrepreneurship and includes a thorough analysis of the literature pertinent to entrepreneurship education and its impact on student entrepreneurs' development and entrepreneurial intentions. The chapter also outlines the theoretical framework used in the research process.

Chapter 3 focuses on the research design and on the methodology. used to gather and analyse data, including the rationale for their use. It describes and explains the choice of the sampling technique used and discusses ethical considerations, confidentiality, and informed consent, together with the trustworthiness of the study.

In Chapter 4, the results are presented, discussed, and an attempt is made to analyse and derive conclusions from the themes that emerged from the data. The theoretical foundation supporting the study is used to guide the discussion.

Chapter 5 deals with the conclusion, recommendations arising from the findings of the study and recommendations for further studies in the field.

1.8 CHAPTER SUMMARY

In this chapter I provided the research topic, background, brief motivation of the study as well as the rationale of the study. Secondly, I provided the problem statement, the research questions and the aims of the study. Thirdly, I explained the research approach that would serve as the road map of the study and the envisaged study contribution. Lastly, I provided the study outline.

CHAPTER TWO
2. LITERATURE REVIEW

2.1 INTRODUCTION

In chapter one I outlined the main aim of this present study: to investigate how students' entrepreneurial intentions are developed at a TVET College in Cape Town. In line with this main aim, the purpose of the literature review presented in this chapter is to examine and discuss the existing literature under various categories: firstly, the meaning and nature of entrepreneurship; secondly, current International approaches towards enhancing entrepreneurship education in developing countries; thirdly, TVET in the South African context; lastly, current pedagogical approaches towards enhancing entrepreneurship education. This chapter also presents the theoretical framework underpinning this study. The chapter is arranged according to the following.

2.1 The origin, meaning and nature of entrepreneurship

2.2 Current International approaches towards enhancing entrepreneurship education in developing countries (BRICS)

2.2.1 Entrepreneurship in Brazil

2.2.2 Entrepreneurship in Russia

2.2.3 Entrepreneurship in China

2.2.4 Entrepreneurship in India

2.2.5 Entrepreneurship in South Africa

2.3 The influence of entrepreneurship education programmes on entrepreneurship

2.4 The TVET Sector in South Africa

2.5 Various Pedagogical approaches towards enhancing entrepreneurship education

2.6 Theoretical Framework

2.6.1 Behaviour influencing entrepreneurship intentions

2.6.2 Attitude towards the behaviour

2.6.3 Subjective norms

2.6.4 Perceived behavioural control

2.7 Chapter Summary

2.2 THE ORIGIN, MEANING AND NATURE OF ENTREPRENEURSHIP

Despite the fact that a sizable and expanding body of research has examined the topic of entrepreneurship, it has to date failed to come up with an agreed-upon definition (Panwar Seth, 2020; Ismail, Adnan, Masek, Hassan, Hashim & Ismail, 2019). Historically the term ‘entrepreneurship’ first emerged during the 17th century among a group of French historians, and was used by those who led military expeditions (Panwar Seth, 2020). It entered the business arena in the 18th century when Richard Cantillon, an Irish financier and economist who wrote one of the earliest works on modern economics, used the term to describe someone who purchases goods and services at one price with the intention of reselling them at a higher price at a later time in 1755 (Thamahane, Chetty & Karodia, 2017; Mariano & Mayer, 2013). In the first half of the twentieth century one of the greatest economists of the time, Joseph Alois Schumpeter, took part in the economic debates of the 1930s, developed his Theory of Economic Development, and in 1934 published a book of the same name (S′ledzik, 2013).

According to Schumpeter's Theory of Economic Development, structural changes have historically occurred as a result of development, which is mostly fuelled by innovation (S′ledzik, 2013). Schumpeter divided these changes into five different categories, starting with the first alteration brought on by the introduction of a new product or a new variety of an existing product. He believed the use of new techniques for product production or sales to be the cause of the second. The acquisition of new sources of raw materials or semi-finished goods supply was the fourth change, the opening of a new market was the third, and a new industrial structure brought about by a factor like the establishment or destruction of a monopolistic position was the last shift (Sledzik, 2013).

The supporters of Schumpeter’s (1934,142) framework for entrepreneurship and the small business economy have been engaged in numerous conceptual discourses and debates (Carlson, Braunerhjelm, McKelvey, Olofsson, Persson & Ylinenpᵭᵭ, 2013). These debates have focused on issues such as whether opportunities are created or discovered (Alvarez et al., 2013 whether

entrepreneurs grasp already-existing opportunities or develop new ones, and what circumstances foster entrepreneurial innovation (Acs, Autio & Szerb, 2014).

More recent literature underscores entrepreneurship linked to venture creation (Thamahane, Chetty & Karodia, 2017; Bosma et al., 2020;), discovering, evaluating, and exploiting opportunities (Malebane & Swanepoel, 2015; Marioano & Mayer, 2013; Murethi, 2010; Liñán, Rodríguez- Cohard and Rueda-Cantuche, 2011), as well as linking it to innovation (Kirzner, 2015; Malerba & Mackelvey, 2019). In addition, according to Dilli, Elert, and Herrman (2018), the realm of entrepreneurship spans from Schumpeterian entrepreneurship on the one end to its non-Schumpeterian equivalent on the other.

According to Dilli et al. (2018), Schumpeterian entrepreneurship is marked by a love of risk-taking and is focused on radical innovations with the goal of high corporate growth, while non-Schumpeterian entrepreneurship is risk-averse and is based on imitation. Parts of the body of contemporary entrepreneurship literature acknowledge that information gained via entrepreneurship education and experience affects how entrepreneurs are able to recognize and act on opportunities, which is significant in terms of relevance to the current study (Malerba & Mackelvey, 2019; Alvarez, Barney & Anderson, 2013; Aldrich & Yang, 2014). However, whichever way it is defined, and by whom, entrepreneurship is a complicated and multi-layered phenomenon that begins with a goal that is produced by a number of distinct human variables and by the environment of the aspiring individual entrepreneur (Thamahane, Chetty & Karodia, 2017).

Malerba and Mackelvey (2019) note that entrepreneurship as a sphere of research is highly diverse and growing, and, as such, leading scholars are emphasising the need to continuously develop underlying theories so as to more accurately and usefully explain the phenomenon. Existing research suggests that the nature of entrepreneurship is not solely linked to the creation of final products, but instead to the acquisition, for a sales-oriented reason, of

finished products (Mariano & Mayer, 2013; Panwar Seth, 2020; Thamahane, Chetty & Karodia, 2017).

Some studies suggest that entrepreneurship is linked to innovation instead of to a sales-oriented approach (Bosma et al., 2020; Malebane & Swanepoel, 2015; Kirzner, 2015). According to Schumpeter (1934,1942), cited in Malerba and Mackelvey (2019), entrepreneurs are essential for promoting economic vitality. They achieve this through putting ideas and technical advancements to use, gaining access to finance, and turning those ideas into organisational, technological, and commercial innovations. The European Commission has identified eight crucial skills that all citizens must possess, with entrepreneurship being one of them. These skills will enable citizens to foster their social and personal development, make it easier for them to enter the workforce, start new businesses, and provide financial support for those that already exist (Bacigalupo, Kampylis, Punie & Van den Brande, 2016 cited in Forcher-Mayr & Mahlknecht, 2020).

Current literature identifies four types of entrepreneurship: Opportunity Entrepreneurship, Social Entrepreneurship, Innovation Entrepreneurship, and Necessity-driven entrepreneurship (Dilli et al., 2018; Hansen, Monllor & Shrader, 2016; Hechavarria & Welter, 2015; Hu, Toyama, Pal & Dillahunt, 2018). Opportunity type entrepreneurship is described as a process, in the course of which, an entrepreneur of this type pursues an opportunity to produce something new (Dilli et al., 2018; Hansen et al., 2016). Opportunity entrepreneurs are also described by Fairlie and Fossen (2018) as individuals who are not actively seeking employment. They are either students at a college or university, or can be employed individuals receiving a salary or wages (Fairlie & Fossen, 2018). They consciously decide to launch a business because they can spot a lucrative opportunity and seize it (Calderon, lacavone & Juarez, 2016).

Opportunity entrepreneurship is positively associated mainly with growth-oriented business (Fairlie & Fossen, 2018). This kind of entrepreneurship needs access to well-established infrastructure, like the internet, roads, and electricity (Fairlie & Fossen, 2018). This type of entrepreneurship is

represented by the proportion of overall entrepreneurial activity that is driven by opportunity, with the major incentives for participation in this type of entrepreneurship being autonomy or a growth in (rather than a maintenance of) income (Reynolds et al., 2005). Entrepreneurs who seize opportunities are more likely to create corporations and employment companies (Fairlie & Fossen, 2018). In this type of entrepreneurship, opportunities represent the fundamental of entrepreneurship and are crucial in understanding process differences in terms of outcomes (Hechavarria & Welter, 2015; Hansen et al., 2016). In opportunity entrepreneurship, how start-ups take advantage of opportunities may have a big impact on how innovative a company is (Hechavarria & Welter, 2015; Hansen et al., 2016).

On the other hand, those who are forced into entrepreneurship because of obstacles to employment and restricted access to essential resources are known as necessity-driven entrepreneurs (Duncombe, 2006; Berner, Gomez & Knorringa, 2012; Erete, 2015). Additionally, entrepreneurs that are motivated by necessity change how they employ technology to serve their own personal ideals of cooperation over rivalry, safety over convenience, and security over danger (Hu et al., 2018). The necessity-driven entrepreneurship is calculated in terms of the percentage of total entrepreneurial activity that reported having no other employment options (Hu et al., 2018).

Innovation entrepreneurship is a method for providing a theoretical foundation for a novel concept by combining previously acquired knowledge and abilities (Hechavarria & Welter, 2015). Innovation entrepreneurship is centred on chances to bring about deliberate, targeted change in a business that these entrepreneurs believe has economic or societal promise (Drucker, 1998, cited in Hechavarria & Welter, 2015). According to Hechavarria and Welter (2015), innovation can either help an established company maintain its competitive position or it might stifle the market for rival goods and services.

Emerging business owners may introduce start-up innovations by providing novel or distinctive goods and services in early-stage organizations, depending on whether they take a sustaining or disruptive approach. Drawing on the seminal thoughts of Dilli et al. (2018), the innovative entrepreneur can

be linked to Schumpeterian entrepreneurship, and to entrepreneurs who are characterised as risk-loving, prepared to take risks grounded on revolutionary innovations, with a high corporate growth objective. These qualities set Schumpeterian entrepreneurs apart from their non-Schumpeterian entrepreneur counterparts as the latter are risk-avoiding, and their ventures and decisions tend to be based on imitation without their aiming for cooperate growth (Dilli et al., 2018).

At various levels of entrepreneurial activity, the distinction between Schumpeterian and non-Schumpeterian entrepreneurship can be drawn: Before starting a new business, it is important to understand that there is a difference between an entrepreneur who is motivated by a great business prospect and one who is only trying to make ends meet (Coad 2009; Vivarelli 2013, cited in Dilli et al., 2018).

Social Entrepreneurship on the other hand is described by Guieu (2017:2) as “an innovative activity with a social objective”. The venture can be either in the for non-profit or the for profit sector (Hechavarria & Welter, 2015). Moreover, a growing body of literature on social entrepreneurship has advanced the idea that social entrepreneurs are the pioneers of innovation (Hechavarria & Welter, 2015; Chell, Nicolopoulou & Karataş-Özkan, 2010).

Social entrepreneurs influence society in a variety of ways (Dees,1998, cited in Waghid, 2019). Due to their selflessness, they accept the responsibility of cultivating and preserving not only primarily individual value but also society value (Brouard & Larivet, 2010, citied in Waghid, 2019). Social entrepreneurship favours community needs that have not yet been met by the commercial sector or the government, the logic of solidarity, and social welfare (Fayolle & Matlay, 2010). Additionally, social companies are supported by charitable ideology and a rejection of material infrastructure, in contrast to their commercial competitors (Fayolle & Matlay, 2010).

Drawing from the pivotal works of scholars such as Dilli et al. (2018), Fairlie and Fossen (2018), Chell, Nicolopoulou and Karataş-Özkan (2010), Hechavarria and Welter (2015) and Waghid (2019), all of whom have

contributed to entrepreneurship discourse, I am able to draw an inference that there seems to be little essential difference between or among the types of entrepreneurship mentioned above, and what difference there is, is based on the intention of the entrepreneur, be it to selflessly pursue entrepreneurship with a social objective or for individual self-seeking reasons involving making a profit or creating wealth.

2.3 CURRENT INTERNATIONAL APPROACHES TOWARDS ENHANCING ENTREPRENEURSHIP EDUCATION IN DEVELOPING COUNTRIES

While the purpose of this study was not to compare South Africa's economy with other economies, I felt it necessary to juxtapose South Africa with its BRICS counterparts in terms of entrepreneurship culture and to see how well or poorly South Africa is doing in economic terms compared to its BRICS partners, as well as evaluating and comparing best practices among the BRICS partners.

Globally, think-tanks, non-governmental, and multinational organisations look towards entrepreneurship as a critical part of the solution to ending poverty and social inequality (Bosma et al., 2020). This is because entrepreneurship has been globally acclaimed as a way to foster economic and employment growth (Ahmed, Chandran, Klobas, Liñán & Kokkalis, 2020; Val, Gonzalez, Iriarte, Beitia, Lasa, G. and Elkoro, M., 2017). For this reason, many countries have launched national initiatives for the development of entrepreneurship skills among the youth (Val et al., 2017).

2.3.1 Entrepreneurship in Brazil

Brazil is one example of a country which has launched such an initiative. Recently there has been a public initiative through the Minister of Education across different levels and types of education to provide economic and social development through entrepreneurial education (Stadler & Smith, 2017). This initiative is aimed at providing the youth with technical education and employment (Stadler & Smith, 2017).

The Brazil government, with the aim of enhancing entrepreneurship in the country, has made entrepreneurship education compulsory for all students who register for vocational education programmes (Stadler & Smith, 2017). The reason for this initiative is that entrepreneurial training is considered to be one of the few kinds of training that incorporates the advancement of knowledge, skills and positive attitude towards entrepreneurship (Val et al., 2017). Hence, for many Brazilian citizens, entrepreneurship education, or programmes, embedded in vocational education offer a route to new business creation, and thus to economic growth (Stadler & Smith, 2017). In addition, between 70 and 80 percent of Brazilians concur that starting a firm is a desirable vocation and place significance on the success of an entrepreneur (Ching & Kitahara, 2017).

In contrast to these encouraging initiatives for entrepreneurship and the response of Brazilians mentioned above, Borges, Bezerra, and Silva (2018) note that studies show Brazil to be one of the nations with the highest levels of difficulty for aspiring entrepreneurs starting and maintaining businesses. Brazil placed 167th out of 189 economies examined by the World Bank in its ranking for establishing a business in 2015 (Borges et al., 2018). These authors also point out that, according to the global entrepreneurship and development index, Brazil ranks 100th out of 190 countries in terms of the variables that encourage the growth of entrepreneurship (Borges et al., 2018). However, recent research suggests that, at least in terms of entrepreneurship, things may have improved in Brazil (Endeavor & Sabrae, 2017 cited in Ching & Kitahara, 2017).

A study by Endeavor and Sebrae (2017) cited in Ching and Kitahara (2017) showed that about 5.7% of Brazil University students are already entrepreneurs while 21% of them think of starting a business in the future. Furthermore, the established business ownership (EBO) for Brazil is recorded at 16% (Bosma et al., 2020).

2.3.2 Entrepreneurship in Russia

The growth of small and medium-sized enterprises (SMMES) and individual entrepreneurship have recently received more attention from the Russian government (IE). It has developed governmental programs to remove barriers to the growth of competencies, financing, and innovation, and has taken drastic initiatives to create a more competitive business environment (Voronkova, Kurochkina, Firova & Bikezina, 2018). For instance, a stable and advantageous policy framework with distinct guiding principles was adopted in the 2007 Federal Law on SMEs. Additionally, from 3.9 billion roubles in 2013 to 11.33 billion roubles in 2016, the government budget boosted the SME and IE funding (Voronkova et al., 2018).

Despite efforts made to remove obstacles in the way of, and to offer financial support to, SMMEs and IE, the portion of the adult Russian population presenting entrepreneurship intentions is the lowest in the world, at just 3%. Also, most Russian entrepreneurs do not have the confidence for, or think they possess, the required knowledge and expertise to conduct business (Voronkova et al., 2018). Consequently, Russia has the lowest entrepreneurship proportion of its population, compared to countries with the same level of economic development (Bosma et al., 2020).

According to the 2019/2020 survey conducted by GEM, only about 30% of individuals in Russia between the ages of 18-64 believe that promising or viable opportunities exist to start a business (Bosma et al., 2020). The percentage of those who believe that they have the necessary knowledge and skills to start a new business is also about 30%. Consequently, the Total Early-Stage entrepreneurial activity (TEA) was recorded at 10%, while Established Business Ownership (EBO) was recorded at 5% (Bosma et al., 2020).

It should be mentioned that beginning in mid-March 2014, political and economic sanctions were imposed on Russia (Shirokova, Ivvonen & Gafforova, 2019). Such sanctions caused the unemployment rate to rise to 5.6 % in 2015 and 5.4% in 2016, which had a significant negative impact on

investments and people's income (Shirokova et al, 2019). Nonetheless, while Russia had gone through economic difficulties at the time, its TEA and EBO still ranks at the same level as South Africa which has not recently been the target of economic sanctions.

2.3.3 Entrepreneurship in China

In comparison with developed countries, China is believed to be at an emergent stage in terms of entrepreneurship education. Its entrepreneurship education started in 1991 in the form of a Master of Business Administration (MBA) module at Tsinghua University (Liu, Walley, Pugh & Adkins, 2020). It was only in 2002, that the Chinese Minister of Education started to motivate for entrepreneurship education. This initiative was somewhat behind time in the global context as the University of Michigan in the United States of America had started its first entrepreneurship education in 1927 (Liu et al., 2020). Even though entrepreneurship education started very late in China, it has undergone a rapid expansion in four stages ((Lin, 2019, cited in Liu et al.,2020).

In 1998, the Tsinghua University launched the first business plan competition in China as part of a program that promoted entrepreneurship education through extracurricular activities. This was the beginning of stage one (Tang, Xiaogang, Qiaohoua & Yong, 2014). Stage two was represented by the pilot entrepreneurial initiatives launched by the Chinese Minister of Education and made available to a select number of Chinese universities (Liu et al., 2020). In stage three, the International Labour Organization started an entrepreneurial education program in China under the slogan "Know About Your Business" (Liu et al., 2020).

The purpose of the afore-mentioned campaign was to create entrepreneurial awareness and enhance entrepreneurial competence and capabilities among Chinese undergraduate students (Fernandus & Underwood, 2012, cited in Lie et al., 2020). The last stage, stage four, was launched when the Chinese Minister of Education mandated all colleges and universities to make entrepreneurship education part of their curriculum (OECD, 2019).

In 2011 the Chinese government introduced a national development strategy called “mass entrepreneurship and innovation”. This is a reform talent training mode aimed at strengthening students’ innovative spirits. This move has resulted in entrepreneurship awareness, entrepreneurship ability and

innovation to be increasingly valued at colleges and universities (Piao & Ma 2018). The Chinese government emphasises the reconstructing of innovation in entrepreneurship and entrepreneurship education curriculum, as well as the development of creative and entrepreneurial courses by colleges and universities.

Piao and Ma (2018) regard these courses as opening up new employment prospects for college graduates as well as new market and economic growth potential for the nation. In addition, there appears to be a high percentage (60% of Chinese citizens between the ages of 18-64 years who believe that they possess the expertise, abilities, and experience required to launch a new company. However, in spite of these entrepreneurship education initiatives, both the TEA and EBO in China recorded at just below 10%, according (Bosma et al., 2020).

2.2.4 Entrepreneurship in India

In India, entrepreneurship is seen as a driving force behind the expansion of the nation's economy. India has therefore produced a large number of entrepreneurs and businesses, and the number is increasing as a result of government initiatives and its friendly business regulations (Sulin & Tiwari, 2020). India's prime minister, Modi, stressed the expansion of new start-ups, placing special attention on the technology and service sectors. This led to the creation of a robust entrepreneurial ecosystem (Sulin & Tiwari, 2020). As a result, through the central government's support programs, several technological services and part suppliers were founded.

Because of the government's emphasis on technology and customer service in the majority of entrepreneurial endeavours, creativity in business has fuelled the expansion of corporations and small businesses and served as a springboard for the development of relevant technical expertise, technical skills, and entrepreneurial talent. As a result, India's economic and industrial activity between 2014 and 2016 demonstrates a major advancement (Sulin & Tiwari, 2020).

India is the third largest base for start-ups in the world, with over 3000 start-ups and 800 being set up annually. Furthermore, it has been estimated that by 2020 India would reach 11500 start-ups that would see about 250 000 people employed (Sulin & Tiwari, 2020). Compared to South Africa, India had a higher TEA of 15% and an EBO recorded at 10% in 2019, according to Bosma et al (2020). Perhaps the reason for such low entrepreneurship activity in India could be that “in India the focus is more on social entrepreneurship (a combination of entrepreneurial traits and philanthropy) than on economic entrepreneurship” (Upadhyay, Rawal & Awasthi, 2017: 945).

The formalisation of entrepreneurship education in developed nations has been associated by scholars in developing countries with economic growth (Muhammad, Akbar & Dalziel, 2011) and a belief that university graduates can be considered to have a potential for a stronger inclination than non-graduates to start their own ventures (Zainuddin, 2012). Against this background the question to ponder is whether this tendency on the part of university graduates to start their own business extends to TVET graduates. From the above examples and studies cited, it is evident that South Africa ‘s youth continues to lag behind in setting up business ventures compared with the youth population of the other BRICS countries. This line of thinking has been advanced by researchers such as Bux and Van Vuuren (2019); GEM, 2019; Radebe (2019), and Abisuga-Oyekunle and Fillis (2017).

2.3.5 Entrepreneurship in South Africa

In South Africa, at the national level, the National Youth Development Agency (NYDA) is an entrepreneurship intervention which aims to create opportunities for youth employment and entrepreneurship by developing, funding, and supporting effective programs that help finance new, or develop, existing businesses (Western Cape Government, 2021). A similar agency is the Small Enterprise Development Agency (SEDA) which seeks to develop, support and promote small enterprises throughout the country, and aims to ensure growth and sustainability in coordination and partnership with several role players, including global partners. In addition, the global partners make international best practices available to local entrepreneurs (Western Cape Government, 2021).

At the national level, the Department of Trade and Industry (DTI) runs further incentive schemes and offers cash grants to assist entrepreneurs to start and grow their businesses (Western Cape Government, 2021). In addition, the Industrial Development Corporation (IDC) offers a range of financial products for small businesses, such as commercial loans, bridging finance, guarantees, shareware house, and wholesale finance, among others (Western Cape Government, 2021). The Small Enterprise Finance Agency (SEFA) is mandated to foster the establishment, survival and growth of SMMEs and to contribute towards poverty alleviation and the creation of jobs (Western Cape Government, 2021).

At the provincial level, the Western Cape Government (WCG) offers numerous incentive schemes, loans and grants to young entrepreneurs who have ideas for starting new business ventures, or those with existing businesses in need of financial support (Western Cape Government, 2021). One example of a provincial body offering this kind of support is the Department of Economic Development and Tourism (DEDT) which offers a variety of programmes to develop and grow the small business sector business (Western Cape Government, 2021). Through its Investment Readiness Programme (IRP), DEDT offers advice on sourcing business funding, including a useful guide to the funding of ecosystem entrepreneurship (Western Cape Government, 2021).

Another initiative offering support for young entrepreneurs is the Junior Achievement South Africa (JASA) which offers the youth an empowerment platform that assists them with practical entrepreneurial skills, sound financial literacy, and work readiness (Western Cape Government, 2021). The programs JASA offers to embolden youth entrepreneurship include the Environmental Entrepreneurs Programme (EEP), Mini-Enterprise Programme (MEP), and the Youth Enterprise Development Programme (YEDP). JASA runs programmes for children as young as eight years old at primary schools, as well as high school and out of school programmes (Western Cape Government, 2021).

A third initiative is the Cape Agency for Sustainable Integrated Development in Rural Areas (CASIDRA). This agency focuses on improving the social and economic wellbeing of rural communities through community development projects. These community development projects are aimed at reducing poverty, facilitating economic empowerment and sustainability, together with creating self-sufficient communities (Western Cape Government, 2021). Lastly, the Red Tape Reduction Unit (RTRU) helps businesses cut through red tape to reduce or eliminate bureaucratic protocols involved in starting or supporting a business (Western Cape Government, 2021).

The above descriptions of financial and other support of youth entrepreneurship interventions, as well as training in practical entrepreneurial skills, appear to point strongly to the South African Government, like its BRICS partners having embarked on necessary interventions to enhance entrepreneurship among the youth. Interventions such as NYDA, SEDA, IDC, SEFA, DEDT, etc. are among these initiatives to assist the youth with funding and to provide them with the necessary knowledge for how to start and grow an existing business. In addition, entrepreneurship education has now been introduced from school level to TVET and tertiary level. However, any measurement of South Africa against its BRICS partners' interventions, shows the former to continue to lag behind in terms of the percentage of its Established Business Ownership (EBO), which stands at only 5% (Bosma et al., 2020)

South Africa's EBO in fact appears to be at the same level as that of Russia, even though Russia went through economic and political sanctions in 2014. In addition, the youth low entrepreneurial uptake continues to remain a concern for the poor state of the South African economy; the South African youth lags behind in the setting up of business ventures of their own, compared to their counterparts from other countries (Bux & Van Vuuren, 2019; GEM, 2019; Radebe, 2019; Abisuga-Oyekunle & Fillis, 2017). Given this situation, and as recommended by numerous recent studies conducted on entrepreneurship in South Africa by scholars such as Dolan and Rajak (2016), Gwija et al. (2014), Nxozi and Tengeh (2019), Radebe (2019), Abisuga-Oyekunle and Fillis (2017), and Van Der Westhuizen (2017), recommend that decisive and

substantial action needs to be taken by the South African Government to boost entrepreneurship in the country. Hence the focus of the current study on the development of students' entrepreneurial intentions could be seen as a useful addition to such recommendations.

2.4 INFLUENCE OF EDUCATION ON ENTREPRENEURSHIP

Studies done in Africa and in the UK show entrepreneurship education to have the potential to equip citizens with the appropriate training and motivation for being self-employed, and that this kind of education is able to act as a job creator, thus reducing unemployment (Opoola, 2020; Olutuase, Brijlal & Yan, 2020; Jones, Pickernell, Fisher & Natana, 2017). In recent years, several studies have investigated the various ways in which entrepreneurship intentions can be influenced through education with differing findings (Ndofirepi, 2020; Mukesh et al., 2019; Bux & van Vuuren, 2019; Hussain and Norashidah, 2015; Bae et al., 2014).

The Ndofirepi (2020) study found the positive relationship between entrepreneurship education and entrepreneurial intention in students to be arbitrated by the following attributes: the need for achievement, risk-taking propensity and internal locus of control. The study conducted by Mukesh et al. (2019) found individuals who chose entrepreneurship education at graduation to present a high degree of entrepreneurial intention. Likewise, the study conducted by Bux and van Vuuren (2019) found the items comprising self-efficacy to have the potential to be developed through entrepreneurship education.

Ikebuaku and Dinbabo (2019) cited in Prasetyo (2019) introduce the concept of personal conversion, which holds that knowledge and abilities gained through entrepreneurship education can have an impact on how effectively an individual can use their own and outside resources, such as ideas and money, to operate as an entrepreneur. However, when Ndofirepi and Rambe (2017) compared two studies conducted at two universities in Zimbabwe, one on final year students in the faculty of Management and Administration at Africa University, the other on final year students at Chinhoy University of Technology, they found that at one institution students showed positive

attitudes and intentions towards entrepreneurship, while in the other negative attitudes were revealed. This study suggests that a blanket approach cannot be used to determine with any accuracy the influence of entrepreneurship education on entrepreneurial intentions.

According to Liñán, Rodríguez-Cohard and Rueda-Cantuche (2011), the possibility exists that the development of entrepreneurial intentions could be considered as first to be addressed by including in an entrepreneurship curriculum a series of courses that could increase entrepreneurial awareness in students. The reason these authors cite for this recommendation is that entrepreneurship education has been considered by several scholars and policy makers as one of the mechanisms to develop entrepreneurial attitudes in both potential and young entrepreneurs (Liñán et al., 2011).

According to Prasetyo (2019), based on the findings of a study done with vocational high school students in Indonesia, the development of students' entrepreneurial intentions can be done through entrepreneurial motivation, and that this is the role and responsibility of a teacher. To achieve this, he recommends that teachers should analyse and measure the entrepreneurial intentions of students, before differentiating between those students who desire to be entrepreneurs, and those who lack entrepreneurial intentions or motivation. Results indicating a lack of entrepreneurial desire ought to serve as a diagnostic device for process improvement (Prasetyo, 2019). Related to this discovery and notion, a previous study by Douglas and Fitzsimmons (2013) makes a clear distinction between entrepreneurial and intrapreneurship behaviours and motivations/intentions in terms of their results for the individual, and finds that these behaviours are caused by individual differences in self-efficacy and attitudes. Thus the results from the diagnostic tool suggested by Prasetyo (2019) could assist in formulating appropriate and useful educational programmes for entrepreneurship.

Hassan (2020) suggests that in developing countries with high unemployment rates universities should take a leading role in accelerating student entrepreneurial intentions by incorporating business incubators in their universities. The reason she advances for this is that “University incubators

provide a better context for generating revenues and supporting a financially, legally and technically win-win interrelation between universities, business sponsors, government and society" (Hassan, 2020: 2). A contrary, view is advanced by Joensuu, Viljamaa and Varamaki (2013) who argue that motivating and developing students' entrepreneurial intentions far from being a simple matter, is a complicated process.

These authors assert that the reason for this complexity is that, during their first year of study, students appear to have great confidence in starting their own business, but that this confidence wanes after two and a half years of studying (Joensuu et al., 2013). Another study by Douglas and Fitzsimmons (2013) on intrapreneurial intentions versus entrepreneurial intentions found that individuals who prefer more income and more independence than other individuals who may be thinking of entrepreneurship have higher entrepreneurial intentions than the latter.

A study done by Thamahane, Chetty and Karadio (2017) on the factors that influence entrepreneurship intentions among students found that, while most students in the study were keen to start their own businesses upon completion of their studies, the challenges they faced when attempting to start a new business were cited as: too much risk involved, laws and regulations unfavourable to starting a business, great uncertainty, and the thought that one might not make money in comparison to their efforts might discourage entrepreneurship. Forcher-Mayor (2020) also makes the point that certain variables may deter entrepreneurs, such as the potential benefit of formal employment over entrepreneurship in the form of small-scale farming or trade in the unofficial economy.

As has been mentioned, a number of studies conducted on the challenges which discourage or prohibit the youth from venturing into entrepreneurship have found numerous challenges with which the youth often have to contend (Gwija et al., 2014; Nxozi & Tengeh 2019; Radebe, 2019). Some of the findings of these which have already been mentioned include a lack of access to credit, red tape and burdensome regulations, the high cost of hiring workers, and the existing entrepreneurship culture (Nxozi & Tengeh, 2019;

Radebe, 2019), and lack of funding and support structures such as those offered by the NYDA and DTI. The Radebe (2019) study also found the existing entrepreneurship education offered to the youth to be inadequate and failed to promote entrepreneurship effectively, instead promoting white-collar jobs. Female entrepreneurs in particular face unique obstacles when they venture into entrepreneurship (Bobrowska & Conrad, 2017; Nxopo & Iwu, 2015; Maas & Herrington, 2007).

A study done by Nxopo and Iwu (2015) found women's aspirations to autonomy through entrepreneurship to be hindered by such factors as family responsibility, reinforced by social norms, and the demands of maintaining a good balance between work and family. Bobrowska and Conrad (2017) found that, despite the increased variety in the presentation of female entrepreneurs, traditionally gendered discourses which position women as inferior to men in the entrepreneurship discourse prevail. This positioning of female entrepreneurs as inferior emanates from stereotypical patriarchal representations, drawing on a conventional gendered 'division of labour' and 'men and women are different frames', concealed by seemingly progressive work-life balance and entrepreneurship as self-realization representations (Bobrowska & Conrad, 2017).

Given the aforementioned challenges that students are faced with when starting a business, the study of Thamahane et al. (2017) recommends that these could be overcome by promoting social influence, provision of entrepreneurial education, and enforcing regulations that promote business growth. Again part of this notion (social influence) is corroborated by the Theory of Planned Behaviour (TPB), the theoretical framework used to guide and frame this study. TPB assumes that subjective norms stem from significant others or role models' perceived expectations and behaviours, combined with a person's motivation to conform to those expectations (Ajzen, 1991). Simply put, subjective norms are the perceived or imagined expectations that people have of their role models and the incentive to live up to those expectations. In the context of the current study, this suggests that if parents, role models and teachers are inclined and able to show support and

confidence in a student to become a successful entrepreneur, the student would rise to these expectations and be encouraged to become one.

Recent and current literature indicates that the development of a student's entrepreneurship intention or motivation is possible through enlightened and encouraging educators, the use of role models, and the incorporation of business incubators in institutions of learning (Hassan, 2020; Chen & Zhang, 2020; Prasetyo, 2019). At the national lekgotla on entrepreneurship, the former South African Deputy Minister of Higher Education, Mduduzi Manana (Manana 2017: interview, cited in Van der Westhuizen, 2017) also suggested that the South African youth could be encouraged into entrepreneurship by raising their entrepreneurial self-confidence and equipping them with the knowledge about the realities of entrepreneurship.

Prasetyo (2019) argues that, if you want to build an entrepreneurial generation, you should build in certain variables that affect entrepreneurial intention. For instance, the implementation of entrepreneurial education in schools should be more focussed on enhancing entrepreneurial self-efficacy (ESE), entrepreneurial personal motivation (EPM) and entrepreneurship activity (EA). Liñán et al. (2011) argue that perceived feasibility and perceived desirability are the main factors that affect entrepreneurial intentions. Therefore, it may be reasonably argued that any efforts aimed at stimulating entrepreneurship through education should consider these elements. This means that educators should come up with teaching methodologies that make entrepreneurship desirable to the students as well as possible and feasible for them to pursue (Liñán et al., 2011).

2.5 TVET SECTOR IN SOUTH AFRICA

Following the amalgamation of 152 technical colleges into 50 multi-campus institutions in 2002, the South African Education and Training division of the educational system underwent a significant shift (South Africa, 2013). Prior to being renamed TVET colleges, these institutions were known as Further Education and Training (FET) Colleges (South Africa, 2013). These colleges came under the Department of Higher Education and Training's (DHET)

jurisdiction as a result of the FET Amendment Act No. 3 of 2012 (South Africa, 2014).

The integration and the renaming of the colleges were meant to align the South African vocational education systems with international developmental standards (Tiough & Nande, 2017). The sole purpose of this was to equip young school leavers with the skills, knowledge and attitudes seen to be necessary for them to secure job opportunities in the labour market (Tiough & Nande, 2017). To achieve this, TVET colleges offer curricula for occupations such as engineering, construction, entrepreneurship and general business and management studies (South Africa, 2013).

For a while, the credentials provided by TVET colleges were linked to the Report 191/National Accredited Technical Education Diploma (Nated) programs, also referred to as N- programs. These programs, which were especially created with the needs of the business in mind, ran successfully for many years. They were available on a trimester basis, with students spending one trimester in college and two trimesters working (South Africa, 2014). The National Curriculum Vocational (NCV) program, which encompassed both academic and vocational topics, superseded this program's out-of-date curriculum in 2007 (South Africa, 2013).

After this, the 2001/2008 report 191 that replaced all previous Nated reports- Nated 02-190, Nated 02-191 and 190 and 191 - was approved. However, it appears that the developmental agenda which included the TVET programmes and related economic policy has since been criticised as being neoliberal and failing to address the socio-economic problems of post-apartheid South Africa in a satisfactory manner (Akoojeee, 2016; Forcher-Mayr & Mahlknecht, 2020).

After 1994 the South African educational structure that had been designed to disempower black learners was redesigned to benefit all learners (Harley & Wedekind, 2012; Meny-Gilbert, 2018 cited in Forcher-Mayor & Mahlknecht, 2020). However, today the public school system remains loaded with challenges which hinder quality equitable education. These include poor

infrastructure, teaching quality, learner/learning safety, and spatial inequality, many of these as a result of the Apartheid legacy. Unfortunately, the TVET sector shares most of these education challenges (Forcher-Mayr & Mahlknecht, 2020). Moreover, the formal criteria used to accept students into TVET Colleges continues to form a stumbling block for young people (Akoojeee, 2016). The TVET reform, based on the concept of employability and responsiveness to the formal labour market, is at the centre of entrepreneurship education reform debate (Ngcwangu, 2015; Wadekind, 2012). The reform concept follows a 'skills for formal jobs' narrative (Forcher-Mayr & Mahlknecht, 2020).

The skills for formal work approach is consistent with an economic strategy that pursues a high productivity, technology-led growth path, a strategy that necessitates skilled labour (Akoojeee, 2016). This represents a disparity in terms of the problems facing many of the unemployed youth who have either left under-resourced schools early or who struggle after completing matric to enter or remain in a TVET college or even to get a job with their exit qualification (Forcher-Mayr & Mahlknecht, 2020). In addition, the TVET sector does not have a favourable image with regards to quality, outcomes, programme relevance, or governance and administration (Akoojeee, 2016). For this reason, a majority of students prefer to attempt to gain access to a university rather than to a TVET College as a higher education route (Tlapana & Myeki, 2020). Furthermore, the geographic areas in which black people were forced by law to live during the apartheid regime continue to feature a prevailing spatial disadvantage.

The majority of South Africa's youth live far away from places of work and quality institutions of learning, and access to these through public transport requires money (Forcher-Mayr & Mahlknecht, 2020). Moreover, more than half of the population continues to live in poverty (Statistics South Africa, 2018). In addition, poor education quality, together with poverty, that has affected several generations stalls the advancement of the youth (Spaull, 2015, cited in Forcher-Mayr & Mahlknecht, 2020). Added to this, the formal sector does not produce adequate employment opportunities (Friedman, 2017 cited in Forcher-Mayr & Mahlknecht, 2020). Given these contextual and socio-

economic realities, it is impossible for unemployment to be measurably alleviated by merely equipping people with skills. Thus, a comprehensive and transformative approach to learning and to equipping the youth with marketable knowledge and skills is essential, one that includes a full range of opportunities, from finding work in the formal labour market through to the creation of meaningful livelihoods in the informal sector (Akoojeee, 2016; Forcher-Mayr & Mahlknecht, 2020).

It should be noted that the informal economy includes entrepreneurship both by choice and by necessity, with the survivalist businesses dominant (Forcher-Mayr & Mahlknecht, 2020). However, while the informal economy provides employment and livelihoods to a substantial number of South Africans, and plays a significant role in the alleviation of poverty, working conditions are often harsh and earnings and returns often not in proportion to the amount of work and risks involved (Fourie, 2018, cited in Forcher-Mayr & Mahlknecht, 2020). In light of this background, I would argue that entrepreneurship education needs to seek to make a distinction among various forms of entrepreneurship and the diverse socio-economic settings in which these take place, and to design curricula accordingly.

The basis and rationale for entrepreneurship education at schools and TVET colleges is linked to youth unemployment, low entrepreneurial uptake, and youth dependency on social welfare, seen together with the mandate by the National Development Plan 2030 to nurture entrepreneurship education at schools (Department of Basic Education, 2018). Forcher-Mayr and Mahlknecht (2020) recently conducted a study which looked at the dominant approach in the General Education (GET) phase and at TVET level, in entrepreneurship education in primary and secondary schools in rural areas of South Africa. The focus of the programmes was on agriculture and on the real-life challenges of rural communities, including food insecurity, youth unemployment and rural poverty. The aim of the programmes was to link agriculture, food and entrepreneurship. The study made several findings.

Firstly, the entrepreneurship education offered at both GET and TVET levels in these rural schools was found to follow the ‘skills perspective’, with an

emphasis on the formal economy, informed by a human capital and productivist approach to education (Forcher-Mayr & Mahlknecht, 2020). Secondly, in spite of purporting to link entrepreneurship education with the real-life challenges of the community, the type of entrepreneurship education offered at both levels was ‘skills for formal work’ oriented and tended to disregard the capability deficiencies of the majority of the unemployed youth in rural areas (Forcher-Mayr & Mahlknecht, 2020).

Thirdly, the researchers found the rationale of entrepreneurship education offered at these rural schools and TVET colleges overlooked the multifaceted causes of youth unemployment and lacked a broader approach to social inclusion in South Africa (Forcher-Mayr & Mahlknecht, 2020). Fourthly, instead of prioritising youth capabilities and their households within the community, the researchers argued that this view is to confine the youth within a ‘supply-side’ perspective (Forcher-Mayr & Mahlknecht, 2020).

The researchers found the programmes to lack the kind of perspective that requires young people to obtain skills relevant to a holistic kind of entrepreneurship, and to acquire both the qualities of an employable person and an entrepreneurial mind-set to meet the demands of the labour market (Forcher-Mayr & Mahlknecht, 2020). Lastly, while this kind of entrepreneurship education curriculum makes a call to young people to contribute to tackling developmental challenges as entrepreneurs, it overlooks the critical pedagogy which calls for the development of self and co-determination (Forcher-Mayr & Mahlknecht, 2020). Forcher-Mayr and Mahlknecht (2020) made the following recommendations, based on the capability approach developed by Amartya Sen:

In any project which sets out to design a positive and holistic entrepreneurship curriculum, informed by a capability perspective, a critical examination of the youth capabilities needs to be conducted by asking what young people can realistically achieve or are free to achieve (Forcher-Mayr & Mahlknecht, 2020). Secondly, they recommended that challenges within learning areas be developed in discussion with learners and participants. The researchers were of the view that, through being actively involved in entrepreneurial projects,

students are able to explore opportunities and needs at college/school, household, and community level. They can then measure these against available assets, and evaluate them in terms of both enabling and restraining factors (Forcher-Mayr & Mahlknecht, 2020).

The afore-mentioned authors argue “that this perspective is aimed at dismantling the notion of the learner/participant as an enterprising self and emphasises that the constitution of opportunities and related ideas is connected to factors that often can lie beyond individual control” (Forcher-Mayr & Mahlknecht, 2020). In addition, in focussing on real-life community challenges, learning connects to the life world of learners and allows for the deconstruction of a prevailing neoliberal narrative that assumes that schooling, post-school education, and hard work automatically provide a safe passage into formal employment (Forcher-Mayr & Mahlknecht, 2020). These authors further suggest “critical consciousness as a distinct role of entrepreneurship education” (Forcher-Mayr & Mahlknecht, 2020 :79).

2.6 PEDAGOGICAL APPROACHES TOWARDS ENHANCING ENTREPRENERUSHIP EDUCATION

Several scholars argue that there are two common pedagogical approaches used in the teaching of entrepreneurship education: the teacher-centred approach and the student- centred approach (Ngah, Junid & Osman, 2019; Ismail, Sawang & Zolin, 2018; Ismail, 2017; Rasmussen & Sørheim, 2006). The teacher centred approach makes use of structured notes and fixed learning material such as PowerPoint slides, and prescribed and recommended text books and learners remain passive in the learning process (Ismail et al., 2018). In contrast, with a student-centred approach learners play an active role in their own learning as this approach employs experiential learning by doing rather than passively listening or absorbing (Ismail et al., 2018). In this teaching and learning approach students engage in learning activities such as starting a small business or participating in an existing one (Ismail et al., 2018).

In recent times, literature has emerged that shows contradictory findings on the effectiveness of the teacher centred approach versus the student-centred

approach in the process of developing the appropriate or useful entrepreneurial attitudes, knowledge, values, and skills (Ngah et al., 2019; Rasmussen & Sørheim, 2006; Ismail et al., 2018). Ismail et al. (2018) conducted a study which compared the teacher centred and the student-centred approach in the teaching of entrepreneurship programmes. Their study made use of a quasi-experimental design with 308 undergraduate Malaysian student participants using a pre and post-test (n=203) and control (n=105) groups.

In this study, students who were enrolled in entrepreneurship programmes were randomly allocated into a class that used either a teacher-centred or student-centred approach. Learning outcomes were measured using objective and subjective outcomes (Ismail et al., 2018). Findings of the study revealed both approaches to have a positive effect on the development of learning outcomes. However, the participants who were teaching and engaging in a learning process which used a teacher-centred approach, statistically developed a higher level of both objective and subjective learning outcomes in comparison to the students who learned through the student-centred approach (Ismail et al., 2018).

In another study, Ngah et al. (2019) investigated the correlation between the role of educators, self-directed learning, a constructivist learning environment, and entrepreneurial intention. Students from technology entrepreneurship classes were invited to participate in the online survey. The findings revealed that the role of the educator and self-directed learning positively influenced students' entrepreneurial intentions. However, they found that a constructivist learning environment did not influence entrepreneurial intentions. These scholars assert that educators play a vital role in students' self-directed learning, one that contributes to and/or creates a constructivist learning environment and contributes to their students' entrepreneurial motivation (Ngah et al., 2019).

Prior to the 2018 study, Ismail (2017) conducted a qualitative study to investigate the nature of the pedagogical approaches used in the delivering of entrepreneurship education in order to understand whether and to what extent

various pedagogies affect individual skill development, and in turn translate to a likelihood of entrepreneurial intention. Firstly, his study acknowledged, or confirmed, that there are two commonly used pedagogies in the teaching of entrepreneurship education, the teacher-centred approach and the student-centred approach.

Secondly, the findings revealed that the entrepreneurship course had enhanced the entrepreneurial skills of students who learned under both teacher-centred and student-centred approaches (Ismail, 2017). Thirdly, the Ismail (2017) study found the commonly used approach in the delivering of entrepreneurship education in his particular study to be the teacher-centred approach. However, in the same study some educators felt that it was necessary to use a student-centred approach in delivering entrepreneurship education. With this approach student were encouraged to set up dummy enterprises and to run real businesses to gain the necessary practical knowledge and skills. Fourthly, the study revealed that the teachers were inexperienced in the delivery of entrepreneurship education and in addition had received little support from the HEIs in the form of funding and facilities (Ismail, 2017).

To triangulate his first study, Ismail (2017) conducted a second study on different groups of students that were enrolled in two major courses which were commerce and engineering studies. The study made used of the quasi-experimental design and participation involved completing a questionnaire with Likert scale answers. Ismail (2017) study tried to show whether using different pedagogical approaches would lead to different levels of skills development. The key research question of the second 2017 study was ‘Which pedagogies would be the most effective for delivering entrepreneurship education at Malaysian HEIs?’ The study found that those participating students who learned through the teacher-centred approached developed higher levels of entrepreneurial skills in comparison with those who learned through the student-centred approach.

Taken together these studies (Ngah et al., 2019; Ismail et al., 2018) would seem to indicate that the teacher-centred approach is more effective than a student-centred approach in the entrepreneurship education teaching and

learning process. However, one could argue for the existence of a variable: according to Ismail et al. (2018), the teacher-centred approach may have been more effective with Malaysian students than it might have been with European or Western students, because the way of learning for Malaysia students might be different from the way in which students learn in Western countries, due to the Malaysian learning/ culture, which is teacher-centred from primary school through to University.

From these deliberations, as a researcher, it is interesting to note that several studies have found that the most effective pedagogical approach in the teaching of entrepreneurship is the teacher-centred approach. However, these studies have been mostly restricted to Malaysian students. Also, a look into the entrepreneurial activity of Malaysia indicates that the level of early-stage entrepreneurial activity (TEA) in Malaysian countries is fairly low within their efficiency driven economies. According to Bosma et al. (2020) GEM report, the TEA of Malaysia was rated at 4.96% by the year 2010. Also, there seems to be a dearth of this kind of research done on Malaysian TEA. According to Jones, Huxtable-Thomas, Hannon, Hamidon and Tawii (2021), even though the Malaysian economy is the third largest economy in Southeast Asia, Malaysian, entrepreneurial activity is under-reported in scholarly literature.

In South Africa Waghid (2016) conducted a study on the use of film and online group blogs to cultivate a community of enquiry. His study made use of a qualitative approach informed by an interpretive design, embedded in the community of enquiry framework developed by Garrison, Anderson and Archer (2007). The aim of the Waghid (2016) study was to examine pre-service educators' responses to questions posted on online group blogs on Waghid's university's learning platform, Blackboard, in relation to the use of the film Who Cares? The film was used in a social entrepreneurship module as a fundamental teaching resource. Purposive and deliberate sampling was used to sample the population of third year BEd (FET) students (n=48) in the entrepreneurship education field.

The findings of the study revealed the film to have assisted the pre-service educators in improving their cognitive presence and establishing social and

teaching presences with the instructor assuming a minimal role in the online group blogs. The findings of the study further demonstrated that online group blogs, together with film, could have the potential to provide a pedagogical forum for students to establish a community of enquiry in which, in the case of the Waghid (2016) study, their ‘critical learning capacities as pre-service educators were enhanced through self-directed learning. The study concluded that using online group blogs, coupled with an enriching film on social entrepreneurship, could be considered best practice in improving critical learning (Waghid, 2016).

The results of the Waghid (2016) study are consistent with those of a more recent study by Toledo, Albornoz, and Schneider (2020), which discovered that the technological disruption of e-learning presents entrepreneurship education with an unrivalled opportunity to take advantage of web 2.0's affordances and broaden the scope of entrepreneurship education programs. The high dropout rate in online courses, however, creates significant difficulties for entrepreneurship education scholars, warn Toledo et al. (2020). However, as a researcher, I should point out that while Toledo et al. (2020) 's and Waghid's (2016) studies both used online learning platforms for entrepreneurship education, the former study was based solely on online learning without the social presence of a facilitator, whereas in the latter study, the facilitator was present in both the online and social learning environments.

Recently, Colombelli, Loccisano, Pennisi and Serraino (2022) conducted a study on the implications of Challenged-Based Learning programs for entrepreneurial skills and for the entrepreneurial mind-sets and intentions of a group of Italian university students. The researchers used a quantitative approach to analyse the pre and post levels of the entrepreneurial skills, mind-sets, and intentions of 127 students who attended a Challenged-Based Learning programmes.

The results of the study showed a positive significant effect of Challenged-Based Learning programs on the sampled students’ entrepreneurial skills, mind-sets, as well as on their level of skills. These skills included financial literacy, creativity, and planning (Colombelli et al., 2022). These findings

resonate with the study findings of an earlier study done by Rasmussen and Sørheim (2006) which found that experiential methodologies proved to be particularly effective in the entrepreneurship domain, and that, among such methodologies, Challenged-Based Learning approaches have gained momentum. Challenged-Based Learning refers to a learning methodology designed for students to learn in a real-life practical context by dealing with real challenges and problems identified and/or proposed either by themselves or by existing firms (Chanin, Santos, Nascimento, Sales, Pompermaier & Prikladnicki, 2018).

2.6 THEORETICAL FRAMEWORK

Two of the most influential-intention based theoretical frameworks developed for predicting students' entrepreneurship intentions include Ajzen's 1991 theory of planned behaviour (TPB) and Shapero's model entrepreneurship event (Mei et al., 2015). According Kruger (1993, cited in Mei et al., 2015), TPB is regarded by many scholars in the field as a suitable and popular framework for predicting human behaviour (Prasetyo, 2019, Malebane & Swanepoel, 2015; Mei et al., 2015; Tornikoski & Maalaoui, 2019).

TPB is an extension of the theory of reasoned action (Ajzen, Fishbein & Ajzen, 1975) made indispensable by the limitations of the original model in understanding and dealing with behaviours over which people have incomplete volitional control. Since its inception TPB has been empirically tested and validated in numerous studies, including studies done to identify and/or gauge a person's intention to start a new venture or to expand an existing business. The focus is usually on consumer studies and evaluating the impact and effectiveness of entrepreneurship education (for example, Bux & Van Vuuren, 2019; Prasetyo, 2019; Malebane & Swanepoel, 2015; Tshikovi & Shambare, 2015; Mureithi, 2010).

TPB describes the development of entrepreneurial intention through three precursors, namely attitudes, subjective norms, and perceived behavioural control (Ajzen,1991). As was the case with the original 1975 theory of reasoned action, a fundamental factor in TPB is the individual's intention to perform or act out a particular behaviour (Ajzen,1991). The elements of the TPB framework are presented in detail in the following section.

2.6.1 Entrepreneurship intentions

Ajzen (1991) saw intentions in terms of predicting considered behaviour, based on the assumption that behaviour can be deliberate, particularly in instances where the behaviour is difficult to detect, is sporadic, or involves random time lags (Ajzen, 1991). Building on Ajzen's 1991 TPB framework, and applying it to entrepreneurship, other behavioural theorists argued that entrepreneurial activity can further be correctly predicted by closely studying intention rather than looking only at personality traits, demographic features, or situational factors (Krueger et al.,1993, cited in Mei et al., 2015).

According to this model, an individual's intentions precede a decision by that individual to engage in a particular behaviour. In addition, the decision by an individual to engage in the new venture creation process is conscious or deliberate rather than spontaneous (Ajzen,1991). Existing literature further underscores entrepreneurship intentions as being linked to developing a conscious state of mind (Mei et al., 2015; Ndofirepi & Rambe, 2017) and a level of cognitive conscience, all of which lead to the establishment of a new venture (Bird & Jellinek,1983, cited in Youssef, Boubaker & Carabregu-Vokshi, 2021).

Ajzen (1991) saw the predictors of entrepreneurship intentions to be personal attitude, subjective norms, and perceived behavioural control. The intention to carry out a certain behaviour depends on the person's attitude towards that particular behaviour, together with their subjective norms and perceived behavioural control (Ajzen, 1991). In general, according to this model, the stronger the attitudes of the individual, the greater their intention to engage in that particular behaviour (Ajzen,1991).

The TPB framework assumes that subjective norms stem from significant others or from a role model's perceived expectations and behaviours, combined with a person's motivation to conform to those expectations (Ajzen, 1991). These considerations are termed normative beliefs that are readily existing in memory and combine to produce a perceived social pressure with regards to performing the behaviour (Ajzen, 1991). Thus, according to this framework, an individual's intentions to perform behaviours of certain kinds

can be predicted with high accuracy from their attitude towards these behaviours, subjective norms, and perceived behavioural control. These behaviours, together with perceptions of behavioural control, account for a considerable variance in an individual's actual behaviour (Ajzen,1991).

2.6.2 Attitude towards the behaviour

Ajzen described attitude towards the behaviour of a person as the degree to which a person has a positive or negative evaluation of the kind of behaviour in question, such as, for instance, their attitude towards creating a new venture (Ajzen,1991). As a general rule, the more favourable the attitude towards the behaviour, the stronger the individual's intention would be to perform that particular behaviour (Ajzen,1991). In other words, if an individual has had a positive evaluation of starting a new business they are likely to develop a positive intention to start the business.

Ajzen (1991) maintains that attitudes are the predecessors of intentions, which are in turn antecedents to behaviours. Behavioural views that are readily available in memory lead either to a positive or a negative attitude towards that behaviour (Ajzen, 2015). Generally, people form beliefs about an object or phenomenon by associating it with certain attributes, for instance, with other objects, features or occasions (Ajzen,1991). With regards to attitudes towards a behaviour, each belief associates the behaviour with a certain outcome, or to some other perceived encouraging or discouraging aspect, such as the cost likely to be incurred by performing such a behaviour. Since the attributes that come to be linked to the behaviour are already valued positively or negatively by us, we automatically and simultaneously acquire a specific attitude towards the behaviour (Ajzen,1991).

A strong and/or positive attitude towards an outcome implies that the individual expects to gain substantial psychic and emotional satisfaction from experiencing that outcome, and this militates in favour of the individual subsequently pursuing that action (Douglas & Fitzsimmons, 2013). According to this model, attitude consist of two constituents – one instrumental and one affective (Vamvaka, Stoforos, Palaskas & Botsaris, 2020). The affective attitude and perceived self-efficacy on the part of an individual are by far the

strongest predictors of the individual's intention, thus highlighting the role of emotions in the entrepreneurial process (Vamvaka et al., 2020).

Attitudes towards entrepreneurial behaviour are a function of one's belief that becoming an entrepreneur will lead to outcomes and evaluations of the outcomes of venturing into entrepreneurship (Cavazos-Arroyo et al.,2017, cited in Fenech, Baguant & Ivanov, 2019). According to Linen and Chen (2009: 596, cited in Vamvaka et al. (2020) "attitude towards start-up is the degree to which the individual holds a positive or negative personal evaluation about an entrepreneur". Therefore, if behavioural beliefs suggest that becoming an entrepreneur might yield positive results, individuals would be likely to have a positive attitude towards entrepreneurship (Cavazos-Arroyo et al., 2017, cited in Fenech, Baguant & Ivanov, 2019).

These theoretical models and studies posit the existence of a substantial association between attitudes and entrepreneurial intentions (Mei et al., 2015). Individuals tend to hold positive attitudes towards entrepreneurship when it is approved by those close to them, and when they feel, or are confident, that they possess the necessary skills to become entrepreneurs (Malebane et al., 2015). Attitudes are further subject to exogenous effects (Ajzen, 1991).

It is interesting to note that scholars such as Shapero and Sokol (1982), Van Gelderen and Jan (2006), and Wu and Wu (2008) have regarded or assumed people who venture into business to be self-sufficient and wealthy, and in most cases the success of their business as being instrumental in attaining that goal. However, more than 40 years ago Ajzen (1991) cautioned that the relative significance of attitude, subjective norms, and perceived behavioural control in the prediction of intention can be expected to vary across behaviours and circumstances. Hence, according to this view, in some situations it could be found that only attitudes have a significant effect on intentions, while in others attitudes and perceived behavioural control could be sufficient to account for intentions, and in others that all three predictors make independent contributions.

A recent study by Anjum, Ramani and Nazar (2020) found there to be a significant facilitating role played by attitudes in developing the creativity disposition towards entrepreneurial intentions, while attitudes and entrepreneurial intentions have a significant connection with each other. While several studies have confirmed the positive effect of entrepreneurship education on entrepreneurial intentions, others have reported a converse outcome (Anjum et al., 2020). The TPB has been expanded in the context of entrepreneurship education to take into account a person's entrepreneurial aspirations, which are influenced by their mind-set towards entrepreneurship, subjective norms, and the perceived behavioural control (Kuttim et al*.,* 2013).

In an in-depth investigation of TPB, and its effects and usefulness, Tornikoski and Maalaoui (2019) interviewed Professor Icek Ajzen. When asked to explain how the three considerations of TPB, particularly, how control beliefs lead to realised behaviour through intentions, Ajzen explained this process: ‘’In the TPB intentions and behaviour are based on a cognitive and affective foundation that consists of three sets of beliefs readily accessible in memory at the time of the behaviour, termed behavioural beliefs” (Tornikoski & Maalaoui, 2019: 7 - interview with Professor Icek Ajzen). He went on to explain how one set has to do with perceived consequences of performing the behaviour, and that this constitutes behavioural beliefs, and it is these beliefs which provide the basis for an attitude towards the behaviour (Tornikoski and Maalaoui, 2019 :7- interview with Professor Icek Ajzen).

Although a linear prediction model normally treats the three elements as independent, perception of behavioural control theoretically mediates the influence of attitude and subjective standards on intention. To the extent that people believe they are capable of doing the behaviour in question, positive attitudes and subjective norms help people establish the intention to engage in the behaviour (Tornikoski and Maalaoui, 2019 - interview with Professor Icek Ajzen).

2.6.3 Subjective norms

The second consideration or concept addressed in the TPB framework is subjective norms. This term refers to an individual's perceived social pressure to perform or not to perform the behaviour (Ajzen, 1991). The expectations and behaviours of significant persons or role models, as perceived by the individual, as well as the incentive to live up to those expectations, are the sources of subjective norms (Ajzen, 2015). Subjective norms, in particular, refer to the conviction that a well-known individual or a group of people will esteem and support a specific behaviour (Ajzen & Klobas, 2013). These considerations are termed normative beliefs; the normative beliefs that are beliefs readily existing in memory which combine to produce an individual's perceived social pressure to perform the behaviour (Ajzen, 2015). According to Ajzen (1991), normative beliefs are concerned with the individual's perception of the likelihood that significant referent persons or groups approve or disapprove of an individual's performing a given behaviour.

Ajzen (1991) saw it as a general rule that, the more favourable the subjective norm with regards to the behaviour, the stronger the individual's intention to perform the behaviour under consideration. However, the relative importance of the three TPB considerations (attitude towards behaviour, subjective norms, and perceived behavioural control) in the extrapolation of intention is expected to differ across behaviours and circumstances. Hence in some situations it maybe found that only the attitudes held by an individual have a significant impact on their intentions, while in others both attitude and perceived behavioural control are sufficient to account for intentions, and yet in other situations, all three predictors can be effective, independent of each other (Ajzen, 1991).

Intention control of the three TPB concerns in each situation shows a different facet of the behaviour, and each can be used as a starting point for behaviour modification efforts. The underlying rationale for these ideas provide the in-depth explanations required to gather significant information regarding the factors that determine a behaviour. According to Ajzen (1991), it is at the level of beliefs that we can discover the particular elements that influence one

person to act in a way that piques their interest and influence another to choose a different course of action.

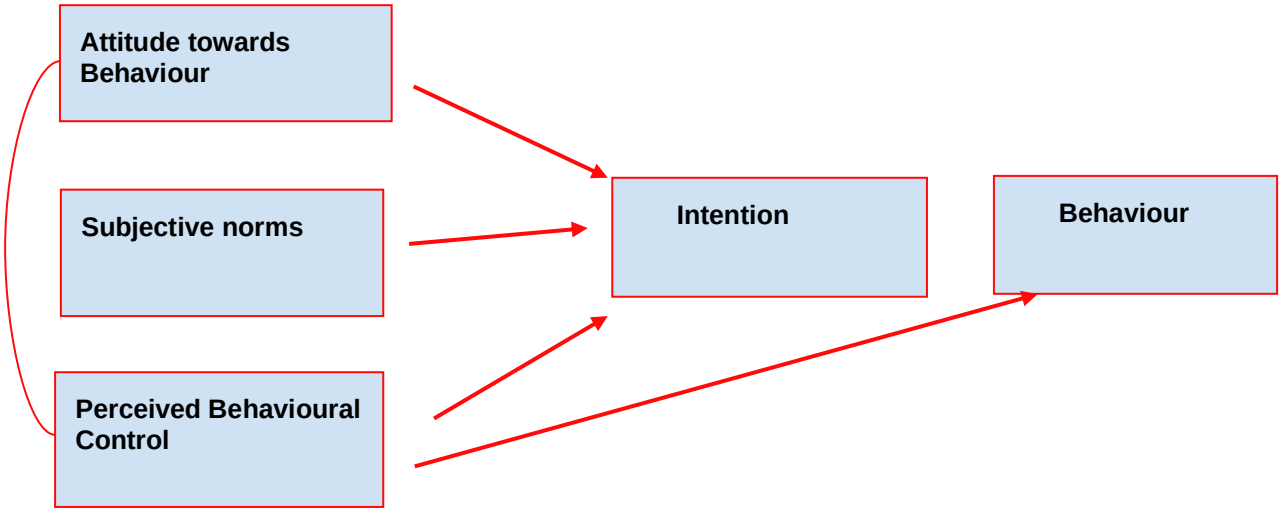
2.6.4 Perceived behavioural control

The third consideration included in TPB is known as ‘perceived behavioural control’. Perceived behavioural control refers to an individual’s evaluation of the degree to which they can perform a specific behaviour (Ajzen & Klobas, 2013). Also, control beliefs have to do with the presence of features that can influence a person’s ability to perform the behaviour in question, as perceived by the individual. Along with these elements, a certain degree of perceived behavioural control or self-efficacy is produced by the seeming ability to help or hinder behavioural performance, as well as easily accessible control belief (Ajzen, 2015).

In the case of an individual’s entrepreneurial intentions and their acting upon these, perceived behavioural control refers to the individual’s perception of the ease or difficulty of fulfilment of the intention to create a new venture (Mei et al., 2015). According Malebane and Swanepoel (2015), based on a study done in rural provinces of South Africa, the intention to start a business stems from a favourable or unfavourable evaluation of doing so, a perceived personal competence and personal pressure felt by an individual to perform or not perform a behaviour.

In summary, perceived behavioural control is a function of control beliefs, for example, views held by an individual about the presences of features that can enable or inhibit their performance of the behaviour, multiplied by the perceived power of these features. Thus as clarified by Ajzen in his interview with Tornikoski and Maalaoui (2019) human behaviour is steered by three kinds of considerations: beliefs about the likely consequences of the behaviour (behavioural beliefs), beliefs about the normative expectations of others (normative beliefs) and the beliefs about the presence of factors that may facilitate or hamper performance of the behaviour (Tornikoski and Maalaoui, 2019 - interview with Professor Icek Ajzen).

Figure 1: Theory of planned behaviour source (Ajzen, 1991).



2.7 CHAPTER SUMMARY

The review of existing literature on youth entrepreneurship and entrepreneurship education revealed the significance attached to entrepreneurship, in particular youth entrepreneurship, on a global scale by governments, policy makers, and researchers in the field for both the alleviation of poverty and economic development. The review showed the various attempts, and the strides made, by different countries, including South Africa, in bolstering an entrepreneurial mind-set among the youth by means of offering financial and other support for aspiring young entrepreneurs as well as entrepreneurial education programmes. The review also cited and discussed studies and surveys describing best practices from OECD countries and the BRICS partners, comparing these with South Africa. However, the research reviewed painted a fairly dark picture of the rate of progress in this endeavour in South Africa: despite several efforts made by the South African government at both national and provincial levels, youth entrepreneurial uptake remains both a social issue and one negatively impacting the South African economy. The review looked at literature which described the various different

pedagogical approaches that have been and could be used for the effective teaching of entrepreneurship. Lastly, the theoretical framework used to guide, frame and interpret the results was described and discussed in terms of aspiring young entrepreneurs' perceptions and behaviours linked to their embryonic entrepreneurial intentions.

CHAPTER THREE
3. RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In chapter one I provided a brief description of the research design, methods and methodology employed in this study, and gave a rationale for these and for the use of the types of research instruments used. This chapter provides a detailed description of the research design I used to answer the research question posed, as stated in chapter one. I describe, deliberate on, and justify the research design and methodology used. I expand on the research design, research paradigm, research approach, and the particular data collection methods I used in order to gain an in-depth understanding of the phenomenon I investigated.

I explain those issues of trustworthiness and ethical considerations which I consider enhance the credibility and authenticity of the present study. The primary aim of this chapter is to systematically explain the series of steps taken in the data collection process, the following of which process I see as providing an answer to the research question and as meeting the study objectives. The chapter is arranged under the following subheadings:

3.1 Research approach
3.2 Research paradigm
3.3 Research design
3.4 Sampling of the college and participants
3.5 Qualitative data collection methods
3.5.1 Interviews
3.6 Data analysis
3.7 Trustworthiness and criteria used to measure this
3.8 Ethical considerations
3.8.1 Ethical clearance
3.8.2 Informed consent
3.9 Summary.

3.2 RESEARCH APPROACH

Research is a systematic study of a problem carried out using a determined strategy. The strategy commences with selecting a method for creating a

blueprint (research design), and then moves through a number of steps from performing the study using this design to presenting the findings (Grover, 2015). The research approach refers to the plan and the particular research process chosen which the researcher considers to be appropriate for the kind of research embarked upon. The explanation of this strategy includes both general presumptions and specific methodologies for data collection, analysis, and interpretation (Grover, 2015). The research approach can also be described as the meticulous strategy adopted by a researcher to conduct a research study (Okeke & van Wyk, 2015).

The overall decision involves selecting which approach would be appropriate to use to explore a particular topic or phenomenon (Grover, 2015). A researcher should be guided by the philosophical presuppositions that an approach brings to the study, the research design, the choice of the approach they believe is appropriate, and the specific research procedures of data collection, analysis, and interpretation, guided by the design (Grover, 2015).
Qualitative and quantitative approaches are the two main approaches used in research. These respective approaches are suited to different kinds of research (De Vos, Strydom, Fouche & Delport, 2012). A quantitative approach focuses on the measurable aspects of a problem in order for the researcher to gain an understanding of the degree of dominance of these aspects from generalisable results, within a larger population, by examining data, using a statistical analysis, to test the initial hypotheses (Panwar Seth, 2020). This approach deals with measuring, or claims to be able to measure, the social world objectively (De Vos et al., 2012).

A qualitative approach gathers and examines the experiences, interpretations, and viewpoints of participants in order to comprehend a social phenomenon (De Vos et al., 2012). Researchers that use this strategy believe that a qualitative approach will give them deeper, more detailed information about the research subject at hand than a quantitative approach will (Cough & Madill, 2018). Researchers utilise a qualitative technique to analyse people's behaviour in detail and to describe how they perceive a social phenomenon (Duck & McMahan, 2016).

Given these characteristics and advantages of a qualitative approach, and the nature of my study, I considered it to be the appropriate one for this study since I was interested in gaining an in-depth understanding of a social phenomenon (De Vos et al., 2012). The phenomenon I wished to explore was how students' entrepreneurial intentions were being developed in the entrepreneurship education programmes at a TVET college in Cape Town. Due to the nature and variety of the data collection tools that the qualitative approach enables the researcher to use, Cough and Madill (2018) claim that using a qualitative approach gives researchers more in-depth information and richer empirical data about the problem than would be provided by a quantitative study. Additionally, a qualitative technique is seen to be the most appropriate for tackling a research problem in a situation where the researcher needs to identify and investigate the variables because they are not yet known (Creswell, 2014). A researcher would want to gather more information from participants through in-depth investigation than is provided by the existing literature or by using a quantitative approach because the literature reviewed in the field may yield scant, out-of-date, or insufficient information about the phenomenon under study (Creswell, 2014). Because this study examined how the entrepreneurship intentions of students are, or are not, being developed at a TVET College in Cape, the kind of phenomenon that cannot be measured through quantity or amount, a qualitative approach was deemed appropriate.

According to Creswell (2014), a qualitative approach has the following key characteristics:

- ✓ Identifying an issue and gaining a comprehensive grasp of a key phenomenon.
- ✓ Formulating the purpose and research questions in a general and comprehensive manner to look into the participant experiences.
- ✓ Information gathering relies on verbal input from a small, carefully chosen group of people in order to get the participants' perspectives.
- ✓ Using text analysis to analyse the data, identify emerging themes, and determine the overall significance of the results.

- ✓ Summarizing the research and results with emergent, adaptable frameworks, evaluating criteria, and the researcher's declared subjectivity, reflexivity, and prejudice.

These key features have provided a road map for this study since this research incorporated all of these features from the inception to the conclusion of the study. Also I, the researcher, indicate how I would attempt to neutralise as far as possible any biases on my part by providing an independent researcher to be available during the selection of participants. In addition, it should be noted that a study may begin with a long, personal narrative told in story form or with a more objective, scientific report that resembles quantitative research (Creswell, 2014). Because this is a qualitative approach study, I began with a personal account of what inspired me to conduct this research.

3.3 RESEARCH PARADIGM

Effective research projects start with a researcher's understanding of research paradigms and designs in education (Kumatongo & Muzata, 2021). A paradigm is a collection of beliefs held by academics that shape and direct how they view the world and how people interact with it (Blaikie & Priest, 2017). A research paradigm is another name for a group of shared convictions and agreements reached by scientists regarding how issues should be comprehended and resolved (Perera, 2018 cited in Kumatongo and Muzata 2021). Research paradigms can also refer to the three fundamental problems of ontology, epistemology, and methodology that researchers use to guide their work (Perera, 2018 cited in Kumatongo & Muzata 2021).

In educational research, the word paradigm is used to describe a researcher's point of view (Mackenzie & Knipe, 2006, cited in Kivunja & Kuyini, 2017). This worldview refers to the perspective, school of thought, or group of shared convictions that directs the interpretation or significance of the research data (Kivunja & Kuyini, 2017). Simply described, a research paradigm is the prism through which a researcher views the world or the subject under study (Kivunja & Kuyini, 2017).

There are two primary research paradigms noted in Alharahsheh and Pius's study (2020), the positivist and interpretivist paradigms. A paradigm is made up of various components, including ontology, epistemology, methodology, and methodologies (Scotland, 2012). It is crucial for researchers to comprehend the fundamental ontological and epistemological premises, as well as how the premises influence the researcher's choice of a suitable methodology and method (or procedures) (Alharahsheh & Pius, 2020).

It is important to have a proper understanding of these constituencies as they consist of basic assumptions, beliefs, norms and values that each paradigm holds. Therefore, in locating your proposal or thesis in a particular research paradigm, the understanding is that your research will uphold and be guided by the assumptions, beliefs, norms and values of the chosen paradigm (Kivunja & Kuyini, 2017). Based on the argument of these scholars, I provide below a brief explanation of these constituencies to show my understanding of the meaning of each of these elements.

Ontology is the study of the nature of reality (Hudson & Ozanne, 1988, cited in Alharahsheh & Pius, 2020). In other terms, ontology is the study of being (Crotty, 1998, cited in Scotland, 2012). As a result, the major concerns of ontology are the phenomenon's existence and nature (Alharahsheh & Pius, 2020). Ontological presumptions, to put it another way, are interested in what defines reality. Therefore, researchers must adopt a position on their perceptions of how things really are and how they truly work (Scotland, 2012).
Epistemology is derived from the Greek term episteme, which signifies knowledge. According to Kumatongo and Muzata (2021), epistemology is the philosophy of knowledge, or how the researcher ascertains or comprehends reality (Carson et al., 2001; Kumatongo & Muzata, 2021). Epistemology is concerned with the method by which a researcher aspires to comprehend or reach truth (Alharahsheh & Pius, 2020). Epistemology describes how a researcher arrives at this knowledge in terms of reality and established norms for knowledge acquisition and acceptance (Selvam, 2017 cited in Kumatongo and Muzata 2021). The general research strategy used to conduct a research project is known as the methodology, and this would identify the

methodologies used and match them with the specified research strategy (Alharahsheh & Pius, 2020).

Different paradigms hold various ontological and epistemological presuppositions and viewpoints (Scotland, 2012). Positivism is ingrained in the philosophical perspective of natural scientists who deal with the apparent reality in society and produce discoveries that can be generalized. August Comte, a 19th-century French philosopher, held that true knowledge is based on, or accumulated through, the experience of the senses and can be obtained through observation and experimentation, which form the philosophical foundation of the positivist paradigm used to investigate social reality (Henning, Van Rensburg & Smit, 2004, cited in Kumatongo & Muzata, 2021).

The positivist paradigm encourages greater generalization and numerical dependence, which helps researchers come up with unquestionable, all-encompassing laws and conclusions (Scotland, 2012). According to Neurath (1973) and Fadhel (2002, cited in Kivunja & Kuyini, 2017).

The following are the fundamental traits of research that falls under the positivist paradigm:

- ✓ An assumption that the theory is universal and a law-like generalization may be made across all settings.
- ✓ The idea that information and truth are "out there to be discovered" through investigation.
- ✓ The presumption that research results can be quantified.
- ✓ Follows a fact-finding process that is unbiased.
- ✓ Employs analytical or empirical methods.

Kivunja and Kuyini (2017) note that: firstly, researchers wrestled with the understanding that many of these features cannot be fully applied in contexts where human beings are involved. Secondly, that the social world cannot be studied the same way as the natural world. Thirdly, that the social world is not value free and that it is possible to provide explanations of casual nature – for

these reasons, adjustments were made to relax some of the assumptions mentioned above.

Contrarily, Interpretivism was created as a reaction against positivism and subjective perception. Interpretivism is concerned with context-related elements and variables, and it views people as distinct from physical phenomena since they can have deeper meanings that cannot be investigated in the same way as physical facts. Interpretivism takes into account the variations, circumstances, viewpoints, and times that led to the creation of various social certainties. This paradigm is different from positivism in that it seeks to include richness in the insights gained rather than making an effort to establish clear, universal laws that can be applied to everyone, regardless of some important characteristics (Scotland, 2012).

Instead of adopting the role of an objective spectator of the activity, the interpretive research paradigm strives to understand the world as it is from a subjective point of view and seeks an explanation of the participant or participants' frame of reference (Ponelis, 2015). As a result, interpretive scholars believe that reality is determined on how each person perceives the outside environment (Kumatongo & Muzata, 2021). There is no one right way to learn something, according to interpretivist, and no knowledge can be said to be "objective" if it isn't subject to thought and human reasoning (Aliyu, Bello, Kasim & Martin, 2014). This is why interpretivist try to draw their conceptions from the field by thoroughly examining the phenomenon of interest (Kumatongo & Muzata, 2021).

According to interpretative scholars, social creations like language, consciousness, and shared meanings are the only ways to gain access to reality (Aliyu et al., 2014). This implies the significance given to the interpretations made by the researcher of what the participant(s) has/have seen/have experienced and their perspectives on this. Thus, the interpretive paradigm enables researchers to learn from a subjective perspective by attempting to comprehend participants' experiences and views within a specific social context (Alharahsheh & Pius, 2020). Numerical data may be

produced during the research process, but this is not the only data source, nor is it relied upon (Kumatongo & Muzata, 2021).

In light of this, interpretivist use methods that are based on these assumptions, or articles of faith. Thus, interpretivist employ techniques that enable them to produce qualitative data based on these presumptions, or articles of faith. The purpose of this study was to obtain in-depth perceptions from lecturers and students about how entrepreneurship intentions were being formed in their teaching and learning processes.

Firstly, as has been mentioned, the interpretive paradigm would allow me to explore the participants' individual experiences in-depth through formal conversations and interviews. Secondly, it would enable the use of experience as a significant feature to support my research. Thirdly, it would enable me to explore the phenomenon in depth through individual experiences rather than considering the kind of generalised measurements or expectations which are the basis of the positivist paradigm. It is for these reasons, and given the social nature of my research, that I deemed the interpretive paradigm appropriate for this study. Thus, given that the interpretive paradigm allows researchers to use various types of data collection methods including case studies (Bakkabulindi, 2015) this research paradigm, using a case study design was deemed appropriate for this study since the study investigated a single case as a data collection method.

3.4 RESEARCH DESIGN

A research design is a blueprint for fulfilling the research objectives and providing answers to research questions (Adams, Khan, Raeside & White, 2007). It is a clear guide for the entire research process, linking the research purpose and questions to the processes to be followed for empirical data collection and data analysis, in order to draw inferences from the data collected (Yin, 2009). In other words, the research design refers to a master plan which clearly stipulates the methods and procedures to be followed for gathering and analysing the data (Adams et al., 2007). This plan can be seen as consisting of four components: the question of what will be studied, the

conceptual framework, the strategy, and the tools and procedures for data collection and analysis (Van Wyk & Toele, 2015).

The case study research design used for the current study has been defined as involving an intensive study about a person, a group of people, or a unit, a study which is aimed to generalise over several units (Gustafsson, 2017). Heale and Twycross (2018) expand this definition to include an in-depth examination using various types of collected data in relation to a number of variables.

Given that this study investigated the ways in which entrepreneurship intentions (real life phenomena) of a group of students were being developed, or not developed, in teaching and learning situations in one selected TVET college, a single case study design and research method were deemed appropriate. Yin (2009) sees case studies as being the preferred strategy when how and why questions are being asked and when the focus is on a phenomenon occurring within a real-life context.

When the research question is expressed in terms of the how or why, Yin (2009) refers to a case study as an appropriate research approach to apply. This view is backed by the notion that control over behavioural events is not necessary, particularly when the focus is on current events. A case study is described in this reference as an empirical investigation into a real-life event that occurred at the same time, particularly when the boundaries between the event and its surroundings were not immediately apparent. Thus a researcher would choose the case study design if she intentionally set out to explore and discover contextual issues, understanding that they might be highly pertinent to the phenomenon under study. As in the case of the present study, the researcher understands that is was essential to include both the immediate and broader context of the particular phenomenon which she was investigating - the ways in which the entrepreneurial intentions of students were being developed at a TVET college. It was for this reason that I considered that the results of the study could benefit both educators and curriculum developers in designing effective entrepreneurship education, and, in a broader sense,

benefit policy makers, as well as the government's support initiatives, and ultimately youth unemployment rates and the country's economy.

Given that a case study is an in-depth study which discovers present and past issues as they affect one or more units of an organisation, group, department or an individual Adams et al. 2007), a researcher may use a single case study or multiple case studies (Adams et al., 2007). In addition, case studies can assist in understanding the unit as whole (Kumatongo & Muzata, 2021). For instance, the operations of the school or college, or the performance of the chosen group of learners/students can be studied and, from the results, an inference about the unit as a whole can be drawn. Thus, a case study can be said to allow some degree of transferability (Kumatongo & Muzata, 2021). Case studies can also encourage further studies of a phenomenon in other settings and even lead to a quantitative study of the same phenomenon to both triangulate the qualitative case study and evaluate the possibility of the findings being generalised. For this reason, case studies can eventually lead to the development of a theory (Kumatongo & Muzata, 2021).

I used a single case study to investigated a group of students studying at one particular TVET college. In conducting this single case study, I found one of the advantages of using this research design and method was the flexibility and adaptability that this allowed for using single or multiple data collection methods, including interviews and focus groups (Ponelis, 2015).

Table 3.1 below shows the different types of research strategies used in, or corresponding to, the relevant situations. The strategy used for this study, together with its characteristics, is indicated in bold.

Table 3.1 Relevant situations for Different Research Strategies. Source: Cosmos Corporation (Yin, 2009).

Strategy	Types of research questions	Control over behavioural events required	Focuses on contemporary event
1. Case study	**How, why?**	**No**	**Yes**
2. Survey	Who, what, how many, how much?	No	Yes
3. Archival analysis	Who, what, how many, how much?	No	Yes/No
4. History	How, why?	No	No
5. Experiment	How, why?	Yes	Yes

3.5 SAMPLING OF THE COLLEGE AND PARTICIPANTS

Sampling is the practice of choosing a representative sample from a population in order to ascertain its features or contributing elements (Adams et al., 2007). The term "kind of sample" describes a sort of strategy that specifies the specific sampling technique, sample size, and procedure used when the researcher recruit's participants for the study (Korstjens & Moser, 2017). A sample is a portion of the population that the researcher feels ought to be examined in a study. To comprehend the population from which the sample was drawn, a sample study is conducted (De Vos et al., 2012).

When conducting a study, a researcher must examine the right sample size, whether the sample is statistically justified, the best sampling technique to utilize for the type of research being conducted, as well as any related practical issues (Adams et al., 2007). To assure the validity of the sample's representation of the population, a researcher must determine the total population in advance and calculate the ratio of a sample to the real population that is being studied. Because of this, it's crucial that researchers

decide on sample plans and strategies as early as feasible in the research process (Thomas, 2011).

A sampling plan is an official approach for determining and choosing a sampling method, a sample size, and the intended mechanism for enrolling study participants (Moser & Korstjens, 2017). The number of observations, interviews, focus groups, or cases required to ensure that the findings will produce rich data is specified and justified in a qualitative sampling strategy (Moser & Korstjens, 2017). Using this guide to selecting a sample of students, I sent a letter to the college explaining what the study entailed and requested permission both from the principal. I also delivered letters to the participants in the study (students and lecturers) explaining the purpose and details of the study and asking them whether they would consider voluntarily participating in the study. I explained that the interviews with each participant were planned to last between 40 and 50 minutes over a period of not more than one month.
The following are the main components of a qualitative sampling plan: First, participants are always purposefully sampled, as it did in this study. Second, sample sizes vary depending on the study, and in this one, there were only 30 students and 5 professors in the sample. Thirdly, conceptual necessity rather than representation determines the sample.

The conceptual requirement for this study was the ability of the participants to share ideas comfortably and not be hesitant to speak up, as the study depended on rich insights to be able to answer the research questions. Moser and Korstjens (2017) assert that participants need to be knowledgeable about the phenomenon, be able to articulate and reflect, as well as being motivated to communicate at length and in-depth with you, the researcher, as was the case with the present study.

Probability and non-probability sampling are the two fundamental sampling techniques that should be employed, according to Adams et al. With probability sampling, every person of the population has an equal chance of being chosen for the study. In contrast, the sample method utilized is characterized as non-probability sampling if a sample unit is chosen based on the researcher's own judgment (Adams et al., 2007). I chose the participants

for the current study using a non-probability purposive sampling technique. The judgement sampling method, sometimes referred to as purposive sampling, involves carefully choosing people based on the qualities they possess (Etikan, Musa & Alkassim, 2016). The researcher had previously observed both those lecturers and students who were, in the case of the lecturers, generally comfortable in sharing their ideas during departmental meetings, and informal discussions, and, in the case of the students, discussions and question and answer sessions in class. Using this judgement and these criteria, I chose a sample of thirty students (n=30), which was half of the students completing their final semester of the programme. I also identified five lecturers out of the eight lecturers employed to teach entrepreneurship and business management across different courses.

This study does not require a notable amount of concern with the sample's representativeness, being more concerned with its ability to generate the kind of rich data that will allow for a full, in-depth, and trustworthy account of the research on the part of the participants. According to Holloway (1997, cited in Yin, 2009), in interpretive research the number of participants is relatively small. In addition, Holloway (2009), cited in Yin (2009) recommends that novice researchers begin with a simple and forthright case study, due to the complexity of managing and analysing large volumes of data. Since I am a novice researcher I considered it appropriate to use a simple case study.

This study was conducted at a TVET college in Cape Town. This college was formed through a merger between four former technical colleges in February 2002 (South Africa, 2013). It is an under-resourced college with limited Wi-Fi access for the students. Each college department has about three smartboards with access to the internet in each class, and two to three lecturers share a data projector for teaching and learning purposes.

I selected this college for the site of my study on the basis of convenience, due to its proximity to my home. It is also where I am currently employed as a lecturer in Tourism within the National Accredited Technical Programme (NATED). NATED is one of the vocational programmes offered by TVET

colleges that carries the possibility of leading to either formal employment or self-employment once the student has completed his/her certificate.

NATED students are required to complete eighteen months' work-based experiential training to be awarded a National (N) Diploma. At this college, a large number of the students come from low-income backgrounds and attended quintile three and four public schools. Quintile three schools are classified according to their level of economic disadvantage compared to better resourced quintile four schools, the former being situated in impoverished geographical areas, while the latter are based in affluent areas (Ogbonnaya & Awuah, 2019). The studies and transport to college of students from these areas and schools are funded by the National Student Financial Aid Scheme (NSFAS). The medium of instruction at this college is English.

As a researcher, I assumed a facilitator role during data collection. According to Chenail (2011), a researcher playing a facilitator role creates a conducive environment for respondents to share rich data regarding their life experiences and opinions. Because I am also employed as a lecturer at the sampled college I understood that colleagues and students might feel obliged, and thus more willing, to participate in my study.

In my attempt to neutralise biases as far as possible, as already mentioned, I arranged for another and independent researcher to be available to assist with data collection. I reassured the participants of their rights and freedom not to participate in this study and that they were at liberty to withdraw their participation at any time, should they so wish to do so, with no repercussions. I also requested them to evaluate the analysis and interpretation of the results. This I did by providing them with a summary of the analysis and asking them to comment on the relative accuracy and adequacy of the findings.

Table 3.4.1 provides a brief profile of each lecturer (age, gender, subjects taught and years of lecturing experience) and the subjects they offer. For confidentiality purposes, the lecturers are identified as lecturer A, B, C, D, E.

Table 3.2: Lecturer's profile

Lecturer	Age	Lecturing level	Course	Subject	Lecturing experience
Lecturer A	58	**N6**	Business Management	Entrepreneurship and Business Management (EBM)	30 years teaching experience. 10 years teaching EBM
Lecturer B	44	**N6**	Business Management	Entrepreneurship and Business Management (EBM)	8years teaching experience. 5 years teaching EBM
Lecturer C	30	**N5&6**	Hospitality	Entrepreneurship and Business Management (EBM)	3 years teaching experience. 2 years teaching EBM.
Lecturer D	35	**N6**	Business Management	Entrepreneurship and Business Management (EBM)	15 years teaching experience. 7 years teaching EBM.
Lecturer	40	**N4**	Art and Design	Entrepreneurship and Business Management (EBM)	20years teaching experience. 10years teaching EBM.

Table 3.3 below gives a brief profile of each of the students included in the sample, the module they were studying and the course for which they were registered. For confidentiality purposes, the students are identified as student AM, EN, MZ etc. Also, it should be noted that the sample consisted of students who were studying entrepreneurship module in N6 in the Business Management Course. In addition, the sampled lecturers consisted of all the lecturers who taught the entrepreneurship module across all courses, since they get moved around to teach across different levels when the need arises.

Table 3.3: Student profile

Students	Age	Gender	Module	Course
Student 1-6	20-24 years	**Male**	Entrepreneurship	Business Management
Student 7-13	22 - 25	**Male**	Entrepreneurship	Business Management
Student 14 -19	20-26	**Female**	Entrepreneurship	Business Management
Student 20 -25	22-27	**Female**	Entrepreneurship	Business Management
Student 26 -31	23-28	**Female**	Entrepreneurship	Business Management

3.6 QUALITATIVE DATA COLLECTION METHODS (INTERVIEWS)

The process of gathering data entails identifying and selecting participants for a study, obtaining their permission to be included in the study, and collecting information by asking the respondents questions and/or observing their behaviours (Cresswell, 2014). Data collection is a fundamental aspect of research design and the ability to achieve the research objectives and answer the research questions rests on the effectiveness of the data collection (Adams et al., 2007). Obtaining accurate data from individuals and places is of paramount concern (Cresswell,2014).

Each discipline needs to develop processes of collecting and handling of the data which are appropriate to that discipline (Bernard, 2013). Two types of data collection methods in research, namely primary and secondary methods, are identified by Kumar (2010) in his guide to research methodology. According to him, primary data are the original data collected for a particular research aim, and secondary data are the data initially gathered for a different purpose and reused for another research project (Kumar, 2010). The most commonly used primary data collection methods in qualitative research are participant observation, interviews, and focus group discussions (Moser & Korstjens, 2017).

Participation observation is a data collection method through the participation in, and observation of, a group, or observation of an individual over a specified period of time. As a data collection method interviews involve the researcher posing questions to the interviewee(s), face-to-face, telephonically or through online platforms (Moser & Korstjens, 2017). While interviews allow for a mass of information to be collected, they can be costly and thus sample sizes tend to be small (Adams et al., 2007). However, the concept of interviewing can be extended and people can be interviewed in groups to allow for a more efficient and possibly more representative process (Adams et al., 2007).

The point of interviews is for the researcher to attempt to understand or interpret the meaning or import of the participants' responses. In other words, the main reason for conducting interviews in the present study was to collect the kind of qualitative data to assist the researcher with her in-depth understanding of the motivations underlying the behaviour or feelings of the participants interviewed.

Focus group discussions are another qualitative data collection method: a small group of people steered by a moderator deliberate on a given topic using a questioning route (Moser & Korstjens, 2017). Using multiple sources of data collection and several participants is preferable for triangulation purposes and to allow important insights to develop (Maimbo & Pervan, 2005, cited in Ponelis, 2015).

In a qualitative case study, data collection involves more than simply deciding whether you will hold interviews or observe people. There are five steps to follow in a qualitative data collection process. First the participants and research site(s) need to be identified, then access gained to these. Then the types of data to be collected need to be determined, a data collection form developed, and the process administered in an ethical manner (Cresswell, 2014). To complete all of these steps, I followed a process: I contacted the Department of Higher Education and Training (DHET) through the selected TVET college via email.

In that email, I gave a detailed explanation of why their college was selected. I also explained the importance of the study, the envisaged contribution of the

study and what I planned to do with the collected data. In the same email, I explained why I felt that the specific - selected by me - lecturers and students would be best suited to participate in the study. These were purposively selected lecturers and students on the basis of their inclination to speak their minds, the former during departmental meetings and the latter during question-and-answer sessions in class.

I sent the principal of the selected college the CPUT ethical clearance form together with my proposal via email. Once permission was granted by the TVET college I proceeded to conduct the research at the college during August and September of 2021. As indicated in my ethics application, I requested an independent researcher to be present in class when I briefed the students about the intended study. The independent researcher was also available throughout the data collection; to neutralise any biases I might show. As already mentioned, I assured the students that the study is voluntary and they were at liberty to withdraw their participation at any stage without any consequences.

I chose a sample of students (n=30), which is half of the students studying the entrepreneurship module and completing their final semester in Hospitality and Business Management and Entrepreneurship. The research was limited to students registered for the N6 module as they were in their final semester of studying the entrepreneurship module. In addition, I also identified five lecturers (n= 5) out of eight (n=8) lecturers employed to teach the entrepreneurship module in the Art and Design, Hospitality, and Business Management courses.

As already mentioned, I wanted to understand in detail the ways in which the student participants' entrepreneurship intentions were being developed, or not developed, at their college and what their views and feelings were about the entrepreneurship course. I also wanted to obtain insights into the current pedagogical approaches lecturers were using in the teaching the entrepreneurship module, and which approaches were or were not proving effective, and to what degree. For this reason, I opted for semi-structured interviews to keep the interviews focused (Carson, Gilmore, Perry, C. & Grohaug, 2001.) and to explore new and pertinent issues that might emerge during these interviews.

3.6.1 Interviews

The interviews were conducted during August and September of 2021. Each interview lasted between 40 and 50 minutes over a period of one month, August spent with students and the month of September spent with the lecturers. While interviews were initially planned to take place via online settings, the move to level three lockdown changed things. During lockdown level three TVET students were allowed to attend classes. Therefore, it made sense to conduct face to face interviews during lunchtime as it would also mean no data collection cost involved, and the participants were willing to have face to face interviews. Also, conducting face-to-face interviews is said to help to establish rapport, build trust and assist the researcher to identify non-verbal clues (facial expressions or body movements) that might warrant further questions (Ponelis, 2015).

All interviews and focus groups were conducted in English (see appendix D and E) the medium of instruction at the college and also a language in which all participants were comfortably expressing themselves. Five focus group interviews were convened with the students, and one on one semi-structured interviews with five (n=5) lecturers. While structured interviews comprise a sequence of questions posed in a similar way with all the participants, semi-structured interviews are organised around a topic guide.

The topic guide ensures that the main points of the topic are answered to the satisfaction of the researcher during the interview while allowing the overall direction to be shaped by the respondents' understanding, experience or traditional knowledge of the environment (O'Keeffe et al., 2016). Based on O'Keeffe et al. (2016), I formulated the semi-structured interview question informed by the theoretical framework of the study and the research questions.

Focus group interviews have recently gained great attention among researchers as a way of collecting qualitative data in the social science domain (Dilshad & Latif, 2013). Focus group interviews involve the use of in-

depth group interviews for which participants are selected via purposive sampling of a particular population (Rabiee, 2004).

As earlier indicated, I purposively selected a group of students whom I thought were inclined to speak their minds and share ideas comfortably, for me to be able to gain rich data from our discussion during the focus group interviews.

The participants in the focus group interviews comprised of a group of students completing their N6 entrepreneurship module. The majority of the participants were female students, and several males, and their ages ranged from 20 to 28 years. However, males made up the majority of the lecturing staff participants, with three males and two females between the ages of 31 and 60.

Some participants enquired as to why they were selected to participate in the study. I explained to them that I made use of judgment selection criteria when I chose participants that I felt would be comfortable sharing ideas. This gave me an opportunity to explain again the purpose of the study, and to gain informed consent, as well as to assure them of confidentiality and anonymity and of the right to withdraw from the study, as mentioned above. I also inquired whether any of the participants would object to the recording of the interviews They unanimously agreed to this taking place.

I made use of an audio recorder to ensure that the interviews were recorded with precision and were following an interview protocol (see appendix C and D). An interview protocol refers to an instrument that contains the list of questions (in their sequence) to be asked during the interview and can also be used to record notes (Galletta & Cross, 2015). Throughout the interview process, the covid 19 protocols were observed.

3.7 DATA ANALYSIS

During or immediately after collecting data, a researcher needs to make sense of the information supplied by the respondents (Cresswell, 2014). Data analysis is a process of systematically searching and arranging data collected

in such a way as to increase a researcher's understanding of the information (Bogdan & Biklen, 2011).

All data from the interviews and focus group discussion were transcribed and the audio recordings stored in an electronic file. Notwithstanding the type of data collected, the function of storing all records of raw data is to provide an audit trail and a yardstick against which later data analysis and interpretations can be verified for the adequacy of the data collection method and result (Lincoln & Guba, cited in Nowel et al., 2017). I then proceeded to analyse the transcribed data using the coding list and the prominent themes which developed from interviews.

Coding enables the researcher to simplify and pay attention to the definite characteristics of the data (Nowel et al., 2017). I developed themes from identifying important sections of text. These were the sections, the frequency of whose appearance could be identified as themes which emerged from the data analysis. In order to find themes throughout the data set, Braun and Clarke (2006, quoted in Nowel et al., 2017) advise researchers to carefully go over the complete data set, paying equal attention to each data item. “A theme is an abstract entity that brings meaning and identity to a recurrent experience and its variant manifestations” (DeSantis & Ugarriza, 2000).

I analysed the data manually, upon realising that the computerised software Otter-ai was proving to be a challenge as it was not capturing the participant’s views. I was also aware of the limitations involved in the use of Computer-Assisted Qualitative Data Analysis Software CAQDAS (Atlas. ti), and that there was some internal consistency and inconsistency in the ability of this software to analyse data (Garcia-Horta & Guerra - Ramos, 2009). Data analysis can be done manually or with the use of computerized systems, according to Creswell and Guetterman (2019). Thus, as an emerging researcher, I felt confident in conducting a manual data analysis as I felt this would enable me to transcribe the data collected from the participants with greater precision and consistency.

The process of analysing and interpreting the data involves drawing inferences from them, and representing them in tables, figures, and pictures in order to summarise them, and explaining the conclusions drawn from the inferences in words which provide answers to the research questions (Cresswell, 2014).

To present the results of the study, I made use of the prominent themes that emerged from the data analysis process and presented the findings from this using an inductive approach, an approach described as moving from specific observations to broader generalisations and theory (Burney & Saleem, 2008). In other words, the process involves first discussing the study findings, and linking them to the available literature and the theoretical framework. For the present study, the data were analysed using and informed by the TPB framework.

3.8 TRUSTWORTHINESS

Researching in an ethically sound and rigorous manner improves the study's quality and trustworthiness (John & Rule, 2011). Trustworthiness refers to the methodological (research design, data gathering, data analysis) truthfulness (soundness, reliability) and to the appropriateness of the research enquiry (Holloway & Wheeler, 2002). Each research approach uses different evaluation criteria to ensure the rigour, and thus the trustworthiness, of the study. Qualitative researchers employ credibility, confirmability, dependability and transferability as trustworthiness criteria (Anney, 2014; Nowel, Morris, White & Moules, 2017).

Quantitative researchers, on the other hand, use reliability and validity as trustworthiness criteria to attempt to ensure the rigour of the quantitative findings (Anney, 2014). The present qualitative study used credibility, confirmability, dependability and transferability as trustworthiness criteria. I briefly define and link these criteria through an explanation of my attempt to conduct a trustworthy qualitative case study.

Credibility is the degree of trust that may be placed in the veracity of the research findings (Anney, 2014). Credibility determines whether the study findings contain reliable information derived from the participants' original data and whether this information, along with their analysis, indicate a reasonably correct interpretation of the viewpoints of the participants. (Lincoln & Guba, 1985, cited in Nowel et al., 2017). According to Lincoln and Guba (1985), cited in Nowel et al., 2017) member checks constitute a crucial process that any

qualitative researcher should follow because this process is at the heart of credibility. To achieve credibility, I employed the following member check tactics, as recommended by Guba (1981, cited in Nowel et al., 2017).

Firstly, I made use of member checks by requesting both student and lecturer participants to check the accuracy of the interview transcripts in terms of their being a true reflection of their views. Secondly, I made use of peer debriefing, whereby I sought support from peers who were other postgraduate students and professionals, by presenting my findings to them and inviting them to comment on the background information, data collection methods and data management, the transcripts, data analysis procedure, and research findings. Thirdly, I used a particular triangulation technique, whereby I collected data from both interviews and focus groups and, as with the first member check process mentioned above, I requested the participants to check whether the transcripts of the data from both of these in their opinion accurately reflected or recorded their views.

Triangulation is the process of gathering corroborating information by using a variety of approaches, researchers, sources, and hypotheses. (Abdalla et al., 2018). Combining multiple data collection instruments in a case study assists in ensuring consistency in any research study (Lin, 2010).

The term "triangulation" does not have a strict definition in the humanities and social sciences. When a researcher examines an object from a specific angle or through a specific lens, he or she must consider, or imagine, at least one or two other perspectives as viewpoints capable of changing the proper "distance" and "angulation" of the concept and thereby permanently relocating himself or herself. (Abdalla et al., 2018: 70). Thus, researchers have the prospect of improving the accuracy of their assessments or findings if they employ diverse methodologies, collect data in multiple ways, analyse such data using different methods, or even including or inviting the participation of other scholars who are studying the same phenomenon (Flick, 1992; 2005, cited in Abdalla et al., 2018). Protocols of triangulation are identified by Stake (1995, cited in Adams et al., 2007) as follows:

- ✓ Triangulation of data sources: The analyst determines if the information they are reporting on can or should be shared with other researchers for alternate analysis.
- ✓ Investigator Triangulation: Results are shared with other researchers so they can consider alternate explanations.
- ✓ Theory Triangulation: Different researchers reach consensus on the meaning of the phenomenon.
- ✓ Methodological Triangulation: To increase the reliability of the analysis performed thus far, the researcher employs a number of data collection techniques.
- ✓ Member Triangulation: Participants in the study are asked to check the transcripts for clarity and accuracy and to make any additional comments that might improve the explanation and description's accuracy.

Taking into consideration the aforementioned protocols, I ensured that first, I collected data from both the interviews and the focus groups. Secondly, as already mentioned, I requested the participants to check whether they considered the transcripts of the data to be a true reflection of their insights shared during interviews and focus group discussions. Thirdly, I presented my findings to fellow postgraduate students (Masters and Doctoral) who were not participants, but were at the time in the same study group as I was to check whether they were able to come up with alternative interpretations. I also moved to ensure that my study met the confirmability criteria.

Confirmability is the degree to which a study's findings may be corroborated or supported by findings from other studies (Anney, 2014). The goal of confirmability is to make sure that the findings and interpretations are drawn directly and unedited from the data obtained, rather than being the product of the researcher's imagination or preconceptions (Tobin & Begley, 2004). I made my study available for an audit trail, during which the raw data (audio recordings) from the interviews were examined, in order to ensure confirmability. According to several research, an audit trail can help prove confirmability in a qualitative study (Lincoln & Guba, 1985 cited in Nowel et al., 2017).

Dependability is another requirement for a qualitative study's trustworthiness criterion that a professional researcher must follow. Dependability is defined by Bitsch (2005, cited in Anney, 2014) as the firmness or solidity of the study's conclusions over time. Participants assess the study's conclusions, interpretations, and suggestions to make sure that they are all supported by the information gathered from the study's participants (Cohen et al., 2011).

To achieve dependability, I requested the participants to critically evaluate the analysis, the interpretation, the findings, and the study's recommendations, and to comment critically and honestly on the adequacy of the findings. I also made available the raw data collected for my study: the recordings of interviews conducted and focus group engagement with participants, respectively, for an audit trail. An audit trail provides the readers of the written-up study with evidence of the decisions and choices taken by the researcher with regards to theoretical and methodological issues throughout the research (Koch, 1994, cited in Nowel et al., 2017). Lastly, I gauged whether the study findings were transferrable.

Transferability refers to the extent to which qualitative research results can be transferred to other similar contexts with other similar participants (Anney, 2014). Transferability can also be described as the generalizability of the findings of an investigation (Nowel et al., 2017). Bitch (2005, referenced in Anney, 2014) asserts that giving a thorough explanation of the investigation and purposefully choosing participants promote transferability, the procedure used in this study. Thick description entails the researcher outlining every step of the research process, from data collection to the creation of the final report (Li,2004). In this chapter I have given a detailed explanation of all research processes followed, from requesting permission to conduct research at the site, getting ethics approval, purposively selecting research participants, data collection, to the application of trustworthiness criteria to the study.

3.9 ETHICAL CONSIDERATIONS

Ethics refer to doctrines of conduct about what is morally right or wrong (Sotuku & Duku, 2015). They are a part of the process in every branch of science (Babbie, 2010). Ethics should be a primary consideration from the outset of the research process, rather than an afterthought, and should be at the forefront of the researcher's agenda (Creswell, 2014). Since conducting research involves human participation, researchers should be guided by principles such as integrity and reliability (Tummons & Duckworth, 2013). To observe and comply with the above-mentioned research values, I ensured that the privacy of the participants in the study was protected and adhered to the ethical considerations outlined in the following section.

3.9.1 Ethical clearance.

Before conducting the research at the site, I applied for ethical clearance through the Ethics committee of the Faculty of Education at The Cape Peninsula University of Technology and through the Department of Higher Education, under which the TVET college falls (see appendix A and B). I only embarked on my study once approval of both the ethics application and the request to conduct the research at the TVET college was given. Cohen, Manoin, and Morrison (2007) state that authorization from the appropriate authorities is required before data collection may take place on the site. Likewise, Tummons and Duckworth (2013) assert that proposals for research studies necessitate authorisation via a rigorous process, including meeting the ethical criteria, before the research is allowed to commence.

3.9.2 Informed consent

Consent is about ascertaining that research participants understand and agree to be involved or take part in the study (Sotuku & Duku, 2015). Before collecting data researchers are required to have consultations with the selected research participants to obtain their informed consent to participate in the study (Sotuku & Duku, 2015). In addition, a truthful introduction of the study to potential participants is necessary when in the process of gaining their consent (O' Keeffe, Buytaert, Mijic, Brozovic & Sinha, 2016). This introduction

comprises a clear and concise description of the purpose of the study and how you, the researcher, are going to utilise and store the data collected (O' Keeffe et al., 2016).

The information part of the informed consent should consist of a clear description of the nature and the purpose of the study, the anticipated benefits, any impairment or risk that may be instigated by the study as well the assurance on the part of the researcher of participants' confidentiality and anonymity (Thomas, 2011). In this context, Veal (2011) asserts that researchers should ensure that the real names of the people or organisations used in the research study are concealed. I adopted the following measurers before investigating the identified college, and the views and experiences of the sampled participants at the college:

Firstly, I informed the participants about the nature and purpose of the study. Secondly, I explained the voluntary participation and withdrawal issues mentioned above., Thirdly, I explained the anticipated benefits of the study and how I intended to use and securely store the data collected. I also assured the participants about the safety issue mentioned above. Fourthly, I explained the confidentiality/anonymity issue as already described. During this discussion, I was able to obtain both written and oral consent from participants (see Appendix C).

3.10 CHAPTER SUMMARY

In this chapter, I described and explained the methodology and research design chosen for the study, including the rationale for choosing the qualitative over the quantitative approach. I also explained the ontological and epistemological assumptions underpinning the chosen research paradigm. I presented an in-depth summary of, and rationale for, the sampling method, data collection methods and data collection instruments. In addition, I explained the trustworthiness criteria used to endorse the solidity of this qualitative approach case study, as well as the efforts made to achieve maximum trustworthiness. Lastly, I outlined the process for addressing the ethical issues required to be adhered to. In the next chapter, I discuss the

collected data, looking at the interpretations of, and the drawing of conclusions from the themes which emerged from these data.

CHAPTER FOUR
4. RESULTS AND DISCUSSION

4.1 INTRODUCTION

In this chapter, the findings of the research from the data collected through focus groups and semi-structured interviews with both students and lecturers are presented. This study aimed to investigate how students' entrepreneurship intentions were being developed at a TVET college, focussing on understanding the processes of the development of these intentions in students completing an N6 entrepreneurship module in the second semester of 2021. The theory of planned behaviour (TPB) informs the attempt to understand the aspirations, inhibitions, and willingness that these students carried and which influenced their desire or intentions to become entrepreneurs. The chapter responds to the main research question: "How are lecturers' current pedagogical approaches advancing the entrepreneurship knowledge, skills, values, and attitudes in students at a TVET college?"

Some specific themes emerged during the interviews and focus group discussions to do with the factors influencing the development of the participating students' entrepreneurial intentions and which helped to answer the research question:

- ✓ Students' attitudes towards behaviour (entrepreneurship)
- ✓ The particular subjective norms (societal stereotypes, effective teaching and supportive role models) influencing their motivations
- ✓ Students' perceived behavioural control (lack of both capital and of knowledge of funding organisations).

In the next section, I present the findings in response to the following sub-questions:

- ✓ What are the attitudes of lecturers and students towards entrepreneurship education at the TVET college?
- ✓ What challenges are currently prohibiting students from participating effectively in local entrepreneurial activities?

- ✓ In what ways does the entrepreneurship education curriculum at the TVET college advance the entrepreneurial intentions of the students?

TPB was used to answer the subsidiary questions, particularly in the process of identifying the participants' attitudes toward entrepreneurship (see Table 1) and the particular subjective norms and behavioural control at play in influencing or affecting the participants' behaviour and attitudes (see Table 2).

4.2 RESEARCH SUB-QUESTION ONE: WHAT ARE THE ATTITUDES OF LECTURERS AND STUDENTS TOWARDS ENTREPRENEURSHIP EDUCATION AT THE TVET COLLEGE?

The following interview questions were used to guide the students and lecturers in answering the first research sub-question:

1. What do you like the most about the module? (question posed to focus groups with students).
2. What in your view are students' attitudes toward entrepreneurship? (question posed to lecturers).

In response to this first research sub-question, the identified types of attitudes implied through experiences, sentiments, and views shared by the participants during the focus groups, and corroborated by lecturers during semi-structured interviews, are discussed below. Ajzen (1991) (see chapter 2, section 2.6.1), described an attitude towards a particular behaviour, or behaviours as the degree to which a person has a positive or negative appraisal of the behaviour in question, for instance starting a new business.

As a general rule, according to Ajzen (1991), the more favourable the individual's attitude towards the behaviour, the stronger the individual's intention to perform that particular behaviour is likely to be). In other words, if an individual has her or himself formed a positive evaluation of the idea of starting a new business they would be likely to develop a positive intention to start the business, and the opposite of this could apply. For this reason, participants' various attitudes towards the kinds of behaviour they associated

with starting a business and being positively or negatively motived, were identified and used as a themes to form part of the analysis of the findings in this section. Table 1 below shows the results from students' participation in focus groups (1-5) in response to the interview question: What do you like the most about the module?

This is followed by the responses which came from the semi-structured interviews with lecturers for the theme (attitude towards behaviour) in this section.

Table 4.1: Students' attitudes towards behaviour (entrepreneurship) (adapted from the Ajzen, 1991 TPB Framework)

Constituents of TPB	Types	FG1	FG2	FG3	FG4	FG5	Totals
Attitude towards behaviour	Positive attitude	6	6	4	4	3	23
							23
	Negative attitude			2	1	3	6

Table 4.1 shows the number of instances of attitudes towards behaviour (which in this case is attitude towards entrepreneurship) identified from the five focus groups facilitated with students with a sample of 30 (n=30). After coding the comments from the focus group interviews I determined that the focus group interviews had a combined total of 29 instances of attitudes towards entrepreneurship of which 23 of these instances were positive and 6 were negative.

4.2.1 Students' attitude towards entrepreneurship

As shown in Table 4.1, the majority of the students, 23 (n=23), expressed positive sentiments about the entrepreneurship education they were receiving as well as entrepreneurship per se. According to their responses, they considered that the Entrepreneurship and Business Management (EBM) module played an important role in advancing entrepreneurship knowledge, skills, values, and attitudes. In addition, they were of the view that the EBM

curriculum enhanced their critical thinking skills, entrepreneurial mind-set, financial literacy skills, decision-making, the need to be self-sustaining, their awareness of different business ventures, and their ability to situate themselves within the business environment, as well as their capability to exercise their choices with regards to career endeavours. The student participants explained that they had already developed a sense of wanting to be self-sufficient and were looking forward to starting their businesses upon completion of their studies. They were of the view that for them a major benefit of the course was that they felt able to draw up business plans and knew how to open a franchise business.

The exception to the above positive responses came from focus group 5, where three (n=3) students expressed negative views about entrepreneurship per se. They explained that this was due to their aspirations to pursue further studies at University. These students (n=3) explained that their first preference was to study at University, but that unfortunately they did not get accepted into University for the 2021 academic year, and, should they be accepted for the 2022 year, they would leave the TVET college to pursue their studies at university. However, it can be said that the majority of the students (n=23) expressed positive sentiments about entrepreneurship. Students in focus groups 1,2,3,4, and 3 from focus group 5 confirmed this notion (see their comments below).

What emerged from focus group 1 was the students' view that the Entrepreneurship and Business Management module had increased their level of understanding of the business environment, and enhanced their financial literacy skills, their level of autonomy, and their capacity to be self-reliant. Student AB expressed her appreciation of the knowledge she had gained of the practical realities of starting a business and of real life:

"What I like about it is that it broadens your knowledge about the business. Even though I don't personally want to open a business but want to work for one or study further. You get to know a lot of things like how you can make money. People always think you need to lot of money to start a business. It teaches us about a lot about the work and why things are expensive and

teaches us about the way of life. Because one day we gonna become adults and work for ourselves. Irrespective that am not gonna start a business but it teaches me how to live."

Student AB suggests that the curriculum adequately taught her the skills necessary for becoming self-reliant and participating meaningfully in society. What this further suggests is her consciousness of the need to be self-sufficient. Bacigalupo et al. (2016) (see chapter 2, section 2.5) assert that entrepreneurship education has been highlighted as one of the key competencies needing to be developed in individuals to stimulate their personal and social development. The findings of a study conducted by Colombelli et al. (2022) (see chapter 2, section 2.5) are discussed in detail in my literature review in terms of students' mind-set, developing skills such as financial literacy, and planning, as well as encouraging creativity. In light of these findings, it may be reasonable to argue that, at this level of growth, the student would have developed critical thinking skills and would be able to apply informed decision making in evaluating and choosing a career path that, at that stage, seemed to be interesting to her.

The majority of the students in focus group 2 (n=6), focus group 3 (n=4), focus group 4 (n=4), and focus group 5 (n=3) agreed that the curriculum adequately prepared them for the realities of the business environment, specifically concerning the types of ventures they would be able to set up. Generally, what emerged from these focus groups was the view that the curriculum enhances students' entrepreneurial knowledge, skills, values and attitudes.

It should be noted that, in instances where students from different focus groups made similar comments, these comments are grouped below to avoid a repetition of inferences. For instance, the four comments below imply that the curriculum, according to the participating students, adequately prepared them for the business environment in terms of the types of ventures they could set up. This notion is confirmed by the four comments below in response to the interview question: What do you like the most about the module?

Student SM from focus group 2 mentioned two aspects that he particularly liked:

"I like that now we learn about franchising and I also learned about how to do business plan. So that makes me more interested in owning a business".

The above comment was echoed by student DR from focus group 3:

"*I also like it because it's theory-based and we learn about franchising, and in N4 we did business plan. So the knowledge we gain here will help us to open own business, like a franchise business".*

Student PM from focus group 4 shared the same sentiments:
"I like it because it teaches us about business, we learn about franchising and in N4 we did business plan. So who knows, maybe one day I will have my own KFC franchise".

Similar views were shared by student ZM from focus group 5:
"I like it because it's a nice subject and it's useful because we learn about a lot of stuff, like business plan and franchising. So if you like you can open a business".

These results are similar to those of the afore-mentioned study done by Colombelli et al. (2022), whose findings were highlighted in chapter 2, section 2.5, that learning in a real-life context how to deal with challenges and real problems strengthens a student's entrepreneurship skills, mind-set and thus their intention to set up their own business. These results also align with the findings of Rasmussen and Sørheim (2006) (see chapter 2 section 2.5) based on which they assert that the entrepreneurship area has shown experiential methodologies to be particularly effective, and among these methodologies, challenge-based learning approaches have gained popularity. Thus, based on such studies, as well as on the responses from students in the present study, it is reasonable to argue that the ways in which these students are taught have the potential to develop their entrepreneurship intentions. Also, because these students had acquired a favourable assessment of becoming entrepreneurs

they were more likely to venture into entrepreneurship upon completion of their studies.

Ajzen (1991) (see chapter 2, section 2.6.1) described attitude towards a certain behaviour as the degree to which a person has a positive or negative appraisal of the behaviour in question, for instance starting a new business. As a general rule, the more favourable the attitude towards the behaviour, the stronger would be the individual's intention to perform that particular behaviour (Ajzen,1991). In other words, if an individual has or has acquired, a positive evaluation of starting a new business they would develop a positive intention to start the business.

More findings emerged as another group of students shared positive sentiments about the course and its effect on them in terms of increasing their motivation to start a business. These students mentioned that both the curriculum content and the way in which they are taught heightens their ability to situate, or imagine themselves, in the business environment. This notion is substantiated by the five of these participants:
Student DN from focus group 3 commented on the lecturers' use of practical examples:

"I like it because our lecturers explain a lot, he teachers about examples of business we can open. The lecturer is very good and makes the subject very easy for us and makes us want to be entrepreneurs. He always gives examples on everything and give us examples of businesses we can go into."

Student BN from focus group 4 expressed enthusiasm for the theory content of the curriculum:

"*I like that its mainly theory that we do. For me I like subjects that make me discuss. Because I don't really like calculation so I like theory-based subjects. Also what I like with this course is that all of us get to learn about types of businesses we can start."*

These responses suggest that, while the curriculum appears to prepare the students adequately for the business environment, it focuses on theory as well as offering some practical knowledge, and the pedagogical approaches used by the lecturer appear to positively affect at least one student's interest in the subject. However, these responses suggest the possibility that the curriculum does not include enough practical and Challenged-Based Learning programmes, through which students would learn in a real-life context by dealing with challenges and real problems, either proposed by themselves or by existing companies, as discussed in detail in chapter 2, section 2.5 (Chanin et al., 2018).

Student DJ also from focus group 4 mentioned these practical examples:

Mhmmm (scratches his head) *..." I like it because it teaches us about business. Sir also gives examples about types of businesses we can open."*

Similar sentiments were shared by Student CL in focus group 5:

"I really like it Ms because I think if all of us are serious in learning everything about entrepreneurship we would be able to open our own businesses. You know that that who makes and sells ice cream here on Campus? He also did entrepreneurship module and now he has his own business, while still study."

Student SL from focus group 5 also confirmed the above statement:

"*I like it Ms because it gives us basic knowledge about creating business and Sir gives us a lot of examples of businesses that we can open and I can't wait to try these in my township. I already own a hair salon, but it's not something big. But I am looking forward to finish my studies so that I can concentrate on my salon business".*

These results align with the findings of Val et al. (2017) (see Chapter 2, section 2.2.1) who showed how entrepreneurial training is one of the few training courses that incorporates the advancement of knowledge, skills and attitude (Vala et al., 2017). The responses above also align with the findings of

(Ngah et al., 2019) (see chapter 2 section 2.5) from which these scholars argue about the ways in which educators play a vital role in the kinds of students' self-directed learning that contribute to a constructivist learning environment and to their entrepreneurial endeavour.

In addition, because the way these students are taught instils confidence and interest in them to start their own business, they may venture into a business one day. Hence, it is reasonable to argue that there exists a positive correlation between entrepreneurship education and entrepreneurial intentions, as discussed by Ndofirepi (2020) (see chapter 2, section 2.3), and that this relationship is mediated by, among other things, the need for achievement.

Another key finding came from the response of one student in focus group 4.

Student LM expressed the hope that knowledge gained from the programme would increase the likelihood of his starting a business in a post Covid 19 job-scarce environment:

"I like that we learn about entrepreneurship and how to do business. Because jobs are scarce especially after covid, so we can start own business when finished"

This student's response suggests that he was cognisant of the negative economic effects of covid 19, in particular job losses. In addition, student LM already identifies himself as a prospective necessity-driven entrepreneur. As highlighted earlier by Duncombe (2006), Berner, Gomez and Knorringa (2012), and Erete (2015) (see chapter 2, section 2.1) all of whom found necessity-driven entrepreneurs to be referring to people who are pushed into entrepreneurship due to barriers to employment and to limited access to basic resources.

The findings of these studies are also in line with those of (Shiller, 2017) (see chapter 2, section 2.1) on which he based the conclusion that necessity-driven entrepreneurs are sometimes forced out of the labour force into entrepreneurship due to adverse economic conditions. On the basis of the findings of these studies, including the current study, I would argue that,

because student LM is already aware of the various adverse economic impacts of Covid 19, and realises that these serve as a push factor into entrepreneurship, he may venture, or feel impelled to venture, into entrepreneurship.

Another key finding came from focus group 3 when two (n=2) students agreed that the curriculum sharpened their critical thinking skills, their decision-making, and their ability to think independently, and in this way able to exercise their choice to become either entrepreneurs or intrapreneurs.

Student ZM from focus group 3 commented on this aspect of the curriculum, in particular how the intrapreneurship dimension helped clarify his thinking:

"I also like that it teaches us both entrepreneurship and intrapreneurship. Because I want to have a choice of working for a business or opening my own. In fact, Ms, I think for me it's better to work for a business because my salary will not depend on how badly or well the business is doing. I will negotiate for a standard salary"

Student PV from the same focus group expressed agreement with Student ZM's comment:

"I like the fact that it teaches us about both entrepreneurship and intrapreneurship. So that I can decide if I want to start a business or want to work for one. So that I don't start a business and not be sure about a salary".

Student ZM and PV both considered the course to have empowered them with the kind of knowledge that would ultimately inform their decision making to choose to be an intrapreneur over an entrepreneur due to their preference for a standard and regular salary. What this further suggests is that the curriculum at this college was helping to develop the students' critical thinking skills, decision-making, their ability to think independently and to exercise their choices concerning future career plans.

These responses align with the findings of Thamahane et al. (2017) (see chapter 2, section 2.3). Based on their findings, these researchers concluded that, among other challenges, the particular challenges faced by students when starting a new business appear to involve too much risk, together with great uncertainty and the thought that one may not make an amount of money commensurate with one's efforts.

Also, based on their circumstances and their environment, the participating students indicated a preference for financial stability. In other words, they preferred to avoid taking the risk of an uncertain income, as highlighted by Thamahane et al. (2017) (see chapter 2, section 2.1). Also, as identified and discussed in detail by Dilli et al. (2018) (see chapter 2, section 2.1), non-Schumpeterian entrepreneurship is risk-avoiding, carrying with it zero intentions of pursuing corporate growth. Thus it may be reasonably to argue that these responses from participating students align with the findings of Forcher-Mayr & Mahlknecht (2020), highlighted earlier in chapter 2 section 2.5. These researchers found the rationale of entrepreneurship education to confine the youth to a supply-side perspective, a perspective that requires young people to obtain relevant skills, together with the qualities of what an employable person would be considered to possess, and an entrepreneurial mind-set to meet demands of the labour market.

In focus group 5, two (n=2) students stated that they would rather be studying at a university than at the TVET college, and that the reason they were still studying at the college was that they failed to be accepted at a university. These students further stated that, should they be accepted at a university at a later date, they would drop out of the college and pursue their studies at university. This intention is echoed by the comments from Students TM and BA:

Student TM admitted that studying at the college was preferable to not studying at all, until such time as he could get into a university:

"Hayi mna (laughs) *Ms, yhoo sorry* (switches to English), *I would say I like it because I am here learning and not sitting at home. You know I did not*

get accepted at university but I am okay, because I am at least studying. But if I get accepted at university next year I will definitely go".

Student BA shared the same sentiments regarding the college as being a stop-gap until she could be accepted by a university:

"To be honest Ms, I don't know (flapping her hands)*, I took any course that I could get for this year. Because I also did not get accepted at university. So I think that I still want to go to University."*

These responses suggest that, while registered and studying at the TVET college, students had applied to study at a university the following year, due to their preference for the latter education institution. This may be attributed to the fact that the TVET sector does not have a favourable image in terms of quality, and outcomes, as discussed in detail by Akoojeee (2016) (see chapter 2, section 2.4). Furthermore, these results are in line with those from Tlapana and Myeki's (2020) study (see chapter 2, section 2.4) which found that the majority of the students participating in their study preferred a university over a TVET college as a higher education route. Hence, it may be reasonable to argue that, because these students were found to prefer this higher education route, there is a likelihood that they may not venture into entrepreneurship, but instead opt to study further at a university. As already underscored by Ajzen (1991) (see chapter 2, section 2.6.1), attitude towards a behaviour is the degree to which a person has a positive or negative appraisal of the behaviour in question, for instance, starting a new business, or in this case, the students choosing a university as their route to higher education.

4.2.1.1 Lectures' views on students' attitude towards entrepreneurship

Semi-structured interviews with lecturers were also held with five lectures in this study. All five lecturers (n=5) responded favourably concerning students' positive attitudes toward entrepreneurship in response to the interview question. Lecturers reported that some students already own small businesses and that some were showing interest in becoming entrepreneurs. This notion is confirmed by the three comments presented below:

Participating lecturers were asked: What in your view are students' attitudes towards entrepreneurship?

Lecturer A found about half of the students preferred their own business to regular employment:
"Most of them, I will say about 50% they want to go into business. I always ask them: "Do you think you want to be employed?" and they tell me, Sir we are artist, we don't want to work for other people"

Lecturer B agreed with Lecturer A on this percentage of students opting for entrepreneurship:
"Look …look we can't always generalize all of them. I always say, we can't all be doctors. So if for example, there is 20 in a class and 50% of them show interest to me, that's good. So I would say about 50%. For instance, there is this girl Maya (pseudonym) *she has got her own business now, she does nails.'.*

The same sentiments were shared by Lecturer C, although she considered there to be a larger percentage of students who were positive about, or developed a positive attitude to the entrepreneurship programme, and that some intended, or had gone on, to set up their own businesses:

"In my view at first the students were indecisive, or I may say they were negative, thinking it's a new subject and a new lecturer. But as the time progressed some developed love, or I would say, like towards the subjects, some, not all of them. Sometimes you can even see that in class this one is very interested and interactive. So to use a percentage, I would say about 60% of them like entrepreneurship, especially looking at the state of the country with covid they are interested to start business when they are done with the course. For instance, there is a student in my class who used to make watches. After I introduced Business plan to them he became confident in selling watches. Remember those personalised watches I went to show lecturers in room 304, and one of the lecturers bought one for her nephew? that business belongs to the student I am talking about.

The above lecturer's sentiments align with the assertions of Prasetyo (2019). in chapter 2 (see section 2.3) that the development of students' positive entrepreneurial intentions can be done through entrepreneurial motivation and that is the role of a teacher. As indicated in the above scenarios, some students already own small businesses, as was the case with one student: after lecturer C had taught the students how to do a business plan, the student started a watch business and also started selling his watches to fellow students and lecturers. This suggests that the lecturer's teaching of students about drawing up a business plan had raised this particular student's entrepreneurial self-confidence and equipped him and other students with practical knowledge for negotiating the realities of entrepreneurship, as reported and discussed by Van der Westhuizen (2017) in his study on entrepreneurial orientation in developing South African youth entrepreneurship (see chapter 2, section 2.3).

The afore-mentioned results also validate the findings of the Chanin et al. (2018) study, discussed in detail in chapter 2, section 2.5, that teaching students about real-life contexts and letting them solve challenges and real problems, proposed either by themselves or by existing companies, positively affects their entrepreneurial mind-set and skills. Thus, from these responses by various lecturers, it may be reasonably argued that the pedagogical approaches employed by lecturers in the entrepreneurship and the Business Management module at the college advance the entrepreneurship knowledge, skills and attitudes of the students to a fairly substantial degree.

4.3 RESEARCH SUB-QUESTION TWO: WHAT CHALLENGES ARE CURRENTLY DISCOURAGING OR PROHIBITING STUDENTS FROM PARTICIPATING EFFECTIVELY IN LOCAL ENTREPRENEURIAL ACTIVITIES?

The following interview questions were used to guide the students and lecturers in responding to research sub-question two:

1. What do you think is standing in your way of becoming an entrepreneur? (posed to focus groups).

2. In your view what are some of the challenges that are currently prohibiting students from participating effectively in local entrepreneurial activities? (posed to lecturers).

In response to the research sub-question, two of the identified subjective norms and perceived behavioural control at play in prohibiting students from participating effectively in local entrepreneurial activities were identified. The identified subjective norms in this section are those to do with societal stereotypes and were used as a theme to analyse the results in this section.

There were also certain factors perceived by both of these sampled students to be controlling their behaviour. These were seen as factors which were prohibiting or discouraging them from participating in local entrepreneurial activities, and from becoming entrepreneurs after graduation emerged:

4.3.1 What do you think is standing in your way of becoming an entrepreneur?

Certain factors controlling their behaviour were perceived by these students to be at play in hindering them from participating effectively in local entrepreneurial activities. These were identified as a lack of capital, lack of knowledge of funding organisations, as well as general confusion. Table 2 shows the results of the identified subjective norms and perceived behavioural control affecting and hindering students from participating effectively in local entrepreneurial activities.

Table 4.2: identified subjective norms and perceived behavioural control.

TPB Constituents	Types	Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5	Totals
Subjective norms	**Society stereotypes**			**3**			**3**
Perceived behavioural control							
	Lack of Capital	5	4	3	5	4	**21**
	Lack of knowledge		1		1		**2**

Coding of responses to the interview question: **What do you think is standing in your way of becoming an entrepreneur?**

After coding the comments from the focus groups I determined that there were three instances of subjective norms (see Table 4.2), and 23 instances of perceived behavioural control at play. The latter was later broken down as follows: instances of lack of Capital (n=21), lack of knowledge and (n=2). The results are discussed in detail below, starting with societal stereotypes.

4.3.1.1 Societal stereotypes

When students were asked: **What do you think is standing in your way of becoming an entrepreneur?**

What came out from focus group 3 is that three (n =3) female students mentioned that it would be difficult for them to get funding, due to social stereotypes that work to the disadvantage of women and to the advantage of men. One of these students, Student PV, mentioned that, due to gendered social stereotyping, including gender roles, banks may refuse to grant them loans but would definitely grant loans to their male counterparts:

“Business is man dominated world and as women you have to put more effort than man. Because women are expected to look after their families. Even getting capital you have to prove yourself more than a man. Businesses don’t just provide capital for women but they can still provide for man. I would say for example, if I approach the bank with a business plan and a man also goes with the same business plan, he would get the loan, not me. Because they think that I would become pregnant and stop working on the business”.

Student PV suggests that the business environment is patriarchal. These results are similar to those from the findings of Bobrowska and Conrad (2017) (see chapter 2, section 2.3) who discussed the social stereotype discourse that positions women as “inferior”, and as being more suited to domestic roles. Also, these results are in line with the findings of the study done by Nxopo and Iwu (2015) (see chapter 2, section 2.3) who concluded that women's aspirations for autonomy through entrepreneurship are stalled by factors such as family responsibility and societal norms influencing the demands of maintaining a good balance between work and family. Thus it may be reasonable to argue that, because the women students in the groups perceived there to be unfavourable subjective norms which define women’s roles in society, the likelihood exists that their intentions to venture into entrepreneurship may be hindered (Ajzen, 1991), and may ultimately bar them from actually venturing into entrepreneurship.

Ajzen (1991), in chapter 2, section 2.6.3 defined subjective norms in terms of referring to the perceived social pressure to perform or not to perform a certain behaviour. In a later study he and a fellow researcher saw particular subjective norms as referring to the belief by an individual that a famous person or a group of people will admire and support a particular behaviour (Ajzen & Klobas, 2013). As a general rule, the more favourable the subjective norm an individual subscribes to with regards to this behaviour, the stronger will be the individual’s intention to perform the behaviour under consideration, and the opposite of this can also apply (Ajzen, 1991). Ajzen (1991) elaborates: it is at the level of beliefs that we can learn about the unique factors that induce one person to engage in the behaviour of interest and can prompt another to follow a different course of action.

In response to the question Student ZM, also from focus group 3 was of the view that what stands in the way of women entering business was society holding the gender stereotypical view that women simply do not possess entrepreneurial self-efficacy and are more suited to look after their household than to doing business:

‘’…Capital and stereotypes because women in business are being stereotyped like woman is not supposed to do business, is not supposed to be an entrepreneur, she is not supposed to start it by herself. Because she is supposed to look after the family. So this are the things that can be barriers”.

Student ZM suggests that the society of which the students are members does not support female entrepreneurs. This student further suggests that society appears to have insufficient confidence in female entrepreneurs and expects females to take on the role of looking after their families.

These results are in line with the findings of Bobrowska and Conrad (2017) (see chapter 2, section 2.3) that, despite the increased diversity in the presentation of female entrepreneurs, traditionally gendered discourse prevails in positioning women as inferior to men in the entrepreneurship discourse. Thus it may be reasonable to argue that, because these students perceive unfavourable subjective norms about women’s roles in society to be dominant when it comes to entrepreneurship, their intentions to venture into entrepreneurship may be hindered (Ajzen, 1991) and that they may ultimately not venture into entrepreneurship. The next section discusses lack of financial capital as a perceived behavioural control at play in prohibiting students from aspiring to participate, or from participating effectively, in local entrepreneurship activities.

4.3.1.2 Lack of Capital

Responses regarding lack of capital to the interview question: What do you think is standing in your way of becoming an entrepreneur?

The majority of the students, 21 (n=21) from focus groups 1 to 5, mentioned lack of capital as the major prohibiting factor in their way of participating effectively in local entrepreneurship activities. Three students referred to this inhibiting factor:

Student EN from focus group 1 **responded** briefly and emphatically:

‘’Capital is a problem.”

Similar sentiments were shared by fellow students in focus group 2.

Student AM elaborated on Student EN’s response, mentioning a lack of assistance in attempts to acquire or raise the necessary capital:

‘’Reality of realising that I do not have capital of starting the business. Lack of knowledge about organisation that can assist your business”

This view was echoed by Student AJ from focus group 4 who reported that the combined lack of capital and information about organisations that could provide funding presented the main obstacle to participating effectively in local entrepreneurial activities:

“No Capital to start the business and we don’t know organisations that assist with funding.”

These results align with the findings of Gwija et al. (2014) (see chapter 2, section 2.3) who suggested the lack of funding and support structures such NYDA and DTI in the South African context to be among the challenges faced by young people when attempting to set up a new business. Nxozi and Tengeh (2019) and Radebe (2019) (see chapter 2, section 2.3) reported a lack of access to credit, together with excessive red tape and burdensome regulations, the high cost of hiring workers, and the existing entrepreneurship culture to be some of the challenges prohibiting the youth form participating effectively in local entrepreneurship activities. Thus on the basis of these studies, and the present study, one could argue the unlikelihood of these students venturing into entrepreneurship due to the overwhelming reality of these factors that hinder, or are perceived by them to hinder, their entrepreneurial intentions (Ajzen, 2015; Ajzen, 1991) (see chapter 2, section 2.6.4),

As has been mentioned, Ajzen and Klobas (2013) describe perceived behavioural control to refer to an individual's evaluation of the degree to which they are, or would be able in the future to, perform a specific behaviour. In addition, control beliefs have to do with the perceived presence on the part of an individual of the features that may influence a person's ability to perform the behaviour in question. The apparent power of these factors to assist or hinder behavioural performance, together with a readily accessible ability to control belief, yields a certain level of perceived behavioural control or self-efficacy (Ajzen, 2015).

4.3.2 Lecturers' perceptions on students' stumbling blocks into entrepreneurship

What emerged from the semi-structured interviews with lecturers was that, most lecturers (n=4) corroborated these results. While some lecturers unanimously agreed that lack of capital is the main challenge standing in students' way of participating in local entrepreneurial activities, lecturer D had a different perspective about what actually prevents or discourages students from participating willingly and/or effectively in local entrepreneurial activities. This notion is confirmed by the four comments presented below:

In response to the question, **In your view what are some of the challenges that are currently prohibiting students from participating effectively in local entrepreneurial activities?**

Lecturer A reported his own experience of the unnecessary complications of starting a business, together with the absence from the curriculum of necessary basic practical entrepreneurial skills:

"Let me first tell you about my experience, for instance when I went to Umsobomvu, they gave us a run around. I am not too sure about the current students, but I suspect they are experiencing the same problems as I had. Also remember those little skills I told about that students need, like to approach investors, networking, etc. it's not in the curriculum".

Lecturer A suggests that the current curriculum does not develop the essential skills needed for the students to be able to present their business ideas to investors and network when necessary. These results are similar to the findings of Radebe's (2019) South African study (see chapter 2, section 2.3). This study found that the entrepreneurship education offered to the youth in South Africa is inadequate and does not promote entrepreneurship successfully. The findings of Nxozi and Tengeh (2019) (see chapter 2, section 2.3 indicate that the youth in their study also experienced lack of funding and lack of assistance from support structures like NYDA and DTI.

Lecturer B cited capital as the main challenge prohibiting the students from participating in effectively in local entrepreneurial activities. He also expressed his lack of confidence in structures such as NYDA, SEDA and IDC.

"I think that the capital is their main problem and I am not sure how much of assistance are the organisations like NYDA, SEDA and IDC. Because honestly, I do not know anyone that was assisted by them".

The dilemma, according to Lecturer B, is that while capital is a problem, organizations like NYDA, SEDA, and IDC, whose main aim is to provide young people with finance and give them knowledge and training on how to start and grow a business, are sometimes not available when needed. These findings confirm those of Nxozi and Tengeh (2019) (see chapter 2, section 2.3) study, which revealed that youth faced a shortage of financing and assistance from institutions like the NYDA and DTI.

Lecturer C was of the view that students have unrealistic and lofty expectations of starting a business in the formal economy, not realising that they can start small in the informal economy and gradually expand their business:

"Uhmmm … at the moment the economy is in bad state and for me. I think their problem is that when they think of starting a business they always think of starting it in a fancy building like this (pointing at a big building)*. But you can start a business from home. For instance, I know of a guy who started his*

business from his garage and right now he has employed 300 people. So basically it's also their attitude towards informal sector economy [that is] is negative. Also capital obviously is a big problem, but I tell not to let the lack of money discuss [discourage] them".

Lecturer C was suggesting that, while one cannot deny that capital is a problem, there are a couple of other issues at play hindering students from participating in local entrepreneurial activities. According to lecturer C, students' have a negative attitude toward the informal sector, and the economy. For this reason, the students seem to consider the formal sector economy as the only option when they think of starting a business, while they can also start businesses in the informal sector.

These results are in line with the findings of Fourie (2018) (see chapter 2, section 2.5) that the issue of entrepreneurship in the informal sector may not be considered by aspiring young entrepreneurs as an option, due to the challenges posed, or they perceive to be posed, by the harsh working conditions of the informal sector. These results are also in line with the findings of Radebe (2019), as highlighted in chapter 2 section 2.3, that some of the challenges perceived to be, and in reality, faced by students when starting a new business include a lack of funding.

Another key finding showing a different perspective came from Lecturer D in response to the question. Her view was that students are unwilling to venture into entrepreneurship due to their fear of risk-taking. She considered that students are reluctant to achieve independence through entrepreneurship, and in fact prefer to become intrapreneurs rather than entrepreneurs. She disagreed with the views of the other lecturers who reported that the students do not know how to find or access funding organisations:

"Umhhhh … the only thing that is prohibiting them is that they want to be intrapreneurs. They don't want to be entrepreneurs: they want to work for someone, they don't want to be independent because they are scared, what if the business fail, what will I do? So they fear failing or taking up risk. They do know where to go to look for funding. For instance, here at the Golden Acre there are offices of the NYDA and the banks and they know all these things".

Lecturer D was of the view that in general students are not keen to become independent through taking up entrepreneurship, and for this reason, prefer to be intrapreneurs. Due to their fear of risk-taking the students prefer the idea of earning a regular salary. These results are also in line with Radebe's (2019) findings (see chapter 2, section 2.3) from which he concluded that the inadequacies of entrepreneurship education offered to the youth in South Africa, promotes white-collar jobs instead of, or more than, promoting entrepreneurship.

These critiques by these four lecturers of the entrepreneurship curriculum in terms of its inadequacies, particularly in not addressing the realities of venturing into entrepreneurship, are in line with the findings of Forcher-Mayr and Mahlknecht (2020) (see chapter 2, section 2.5) who discussed in detail the flaws in the justification for entrepreneurship instruction provided in schools and TVET colleges: it ignores the complex reasons why young people are unemployed and doesn't take a comprehensive approach to social inclusion in South Africa. This attitude confines youngsters to a supply-side viewpoint (Forcher-Mayr & Mahlknecht, 2020). It is also a perspective that demands young people acquire the necessary abilities, qualities, and entrepreneurial mind-set in order to satisfy the expectations of the labour market (Forcher-Mayr & Mahlknecht, 2020).

Thus, based on these responses, and on other relevant studies, one can argue that many of the students at the TVET college under study are in fact unwilling to venture into entrepreneurship, but prefer to look for salaried jobs in the formal economy rather than starting their own businesses. The students participating in the present study perceived several serious disadvantaged associated with venturing into entrepreneurship, in particular their perception of the risk involved, and the accessing of start-up capital to be a major stumbling block, as mentioned earlier Ajzen (1991) (see chapter 2, section 2.7) described control beliefs as having to do with the perceived presence of the features that can influence a person’s ability to perform a certain kind of behaviour. Thus, as was concluded from the students’ responses above, the participating lecturers also seem to see that “the apparent power of the factors

they mention as either assisting or hindering students' behavioural performance, readily accessible control of belief yields a certain level of perceived behavioural control or self-efficacy" (Ajzen, 2015).

4.4 Research sub-question three: In what ways does the entrepreneurship education at the TVET college advance the entrepreneurial intentions of the students?

The following interview questions were used to guide the students and lecturers in answering this research sub-question:

1. Do you think that the way you are taught makes you want to be an entrepreneur sometime in the future? (posed to students)?
2. In your view, what attitude, knowledge and skills make an entrepreneur? (posed to students)

Interview questions posed to lecturers:

1. Can you describe the types of pedagogies employed in your class to teach entrepreneurship in your class?

2. In what way do you feel that your pedagogical approaches enhance students' entrepreneurial knowledge?
3. Can you describe some of the skills that you consider to be essential for entrepreneurship, and that you try to develop in your students?
4. In what ways do you feel that your pedagogical approaches enhance their entrepreneurial skills?

In response to the research sub-question three, the identified subjective norms at play in positively influencing the students to aspire to be entrepreneurs were identified as 'the enabling teaching effect', and were used as a theme in the analysis of the results in this section.

Table 4.3: Identified subjective norms positively influencing the students to aspire to be entrepreneurs.

TPB Constituents	Types	Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5	Totals
Subjective norms	Enabling Teaching effect	5	5	6	6	4	26

Table 4.3 shows the results from the subjective norms positively identified by participating students as influencing them to aspire to be entrepreneurs at some future date. After coding the comments from the five focus groups I determined that there were 26 instances of subjective norms (see Table 3) identified as the enabling teaching effect. The results are discussed in detail below:

4.4.1 Effective Teaching

When students were asked: Do you think that the way you are taught makes you want to be an entrepreneur one day? as seen in Table 3, the majority of the students, 26 (n=26) from focus groups (1-5) mentioned that the way they are taught is encouraging and makes them aspire to be entrepreneurs one day. The students mentioned that the effectiveness of the teaching can be attributed to the fact that their lecturer gives them concrete examples of the businesses they would realistically be able to venture into and also teaches them about business morals and the attitudes student entrepreneurs need to adopt or cultivate when conducting a business.

There was one instance where one (n=1) student, Student D from focus group 2 differed in his response from the other students in expressing the view that the way he is taught does not encourage him to be an entrepreneur, since the actual reality confronting one when starting a business is that it requires capital, that he does not have capital, and the government does not assist aspiring entrepreneurs with capital;

"It's a no for me because when you are doing business you need capital and government does not assist with capital".

0It should be noted that, in instances where students from different focus groups made similar comments, these comments are grouped below to avoid repetition of inferences. For instance, in the first seven comments below students express the view that the way they are taught motivates them to become entrepreneurs. This is followed by inferences, and two similar comments made by students expressing the view that the way they are taught motivates them to situate themselves in the business environment. This notion is confirmed by the nine students' comments below in response to the question: **Do you think that the way you are taught makes you want to be an entrepreneur one day?**

The response of Student EN from focus group 1 to the question showed a positive view of the way in which they were being taught entrepreneurship:

"Yes Ms, it does make me want to be an entrepreneur one day. It also teaches us how to behave as a business person, like the attitude you must have and how you should handle certain business principles".

This response and the previous responses are in line with the findings of Liñán et al., *(2*011) as described in chapter 2, section 2.1: entrepreneurship education was considered by the study participants to be one of the mechanisms used to develop entrepreneurial attitudes of both potential and practising young entrepreneurs. These responses are also in line with the findings of Val et al. (2017) as highlighted earlier in chapter 2, section 2.3: entrepreneurial training is one of the few kinds of training that incorporates the advancement of a combination of knowledge, skills and attitudes.

Student MM, also from focus group 1 agreed with these responses:
"*Yes it definitely does make me want to me an entrepreneur, Ms."*

The same sentiments were shared by Student AB also from focus group one, with the proviso that she would prefer to work for an entrepreneur than be one:

"*It does encourage you, but like I said I don't want to start my own business I want to work for one. I don't like a situation where I will not know where my next salary will come from*".

Student TG agreed enthusiastically with the other students:

"Yes, Ms because it's encouraging and it's not a boring subject."

Two (n=2) students from focus group 4 mentioned that the way they were being taught encouraged and motivated them to be entrepreneurs one day. This view is confirmed by the two comments below:

Student LM said:

"Yes, it motivates me to want to become a business man one day" (smiling).

Student BN agreed with student LM:

"Yes it does encourage us."

Also, in focus group 3, three (n=3) students agreed with the above students:

Student DR:

"I would definitely say yes"

Two students agreed with the aforementioned student.

Student TG:

" Yes Ms because it's encouraging and it's not a boring subject."

The same sentiment was shared by student XW:

"Yes, Ms."

These findings resonate with Ismail's (2017) study (see chapter 2, section 2.5) in which he showed how certain pedagogical approaches employed by

teachers in teaching entrepreneurship enhance the entrepreneurial skills and attitudes of students. Likewise, these results are in line with the findings of several scholars such as Opoola (2020), Olutuase, Brijal and Yan (2020), and Jones, Pickernell, Fisher and Natana (2017) (see chapter 2, section 3), all of whom argue that entrepreneurship education equips citizens with the appropriate training and motivation needed to be self-employed and to act as job creators.

Thus, it may be reasonable to argue that the way these students are taught develops their entrepreneurship intentions, albeit perhaps in varying degrees.

One could also argue that, because these students have experienced favourable subjective norms from the way their lecturer teaches them, the likelihood exists that they will venture into entrepreneurship upon completion of their studies. As highlighted by Ajzen (1991) in chapter 2, section 2.6.3, in general, an individual's intention to engage in a behaviour is stronger the more favourable the subjective norm is toward that behaviour. In particular, positive attitudes and subjective norms lead to the formation of an intention to engage in the behaviour to the extent that people exposed to these believe, or are confident, that they are capable of performing the behaviour in question (Professor Ajzen Icek: interview cited in Tornikoski & Maalaoui, 2019).

Other key findings came from focus group 3 when two students mentioned that, because their lecturer provided them with practical examples of businesses they would realistically be able to start and sustain, they found these encouraging in the development of their entrepreneurial skills and attitudes, and enabling them to situate themselves in the business setting.

Student DN from focus 3 three expressed a positive view of this pedagogical approach:

“Like he applies everything that you will have to go through. Like he has examples of businesses that we can open in different branches. He makes it easier for us to go into that venture.”

This view was enthusiastically echoed by student DJ from focus group 4, and seemed to strengthen her entrepreneurial intention:

"Of course yes, Sir also gives examples about types of businesses we can open. So I am thinking of trying a small business when I finish my studies".

These responses are in line with the findings of Ikebuaku and Dinbabo (2019) cited in Prasetyo, 2019) (see chapter 2, section 2.3) who found that knowledge and skills acquired through entrepreneurship education can influence an individual in terms of how they can convert resources, such as ideas and finance, into the functioning of an entrepreneur. Also, the responses of the participants in the current study further substantiate the findings of Chanin et al. (2018) discussed in chapter 2, section 2.5, showing how teaching students about real-life contexts positively affects their entrepreneurial mind-set and skills. For that reason, it may be reasonable to argue that, because these students are taught about real business ventures they are more likely to aspire to be entrepreneurs and they can already situate themselves within a business setting.

Subjective norms are derived from significant others' or role models' perceived expectations and behaviours, together with a person's own incentive to conform to those expectations, as highlighted by Ajzen (1991) (see chapter 2, section 2.6.3). In particular, as already mentioned, subjective norms can stem from the belief that a famous person, a mentor, or a group of people will admire and support a particular behaviour (Ajzen & Klobas, 2013).

4.4.1.2 Lecturers responses on pedagogical approaches into teaching

During the semi-structured interviews with lecturers one (n=1) lecturer did not seem to know what pedagogies are. Also, another lecturer seemed unsure and took few seconds to answer but eventually answered the question When asked: **Can you describe the types of pedagogies employed in your class to teach entrepreneurship?** Lecturer B said:

"In our curriculum we have the practical and theory. For instance, in N4 they do business plan they do the assignment on business plan and in N6 we have franchising. So they must go out and do research I encourage them, they must

go to the franchise get the information and they submit the assignment. So they gain lot of knowledge about the business."

Also Lecturer C was a bit confused about the type of pedagogy she used, but tried to explain that she needed to cater for different types of learning styles, given that students learn differently. She then digressed and explained the structure of the curriculum:

"Pedagogy… pedagogy … mmmh what's that kanene? (laughs)*. I remember pedagogy from PGCE. Style of teaching … nher .. obviously in class I am going to need to use two types or different types because I have different students. You need to cater for everyone, because maybe this one is a slow learner and the other one is a fast learner. For EBM most of the time for EBM you need a textbook because when they write they use a textbook: it's an open book test*. (she gets confused about pedagogies)*. It's a 50/50,. It's a mix."*

The responses of Lecturers B and C suggest that they are unclear about what pedagogies are and what specific pedagogies they use in class in the teaching of entrepreneurship. These results are in line with the findings of Harley and Wadekind (2012), and Meny-Gilbert (2018) (see chapter 2, section 2.5) both of whom found that, historically, due to the aftermath of an educational structure that was designed to disempower black learners, today the public school and college system remains loaded with challenges, such as improving the quality of teaching, together with learning, safety and spatial inequality resulting from the Apartheid legacy. Also, as highlighted by Akoojeee (2016) (see chapter 2, section 2.5), regarding quality, outcomes, program relevance, governance, and administration, the TVET industry does not have a good reputation.

Lecturer A, on the other hand, explained that he finds himself using both the teacher-centered and student-centered approaches. However, he explained that he noticed that the student-centered approach seems to be effective in the teaching of entrepreneurship:

“I find myself using both, because when they are tested in the exams they are tested in theory. But I think the student-centered approach works better with them. For instance, if you give them business plan to do and you give them a template, they understand it better. All those calculations, concepts, and everything they can relate because they actually worked on it practically. I even came to a point, for instance when we doing case studies, I would say to them “don’t sell amagwinya or skaapkop, sell me your artwork”, a piece that you are making”. All that they understand. As a result, since I have been teaching I get around 80% because the approach is different”.

Lecturer A suggested that teaching students about the real-life business context using a student-centred approach is effective in the teaching and enhancement of the student entrepreneurial mind-set. These results confirm the findings of Colombelli et al. (2022), and Rasmussen and Sørheim (2006) (see chapter 2, section 2.3) that Challenged-Based Learning programs have a positive significant effect on entrepreneurial skills and mind-set. However, these findings in contradiction of the findings of Ismail (2017) (see chapter 2, section 2.3) who concluded that students who learned through the teacher-centred approach developed a higher level of entrepreneurial skills in comparison with those who learned through the student-centred approach.

As was mentioned in Chapter 2, the study done by Ismail (2017) was confined to Malaysian students, and thus one could argue that the student-centred approach can have a positive significant effect on the entrepreneurial skills, mind-set and skills of the students at the South African TVET college, the site of the present study. This line of thinking aligns with the findings from the Mukesh et al. (2019) study, highlighted earlier in chapter 1, section 1.2, that the pedagogical methods may differ between institutions or even within institutions, when various academics are involved, and thus it is not feasible to generalise across the board regarding pedagogical approaches.

Other key findings came from the question posed to lecturers: In what way do you feel that your pedagogical approaches enhance students’ entrepreneurial knowledge?

Lecturer A described his successful pedagogical practice of linking his students' 'artwork' in a practical way with their entrepreneurship, and so increasing their interest and motivation:

"When I say do your artwork and sell it to me, that really works. It does, exactly because I tell them doing artwork is not gonna end here, you cannot employ someone to sell your artwork, you have to understand how to sell it yourself. As result some of the students say to me, 'Can we do entrepreneurship up to N6, Sir?' So that way I have changed their mindset because some of them did commercial subjects in high and did not like it. But now that I am relating the activity [of] the business part with their artwork, they understand. Even their business plans that they do, are art related."

Lecturer C described what she considered a successful pedagogical approach, which she also thought encouraged her students' entrepreneurial intentions:

"Let me make an example about last year, last semester when I introduce the subject. As part of EBM they need to do a business plan for the assignment, ibancedile (it helped) *some of them because they had an idea but could not do business plan. So now they are able to do business plan for their businesses and I think they intend to open business".*

These results endorse the findings of Ngah et al. (2019) (see chapter 2 section 2.5) from which they argue that educators play a vital role in students' self-directed learning, one that contributes to the constructivist learning environment and to strengthening their attempt to start a business. Also, the way these students are taught instils confidence and interest in their starting their own business, and increases the likelihood of their venturing to start a future business.

Other key findings emerged when three (n=3) lecturers described the entrepreneurial skills they were attempting to develop in their students. When they were asked the interview question: Can you describe some of the essential skills for entrepreneurship that you try to develop in your students? Lecturer A mentioned specified five key skills:

"For me first one is confidence in what they are doing, which is in this case art and design. Creativity, networking; they also need to understand the financial part, ability to design business plan. I tell them it's very important to understand the numbers. "

Lecture B reported on the skills as well as the values he was attempting to instill, or advise them to be aware of when in business:

"I always tell them you know…(then he digresses) *…come to think of it a student came to me looking for advice. I always advise them to keep their profit margins as low as possible, business ethics, brand loyalty, also important hard work never killed anybody. For instance, I tell them about myself I wake up at 4am and go drop people at the Airport. Hard work pays off."*

Lecturer C echoed these sentiments, but stressing the qualities and abilities needed for successful entrepreneurship:

"Independence is very important, confidence: if you are not confident you won't open a business. So No 1 is independence, 2 confidence, 3 knowledge base of the product that you want to sell or of the service you want to sell to your potential customers."

The above responses from lecturers suggest that they were trying to instill in their students some of what they considered to be the necessary entrepreneurial skills and characteristics. They also seemed in this respect to go beyond what is included in, or required by, the planned curriculum. While these lecturers were trying to instill these entrepreneurship skills in their students, they seem to be using a blanket approach to do this, in that all students, irrespective of their individual differences, were being taught the same skills without taking into consideration their individual capabilities and personalities.

These results align with the findings of Forcher-Mayr and Mahlknecht (2020) (see chapter 2, section 2.5) who reported from their findings that Both at the GET and TVET levels, entrepreneurship education in South Africa is taught

from a "skills perspective," with a focus on the formal sector and guidance from a human capital-based and productivity-based approach to education. Second, the style of entrepreneurship education provided at both levels emphasizes "skills for formal labour" and ignores the limitations in competence and the freedoms of the majority of young people who are unemployed (Forcher-Mayr et al., 2020).

Another key finding came from four (n=4) lecturers who claimed that their pedagogical approaches definitely enhance the entrepreneurial skills of students. They claimed that as a result of these approaches, some students had already ventured into entrepreneurship. This claim is confirmed by the comments of four lecturers.

When asked: **In what ways do you feel that your pedagogical approaches enhance your entrepreneurial skills**? Lecturer A seemed to be making the claim that, as result of his pedagogical approaches, a large proportion of his students are motivated to go into business:

“Most of them, I will say about 50% want to go into business. They tell me, Sir ‘We are artist, we don’t want to work for that people’ ”.
This claim was echoed by Lecturer B, who cited an example of a student having enjoyed his teaching:

“The fact that some of them come to me for advice to start their own business is proof that it’s working. Also Ms C came to me the other day and asked me ‘Do you remember this girl? She says she enjoys your subject.’…. Also when I changed the teaching approach my pass rate improved”

Lecturer C also cited as an example of the success of her pedagogical approaches, one of her students having set up a business:

“Currently last semester there is a guy who used to make watches after I introduced the business plan he opened his business, so he developed the confidence even though at first he was not confident to sell his product”.

Lecturer D cited another example of one of their students having opened his own businesses as proof of the success of their pedagogical approaches, in this case in particular, nurturing the creativity of this student:

"To answer that question let me remind you that we already have students that have opened small businesses. For instance, the guy who ones an ice cream business is one of our products, we taught him entrepreneurship module at different level (N4 –N6). The guy is creative as well as his ice cream are named after Mitchellsplain, where he lives. He has an ice cream called Vanilla plain."

These results align with the findings of Anjum et al., (2020) (see chapter 2, section 2.6.2) which suggest that student attitudes play a significant facilitating role in developing a student's creative disposition towards entrepreneurial intentions, and that there is a significant connection between attitudes and entrepreneurial intentions. These findings are also, in line with the findings of Forcher-Mayr and Mahlknecht's (2020) study (see chapter 2, section 2.4) as highlighted earlier, which suggested that learning connects to the real-life world of learners/students when teaching and learning are centred on real-life challenges of students. This makes it possible to disprove the widely held belief that going to school, continuing your education, and working hard will get you a job.

Thus, from these responses, and from the findings of previous studies, it may be reasonable to argue that, because the students participating in this study reported being strongly supported by their lecturers, and having been taught about real-life business situations in terms of the entrepreneurial skills they need for the type of venture they are contemplating, and how to construct a business plan, there is a strong likelihood of many of them venturing into entrepreneurship upon completion of their studies.

The fact that some have already ventured into business while studying bears testimony to this. As earlier highlighted by Tornikosiki and Maalooui (2019) interview with Professor

Ajzen (see chapter 2, section 2.6.2) positive attitudes and subjective norms can lead to the formation by an individual of an intention to engage in the kind of behaviour appropriate to entrepreneurship to the extent that people believe that they are capable of performing the behaviour in question. Again, this recalls Ajzen's 1991 already mentioned favourable the subjective norm general rule with regards to a certain behaviour. Also, it is at the level of a person's beliefs that we can learn about the unique factors that induce one person to engage in the behaviour of interest and to prompt another to follow a different course of action (Ajzen,1991).

4.5 CHAPTER SUMMARY

This chapter presented the findings from sampled students' responses relating their experiences, perceptions and views on the various ways in which their entrepreneurship intentions were being developed and encouraged at a TVET college. Through positive sentiments shared by these sampled students, the data showed the majority of these students to have a positive attitude towards the entrepreneurship programme offered at the college, how it was being delivered, and towards entrepreneurship per se.

This positive attitude was attributed not only to their views on the curriculum content, but also to the pedagogical approaches employed by the lecturers. All of the participating lecturers made claims about their respective pedagogical approaches in terms of encouraging their students' entrepreneurial intentions as well as introducing them to the realities of entrepreneurship. They also offered various reasons for some students choosing, or not choosing to pursue entrepreneurship. However, in spite of these generally positive views of, and attitudes towards, the entrepreneurship curriculum and pedagogical practices by both students and lecturers, the data revealed that, besides the student's positive attitude towards entrepreneurship per se, they perceived there to be persisting unfavourable subjective norms with regards to women's gendered roles in society (societal stereotypes). which hinder women students from participating effectively and equitably in local entrepreneurial activities.

The data also revealed the primary perceived behavioural control prohibiting students from participating effectively in local entrepreneurial activities to be a lack of capital. Nonetheless, the data revealed some effective teaching to be a favourable subjective norm that positively influenced these students to aspire to be entrepreneurs. The next chapter presents an analysis and discussion of the findings from the collected data.

CHAPTER FIVE
5. CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

As outlined in chapter 1, this study aimed to investigate how a sampled group of students' entrepreneurship intentions were being developed at a TVET College by responding, through a research process, to the main research question: 'How are lecturers' current pedagogical approaches advancing the entrepreneurship knowledge, skills, values, and attitudes in students at a TVET college?' The findings indicate that lecturers' pedagogical approaches play an integral and effective role in their teaching whose purpose is advancing entrepreneurship knowledge, skills, values, and attitudes in students at the TVET college which was the site of the study.

The findings were embedded in Ajzen's (1991) Theory of Planned Behaviour which suggests three constituencies that precede an individual's entrepreneurial intention. The following constituencies of The Theory of Planned Behaviour emerged in the process of interpreting the findings. These are to be systematically discussing in the course of this chapter:

- ✓ Attitudes of students towards a certain behaviour (interpreted as positive attitude towards entrepreneurship).
- ✓ Favourable subjective norms that positively influenced students to aspire to entrepreneurship.
- ✓ Unfavourable subjective norms that prohibited or discouraged students from participating effectively in local entrepreneurial activities.
- ✓ Perceived behavioural control at play that prohibited students from participating effectively in local entrepreneurial activities.

The data are also analysed against the background of the South African government's various initiatives to promote entrepreneurship among the youth. As highlighted in chapter 1, section 1.2, the ostensible purpose of such interventions as NYDA, SEDA, IDC, SEFA, and DEDT is to support young people with finance and provide them with information and training on how to establish and grow a business. In addition, as was described in Chapter 1, entrepreneurship programmes or curricula have been introduced at all levels

of education, from primary school through TVET and universities. This education initiative, together with the existing high rate of youth unemployment in South Africa, suggests that instructional approaches aimed at promoting entrepreneurial knowledge, skills, values, and attitudes in students require special attention.

As a researcher I wanted to know more about the attitudes of lecturers and students towards entrepreneurship education at the TVET college. Secondly, I sought to find out what challenges are currently prohibiting students from participating effectively in local entrepreneurship activities. Thirdly, I wanted to know in what specific ways the entrepreneurship education programme at the TVET college was advancing the entrepreneurial intentions of the students. The chapter is organised as follows:

5.2 Discussion of the findings
5.3 Recommendations from the findings
5.4 Limitations of the study
5.5 Chapter summary

5.2 DISCUSSION OF THE FINDINGS

The analysis of the findings from the focus group discussions and semi-structured interviews with the selected participants and lecturers at the TVET college was covered in the preceding chapter. The researchers' perspectives on the implications of this research study for policy and practice include:

- ✓ The importance of teaching students about real-life business contexts, including real challenges and possible problems
- ✓ The value and importance of using both student-centred and teacher-centred approaches in teaching entrepreneurship
- ✓ The importance of providing students with reliable and up-to-date information on funding start-ups and with access to information about existing support structures, including application procedures and protocols

- ✓ The necessity for cultivating strong supportive structures for female entrepreneurs

The first two implications are discussed in relation to research sub-questions one and three. Sub-question one: **What are the attitudes of lecturers and students towards entrepreneurship education at the TVET College?** Research sub-question three: **In what ways does the entrepreneurship education at the TVET college advance the entrepreneurial intentions of its students?**

The last two implications are discussed in relation to sub-question two**: What challenges are currently prohibiting students from participating effectively in local entrepreneurial activities?**

The findings discussed in this chapter are informed by, and consistent with, the TPB theoretical framework (The theory of planned behaviour) and are supported by the literature review presented in chapter 2.

5.2.1 The importance of teaching students about real-life business contexts

According to Table 1 in chapter 4, section 4.1.3, the majority of the students indicated a positive attitude toward entrepreneurship. This they did by sharing the pleasant experiences and feelings they had in relationship to the content and teaching of the programme. Students ascribed their enthusiasm for the module to the manner in which it was taught. Some students said they enjoyed the module because it teaches them in practical ways how to write a business plan, while others said the course is particularly interesting because it teaches them about different franchises and kinds of businesses they can embark upon. Students also reported forming a desire to own a business as a result of the way in which they are taught and the material used in the teaching. I concluded from these responses, as well as from other similar studies which I had reviewed, that teaching students about real-life challenges has major benefits, which can be summarised as follows:

First, this pedagogical approach helps to foster entrepreneurial mind-sets in students, together with a positive attitude toward entrepreneurship. I argue

that the result of the fostering of this attitude, develops an entrepreneurial mind-set and a positive attitude toward entrepreneurship, which in turn implies having a developed entrepreneurial intention. Furthermore, I argued that students who have formed entrepreneurial inclinations may venture into starting a business themselves in the future.

Second, the responses suggested that entrepreneurship, as it is being taught at the college, encourages the development of critical thinking, financial literacy, decision-making, and the desire to be self-sufficient. Given that, as an entrepreneur, you are your own boss and are responsible for the starting up and the success of your company, I considered that one needs to be a well-rounded individual. Decision-making is critical because you must guarantee that the decisions you make are strategic in terms of moving your organization ahead and ensuring its sustainability.

Third, the responses suggested that the pedagogical approach increases students' knowledge and awareness of various business ventures as well as their ability to situate themselves in, or imagine themselves being firmly situated in the business world. This is crucial since it provides a student with an initial concept or vision for their future business, and this concept can strengthen their intention.

Fourth, the approach improves students' capacity to make educated professional decisions. This is crucial for students to be able to envision where they want to go in their professions, and this capacity makes it easier for mentors to provide direction and practical assistance.

Finally, the approach assists students in developing clear entrepreneurial goals, knowledge, skills, values, and attitudes. These entrepreneurial goals, together with the appropriate knowledge, abilities, values, and attitudes among students, according to the present study, and other reviewed studies, translate to a developed entrepreneurial intention, which may eventually push a student to create a business.

Therefore, based on these findings and those of similar studies, I would argue that students' positive attitude toward entrepreneurship could be attributed to, among other factors, the lecturers' pedagogical approaches, which are linked to the ability of the lecturers to create an environment conducive to teaching and learning, and to the particular ways in which the lecturers impart knowledge to their students about real-life problems, including those which they may encounter in starting and sustaining their own business. These findings mirror those of previous studies that have examined the effects of Challenged-Based Learning programs (Colombelli et al., 2022; Chanin et al., 2018). They found that Challenged-Based Learning programs, in which students learn about real-life contexts through dealing with challenges and real problems, have a positive effect on the development of an entrepreneurial mind-set and of skills such as financial literacy skills, and planning skills, and encourage creativity.

These findings are similar to those of Rasmussen and Sørheim (2006): that experiential methodologies have proved to be particularly effective in the entrepreneurship education domain, and that, among such methodologies, Challenged-Based Learning approaches have gathered momentum.

These findings have pedagogical and policy implications for the delivery of entrepreneurship education, particularly in South Africa. Firstly, I consider them to provide valuable information to policymakers, who at the national level, may be searching for appropriate and innovative ways to encourage entrepreneurship amongst the youth. Second, the findings suggest that teaching students about real-world problems can help create an entrepreneurial culture at TVET colleges. Thus, this researcher advocates for the incorporation of this approach (teaching students about real-life issues) into entrepreneurship education and training at all colleges.

5.3 THE IMPORTANCE OF FUNDING START-UPS AND ACCESS TO INFORMATION ABOUT FUNDING AND SUPPORT STRUCTURES

As a researcher, my analysis of the data with reference to the second research sub-question, what challenges are currently prohibiting students from participating effectively in local entrepreneurial activities? suggests that lack of

funding and lack of knowledge are the factors prohibiting students from participating effectively in local entrepreneurship activities. As a researcher, I contend that, while the students in this study generally demonstrated positive attitudes towards entrepreneurship, and were able to situate themselves in a business environment, lack of funding, together with a lack of information about the available support structures appeared to be a factor limiting these students from becoming independent through entrepreneurship.

The findings of the current study are consistent with those of Gwija et al. (2014) (as seen chapter 2, section 2.3) who investigated encounters and prospects of youth entrepreneurship in Khayelitsha and found a lack of funding and support structures like NYDA and DTI to be among some of the challenges faced by the youth when they attempt to open a new business. These findings also mirror those of previous studies that have investigated the challenges preventing the South African youth from becoming entrepreneurs (Radebe, 2019). These studies, together with the present study, thus underscore the need for an effective and well- thought-out intervention to enable easy access to, and provide information about, funding start-ups for students while they are still at college., Organisations and state bodies, such as the NYDA, DTI, SEDA, IDC, whose mandate is to foster youth entrepreneurship, through incentive schemes, loans or providing knowledge on how to start and grow a business, should have more presence and offer information seminars at TVET colleges to fulfil their mandates.

5.3.1 Cultivating supportive structures for female entrepreneurs

The researcher's analysis of the data relating to the second research sub-question, 'What challenges are currently prohibiting students from participating effectively in local entrepreneurial activities?', suggests that the business environment is essentially a patriarchal one which does not favour women. Female students expressed their feelings of hopelessness with regards to getting funding, as they felt that their male counter-parts would be prioritised in terms funding.

Students attributed this view to societal stereotypes that seem to disadvantageously position female entrepreneurs with regards to

entrepreneurship. Similar to the present study, previous studies have found that, despite the increased diversity in the representation of female entrepreneurs, the traditionally gendered discourse prevails, one which positions women as inferior in the entrepreneurship discourse (Bobrowska & Conrad, 2017) (see chapter 2, section 2.3).

These results also align with the findings suggested by Nxopo and Iwu (2015) (see chapter 2, section 2.3) based on which these researchers argue that women's aspirations for autonomy through entrepreneurship are stalled by factors such as family responsibility and the demands of maintaining an acceptable balance between work and family. Thus it may be argued that, because these students perceive the existence of a hegemonic unfavourable subjective norms discourse concerning women's roles in society, their intentions to venture into entrepreneurship may be hindered (Ajzen, 1991) and they may eventually decide not to venture into entrepreneurship.

Thus, the results of the current study can be said to underline the necessity for some government intervention in setting up female supportive structurers in communities, one that would educate the communities to resist the unfavourable subjective norms with regards to women's' roles in society, especially where entrepreneurship is concerned. Existing organizations, such as the NYDA, DTI, SEDA, and IDC, whose mission and mandate, as has been mentioned, is to promote young entrepreneurship through incentive programs, loans, should provide education on how to establish and build a business. The Western Cape Government (2021) and its support initiatives should also be more visible in the communities of the Western Cape. Their presence in these areas is essential for educating residents about the benefits of entrepreneurship and for dispelling societal prejudices about female entrepreneurs.

I now provide insight into the implications of this study for policy and practice for both the curriculum and the teaching thereof. Firstly, from the data analysis, the researcher notes that, while reports from students and lecturers on practical learning about real life challenges was minimal (writing up a business plan and learning about and practising the opening of a franchise),

what practical learning there was appeared to be effective in terms of its positive effect on the entrepreneurial mind-set of these students. This is why the researcher urges that the teaching of entrepreneurship education be in line with the Challenged-Based Learning program approach promoted by Colombelli et al. (2022), Chanin et al. (2018), and Rasmussen and Sørheim (2006). In this approach, students learn by tackling real-life challenges like starting a business or solving real challenges put forth by existing firms while also being guided and supported by their instructors. Second, it is suggested that for the best development of entrepreneurial knowledge and abilities, a blend of a teacher-centred and student-centred approach be adopted.

Making use of a combined student and teacher-centred approach would provide a support structure and a facilitator role for students who are learning about real life challenges such as founding a start-up or solving real challenges proposed by existing firms or by themselves. Thirdly, the researcher contends that, were lecturers to be provided with refresher short courses that would enhance their pedagogical approaches they would be attuned to pedagogical approaches whose efficacy has been tested for the teaching of entrepreneurship.

Fourth, the results of the study underscore the need for interventions which would enable easy access to information about the funding of start-ups for students while they are studying at a college. In short, existing organizations such as the NYDA, DTI, SEDA, and IDC, whose mission is to promote youth entrepreneurship, through incentive programs, loans, and education on how to start and build a firm, should be more visible in all Western Cape areas. Their presence is required to educate communities about the value and possibilities of entrepreneurship, and to dispel societal prejudices about female entrepreneurs.

5.3.2 The significance of student-centred and teacher-centred approaches in the teaching of entrepreneurship education

As the researcher, my analysis of the data with reference to research sub-question three suggests that, while most of the lecturers were unsure of what the term ‘pedagogical approaches’ specifically refers to, when I explained the

concept, it became evident that in fact they were all using some form of a combined student and teacher-centred approach. Notably, their responses indicated that the combination of the teacher and student-centred approach was actually proving effective in enhancing the student's entrepreneurship intentions. Nonetheless, the question to ponder here is, if lecturers are not sure of what pedagogies they use, then how exactly does their teaching intentionally develop the entrepreneurial intentions of their students, and what outcomes are stipulated in the curriculum, and in what ways do the lecturers seek to meet these? However, the data suggest that the ways in which students were being taught was encouraging them and moving them towards aspiring to be entrepreneurs.

Once again students attributed what they considered to be effective teaching to the fact that their lecturers gave them examples of the businesses they would realistically be able to venture into, and were also teaching them about business morals, values and the attitudes students need to possess or cultivate when conducting business. As mentioned in the previous chapter, these results align with the findings of Colombelli et al. (2022), and those of Rasmussen and Sørheim (2006), that Challenged-Based Learning programmes have a positive significant effect on the development of students' entrepreneurial skills and mind-set.

This discovery also has policy implications. It provides valuable information to policymakers who are searching at the national level for strategies to encourage youth entrepreneurship. Second, this data set suggests that teaching students about real-world/life problems can help spread an entrepreneurial culture at TVET colleges. Thus, the researcher proposes the incorporation of this approach (teaching students about real-world problems) into the delivery of entrepreneurship education, given that at the college where the present study was conducted, lecturers made use of the combination of a teacher and student-centred approach and it appeared, from both the students' and the lecturers' responses, to be effective in the development of most students' entrepreneurial intentions.

It should be noted a study conducted by Ismail (2017), and discussed in Chapter 2, section 2.3, which found the participating students developed a higher level of entrepreneurial skills when lecturers used a teacher-centred approach when compared to those learning through a student-centred approach was confined to Malaysian students. Therefore, it may be reasonable to argue that the combination of teacher and student-centred approach can have a positive significant effect on the entrepreneurial skills and mind-set of the students at the TVET college under study. This line of thinking aligns with the findings of the Mukesh et al. (2019) study, discussed in chapter 1, section 1.2, that the pedagogic approach may vary, inter-institutionally or even intra-institutionally when a range of various academics/lecturers are involved.

In my analysis of the data I note that in the case of the present study, there were favourably subjective norms at play manifested in the encouraging manner in which lecturers taught and this encouraged student to aspire to be entrepreneurs. For this reason, the researcher advocates that a combination of a teacher and student-centred approach, coupled with favourably subjective norms, can be effective in developing the entrepreneurial intentions of students.

These results are in line with the theoretical framework of the present study, a framework based on the assumption that positive attitudes and subjective norms lead to the formation in an individual of an intention to engage in a certain behaviour to the extent that people believe that they are capable of performing the behaviour. As already mentioned, the general rule is that the more favourable the subjective norm with regards to the behaviour, the stronger the individual's intention to perform the behaviour (Ajzen,1991).

5.4 LIMITATIONS OF THE STUDY

The researcher had only anticipated the following challenges in conducting this study:

financial constraints, time constraints, access to the study site, the difficulty of generalising the findings, and not including an interrogation of the curriculum

in the scope of the study, as recommended by Cresswell and Gutterman (2019). However, in the current study the following limitations were experienced: the tight time frame, the effects of the covid 19 pandemic with regards to on site contact with participants, as well as not interrogating the curriculum, and the generalisation of the study's results.

5.4.1 Time-frame

During the focus group discussions and the semi-structured interviews, the participants spoke for longer periods than estimated when responding to the interview questions. Another challenge was that the tendency of some participants to digress from the topic/research question, and as researcher I found it challenging to reign them in for fear of offending them. To prevent the participants from speaking too long, and going off topic, in future studies I intend to regularly communicate the interview schedule and its time frame to the participants, and to allocate a more reasonable time-frame for each interview. As suggested by Cresswell and Gutterman (2019), researchers should be realistic about the amount of time they allocate for data collection sessions and communicate the allocated length of time to the study participants.

5.4.2 Implications of Covid-19 With regards to on site contact with participants

Initially, the interviews were scheduled to take place via online platforms, due the majority of the participants at the time attending classes virtually. However, as the covid 19 lockdown restrictions were eased, both the researcher and the participants agreed to carry out the interviews on site. This had a slight impact on time-frames as the number of students that could be accommodated in class on a given day was half that of the normal venue capacity. As a result, interviews carried on for longer than anticipated.

5.4.3 Omitting an interrogation of the curriculum

Since the study aimed to investigate how students' entrepreneurship intentions were being developed at the college by responding to the main question, How are lecturers' current pedagogical approaches advancing the entrepreneurship knowledge, skills, values, and attitudes in students at a TVET college? the researcher did not deem it necessary to interrogate the curriculum: the question specified pedagogical approaches, not curriculum content. However,

the possibility exists that the results of the study could have assisted me with further analyses of the findings had I interrogated the national TVET entrepreneurship education curriculum, since the curriculum and pedagogical strategies are interrelated.

5.4.4 Generalisation of results

The use of case studies in research has its own set of drawbacks, including the inability to of the researcher to generalise findings (Cohen et al., 2007). Generalisability is defined by Cohen et al. (2007) as based on the assumption that the outcomes of a research study may be applied to other similar situations. Furthermore, the researcher kept in mind in this study that case studies take place at and within a certain time and in a particular area, and that the sample size is smaller than that used for other research methods, such as phenomenology and narrative research (Okeke, 2015). Thus, the conclusions of this study cannot be extrapolated to a different situation. However, while being conscious of these limitations, the researcher chose a case study design for the present study to be able to obtain a deep comprehension of a phenomenon using various types of data sources (Kumatongo & Muzata, 2021).

5.4.5 Recommendations for further research

This study looked at the ways in which students' entrepreneurial intentions were being developed at a particular TVET college, and in particular by responding to the main research question, 'How are lecturers' current pedagogical approaches advancing the entrepreneurship knowledge, skills, values, and attitudes in students at a TVET college?' Firstly, since the sample size of the present study was limited to only 30 (n=30) participants and five (n=5) lecturers at on selected TVET college, there was a need for an in-depth study of a larger sample. Secondly, since this study did not include the entrepreneurship curriculum, future studies that would include the interrogation of the curriculum as well as pedagogical approaches and strategies could be carried out at the selected TVET and other TVET colleges.

5.5 CHAPTER SUMMARY

This chapter draws inferences from the findings discussed in chapter 4 which respond to the subsidiary questions. The study findings provide some insights into how students' entrepreneurial intentions are being developed at a TVET college. The findings also provide insights into some of the ways in which the lecturers' current pedagogical approaches are advancing the students' entrepreneurship knowledge, skills, values and attitudes.

While the study found participating students' attitudes to be generally positive towards entrepreneurship and ultimately towards their entrepreneurship intentions being developed, it was evident from their responses that there were some unfavourable subjective norms and perceived behavioural control at play in hindering them from participating willingly or effectively in local entrepreneurship activities.

I consider that the study findings provide a clear indication that government intervention is necessary in ensuring that students are provided with easy access to information about funding and students are provided with mentoring on how to start and grow their own businesses. The study also brings to the fore the need to dispel societal prejudices about female entrepreneurs.

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APPENDICES

APPENDIX A

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

COLLEGE OF CAPE TOWN
Inspiring minds

To Whom it May Concern
Cape Peninsula University of Technology

30 July 2021

APPROVAL : NOBANDLA MALAWU RESEARCH PROJECT

To whom it may concern

We are pleased to confirm that permission to conduct the proposed research has been granted on 30 July 2021 by Dr M. Muswaba (FCIS), Principal of the College of Cape Town for TVET.

Approval was granted in terms of "Policy DHET 004 Approval to Conduct Research in Public Colleges" to Nobandla Malawu to conduct the Master's research study at the College on the topic of "The development of tourism students' entrepreneurial intentions at a TVET college".

Yours faithfully

Andrew Winks
Quality Manager

CENTRAL OFFICE

334 Albert Road, SALT RIVER, 7925,
P.O. Box 1054, CAPE TOWN, 8000
Tel: +27 21 404 6700 • Fax: +27 21 404 6701
Info Line: +27 86 010 3682 | email: info@cct.edu.za | Website: www.cct.edu.za

APPENDIX B

Cape Peninsula University of Technology

Cape Peninsula University of Technology

Private Bag X8, Wellington, 7654
Jan van Riebeeck Street, Wellington, 7654
Tel: +27 21 864 5200

P.O. Box 652, Cape Town, 8000
Highbury Road, Mowbray
Tel: +27 21 680 1500

FACULTY OF EDUCATION

To: Ms Malawu

On the 10th of June 2021 the Chairperson of the Faculty of Education Ethics Committee of the Cape Peninsula University of Technology granted ethics approval **(EFEC 3-6/2021)** to Nobandla Malawu for a M. Ed degree.

Title	The development of tourism students' entrepreneurial intentions at a TVET college

Comments:

The EFEC unconditionally grants ethical clearance for this study. This clearance is valid until 31st December 2024. Permission is granted to conduct research within the Faculty of Education only. Research activities are restricted to those details in the research project as outlined by the Ethics application. Any changes wrought to the described study must be reported to the Ethics committee immediately.

Date: 10th of June 2021

Dr Candice Livingston

Research coordinator (Wellington) and Chair of the Education Faculty Ethics committee

Faculty of Education

APPENDIX C

Faculty of Education
Ethics informed consent form.

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

Principals		*Teachers*		*Parents*		*Lecturers*		*Students*	√
Other (specify)									

You are kindly invited to participate in a research study being conducted by… from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

An undergraduate project		*A conference paper*	
An Honours project		*A published journal article*	
A Masters/doctoral thesis	√	*A published report*	

Selection criteria
You were selected as a possible participant in this study because (give a reason why the candidate has been chosen):

Because of your ability to articulate and share your ideas comfortably.
The information below gives details about the study to help you decide whether you would want to participate.

Title of the research:
The development of students' entrepreneurial intentions at a TVET College

A brief explanation of what the research involves:

This research is aimed at assisting students to develop entrepreneurial intentions in o to alleviate poverty and unemployment among the youth in South Africa.

Procedures
If you volunteer to participate in this study, you will be asked to do the following things: (The researcher must complete the section below. For example: 'Each research participant will be interviewed by the researcher or his/her assistants or collaborators [provide names of interviewers]. Briefly explain how many interviews, the duration of the interviews, place, date, etc.)

You will be interviewed …, the researcher during lunchtime. The interviews will not take too much of your time, as they are short and more of a conversation, just to get your views on the topic.

Potential risks, discomforts or inconveniences
(Researcher please briefly describe any foreseeable risks, discomforts or inconveniences likely to affect research participants)
None.

You are invited to contact the researchers should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	**Yes**	**No**
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.			

Contact person:	
Contact number:	Email:

APPENDIX D

FOCUS GROUP INTERVIEWS WITH STUDENTS STUDYING ENTREPRENEURSHIP.

The theoretical framework of this study is embedded in Ajzen's theory of planned behaviour (TPB). TPB assumes that the precursors of entrepreneurship intentions are, attitude towards the behaviour, subjective norms and perceived behavioural control (Ajzen, 1991).

The study aims to respond to the following questions:

TPB assumes that the precursors of entrepreneurship intentions are, attitude towards the behaviour, subjective norms and perceived behavioural control (Ajzen,1991).	
Attitude towards entrepreneurship	What is the range of attitudes exhibited by the respondents?
Subjective norms	What subjective norms play a role in…
Percieved behavioural control	How does perceived…

The study further aims to respond to the following sub-questions:

- How does the current entrepreneurship TVET curriculum influence the entrepreneurial intentions of tourism students in TVET College?
- What are the attitudes of lecturers and students towards entrepreneurship education at the TVET college?
- What challenges are currently prohibiting students from participating effectively in local entrepreneurial activities?
- How are lecturers 'current pedagogical approaches advancing the entrepreneurship knowledge, skills, values and attitudes in students at the TVET College?

	1	2	3	4
Attitude		x	x	X
Norms			x	X
Control			x	

Good day and welcome to our session. Thanks for taking the time to join us to talk about entrepreneurship intentions of students. My name is Bandla Malawu, I am a lecturer for Tourism and a Masters student at CPUT. I am conducting a research to find out how the entrepreneurship programme develops your entrepreneurial intentions.

You were invited because of your ability to express your views eloquently. A feature that is needed in this kind of conversation as it is important for me as a researcher to capture your views directly from you. There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You've probably noticed the microphone. We're tape recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't write fast enough to get them all down. We will be on a first name basis tonight, and we won't use any names in our reports. You may be assured of complete confidentiality. This interview will be used as part of the findings of the thesis that I am.

So let's begin, we will start from the front row.

1.Please tell us of the name of the course that you are studying?
2. What do you like the most about the module?
3. You know; people say your attitude towards a certain subject often determines how well or badly you will do towards the subject. I am interested to know what is your attitude towards entrepreneurship education?
4. Do you think that the way you are taught makes you want to be an entrepreneur one day?
5. In your view, what attitude, knowledge and skills makes up an entrepreneur, also do you think you have these?
6. When you think of entrepreneurs do you consider them successful or unsuccessful people who failed to get formal employment and ended opening their own business?
8. What do you think is standing in your way of becoming an entrepreneur?
9. In your family is there anyone who owns a business, if so how is their business doing?
10. If you were to open your own business do you think your family members or lecturers would be proud of you and even support you?

APPENDIX E

SEMI STRUCTURED INTERVIEWS WITH LECTURERS TEACHING ENTREPRENEURSHIP.

The study aims to respond to the following questions:

- How does the current entrepreneurship TVET curriculum influence the entrepreneurship intentions of students?
- What are the attitudes of lecturers and students towards entrepreneurship education at the TVET?s
- What challenges are currently prohibiting students from participating effectively in local entrepreneurial activities?
- How are lecturers 'current pedagogical approaches advancing the entrepreneurship knowledge, skills, values and attitudes in students at the TVET College?

1. Can you briefly describe your teaching experience in the TVET sector and the subjects that you are currently teaching?
2. Can you describe the types of pedagogies employed in your class to teach entrepreneurship in your class?
3. In what way do you feel that your pedagogical approaches enhance student's entrepreneurial knowledge?
4. Can you describe some of the essential skills for entrepreneurship that you try to develop in your students?
5. In what ways do you feel that your pedagogical approaches enhance these entrepreneurial skills?
6. What in your view are students' attitudes towards entrepreneurship?
7. In what ways do you feel that your pedagogical approaches aim to enhance the entrepreneurial attitudes of your students?
8. What are your perspectives concerning the current curriculum?
9. Do you feel that the curriculum in any way aims to enhance the entrepreneurial intentions of students?
10. In your view what are some of the challenges that are currently prohibiting students from participating effectively in local entrepreneurial activities?

APPENDIX G: REQUEST FOR COLLECTING DATA AT COLLEGE OF CAPE TOWN

No 5 Leipoldt Way
Mandalay,
Cape Town
7785

Mr A. Winks
College of Cape Town
Central Office
7 Kent
Salt River

Dear Mr Winks

I am currently registered for Master Education degree at CPUT. I am conducting a research project into the development of students' entrepreneurial intentions at a TVET College.

The aim of this letter is to request that you grant me permission to conduct research with students into "The development of students' entrepreneurial intentions at a TVET College".

All individuals and sites involved will remain anonymous.

Yours faithful

N. Malawu

APPENDIX H

FOCUS GROUP INTERVIEWS WITH STUDENTS STUDYING ENTREPRENEURSHIP

The theoretical framework of this study is embedded in Ajzen's theory of planned behaviour (TPB). TPB assumes that the precursors of entrepreneurship intentions are, attitude towards the behaviour, subjective norms and perceived behavioural control (Ajzen, 1991).

The study aims to respond to the following questions:

TPB assumes that the precursors of entrepreneurship intentions are, attitude towards the behaviour, subjective norms and perceived behavioural control (Ajzen,1991).	
Attitude towards entrepreneurship	What is the range of attitudes exhibited by the respondents?
Subjective norms	What subjective norms play a role in…
Perceived behavioural control	How does perceived…

The study further aims to respond to the following sub-questions:
What are the attitudes of lecturers and students towards entrepreneurship education at the TVET college?

What challenges are currently prohibiting students from participating effectively in local entrepreneurial activities?

In what ways does the entrepreneurship education at the TVET College advance the entrepreneurial intentions of the students?

Good day and welcome to our session. Thanks for taking the time to join us to talk about entrepreneurship intentions of students. My name is Bandla Malawu, I am a lecturer for Tourism and a Masters student at CPUT. I am conducting a research to find out how the entrepreneurship programme develops your entrepreneurial intentions.

You were invited because of your ability to express your views eloquently. A feature that is needed in this kind of conversation as it is important for me as a researcher to capture your views directly from you. There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You've probably noticed the microphone. We're tape recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't write fast enough to get them all down. We will be on a first name basis tonight, and we won't use any names in our reports. You may be assured of complete confidentiality. This interview will be used as part of the findings of the thesis that I am.

So let's begin, we will start from the front row.

2. What do you like the most about the module?

Focus group 1 (AB, MM, EN, VT, LM, VI)

AB: What I like about it is that it broadens your knowledge about the business. Even though I don't personally want to open a business s but want to work for one or study further. You get to know a lot of things like how you can make money. People always think you need to lot of money to start a business. It teaches us about a lot about the work and why things are expensive and teaches us about the way of life. Because one day we gona become adults and work for ourselves. Irrespective that am not gona start a business but it teaches me how to live.

AB spoke a lot and all others nodded

Positive attitude =6

The rest of the group nodded as AB spoke

Focus group 2 (CD, NM, EF, AM, SM, EM)

CD: I would say I like the course itself because am doing well in it and we learn about how to do business. But I would prefer to work for a business or maybe go into teaching, because I don't have money to start a business.

NM The thing I like about It is that everyone doing the course can learn about how to start a business. Because at this time there is a lack of job opportunities out there.

EF: I like the fact that it teaches us about the outside world, how to survive outside, when it comes to work and how to …not to wait for things to be given to us that you have to go outside and create opportunities for yourself.

AM : It also teaches us how to stand by yourself. If you don't get internship you can go and do business. It also teaches us attitude you must have when you are dealing with people or you are doing business

SM: I like that now we learn about franchising and I also learned about how to do business plan. So that makes me more interested in owning a business.

EM: It's a no for me because when you are doing business you need capital and government does not assist with capital

FG2 : PA =4 NA =2

Focus group 3 (MZ, PV, DR, DN,XW,TG)

MZ: I like the fact that it teaches us about both entrepreneurship and intrapreneurship. So that I can decide if I want to start a business or want to work for one. So that I don't start a business and not be sure about a salary.

TG: I Also like that it teaches us both entrepreneurship and intrapreneurship. Because I want to have a choice of working for a business or opening my own. In fact Ms, I think for me it's better to work for a business because my salary will not depend on how badly or well the business is doing. I will negotiate for a standard salary (she laughs)

PV: I like the it is theory based and I can also learn about franchises. Maybe one day I will open my own (she smiles)

DR: Me and PV same whatsgroup (she laughs). No Ms I mean that I also like it because its theory-based and we learn about franchising and in N4 we did business plan. So the knowledge we gain here will help us to open own business, like a franchise business.

DN: I like it because **o**ur lecturers explain a lot, he teachers about examples of business we can open. The lecturer is very good and makes the subject very easy

for us and makes us want to be entrepreneurs. He always give examples on everything and give us examples of businesses we can go into

XW: it's okay, from N4 we have been doing well.

FG3: PA = 4

IN = 1

NA=1

Focus group 4 (AJ, PM, DJ, BN, LM, SQ)

AJ: (giggles) I don't like it because it's too much theory, Mam.

PM: I like it because it teaches us about business, we learn about franchising and in N4 we did business plan. So who knows, maybe one day I will have my own KFC franchise.

DJ: mhmmm (he scratches his head) I like it because it teaches us about business. Sir also gives examples about types of businesses we can open.

BN: I like that its mainly theory that we do. For me I like subjects that make me discuss. Because I don't really like calculation so I like theory-based subjects. Also what I like with this course is that all of us get to learn about types of businesses we can start.

LM: I like that we learn about entrepreneurship and how to do business. Because jobs are scarce especially after covid, so we can start own business when finished

SQ: I like the way Sir teaches it, he is not boring and I also pass the subject very well (she smiles)

PA =4

NA = 1

Focus group 5 (ZM, TT, TM,BA,CL,SL)

ZM: I like it because it's a nice subject and its useful because we learn about a lot of stuff, like business plan and franchising. So if you like you can open a business.

TT: I like it because it's not a difficult subject.

TM: he laughs: hayi mna Ms, yhoo sorry (then he switches into English) I would say I like it because I am here learning and not sitting at home. You know I did not get accepted at University but I am okay, maybe with this course I will be able to open a business one day.

BA: To be honest Ms, I don't know (she say flipping her hands). I took any course that I could get for this year. Because I also did not get accepted at University. So I think that I still want to go to University.

CL: I really like it Ms because I think if all of us are serious in learning everything about entrepreneurship we would be able to open our own businesses. You know that that who makes and sells ice cream here on Campus? He also did entrepreneurship module and now he has his own business, while still study.

SL: I like it Ms because it gives us basic knowledge about creating business and Sir gives us a lot of examples of businesses that we can open and I cant wait to try these in my township. I already own a hair salon,but its not something big. But I am looking forward to finish my studies so that I can concentrate in my salon business.

PA =3

NA =3

3. You know; people say your attitude towards a certain subject often determines how well or badly you will do towards the subject. I am interested to know what is your attitude towards entrepreneurship education?

FOCUS GROUP 1 AB, MM, EN, VT, LM, VI)

AB: I think it's nice. Because it's mostly general knowledge that you can add to it.

MM: I like it Ms, because

All other students nodded

PA =6

Focus group 2 (CD, NM, EF, AM, SM, EM)

Covered above

PA =6

Focus group 3 (MZ, PV, DR,DN,XW,TG)

CD: its okay, from N4 we have been doing well.

NM: Yes, and also our lecturer is very good.

EF: I like it because with our current lecturer is good at it he gives us practical examples.

All students agreed. Student. Our lecturers explain a lot, he teachers about examples of business we can open. The lecturer is very good and makes the subject very easy for us and makes us want to be entrepreneurs. He examples everything and give us examples of businesses we can go into

PA= 6

Focus group 4 (AJ, PM, DJ, BN, LM, SQ)

AJ: I don't like it but I still pass the subject.

PM: Mine is good and am doing well in the subject, now I get like 80%

DJ: Its good Ms

BN: Its good

LM: I like it Ms

SQ: I like it Ms

PA= 5

N=1

Focus group 5 (ZM, TT, TM,BA,CL,SL)

ZM: I like it because it's a nice subject.

TT: I like it because it's not a difficult subject.

TM: Its something I have to do in order to pass.

BA: Yeah I agree with TM, because for me I feel like I need to pass this course atleast and then decide which other course I must still do

CL: Its my favourite subject

SL: Its good Ms.

PA =4

4. Do you think that the way you are taught makes you want to be an entrepreneur one day?

FOCUS GROUP 1 AB, MM, EN, VT, LM, VI)

Student MM: Yes it definitely does make me want to me an entrepreneur, Ms

Student EN: Yes, Ms it does. It also teaches us how to behave as a business person, like your morals and principles and how you should handle certain business principles.

AB: It does encourage you, but like I said I don't want to start my on business I want to work for one. I don't like a situation where I will not know where my next salary will come from.

Subjective Norms (SN) = 5

(SN) = 1

Focus group 2 (CD, NM, EF, AM, SM, EM)

Yes, all five students

CD: differed, It's a no for me because when you are doing business you need capital and government does not assist with capital

SN= 5 enabling SN

SN= 1

Focus group 3 (MZ, PV, DR,DN,XW,TG)

MZ : Yes

PV : Yeah

DR : I would definitely say yes

DN: Like he applies everything that you will have to go through. Like he has examples of businesses that we can open in different branches. He makes it easier for us to go into that venture

XW: Yes, Ms

TG: Yes Ms because it's encouraging and it's not a boring subject

SN = 6 Enabling subjective norms

Focus group 4 (AJ, PM, DJ, BN,LM,SQ)

AJ: Yeah I would say, because Sir is good at what he does.

PM: Definitely

DJ: Off course yes, Sir also gives examples about types of businesses we can open. So I am thinking of trying a small business when I finish my studies

BN: Yes it does encourage us

LM: Yes it motivates me to want to become a business man one day (he says with a smile)

SQ: Yes yes, (he says also showing a thumbs up)

SN = 6 Enabling subjective norms

Focus group 5 (ZM, TT, TM,BA,CL,SL)

ZM: Yes it does.

TT: Its also yes for me

TM: Not for me. I still want to study something else

BA: Me too, I still want to study something else when I finish this cours

CL: Yes definitely

SL: Yes

SN: = 4 enabling

Deviation = 2

5. In your view, what attitude, knowledge and skills makes up an entrepreneur, also do you think you have these?

FOCUS GROUP 1 AB, MM, EN, VT, LM, VI)

AB: *Risk taker, be open to change*

MM: *Positive attitude, even if the business doesn't do well you have to pick yourself up and continue again*

EN: *capital*

PBC = 6

Focus group 2 (CD, NM, EF, AM, SM, EM)

EM: He needs to be passionate and not be more about profit. Take into consideration the needs of his customers. He needs to be able to work with other ppl to get other resources.

CD: A good manager, understand that people are different and we do things do things skills. Knowledge and love for your team diversity and be compassionate to your team.

EF: Be patient and passionate for your business.

AM: Be positive and believe in yourself

SM: Communication skills, a people's person

And all students think they have skills.

Focus group 3 (MZ, PV, DR, DN, XW, TG)

Mz: He must be a risk-taker

PV: Open to change, things are changing from time to time. So you must be able to adjust to change

DR: Also you must be a risktaker because it's not a guaranteed thing how your business will go.

DN: You must have the necessary capital for it.

XW: Also knowledge for the business

TG: Also being an entrepreneur has its negative and positives, you must be able to pick yourself up

Atttitude: Positive attitude

TG: Resilient: know that even if doesn't go well still continue with it. Because in business there are challenges. Its not always guaranteed that you going to win all the time. There are failures as well so you have to pick yourself up to pick yourself up and continue.

All 6 believe they have

Focus group 4 (AJ, PM, DJ, BN, LM,SQ)

AJ: Risk-taker: which am not

PM: Creativity

DJ: Resilient

BN: Positive attitude

LM: hardworking

SQ: Financial skills and time management

PBC = 5 Advancement of skills

PBC = 1 I am not a risk taker

Focus group 5 (ZM, TT, TM,BA,CL,SL)

ZM: Innovation and time management

TT: Descipline and good morals

TM: Analytical

BA: A great thinker

CL: Positive attitude

SL: Good time management

CL, SL,TL and ZM said yes to having these skills

SN: = 4 enabling

Deviation = 2

6. **When you think of entrepreneurs do you consider them successful or unsuccessful people who failed to get formal employment and ended opening their own business?**

FOCUS GROUP 1 AB, MM, EN, VT, LM, VI)

MM: Some of them are successful

EN: Some not all of them

VT. I know someone from my community who worked for an insurance company. He had always wanted to work for himself, because he doesn't like to work for a boss. He encountered problems, it wasn't easy. But eventually his business became.

MM. I think perseverance plays an important part. Because it's very difficult like this person who quit his job and had to start from stretch and you have to make sacrifices and you don't know where your next meal comes from. So I think that the people who start businesses to a certain extent are successful.

Presence of SN= 4

2 students remained silent.

Focus group 2 (CD, NM, EF, AM, SM, EM)

CD: I personally consider them successful, because they have the gut to stand up it do it for themselves.

AM?? Some people did not start the business because they are successful. They start the business because they felt the hunger and had no choice but to start.

EF: Yes, my uncle owns a taxi business and is doing. So I think they are successful.

SM: I am not sure Ms because some are successful some of the businesses are not succeful.

EM: I think it differs from one person to the next, some people never got jobs and started businesses because they had no choice. Maybe others had a choice of going into business because their families already owned business. Like you see, in Khayelitsha eparkin children from that family are sorted financially. So if they enter into business it would be by choice not necessity.

SN= 4

SN = 2 NEGATIVE

Focus group 3 (MZ, PV, DR, DN,XW,TG)

MZ: It varies; some are successful some not. You go to University wishing that you gona get a job and then you don't. And then now they decide to venture in business to fend for themselves and their families.

TG: Successful people because the minute you decide you going to open up a business is an important thing as you not only creating employment for yourself, but for others as well. I think they are successful because the other people will also be able to provide for their families.

Others did not respond.

Subjective norm positive =2

Focus group 4 (AJ, PM, DJ, BN, LM,SQ)

AJ: Yeah I think they are successful

PM: Yes, those that I know are successful

DJ: I think they are successful

BN: I think they are successful

LM: **I think they are** successful

SQ: I think they are successful

Focus group 5 (ZM, TT, TM, BA,CL,SL)

ZM: Yes I think they are successful and like what they do.

TT: Yes I think so, look at ACE forinstance (a young business man in Khayelitsha) he is very successful and has opened a Hotel in Makhaya.

TM: I think some are some are not they had no choice when they did not get jobs

BA: Yes I think they are successful and brave, some people start a business with nothing

SL: Yes I agree with TT, yhooo ACE is very rich

CL, I think its successful people who had a bit of money to start a business and now they are doing well.

SN: = 5 enabling

SN = 1 affecting

7. What do you think is standing in your way of becoming an entrepreneur?

FOCUS GROUP 1 AB, MM, EN, VT, LM, VI)

MM: Capital

EN: Capital is a problem

VT: Capital

LM: Capital

VI: Capital

AB: Not really much is standing in my way. There is a lot of other things, I still want to travel or maybe study further or even do teaching. Maybe at a later stage. Because business is something that you need to oversee. Also a lot of things happen, like covid now I was just thinking that a lot of things happened, like businesses close down. A lot of things that happen and it's not just money, you must also think of how you will get that money back

PBC = 5 Lack of capital

1 = There is a lot of things I stil want to do,like study further or go into teaching

Focus group 2 (CD, NM, EF, AM, SM, EM)

AM: Reality of realising that I do not have capital of starting the business. Lack of knowledge about organisation that can assist your.

CD: Confusion, I do not know what business to do.

EF: Not knowing where to go, but there is BBBE companies do not assist everyone to get information and funding. Its about who you know.

SM: Lack of time because business needs one to invest a lot of time which I don't have. I may be busy with other things (***she laughs***).

Lack of Capital =4

Lack of time = 1

Confusion = 1

Focus group 3 (MZ, PV, DR,DN,XW,TG)

TG: I want to first finish my studies one day and then have capital

XW: Lack of Capital and I still want to finish my studies.

MZ: Capital and stereotypes because women in business are being stereotyped like woman is not supposed to do business, is not supposed to be an entrepreneur, she is not supposed to start it by herself. So this are the things that can be barriers.

PV: Business is man dominated world and as women you have to put more effort than man. Because women are expected to look after their families. Even getting capital you have to prove yourself more than a man. Businesses dont just provide capital for women but they can still provide for man. I would say for example, if I approach the bank with a business plan and a man also goes with the same business plan, he would get the loan, not me. Because they think that I would become pregnant and stop working on the business.

DR: Because a man does not look after family either than financially. So it is very difficult for us women to do business. In some instances

Stereotypes =3

Lack of capital =2

TG = Want to finish studies first

Focus group 4 (AJ, PM, DJ, BN, LM,SQ)

AJ: Lack of Capital

PM: No Capital

DJ: No Capital

BN: No Capital

LM: No Capital

SQ: No Capital

PBC = 6 Lack of Capital

Focus group 5 (ZM, TT, TM, BA,CL,SL)

ZM: Lack of Capital

TT: No Capital

TM: I want to study further

BA: I still want to study further

CL: No Capital

SL: No Capital to start the business

PBC = 4 lack of capital

Want to study further = 2

8. In your family is there anyone who owns a business?

FOCUS GROUP 1 AB, MM, EN, VT, LM, VI)

No.: Everyone

Absence of business role models =6

Focus group 2 (CD, NM, EF, AM, SM, EM)

SM: Yes but it is not doing so well

AM: No.

CD: No

NM: No

EF: Yes my uncle.

EM: No

No business role model = 4

Existing but not doing well = 2

Focus group 3 (MZ, PV, DR, DN,XW,TG)

MZ: mother used to own one but she struggled because of lack of capital and also I think that the location where the business was situated affected the business negatively. It was situated at the back of the house. So ppl couldn't see it.

No the rest of the group

Yes = 1

No = 5

Focus group 4 (AJ, PM, DJ,BN,LM,SQ)

AJ, PM, DJ, BN, LM, SQ : all said no

Focus group 5 (ZM, TT, TM,BA,CL,SL)

ZM, TT, TM,BA, CL, SL : No

Focus group 4 (AJ, PM, DJ,BN,LM,SQ)

AJ: Lack of Capital

PM: No Capital

DJ: No Capital

BN: No Capital

LM: No Capital

SQ: No Capital

PBC = 6 Lack of Capital

Focus group 5 (ZM, TT, TM, BA,CL,SL)

ZM: Capital

TT: Capital

TM: Capital and I don't know where to get funding from

BA: Lack of capital and I feel like I don't even know where to start getting funding

CL : No Capital

SL : No Capital

9. If you were to open your own business do you think your family members or lecturers would be proud of you and even support you?

FOCUS GROUP 1 AB, MM, EN, VT, LM, VI)

AB: They will obviously support

MM: Obviously my mother will support me because we are struggling.

EN: Yes, they will support but I need money first.

The rest of the group nodded

Supportive mentors = 6 (SN)

FOCUS GROUP 2 (CD, NM, EF, AM, SM, EM)

All students said yes, both lecturers and family would support them.

Supportive mentors = 6 (SN)

Focus group 3 (MZ, PV, DR,DN,XW,TG)

Yes everyone x 6 (Supportive mentors)

Focus group 4 (AJ, PM, DJ,BN,LM,SQ)

Yes everyone x 6 (Supportive mentors)

Focus group 5 (ZM, TT, TM, BA,CL,SL)

Yes everyone x 6

APPENDIX I

16 Chaucer Road
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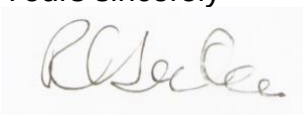
08 August 2022

To whom it may concern

This is to confirm that I have edited Nobandla Malawu's Master's thesis:
'The development of students' entrepreneurial intentions at a TVET college'.

The editing included proof reading, grammar and style improvement, and restructuring,.
I have 24 years' experience editing dissertations, theses and academic articles and am a member of the Professional Editors Group (professional-editors-group-south-africa@googlegroups.com).
The authorship and the final responsibility for the edited draft of the chapter lie with my clients.
Yours sincerely



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08 August 2022
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