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AN ASSESSMENT OF THE FACTORS INFLUENCING THE ACADEMIC RESILIENCE OF TRAINEES IN ENTREPRENEURIAL TRAINING PROGRAMMES: CASE OF THE NEW VENTURE CREATION PROGRAMME IN THE SALDANHA BAY MUNICIPAL AREA, WEST COAST REGION, SOUTH AFRICA.

by

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Thesis submitted in fulfilment of the requirements for the degree

Magister of Technologiae: BUSINESS ADMINISTRATION

in the Faculty of Business

at the

Cape Peninsula University of Technology

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DECLARATION

I, **GEORGE ETHELINN NICHOLAS CLOETE**, declare that the contents of this thesis, *AN ASSESSMENT OF THE FACTORS INFLUENCING THE ACADEMIC RESILIENCE OF TRAINEES IN ENTREPRENEURIAL TRAINING PROGRAMMES: CASE OF THE NEW VENTURE CREATION PROGRAMME IN THE SALDANHA BAY MUNICIPAL AREA, WEST COAST REGION, SOUTH AFRICA,* represent my own unaided work, and that the dissertation/thesis 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.

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ABSTRACT

In the education and training environment retention and a high throughput rate of students are common objectives of many learning institutions from government sponsored community training programmes to tertiary institutions. High dropout and attrition in many of these education and training programmes is, therefore of great concern for all stakeholders in these institutions. The high dropout rate experienced in entrepreneurial training programmes is, in particular, of great concern, given its importance in the South African economy.

The New Venture Creation (NVC) Learnership NQF Level 4, is one such training programme rolled out by the South African government to develop entrepreneurs in the previously disadvantaged section of the South African population for various socio-economic and political reasons. The Services SETA were responsible for the roll out NVC Learnership for previously disadvantaged individuals (PDI's) within the Saldanha Bay Municipal area. The PDI's refer to those sections of the population who were isolated in terms of new venture creation during the apartheid regime. Depriving these South Africans of the necessary entrepreneurial skills for new venture creation had an impact on their participation in entrepreneurship and the formal economy. The social context of the potential entrepreneur, further, impact hugely on objectives envisaged for these programmes. One of the key objectives of the programme is to change the attitude towards entrepreneurship from the tendency to start survivalist to establishing sustainable business ventures. The entrepreneurial mind-set of the trainee and the training context, therefore, play a huge role. In order to address the issue of huge trainee dropout and develop the mind-set of trainees in NVC programmes, this study seeks to explore the issue of academic resilience as a key area of intervention to ensure higher retention and throughput rate.

The current study was concerned with assessing the personal factors and other factors in the training context perceived by trainees' to influence their academic resilience in the New Venture Creation (NVC) training programme.

An in-depth literature study was done to establish the factors on a personal level and in the training context that tend to influence the academic resilience of trainees. Graduates in a NVC Learnership in St. Helena Bay formed the case study to assess these factors by means of a structured questionnaire and a semi-structured interview. The semi-structured interview offered graduates the opportunity to elaborate on certain findings in the questionnaire. A focus group session was held with another group who did a similar

NVC NQF Level 4 Learnership, to corroborate and validate the findings of the interviews in the first group.

The research revealed that personal and training contextual factors do influence the academic resilience of trainees in the NVC training programme. The research findings, further, revealed that these factors have huge implications for facilitation and, in particular, on a pedagogical level.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this thesis to my family and friends who have inspired me to prevail with my studies despite personal challenges, in particular my wife, Roseline, for her patience, strength and unfailing support.

GLOSSARY

Abbreviations	Explanation
Resilient	"Able to withstand or recover quickly from difficult conditions" (Soanes, D and Stevenson, A. (2006:1224) Concise Oxford English Dictionary, Eleventh Edition).
Academic Resilience	The ability to effectively deal with setback, stress or pressure in the academic setting (Martin and Marsh, 2003:2)
Entrepreneurship	Kroon (1990:407) refers to entrepreneurship as the exploitation of new and innovative opportunities leading to the forming of a new business.
Entrepreneurial training	The term entrepreneurial training will be used and will include references to entrepreneurship education and entrepreneurial learning. Pretorius (2000:4) refers to training as "… to coach in or accustom to some mode of behaviour or performance or to make proficient with specialised instruction and practice to execute successfully.
Emerging entrepreneurs	Nieman, Hough and Nieuwenhuizen (2003:36) use the term when referring to the previously disadvantaged groups in South Africa, who, since 1994, have been given preference by the government as a group to enable them to become entrepreneurs.
Motivation	Dictionary explanations on what motivation entails: "the act of giving somebody a reason or incentive to do something; enthusiasm: a feeling of enthusiasm, interest, or commitment that makes somebody want to do something, or something that causes such a feeling; reason: a reason for doing something or behaving in a particular way; psychology forces determining behaviour: the biological, emotional, cognitive, or social forces that activate and direct behaviour…" (Encarta ® World English Dictionary © & (P) 1998-2005)

ABBREVIATIONS	Explanation
DEDAT	Department of Economic Development and Tourism
GEM	Global Entrepreneurship Monitor
MEDS	Micro Economic Development Strategy
NSDS	National Skills Development Strategy
NVC	New Venture Creation
OBE	Outcomes-based Education
PDI	Previously Disadvantaged Individuals
SETA	Sectoral Education and Training Authority

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CHAPTER ONE

INTRODUCTION

1.1. Background

New business creation has been acknowledged as fundamental to the growth of the South African economy and to our future socio-political stability (Von Broembsen, Wood and Herrington, Global Entrepreneurship Monitor (GEM) South Africa Report, 2005:5, Pretorius, 2000:1). The GEM South African Report 2005, further states that education and experience are key elements in successful venture creation, as it acknowledges the need in South Africa for a growing pool of potential entrepreneurs who have the motivation and the ability to identify and to realise new business opportunities. Nieman, Hough and Nieuwenhuizen (2003:36), further note that the South African government is, however, obliged to attract this pool of entrepreneurs from the previously disadvantaged communities, who were side-lined in terms of venture creation during the era of apartheid in South Africa. Du Pre (2004), cited in Buys and Havenga (2006:36), in this respect, refers to the educational backlog of previously disadvantaged communities which originated as far back as 1950, resulting from an education system segregated along racial lines through the Population Registration Act of 1950. The author, further, notes that acquiring skills was, therefore, reserved mainly for whites until the democratic elections in 1994 and many of the mainly black work-force has a lack of skills preventing them to participate in the new South Africa and being active in the new economy.

The socio-economic context still determines the challenges in entrepreneurial training for previously disadvantaged individuals (PDI's) in South Africa. Buys and Havenga (2006: 37) accordingly note that "… the core criterion in measuring any human functioning is the environment". Madell and Adam (2002:4), in this respect, note that the majority of start-up businesses are within the survivalist and micro sectors, located in poor communities where business support services are non-existent, entrepreneurship is directly linked to social welfare programmes and where local economic activity is limited. The authors are, further, of the opinion that the actual implementation of business development or new venture creation, at the local community level seems to be a concern. Business and economic development challenges are, according to them, furthermore, multi-faceted and closely interlinked and suggesting, then, that these challenges need to be addressed simultaneously before significant progress will be achieved. Arzeni and Pellegrino (1997) cited in Madell and Adam (2002:4), in this respect, recognise the relationship between local economic development and the role of small firms and recommend, amongst other

interventions, stimulating the development of entrepreneurship.

The New Venture Creation (NVC) Learnership-1000, NQF Level 4, was a government training programme, sponsored by the Department of Transport and rolled out by the Services SETA for previously disadvantaged individuals (PDI's) within the Saldanha Bay Municipal area. The aim of the programme was to develop entrepreneurs in the previously disadvantaged section of the South African population, called emerging entrepreneurs. The Urban-Econ 2005-Skills Survey, further on, confirmed the need for NVC training in this area by indicating that "… 59% of the residents of Saldanha and its surrounding areas are unemployed and … 90% of these people are interested in skills training …(and) the conclusion, therefore made, is that there is potential in this area to develop the entrepreneurial skills of residents "(Urban-Econ: Saldanha Bay Local Economic Development Strategy, October 2005: 4-18). Skills training should, thus, be aligned with industrial growth plans in the West Coast region.

The Saldanha Bay Municipal area offers huge opportunity to enhance new venture creation as contained in the Saldanha Bay Municipality Integrated Development Plan (IDP), The West Coast District IDP and the Western Cape Department of Economic Development and Tourism's (DEDAT) economic growth plan for the West Coast region, the Micro Economic Development Strategy (MEDS). Shared goals of these government sectors include the reduction of unemployment by half through new jobs, skills development, assistance to small businesses, opportunities for self-employment and sustainable community livelihoods (IDP Review Saldanha Bay Municipality, 2008/2009:6, 35; Weslander, September 2006:17). Key sectors that can continue to drive economic development and growth in the West Coast Region refer, for example, to fishing and agriculture, construction, tourism, oil and gas and agriculture (IDP Review Saldanha Bay Municipality, 2008/2009:6). The DEDATs Micro Economic Development Strategy (MEDS), adds to the above-mentioned sectors, a major focus on the Information and Computer Technology (ICT) sector, business processes, ship repair, mining, aquaculture, steel manufacturing and spin-off business opportunities (Weslander, September 2006:17). There exists, therefore, enough motivation for emerging entrepreneurs to enrol in NVC training programmes, in order to benefit from these opportunities.

Authorities in all spheres of government should align their entrepreneurial training interventions to the aims for skills development as set out in the National Skills Development Strategy (NSDS) of South Africa. According to Pretorius and Wlodarczyk (2007:504-507) the South African government has introduced the NSDS with the

following aims:

- To develop appropriate skills and knowledge required for enterprise development (start-ups);
- To support job creation rather than qualifications as a priority; and
- To address the economic, administrative and social barriers contributing to failures in starting and developing the enterprise.

One of the aims of the NSDS, then, is to stimulate the development of entrepreneurship, by catering for training interventions and learnership programmes. The learnership programmes fall within the ambit of Sectoral Education and Training Authorities (Setas). The New Venture Creation (NVC) Learnership is one such programme which aims to address entrepreneurial skills development for emerging entrepreneurs (Smith and Perks, 2006:19). The government has through the NSDS, according to Pretorius and Wlodarczyk (2007:504), raised expectations in learnerships, such as the NVC, with regards to the development of individuals capable of creating sustainable entrepreneurial ventures. The goals of the NSDS seem, however, not to have been realised in terms of NVC leanerships.

The Mail & Guardian (September 3-9, 2010:5) note, with concern, that New Venture Creation is one of the success indicators of the NSDS that "… causes Setas to shudder" and in which the authorities has "… signally failed to fulfil their mandate". The indicator referred to the fact that at least 10 000 young people should have been trained and mentored to form sustainable new ventures, with at least 70% of these still operating a year after completing the programme. The article, further, asserted that Setas uniformly loathed NVC projects because "… the self-employment provision of government's flagship skill development initiative is fundamentally flawed". The article, further on, notes the impact of this "flaw" on the skills development of the millions of unemployed youth and cited the International Labour Organisation (ILO) (August, 2010) report which referred to the fact that youth, who lack the social networks and know-how, will accept work under inferior conditions or move into the informal economy, even worst in the case of young women. The previously disadvantaged involved in entrepreneurial training, hence, experience huge challenges in reaching the objectives of these programmes and government vision in terms of entrepreneurial education and training.

The Mail & Guardian (September 3-9, 2010:5), however, notes that despite the above-mentioned concern raised, that private companies, for example Eclipse and the Entrepreneurial Business School (EBS), have been successful in NVC training, putting

nearly 1000 learners through the NVC programme since 2003 and with ever-increasing success rate. The article, further, cites the owners of the above-mentioned companies, who note that NVC training caters for both self-employed, mainly your survivalists, and the entrepreneurs, those who create opportunities. Personal characteristics, such as passion, are according to Mauritz Bekker (EBS), the cornerstone of entrepreneurial ability and a trait that shines through in all the successful graduates from the NVC training programme. The assumption can, therefore, be made that certain individuals persevere and successfully complete NVC training by effectively dealing with the challenges on a personal level, influences from their socio-economic context and learning challenges. Howard & Johnson (2000), cited in Martin and Marsh (2003:2) defined such an approach to these challenges, as resilience, which refer, in a general sense, to the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances. In the academic context, it is defined as students' ability to deal effectively with academic setbacks, stress, and study pressure, thus, the concept of academic resilience.

The phenomenon of academic resilience was explored in this study using a NVC learnership programme, facilitated by EBS (Stellenbosch) as service provider and accredited by the Services SETA. The participants in the NVC learnership programme were mostly unemployed, previously employed in the fishing industry and some were employed in a mining, arts and craft project (Seeland project) on the West Coast. The Department of Transport was the sponsors of the training programme, called the New Venture Creation Learnership (NVC)-1000 project. The trainees were recruited from previously disadvantaged communities in Saldanha, Vredenburg and St. Helena Bay, within the Saldanha Bay Municipal area. EBS (Stellenbosch) took over a similar NVC learnership programme, called the "Black-Rock"-group, halfway through its implementation, because of differences between the service provider, Black Rock and the Services Seta, responsible for implementing the project. Graduates in the "Black-Rock"-group was used as a focus group in this study. The recruitment for both NVC learnership projects was done by the Non-Governmental Organisation (NGO), Masibambani, in St. Helena Bay. The researcher was voluntarily involved in the recruitment of the "Black Rock"-group and became aware of the various challenges in the programme.

1.2. Problem Statement.

The researcher observed the tendency of dropout during and at the end of the NVC training programme. The assumption made was that many trainees, from the above-mentioned socio-economic context, lack the mental readiness and strength to persevere

in these programmes. The latter are attributes associated with academic resilience, which can be an area of intervention to address the issue of dropout and attrition in NVC training programmes.

1.3. PRELIMINARY LITERATURE REVIEW

The literature review covers the importance of NVC learnerships, as an entrepreneurship education and training programme, in the South African context and the challenges on a personal and training contextual level that influence academic resilience. Entrepreneurship education and training models that may address these influences, and contributing to draft a framework for future NVC programmes, will also be explored.

South Africa, as noted earlier, relies on established businesses to create jobs. Maundu (1997) cited in Smith and Perks (2006:17), in this respect, adds that new venture creation is, as a socio-economic objective, a major factor in sustaining employment in the growing informal sector in South Africa. The fact, however, is that South Africa lags behind other development countries in terms of promoting the growth and sustainability of small businesses. Findings such as this, according to GEM South Africa Report (Herrington, Kew and Kew, 2009:153), paints a bleak picture of the small business sector in South Africa to contribute meaningfully to job creation and economic growth.

Although the current state of entrepreneurship in South Africa is far from ideal, the GEM South Africa Report (Maas and Herrington, 2007:46) noted that a very positive image about youth entrepreneurship exists based on mindsets of youth and other positive trends, which could improve entrepreneurship in South Africa. Woolridge (2009), cited in the Global University Entrepreneurial Spirit Students' Survey (GUESSS) South African Report (Scheepers, Solomon, and De Vries, 2008-2009:11), argued that this positive spirit about entrepreneurship, can be attributed to the technological revolution, driven by inventions, for example, the personal computer, the Internet and the mobile phone. Given the current challenges for entrepreneurship development, this positive spirit, still, provides an avenue to enhance academic resilience in entrepreneurship training programmes. The literature on positive psychology will, in the next chapter, be explored to further highlight this issue.

Pretorius (2000:1) views entrepreneurial training as the solution and a key contributor to enhance entrepreneurship, economic growth and global competitiveness. According to Charney and Libecap (2002), cited in Buys and Havenga (2006:37), entrepreneurship education further contributes significantly to risk-taking, the creation of new ventures and

the tendency to self-employment. The successful roll out of the NVC learnership programme is, thus, imperative for new venture creation and strategic local economic development initiatives.

As indicated, the research problem relates to the fact that effective training of potential entrepreneurs seems to be hampered by early drop out and attrition in NVC learnership programmes. Academic resilience has been identified as an area of intervention to retain trainees by influencing their mental readiness and strength in the programme. Davies (2002:16) cited in Pretorius and Wlodarczyk (2007: 506), notes, in this respect, that the fundamental aims of the NVC learnership programme are to provoke behavioural change in learners, leading ultimately to the creation of new ventures. In enhancing the academic resilience of trainees, the trainee, as potential entrepreneur, will also be empowered to establish and grow sustainable business ventures.

Entrepreneurship Training Research

Research into entrepreneurship training seems to be met by various challenges. Researchers agree that research on entrepreneurship education and training is sparse, with the development of the literature in the area evident only in the past two decades (Garavan and O'Cinneide, 1995:1; Smith and Perks, 2006:17). Co and Mitchell, 2006, cited in Ahwireng-Obeng (2007:5), add that research in entrepreneurship in general and entrepreneurial education, in particular, is, more-over, "…not rigorous and is only slowly gaining momentum". Matlay (2005b), cited by Ankola and Heinonen (2006:2), in support, notes that research on entrepreneurial training suffers from conceptual and contextual shortcomings, resulting in "…difficulties to combine the existing body of knowledge in to deeper understanding about what is really going on in the field". Researchers in the entrepreneurial training field seem, furthermore, to agree that entrepreneurship can be taught and entrepreneurs can, thus, be made and not born, as was generally believed (Henry et al. (2005b) and Kuratko (2005) cited in Ankola and Heinonen, 2006:2; Henry, Hill and Leitch, 2005b; Aaronson, 2004:289; Albornoz, 2008:1; Faris (1999) cited in Buys and Havenga, 2006:37). Given, then, that entrepreneurs can be developed in NVC training and the issue of dropout and attrition in these programmes, the attention shifts to the extent of research into the construct of academic resilience.

Academic Resilience

Martin and Marsh (2003:2) note that, although there is a large body of research focusing on general or life resilience, there has been little research into the issue of academic resilience, nor the specific factors that underpin it. Meredith (2009:1), furthermore, notes,

in terms of the research problem, that there appears to be very little empirical research that investigates whether there is a relationship between resilience and student drop out. Ashley-Cotleur, King and Solomon (2009) cited in Fatoki (2010:89), in support, note that the underlying factors contributing to or inhibiting academic resilience seem not to be clearly identified and based on both personal and contextual factors. These factors will next be explored and informed the empirical research in this study.

Personal Factors influencing Academic Resilience

The areas on a personal level that will be highlighted in the study refer to factors influencing the mental readiness and strength of trainees given their social background and the training context. Smith and Perks (2006:18), in support, raise, as a shortcoming in NVC programmes, that the mental preparations of the entrepreneur in these training programmes, is often ignored. Negative attitudes and perceptions towards entrepreneurship exist and influence the mind-sets of potential trainees in NVC training programmes (Von Broembson et al., in GEM South Africa Report, 2005:5).

The negative attitudes are shaped by a lack of successful entrepreneurial role models, a high failure rate amongst entrepreneurs in South Africa and, according to Madell and Adams (2002:4), perceived obstacles in business development. Pretorius, Nieman and Van Vuuren (2005:414) add aspects contributing to a low entrepreneurial culture in South Africa, for example, the influence of culture, family, role models, work experience and personal orientation, lack of entrepreneurial elements in the education system in South Africa, negative mind-sets towards confidence, negative perceptions towards entrepreneurship as a career choice and negative attitude towards failure. Given this socio-economic context potential trainees may, therefore, be less interested in entrepreneurial training, influencing their level of entrepreneurial motivation and intention. Legoabe (2007:69), therefore, concludes that high dropout rates in NVC programmes can be attributed to a general lack of interest and motivation experienced by adult learners, PDIs, in these programmes.

Entrepreneurial intention, interest and motivation and psychological characteristics of trainees involved in entrepreneurial education and training programmes will, in more detail, be explored in Chapter Two. Many of these factors are, further on, referred to by Krueger, Reilly and Carsrud (2000:4) as "…exogenous variables", which may serve to inhibit entrepreneurial abilities. The authors regard intentions and underlying attitudes as perception-based, which mean that they can be learned and changed in an entrepreneurial training programme. Factors influencing academic resilience in the

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training context, will next be attended to.

Training Contextual factors influencing Academic Resilience

Whitehouse (2002) cited by Buys and Havenga (2006:37) posits that the environment cannot be excluded in any quantification or measurement of human functioning. Given the academic disadvantages with which the target trainee group may enter the training programme, the classroom environment and training strategies in delivering training content can impact on the academic resilience of trainees. The role of the facilitator becomes, then, paramount in reaching the objectives of NVC training. (Maas and Herrington, GEM SA Report, 2007:26-27).

Pretorius, Nieman and Van Vuuren (2005:423), in support, suggest that the approach that the facilitator takes in implementing the NVC training programme is important and should result in a change in attitude and behaviour towards entrepreneurial action. The authors refer, herein, to entrepreneurs ready to start new ventures. Pretorius et al., (2005:424), in this respect, posit that trainees will only act entrepreneurial if their mind set, willingness to take risks, confidence, attitude and behaviour have been influenced as well. Facilitators should, further, understand the target group and choose a learning methodology, learning strategies and aids in entrepreneurial training programmes accordingly (Pretorius, 2004; Pretorius and Wlodarczyk, 2007:505; Ankola and Heinonen, 2006:2). A multi-method learning using the constructivist approach will, later on, be further researched as the most appropriate approach to enhance the interest, motivation and academic success of the target group, in this case, the PDIs (Smith and Perks, 2006:17-26; Ankola and Heinonen, 2006:7). Different models of entrepreneurship education and training exist that accommodate these training intervention strategies and approaches (Bronte-Tinkew, Redd and Moorre, 2001:10-12). Personal and training contextual factors influencing academic resilience will be explored in more detail in Chapter Two.

1.4. RESEARCH PURPOSE

The purpose of the research is to fill the knowledge gap in terms of factors influencing academic resilience of trainees in entrepreneurial education and training programmes, such as the New Venture Creation Learnership (NQF Level 4) programme. The research argues that academic resilience is an area of intervention to reduce drop out and attrition in entrepreneurial education and training programmes. An assessment of factors influencing academic resilience may assist in designing a framework for these programmes that will influence higher retention and throughput rate of trainees. A higher throughput of emerging entrepreneurs from these programmes will, ultimately, contribute

to developing entrepreneurs that have the mental ability to create new sustainable and opportunity-based business ventures in the Saldanha Bay Municipal area.

1.5. RESEARCH OBJECTIVES

The preliminary literature review revealed some of the challenges for trainees and facilitators in entrepreneurial training related to the phenomena of dropout and attrition in these programmes. The current study, therefore, have the following objectives to achieve the above purpose:

- To explain the factors on a personal and training contextual level that influence the academic resilience of trainees in the NVC training programme.
- To assess to what extent trainees perceive these personal and training contextual factors influence their academic resilience in the training programme, and
- To propose a framework for entrepreneurial training that enhances the academic resilience of trainees.

1.6. RESEARCH QUESTIONS

In order to further assess these factors and influences on academic resilience of trainees in NVC programmes, the following questions guided this study.

- What are the factors on a personal and learning environmental level that influence the academic resilience of trainees in the NVC training programme?
- How do trainees perceive the influence of these factors on their academic resilience in the NVC training programme?
- How does an assessment of these factors combine to assist in the development of a framework for entrepreneurial training that enhance academic resilience of trainees?

1.7. RESEARCH METHODOLOGY AND DESIGN
1.7.1. Research Approach and Research Design.

The research objectives and research questions determine the research approach adopted in this study. The research is overall qualitative in nature. The case study method, involving graduates from an NVC training programme, was employed to obtain the information to answer the research questions and the research objectives. A focus group session was conducted with graduates of another NVC programme with the purpose to corroborate and validate the findings of the case study group. A combination of an exploratory and descriptive study was, therefore, conducted in order to assess the factors that influence trainees' academic resilience in the NVC training programme. Rubin

and Babbie (2001:125), cited in De Vos et al., (2002:109), note that description in qualitative studies are more likely to refer to a more intensive examination of phenomena and their deeper meanings and a research strategy such as a case study would be applicable.

1.7.2. Research Population

In order to answer the research questions and meet the objectives of the research, the 17 trainees who completed the NVC Learnership-1000 programme in 2009, formed the research population and represented the case study for this research. Saunders, Lewis and Thornhill (2003:177) note that for populations under 50 it is usually more sensible to collect data from the entire population. Robson (2002:178), cited in Saunders et al., (2003:93), further states that case study research can be defined as a strategy for doing research which involves an empirical investigation of a particular phenomenon within its real life context using multiple sources of evidence. A structured questionnaire and a semi-structured interview was employed to assess the factors on a personal and training contextual level that influenced the academic resilience of graduates in the NVC training programme.

1.7.3. Rationale for the Study

The need for this study arises out of a lack of basic information on the personal and training contextual factors influencing the academic resilience of trainees involved in entrepreneurial training programmes, which affect the retention, throughput and potential success of trainees in the training programme.

1.7.4. Case Study Method

The case study method was regarded as the best way to address the research objectives and answer the research questions. Creswell (1998:61), cited in De Vos et al., (2002:275), regards a case study as an exploration or in-depth analysis of a "bounded" system or a single or multiple cases, over a period of time. The case being studied can refer to a process, activity, event, programme or individual or multiple individuals. The group of graduates from the NVC Learnership 1000-project formed the case study in this research. Creswell (1998:61), cited in De Vos et al., (2002:275), in this respect, notes that the product of this research is, furthermore, an in-depth description of a case within its larger context, but the focus remains on either the case or an issue that is illustrated by the case. This implies as Babbie (2001), cited in De Vos et al., (2002:275), points out, that case study researchers, in contrast with grounded theorists, seek to enter the field with a knowledge of the relevant literature before conducting the field research (De Vos

et. al., 2002:275). An in-depth literature study was, therefore conducted into the factors on a personal and training contextual level that seem to influence the academic resilience of trainees in a NVC training programme. The identification of these factors was used as a guide in designing the structured questionnaire and completed by 13 graduates in the NVC programme. In order to elaborate and to fill gaps on certain issues in the findings of the questionnaire, a semi-structured interview was conducted with the same group of graduates in the NVC Learnership 1000 training programme.

1.7.5. Data Collection and Analysis

In order to critically assess the views of trainees on the above-mentioned contextual factors, research instruments included an in-depth literature study and structured questionnaire with the graduates from the NVC Learnership 1000 case study group. A list of trainees who graduated from the programme has been obtained from EBS Stellenbosch. Only 13 graduates honoured the appointment and completed the questionnaire. In order to obtain an in depth description of the perception of trainees on factors influencing their academic resilience in the NVC training programme, a semi-structured interview was, further on, held with the same group.

A date to complete the questionnaires and conduct the interviews was arranged with trainees beforehand. Appointments were scheduled with these trainees to complete the questionnaires, where after the questionnaires were immediately collected. Questions focussed on trainees' perceptions on the extent of the impact of personal factors and the training contextual factors on their level of academic resilience shown in the NVC programme. Through using the questionnaire, quantitative data were, thus, collected and quantitatively analysed and the data were presented in the form of data tables. Qualitative data, collected through the semi-structured interview, were immediately summarised after the interview and subjected to qualitative content analysis.

A focus group session was, further on, conducted with graduates involved in another NVC learnership training programme within the Saldanha Bay Municipal area, called the "Black Rock"-group. The focus group session was conducted to corroborate and validate the findings from the case study group. The "Black Rock"- NVC training programme also experienced huge dropout and attrition as only seven out of a group of 28 trainees, who started the programme, eventually graduated from the programme. Both NVC learnership programmes shared the same facilitator employed by the service provider, namely EBS Stellenbosch. Five of these graduates took part in the focus group session. The recruitment officer, involved in both NVC Learnership programmes, joined the focus

group session. He was an early dropout in the NVC Learnership 1000-programme and offered valuable insight from a selection and recruitment perspective.

The focus group session was exploratory in nature and qualitative data were collected. Data collected in the focus group were, also, immediately summarised after the interview and subjected to qualitative content analysis.

Following ethical principles in empirical research were very important. Participants in the research were, therefore, telephonically contacted two weeks prior to the interviews. A written undertaking with regard to the confidentiality and anonymity was provided to all participants at the start of the interviews. Anonymity was guaranteed by omitting respondents' names from the questionnaires. The language medium in the questionnaires was English, as this is the language of communication most common in workplaces and given the diverse cultural composition of the training groups, within the Saldanha Bay Municipal area.

1.7.6. Delineation of Research
Trainees from the previously disadvantaged communities, who graduated from two NVC Learnership training programmes in the Saldanha Bay Municipal area, were approached to participate in this research. The perceptions of these groups, gathered through a structured questionnaire, semi-structured interview, together with data gathered and validated through the focus group interview, regarding factors influencing the academic resilience of trainees in the NVC Learnership training programmes, formed the unit of analysis of this study.

1.7.7. Significance of the Research
The findings of the study may contribute to a better understanding of how trainees, in particular those from a disadvantaged background, respond to the challenges in an NVC training programme. Such an understanding may, further, assist in the formulation of a framework for enhancing academic resilience in future entrepreneurial training programmes. These interventions may lead to higher retention and throughput of trainees in these programmes. A higher throughput of emerging entrepreneurs from these programmes will, in turn, ultimately contribute to the creation of new sustainable and opportunity-based business ventures in the Saldanha Bay Municipal area.

1.8. STUDY PLAN
Chapter 2 reviewed the actual literature available on the factors influencing the academic

resilience of trainees in entrepreneurial training programmes.

Chapter 3 provided an outline of the research methodology and design employed in this thesis and includes the research approach, research population, data collection and research instruments.

Chapter 4 indicated the results of the research, including the presentation, interpretation and discussion of the factors on a personal and learning environmental level, which influence the academic resilience of trainees in entrepreneurial training programmes.

Chapter 5 covered the conclusions reached and recommendations put forward in terms of enhancing the academic resilience of trainees in entrepreneurial training programmes.

The next chapter will, therefore, examine the literature pertaining to factors influencing the academic resilience of trainees involved in entrepreneurial training programmes.

CHAPTER TWO
LITERATURE REVIEW

2.1. INTRODUCTION

Van Vuuren (2002:5) notes that it is not enough for an institution to claim that it provides training, but should note the important role of the content of what is provided, analysis of potential entrepreneurs and the expertise of trainers. The literature review will, in reference to these factors, seek to answer the research question: "What are the factors on a personal and learning environmental level that seem to influence the academic resilience of trainees in the NVC training programme?" International and South African perspectives and perceptions on entrepreneurship, in particular, in entrepreneurial training, will be explored in the literature review to uncover these factors influencing the academic resilience of trainees, in completion of entrepreneurial education and training programmes.

Research confirms entrepreneurship as the engine that drives the economy of most nations (Pretorius and Van Vuuren, 2003:1; Isaacs, Visser, Friedrich and Brijlal, 2007:613; Fatoki, 2009: 87). Kroon (2002:215) finds it, then, not surprising that the United Nations General Assembly, in 1994, passed a resolution endorsing and encouraging all emerging and developed nations to pursue entrepreneurship as a policy matter. The author, therefore, regards entrepreneurship development as the more important component of any comprehensive development strategy.

In the South African context new venture creation is widely recognised as important and contributes to the growth of the South African economy and future socio-political stability (Von Broembsen et al., Global Entrepreneurship Monitor (GEM) South Africa Report, 2005:5; Pretorius, 2000:1). The GEM South Africa Report (Harrington et al., 2009:12), in support, ascribed the increasing attention on entrepreneurship and new firm creation to the failure of the formal and public sector to absorb the growing number of job seekers in South Africa and highlight the potential of entrepreneurship to contribute to economic growth and job creation. The result is an increase in the roll out of entrepreneurial training programmes for the under-privileged or historically previously disadvantaged individuals (PDIs) in South Africa. The need for education and experience as key elements in successful venture creation has, also, been established (Von Broembsen et al., Global Entrepreneurship Monitor (GEM) South Africa Report, 2005:5). Van Vuuren (2002:5), however, observes a lack of training of entrepreneurs as a major obstacle for new venture

creation. Pretorius (2000:1), in support, notes that this need for training has resulted in many training programmes being offered, but trainees often leave these programmes without becoming involved in the sector or they failed dismally in their attempt to become entrepreneurs. A lack of perseverance and resilience can be observed. The research problem in the current study relates, in particular, to the issue of dropout and attrition in NVC training programmes and strengthening academic resilience as a solution to address this problem. Empirical research into underlying factors regarding academic resilience is, thus, imperative before any such intervention can be implemented.

2.2. ENTREPRENEURSHIP EDUCATION RESEARCH

In Chapter One the challenges in terms of entrepreneurship research, in particular, entrepreneurship education and training, were noted. Fiet (2000), cited in Kickul, Wilson, Marlino and Barbosa (2008:328), is of the opinion that research in the entrepreneurship education field has witnessed explosive growth over the last three decades. Cox et al., (2002) cited in Kickul et al., (2008:328), however, observe that research into the effectiveness of entrepreneurship courses has proved inconclusive at best. The researcher, therefore, argues that the current study into academic resilience can contribute to fill this knowledge gap, enhance the mental readiness of trainees and reach the objectives of the NVC training programmes.

2.3. OBJECTIVES OF ENTREPRENEURSHIP EDUCATION

The main objective of entrepreneurial training programmes is a behaviour change towards the creation of new ventures, which, in turn, could address socio-economic challenges such as unemployment and poverty (RSA, Act 102, 1996:10; Pretorius et al., 2005:425; Fatoki, 2010:88). Van Vuuren (2002:5), adds, that high quality training interventions assist this objective, as such interventions are earmarked by reduced failure rates, increased profits and growth of small businesses. Nieman, Hough and Nieuwenhuizen (2004:14), further, explain the core objective of entrepreneurship education as "… to generate a greater variety of ideas, to show how to exploit a business opportunity and to cover the extensive sequence of actions for entering a business or creating a new venture". Heinonen and Poikkijoki (2006) cited in Phie and Sani (2009:340), conclude by identifying the objectives of entrepreneurship learning as: "learn to understand entrepreneurship", "learn to become entrepreneurial" and "learn to become an entrepreneur". This learning process, thus, demands of trainees to show academic resilience, in order to be successful in an entrepreneurial training programme.

2.4. ACADEMIC RESILIENCE IN ENTREPRENEURIAL TRAINING

In Chapter One it was indicated that retention in entrepreneurial training programmes was important in reaching the objectives of entrepreneurial training and has been the motivation to research the phenomenon of academic resilience. Academic resilience was defined earlier as the ability to effectively deal with setbacks, stress or pressure in the academic setting. Academic resilience is, further on, according to Pihie (2009), cited in Fatoki (2010:88), grounded on cognitive psychology which "…attempts to explain or predict human behaviour, resulting from attitudes and becomes an immediate determinant of behaviour". Pihie and Sani (2009:340), further, cited the Peter and Kennedy Study (2003), which showed that people who had low positive awareness of entrepreneurial experience before following the enterprise programme, recorded significant changes in their perception towards starting a business, after participating in the enterprise programme. Pretorius et al., (2005:425), in this respect, conclude that the highest level of learning is achieved when trainees change their attitude and show willingness to assume responsibility for their own learning, thereby modifying their own behaviour.

The previously disadvantaged in South Africa, as the target group for the NVC training programme, definitely experience, given their socio-economic context, extreme challenges in terms of retention and throughput rates in these training programmes. Legoabe (2007:51), in this respect, attributes dropout and attrition in these programmes, amongst others, to the low educational levels of trainees. In business skills training programmes the mental preparation of the trainee is, further, often ignored (Smith and Perks, 2006:18), further influencing the mental readiness of trainees to deal with challenges in the programme. These challenges could, further on, be attributed to the recruitment and selection of trainees. Pretorius et al., (2005:414), in this respect, observed that many of the PDIs only attend entrepreneurial training programmes because of their dire need to escape poverty and unemployment and seem to be dismally disappointed with the outcome, as there is no behavioural change afterwards. Pretorius and Wlodarczyk (2007:526), in support, note the possibility that selectors, in their attempt to achieve the target number of learners set by the National Skills Development Strategy (NSDS), circumvent the stricter requirements of the candidate screening procedure. Trainees, thus, appear not to be mentally ready for the challenges in the training programme and need intervention on a cognitive level, such as strengthening their level of academic resilience in the programme.

Smart, et al., cited in Hampshire and Borer (2005:2), in this regard, note that resilience

can arise not only from the characteristics of the individual, but also from the circumstances they find themselves in. The current study, thus, aims to answer the research question by exploring, in particular, the personal factors and factors in the training environment which seem to influence trainees' academic resilience and the extent of these influences on their academic resilience.

2.5. PERSONAL FACTORS INFLUENICING ACADEMIC RESILIENCE

Trainees' entrepreneurial intention, their level of interest and motivation together with psychological characteristics, seem to be major influences on academic resilience and it is, in particular, the antecedents of these factors that should be attended to in NVC programmes to strengthen the resilience of trainees.

2.5.1. Entrepreneurial Intention

Trainees' perception of their personal and social context informs entrepreneurial intention and guides their decisions and behaviour, for example, to drop out or persevere and complete the training (Buys and Havenga, 2006:38). Entrepreneurial intention is defined as "… a conscious state of mind that directs attention toward a specific object (goal) or pathway to achieve it (means)" (Bird (1989) cited in Hamidi, Wennberg and Berglund, 2008:304). A person's intention to become an entrepreneur offers, further on, the best predictor of him/her actually engaging in entrepreneurship in the future (Hamidi et al., 2008:305). Davies (2002:16), cited in Pretorius and Wlodarczyk (2007:506), in support, notes, intention to create a new business venture, as one of the fundamental objectives of the NVC training programme. Trainees' attitudes, level of self-efficacy and perceived social norms attached to entrepreneurship are regarded as important antecedents of entrepreneurial intention (Hamidi et al., 2008:306). Each aspect should, hence, be explored as major influences on academic resilience.

Attitudes, together with knowledge and skills form an integral part of the entrepreneurship education process (Albornoz, 2008:8). Oskamps (1991), cited by Albornoz (2008:2), further on, describes attitude as : "… people beliefs that support or inhibit behaviour " and further, that "… the beliefs that a person holds about something determines their paradigm … attitudes affect motivation and motivation affects how much effort a person is willing to make to achieve a goal". Izquierdo and Buelens (2008:20), further, posit that attitude development or change is usually not paid enough attention to in the context of entrepreneurship education. Krueger (2007:124) summarises the potential of entrepreneurial intention as a major influence on academic resilience, by noting that:

> "... behind entrepreneurial action are entrepreneurial intentions;
> … (and)… behind entrepreneurial intentions are known
> entrepreneurial attitudes; … (and)… behind entrepreneurial
> attitudes are deep cognitive structures; … (and)… behind
> deep cognitive structures are deep beliefs".

Izquierdo and Beulens (2008:19), therefore, argue that changes in behaviour and perceptions are possible, because attitude mediates the relationship between self-efficacy and intentions.

Self-efficacy, together with knowledge of other entrepreneurs and the perception of entrepreneurial opportunities, are regarded as key antecedents of the propensity to enter into entrepreneurship (Lee, Lena, Wong, Poh Kan, Maw Der, 2005:1). Self-efficacy, in turn, refers to the individual's cognitive estimate of his or her capabilities to mobilise the motivation, cognitive resources, and courses of action needed to exercise control over events in his or her life (Hamidi et al., 2008:308; Zhao et al. (2005) cited in Izquierdo and Buelens (2008:20). A lack of self-efficacy may, for example, contribute to a fear of failure, which, in turn, is attributed to innate ability (Cardon and McGrath, in Reynolds et al., 1999:59; Maas and Herrington, GEM South Africa Report, 2007:21). Self-perception is, hence, regarded as a key factor in enhancing self-efficacy and entrepreneurial intention (Bronte-Tinkew et al., 2001:10-11). Izquierdo and Buelens (2008:20), in support, note that perceived competencies indirectly influence intentions to start a new business through the mediating role of entrepreneurial self-efficacy. The authors, further, conclude that entrepreneurship education has to take into account the relevance of strengthening trainees' confidence in their capabilities to entrepreneurial actions by self-efficacy enhancement.

Social norms have a major influence on trainees' entrepreneurial intention, in particular, those from a disadvantaged background. Social norms are defined as the perception and beliefs held by family, friends and community about entrepreneurship as a good career choice, noted as perceived desirability of entrepreneurship and the extent to which trainees can be successful in that career, termed feasibility of entrepreneurship (Hamidi et al., 2008:306; Dimov, 2007:564). A negative perception exists which contributes to the low Total Entrepreneurial Activity (TEA) rate in South Africa, characterised by the fact that a clear positive trend regarding individual support for entrepreneurship is not noticeable, a lack of self-confidence, no culture of starting own businesses and a lack of experience in starting a business (Maas and Herrington, GEM South Africa Report, 2007:22). Fatoki (2010:91), in this respect, found that the general perception among the disadvantaged

communities is to earn an academic qualification in order to be more suitably qualified for the employment market. Herrington et al., (2009) cited in Fatoki (2010:91), further, not only observe this as one of the reasons for the low TEA rate in South Africa, but also found fear of unemployment to be a major reason for interest in becoming entrepreneurs. The earlier reference to the positive perception and spirit amongst South African youth with regards to entrepreneurship is, thus, questionable.

The majority of youth, furthermore, do not perceive themselves as entrepreneurial, do not use more new technologies, copy business ideas that lead to hyper competition within communities, thereby shaping entrepreneurial mind-sets, values and attitudes towards entrepreneurship (Maas and Herrington, GEM South Africa Report, 2007:22, 26-27; Pretorius et al., 2005:414). Kolvereid (1996), cited in Hamidi et al., (2008:316), therefore, concludes that entrepreneurial activity depends not only on the desirability and feasibility of entrepreneurship, but also on the desirability and feasibility of employment. If trainees perceive that employment, rather than self-employment, is a better career option, they might decide to drop out of the training programme. A high degree of self-efficacy is, then, needed to enhance entrepreneurial intention, but depends, according to Izquierdo and Beulens (2008:6) on the mastery of experience, entrepreneurial role models, social persuasion and a high degree of goal setting, thus, sustained interest and internal and external motivational factors.

2.5.2. Sustained Interest and Motivation

As noted earlier, Legoabe (2007:69) attributes high dropout rates in NVC programmes to a general lack of interest and motivation experienced by adult learners, in particular, previously disadvantaged individuals (PDIs). According to Robichaud, McGraw and Roger (2001), cited in Fatoki (2009:89), motivation falls into four categories namely extrinsic rewards, independence/autonomy, intrinsic rewards and family security. The authors, further, explain extrinsic motives as the economic reasons for which entrepreneurs work, such as expected monetary rewards reflected in benefits and salaries. Woolfolk (2007:373) further defined extrinsic motivation as doing something for a reason that has little to do with the task itself, for example, rewards, social pressure, punishment etc., where the focus is on what can be gained. On the other hand, intrinsic motives relate to the self-fulfilment and growth, where intrinsic rewards centre around the satisfaction of being one's own boss, being more in control of one's destiny and having ultimate responsibility for the success of the venture. Izquierdo and Beulens (2008:6) refer, in this respect, to the need for people to have a resilient self-belief in their capabilities in order to succeed in accomplishing certain goals. Trainees' academic

resilience could be influenced by both these sources of motivation.

Extrinsic and intrinsic factors may influence the academic resilience of trainees simultaneously. The educational psychologist, Woolfolk (2007:372-373) in studying motivation, poses the question, "What causes a person to persist or give up" and proposes that the answer to this question could be related to " … drives, needs, fears, goals, social pressure, self-confidence, interest, curiosity, beliefs, values, expectations and more". The author, further, describes intrinsic motivation as the natural tendency to seek out and conquer challenges as a person pursue personal interests and exercise capabilities and persons that are intrinsically motivated do not need incentives or punishments, because the activity itself is rewarding. Covington and Mueller (2001), cited in Woolfolk (2007: 373), hence, suggest that intrinsic and extrinsic motivation be seen as "… two independent possibilities, and at any given time, we can be motivated by some of each". This approach might be successful in terms of academic resilience if facilitators know how to develop motivation of trainees.

Spector (1996), cited in Schjoedt and Shaver (2007:734), further, notes that the "…direction, effort and persistence over time, are the three pillars of motivation". Bandura (1994), cited in Ramachaudran (1998:71), in support, observes that motivation of trainees can be enhanced by self-efficacy beliefs which determine the goals people set for themselves, how much effort they expand, how long they perseveres in the face of difficulties and their resilience to failures. The author, further on, notes that when faced with obstacles and failures, people who harbour self-doubts about their capabilities slacken their efforts or give up quickly. Those, in turn, who have a strong belief in their capabilities, exert greater effort when they fail to master the challenge. Strong perseverance, therefore, contributes to performance accomplishments impacting positively on trainees' mind set. De Beer (2009:70), in support, notes that academic resilience is linked to positive psychology through the positive correlation between self-efficacy and performance. Covington and Mueller (2001) cited in Woolfolk (2007:373), in this respect, add that facilitators must encourage and nurture intrinsic motivation, while making sure that extrinsic motivation supports learning. Krueger and Brazeal (1994), cited in Izquierdo and Beulens (2008:1) conclude, that entrepreneurship education should improve the perceived feasibility for entrepreneurship, by promoting self-efficacy and perceived desirability for an entrepreneurial career.

Martin (2002:1), however, notes that researchers seem to have focused to date, more on the energy and drive of students, the motivation, and not so much on their ability to deal

with pressure and setback, thus, referring to a lesser focus on academic resilience. The author, further, notes that motivation and academic resilience are complementary, but not necessarily overlapping constructs. Motivation, according to Dimov (2007:715-716), plays a large part in students' interest in and enjoyment in education and the study that underpins achievement. The author adds that intrinsic motivation is fundamental for achieving creative outcomes and suggests that "... intrinsic motivation … the desire for independence, innovation, personal achievement, is a significant factor in explaining people's entry into the entrepreneurship process". Certain psychological characteristics are, therefore, necessary to develop trainees' entrepreneurial mind-set and academic resilience.

2.5.3. Psychological Characteristics

Raposo, Do Paço and Ferreira (2008:416) note that the study of students' entrepreneurial characteristics seems relevant for the development of adequate educational programmes related to entrepreneurship and business creation. Rapaso et al., (2008:406) link entrepreneurial characteristics to two important entrepreneur theories, namely economic theory and empirical theory. According to the economic theory, economists tend to centre more on the function than on the individual and show more interest in the macroeconomic meaning of entrepreneurship. In contrast to this economic theory, Raposo et al. (2008:407) cite the empirical theory of Veciana (1980), where the entrepreneur is the physical person who creates the business, puts it to work and makes it survive for years. Woolfolk, in support of the latter theory, adds traits or individual characteristics, such as a strong need to achieve, a fear of tests, or an enduring interest. Jaana (2007:745), further, notes self-regulation which consists of motivation and conation and includes, for example, the will to learn, endeavour or effort, mindfulness in learning, intrinsic regulation and evaluation processes. Fatoki (2010:89), therefore, concludes that a combination of psychological traits interacts with background factors, making some individuals more likely entrepreneurial candidates than others.

The mental preparation of trainees, as earlier noted, is imperative in any NVC training programme to enhance resilience and retention of trainees. Krueger (2007:123), in this respect, refers to successful entrepreneurs as characterised by an expert mind-set and posits that expertise can be learned. Bronte-Tinkew et al., (2001:10-12), in this respect, note that the foundation for the design of entrepreneurship programmes are grounded in the notion that if students can improve their motivation to achieve, their locus of control and self-esteem, as well as demonstrate creativity, the more likely they are to avoid self-destructive behaviours. Hamidi et al., (2008:307), further, highlight the importance of

creativity, by noting that, because novelty and effectiveness are the hallmarks of creative ideas, the expectation is that students' creative dispositions should affect their eagerness to engage in entrepreneurship. Creativity is, in terms of academic resilience, thus, an important antecedent of entrepreneurial intentions and an important characteristic of an entrepreneur which should be developed (Hamidi, et al., (2008:205).

Moser (2005:2), however, observes that it is disturbing to note that entrepreneurial characteristics in students actually decrease over time as they advance through grades at school. The author, therefore, observe, as critical, that ways must be found to return the entrepreneurial spirit to these students. According to Raposo et.al, (2008:407-410) there exists some agreement in literature regarding the following types of characteristics of entrepreneurs: individual attributes, risk taking, need for achievement, locus of control, self-confidence and optimism, profit motivation, creativity and other motivational factors and personal values, for example, the need for autonomy and independence and the initiative factor. Karoulsky (1980), cited in Raposo et al., (2008:216), in support, regards these factors as good predictors of entrepreneurial behaviour. Developing key entrepreneurial characteristics in the NVC programme is, thus, important in trainees' mental preparation and behavioural change in these programmes.

Challenges in the NVC training programme and beyond training, could offer the opportunity for trainees to build their resilience. Krueger (2007:129), in this respect, noted that attitudes and personality traits, once thought to be stable, in fact evolve over time, particularly during and after important life events, viewed as critical developmental experiences. The above-mentioned characteristics associated with successful entrepreneurs, can be developed during these experiences. Baum (1995:3), adds to this, traits that may be more powerful or may have been overlooked, for example tenacity, positive mood, money-seeking, status-seeking, passion for work and competency. These characteristics are positively related to venture-growth and could, thus, contribute to restore the entrepreneurial spirit of trainees and, simultaneously, develop academic resilience through meaningful training activities.

In addition to the above characteristics, Martin and Marsh (2003:2) utilised the Student Motivation Wheel (Martin, 2003a, 2003b) as a basis for conceptualising academic resilience and the Student Motivation Scale (SMS – Martin, 2001, 2002) as a basis for measuring it. Their study found that academic resilience comprises self-belief (confidence), a sense of control, low anxiety (composure), and persistence (commitment), referred to as the Four Cs. According to Martin and Marsh (2003:10) these four factors,

which predict academic resilience, showed that students who are high in self-belief, control, persistence and low in anxiety are more academically resilient. The authors note that the multidimensionality of academic resilience holds implications for pedagogy, because identifying specific facets of academic resilience enables more targeted intervention and support by facilitators. Weisz, Weiss, Han, Granger, & Morton (1995), cited in Martin and Marsh (2003:10), argue that this support is likely to be more effective than global support directed at academic resilience as a global construct.

Martin (2002:1), in terms of the abovementioned personal factors, argues that the presence of aspects of motivation is not sufficient to deal with academic setbacks or excessive study pressure and stress. The author concludes that motivated students' gains may, thus, well be lost without some level of academic resilience to the types of challenges experienced in the training context.

2.6. TRAINING CONTEXTUAL FACTORS INFLUENCING ACADEMIC RESILIENCE

Legoabe (2007:74) posits that the understanding of programme content and training methods used in the programmes are key factors that influence dropout in NVC training programmes. The author, in this respect, identified irrelevant training content and teaching methods, wrong academic levels, training structure and programme cancellations as secondary causes for adult learner dropout. Entrepreneurship education should, therefore, through purposeful intervention, according to Isaacs, Visser, Friedrich and Brijlal (2007:613), impart entrepreneurial qualities and skills which will enable the learner to survive in the world of business. These qualities and skills can be regarded as major determinants of academic resilience. Factors in the classroom and the delivery of programme content will next be explored as influences on the development of these qualities and skills.

2.6.1. Classroom environment

The facilitator has a key role in developing academic resilience by creating a classroom environment that is safe and supportive and the development of sound stakeholder relationships. Each aspect will next be shortly addressed.

Pretorius et al., (2005:423) observe that the impact and role of the facilitator in the entrepreneurial education process and success, has been underscored. The training background and business experience of the facilitator might, in this respect, be a major factor in NVC training. Researchers value the business experience of facilitators, but also note that facilitators often used traditional training methods and could be more effective if

they move away from traditional approaches in the delivery of programme content (Smith and Perks, 2006:19; Pooe (2002:11), cited in Pretorius and Wlodarczyk, 2007:505; Kirby (2004), cited in Ankola and Heinonen, 2006:3; Burger and Kruger, 2009: 94-95). Burger and Kruger (2009:62-66), in this respect, suggest the use of principles of adult learning and adult learning styles, such as motivation, goals, life experience, responsibility for own learning and relevance in practice, in designing learning activities. The authors, further, ascribed this approach to the fact that adults' experience of learning is complex and characterised by reflection and re-evaluation. De Beer (2009:67), in support, notes that adult learners display distinct characteristics as learners, which are similar to aspects of resilience training, for example, motivation and self-direction. The facilitator can enhance these characteristics by creating a safe and supportive environment based on sound stakeholder relationships.

The success of the facilitator in entrepreneurial training depends, further, on the ability to create a safe and supportive environment (Ankola and Heinonen, 2006:6). Du Preez and Kruger (2009:80) refer to the learning environment as including the infrastructure, classroom organisation, teaching and learning activities and assessment. Infrastructure and classroom organisation refer to the training location, venue, training equipment and learning aids important to create an environment conducive for learning. In terms of teaching, Woolfolk (2007:373, 395), further, posits that facilitators in the classroom context have basically three major goals, namely to "… create a state of motivation to learn; …to develop in students the trait of being motivated to learn; … and to want our students to be cognitively engaged". Student motivation to learn entails, further, that trainees should, according to Jere Brophy (1988), cited by Woolfolk (2007:395), find academic activities meaningful and worthwhile and try to derive the intended academic benefits from them.

The supportive environment can be enhanced by employing a team approach based on the constructivist perspective of learning. The constructivist perspective (Webb and Palincsar (1996:844), cited in Woolfolk, 2007:417), are, further on, characterised by collaboration and cooperation (Woolfolk, 2007:417; Alstete, 2008:584; Hamidi et al., 2008:317) and employing Kolb's (1984) experimental learning theory (Jaana, 2007:746). Woolfolk (2007:418), further, regards cooperative learning as providing the social support and "scaffolding" that students need to move learning forward. Collective efficacy could in this regard, be enhanced, because "… humans mature and become more independent, self-directed… (and) … accumulate a growing reservoir of experience which is a rich resource for learning" (Albornoz, 2008:9; De Beer, 2009:70). The maturity level in the

group, described as consisting of more adults with work and life experiences than younger trainees, can further enhance collective efficacy and group performance (Oxford Dictionary, 2007:555; Knowles (1973) cited by Albornoz, 2008:9). Younger trainees may, then, in using a team approach, benefit from the sharing of knowledge and experiences of adult trainees.

Developing sound stakeholder relationships is imperative, given that government training initiatives in the South African context, are often "distrusted and identified as a barrier to training" (Bridge, O'Neill and Cromie, 1998:115). The authors, further on, note the impact of bad experiences of previous formal training, in particular, for those trainees from a disadvantaged background. Experiences could include the non-completion of programmes and not receiving any meaningful certificates as evidence of their training experience. Bridge et al., (1998:115), further, comment on the extent of this distrust by observing that trainees seem not to note the perceived needs and potential benefits of the programme and note the belief that sometimes exists amongst them that, benefits, post training, for example placements, mentoring, financial and further training support, will not last.

The development of trust and ethics, therefore, forms a key part of development of sound relationships. Burger and Kruger (2009:120), in this respect, describe ethics as our system of values and beliefs that determine what is right and wrong and how we should behave. The authors, further, note that subject content itself, the way it is taught and the learners and teachers involved are all affected by values, beliefs and ethics. Trainees can, through such interventions, be made aware of, be accepting and tolerant of values, beliefs and ethics that are different to theirs. Burger and Kruger (2009:116) conclude that good ethics can result in a positive attitude and regard people who have positive attitudes towards learning as usually being more successful than others, ultimately influencing mastery of skills, thus, referring to self-efficacy and influencing academic resilience of trainees.

2.6.2. Delivery of Programme Content
Zhao et al., (2005), cited in Izquierdo and Beulens (2008:6) belief that current practices in entrepreneurship education are in the direction to develop students' confidence by having a positive impact on the mechanisms associated to self-efficacy. The facilitator's ability and level of real-world entrepreneurship experience, becomes, in this respect, more important (Pretorius and Wlodarczyk, 2007:513). Pretorius et al., (2005:423), however, note that the context will dictate most of the content, as well as the level it should be

offered to the specific target group. Researchers agree that the nature of the target audience, in turn, affects the objectives set for the programme and have implications on approaches used in delivery of the programme (Gorman, Hanlon and King, (1997), Hytti and O'Gorman (2004) and Klofsten (2000) cited in Ankola and Heinonen, 2006:2; Pretorius and Wlodarczyk, 2007:505).

The training perspective followed should guide training strategies accepted in the NVC programme. Pratt (2005), cited in Albornoz (2008:9), in this respect, suggests five qualitatively different teaching perspectives, which are transmission, apprenticeship, developmental, nurturing and social reform. Transmission, according to him, is the most traditional, apprenticeship aims to embody the skills of a particular trade or "community of practice", and using the developmental perspective "… looks to model ways of being". The nurturing perspective seems to best assist our study objectives, as it "… seek to increase self-efficacy among students… and the focus is increased self confidence in the student". As context is also important in the current study, the social reform perspective provides educators the opportunity to promote a better society through the understanding and use of social context (Albornoz, 2008:9). Trainees' experience of the social context becomes, in this way, relevant in the training context and referred to as the constructivist approach to learning.

Several researchers suggest the use of a multi-method learning strategy as the most appropriate to enhance the interest, motivation and academic success of the target group, in particular adult learners (Smith and Perks, 2006:17-26; Ankola and Heinonen, 2006:7). Pihie and Sani (2009:344) note the least effective learning method involves learning through passive information presented through verbal symbols, which is in fact the style of many lecturers. The most effective learning method, in turn, involves the student actively participating in "hands-on" learning activities. Izquierdo and Beulens (2008:20), in support, suggest that perceived benefits of the instructional approach can be attributed to the amount of practice and the inclusion of real world experiences offered to students. Researchers, in this respect, concur on the use of learning by exposure, for example interactive workshops, case studies, role play and action learning in the case of micro entrepreneurs or "survivalists", learning activities relevant to their businesses and using the pictorial study material method for micro entrepreneurs with low literacy levels (Smith and Perks, 2006:23-24), consulting activities, working with entrepreneurs, business simulations and involving co-learner group support (Pretorius and Wlodarczyk, 2007:512), role playing, management simulations, structured exercises of focussed learning and feedback situations in which the participant must take an active role

(Nieuwenhuizen and Groenewald (2004:5), cited in Pretorius and Wlodarczyk, 2007:512).

Practical entrepreneurial activities and exposure to the business environment are regarded as more relevant in NVC training. Pretorius and Wlodarczyk (2007:512), in this respect, refer to surveys conducted by Gartner and Vesper (1994:185) and Hills (1988:2), where development of business plans, entrepreneurs as speakers and role models were identified as the most successful exercises. Self-efficacy can further be enhanced by using the "live" case approach, where trainees would be given the opportunity to work directly with the local entrepreneur or entrepreneurial agency, inviting them to give lectures providing vicarious experience (Kickul et al., 2008:332; Izquierdo and Beulens, 2008:7). Recent models of entrepreneurship training have been developed where the mentioned multi-method strategy can be effectively used to enhance entrepreneurship education and training.

2.6.3. MODELS OF ENTREPRENEURSHIP EDUCATION AND TRAINING

Bronte-Tinkew et al., (2001:10-12), note that entrepreneurship training programmes are built on validated models derived from learning theory and based on the premise that education can be used as an intervention tool to influence youth attitudes toward entrepreneurship as a career option.

According to Smith and Perks (2006:18) the entrepreneurship development approach of the NVC programme is built on the principles of Outcomes-based Education (OBE). Pooe (2002:4), cited in Pretorius and Wlodarczyk (2007:505), further, notes that OBE is not about what the tuition system provides and teachers teach, but about what the students actually learn and what they are able to do at the end of a learning experience. Kolb's (1984) experimental learning theory, asserts, in this respect, that the learning process is at the same time individual and collaborative (Jaana, 2007:746). The conclusion made by Pretorius and Wlodarczyk (2007:505) is that, since the aim of the NVC is to see the tangible establishment of new ventures, the very concept of entrepreneurship education and training in itself is inherently outcomes-based.

Isaacs et al., (2007:623) noted the interactive nature of the Hytti model of entrepreneurship education, consisting of: "Learn to understand entrepreneurship; Learn to become entrepreneurial and Learn to become an entrepreneur". Pretorius et al., (2005:422), in support, suggest an integrated entrepreneurship education model, the "educate for entrepreneurial performance", where entrepreneurial and business skills, and even the business plan, are included and the role of the facilitator is emphasised.

Researchers, however, seem to favour the constructivist model of learning entrepreneurship.

Krueger (2007:125) notes that entrepreneurship education has long owed its success to following the constructivist model that appeals to and shapes deep belief structures. Self-directed learning is key aspect of this model to explain how entrepreneurs learn. This model, further, assumes, according to the author, that humans construct knowledge structures that continue to evolve. Learning entrepreneurship would, then, according to this model, be "… situated in the ambient conditions of the learning and in the multiple influences of the social settings". Krueger et al., (2007:125) cited several researchers to suggest, further, that the most constructivist phenomenon in entrepreneurship is the identification and shaping of personally relevant opportunities, which lay at the heart of entrepreneurial intent. The author, therefore, suggests the importance of considering teaching methods that focus on knowledge structure, not just knowledge content, thus, emphasising the constructivist model of learning.

The constructivist approach, further on, works best if it is utilised in combination with the team learning model. Webb and Palincsar (1996:844) cited in Woolfolk (2007:417) in this respect, note that, despite earlier challenges, today evolving constructivist perspectives on learning fuel interest in situations where elaborations, interpretation, explanation and argumentation are integral to the activity of the group and where learning is supported by other individuals. Collins (2003), cited in Pihie and Sani (2009:344), in support, suggests an entrepreneurial experience where trainees learned from one another, learned by doing, learned by discovery, learned through mistakes and learned through solving problems. Pihie and Sani (2009:344), further, suggest that students also need to make self-analysis on entrepreneurial attitudes and competencies to understand own readiness and ability in entrepreneurship. The authors, further on, note the Shapiro-Krueger model (Krueger and Reilly, 2000) which illustrates the importance of perceived desirability and perception of self-efficacy, which developed from prior experience through "hands-on" teaching methods. Such a model should, in the end, contribute to academic resilience by focussing on the key areas influencing trainees' performance.

2.7. CONCLUSION

This chapter aimed to answer the research question by identifying the factors that influence the academic resilience of trainees in an entrepreneurial education and training programme, for example, the New Venture Creation learnership in this study. The literature revealed that key personal factors such as entrepreneurial intention, interest

and motivation and psychological characteristics combine to influence the academic resilience of trainees. Training contextual factors were, further, identified in the classroom environment and in the delivery of the training programme, which could enhance or inhibit the trainees' performance, and ultimately academic resilience.

The next chapter will cover the research methodology and design of the study aimed at assessing the extent to which the above-mentioned factors influence the academic resilience of trainees.

CHAPTER THREE
RESEARCH METHODOLOGY AND DESIGN

3.1. INTRODUCTION

Expectations are set extremely high for trainees participating in a New Venture Creation (NVC) learnership training programme. Political, economic and social pressures drive these expectations. These expectations, further, depend on how trainees perceive and react to certain challenges that impact on them while completing the training programme. Retention, throughput rate and pass rate are, further on, issues high on the agenda of every education and training institution. Training providers and facilitators will be interested in interventions that increase the academic resilience of trainees in NVC training programmes. Intervention should, however, be based on sound research in order to reach the objectives of the study.

This chapter will describe the research methodology and design used to answer the research questions and achieve the objectives of the study. The research questions relate to the factors on a personal and training contextual level that influence the academic resilience of trainees. An in-depth literature study, conducted in Chapter Two, identified entrepreneurial intention, interest and motivation and personal characteristics as personal factors that seem to influence academic resilience of trainees. Training contextual factors, in turn, identified in the literature, refer to factors in the classroom environment and factors relating to the delivery of programme content. These factors formed the framework for the research methodology and design employed in the study.

3.2. RESEARCH METHODOLOGY AND DESIGN
3.2.1. RESEARCH APPROACH

McMillan and Schumacher (2006:19) define research as "the systematic process of collecting and logistically analysing data for some purpose". Any research is furthermore, done within a certain research philosophy and a research approach flowing from the research philosophy. From the research approach, a research methodology is selected with the aim to answer the research question (Suanders, Lewis and Thornhill, 2003:82-83).

Research on the factors influencing the academic resilience of trainees in an NVC learnership programme can be seen as educational research. Educational research, according to McMillan and Schumacher (2006:14) forms part of applied research, as this type of research is conducted in a field of common practice, in this study, entrepreneurial

education and training. The authors, further, add that such research is concerned with the application of research-based knowledge about the practice and usually investigates problems that are integral to making decisions, where the impact may be immediate or may have an indirect effect over time. The impact of factors influencing academic resilience of trainees will be assessed in an NVC learnership programme and have an impact on the outcome of the programme. The findings and recommendations may be used to address challenges in such an entrepreneurial training programme and, in particular, seek to improve resilience in future NVC learnership programmes in the Saldanha Bay Municipal area.

3.2.2. RESEARCH METHODOLOGY

Suanders et al., (2003:9) define research methodology as the ways in which one collects and analyses data. Different data collection instruments were used in this study. The research methodology is informed by the research design, described by Mouton (2001:55) as a plan or blue print of how you intend conducting the research.

The study employed a mixed method research design as data were collected using a quantitative method, the structured questionnaire, and qualitative methods for a semi-structured interview, followed up by a focus group session. A mixed method is used because many situations seemed to be best investigated using a variety of methods (McMillan and Schumacher, 2006:27). McMillan and Schumacher (2006:19) explain the difference between quantitative and qualitative research in terms of their " assumptions about the world, research purposes, research methods and processes, prototypical studies, research roles and the importance of considering context in the physical, behavioural and social sciences". The social and training context of trainees from a disadvantage background played an important role in the research methodology used in this study. McMillan and Schumacher (2006:315), in this respect, note that qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions.

Given the abovementioned mixed research design, the research could either use a deductive or inductive research approach. The current study used both the deductive (questionnaire) and inductive approach (semi-structured interview and focus group session). Suanders et al., (2003:88) describe the deductive approach as where a theory and hypothesis are developed and a research strategy is designed to test the hypothesis. The authors, in turn, note that in an inductive approach data would be collected and theory developed as a result of your data analysis. The mixed research design was used,

because it best answered the research objectives and questions, relating to the extent which factors on a personal level and in the training context influence the academic resilience of trainees in an NVC learnership programme.

McMillan and Schumacher (2006:22) emphasise that a research design describes how the study was conducted and summarises the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. In order to reach the research objectives and research questions of the study, a case-study was identified as the most appropriate way to reach this objective. Quantitative and qualitative data was, thus, collected from trainees in the case study, who showed resilience and graduated from the entrepreneurial training programme.

3.2.3. THE CASE STUDY

The focus of this research was on one specific case, namely the graduates from a NVC learnership (NQF Level 4), rolled out by the Department of Transport, known as the Learnership 1000-programme (see Appendix B). Robson (2002:178), cited in Suanders et al., (2003:82-83), defines a case study as "a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence". The case study formed the framework for the collection of data in order to answer the research questions. McMillan and Schumacher (2006:316), in this respect, further, note that data analysis in a case study design focuses on "one phenomenon, which may, for example, be one administrator, one group of students, one programme, one process, one policy implementation or one concept". De Vos, Strydom, Fouché and Delport (2002:275), further, cite Stake (1995), who argues that the sole criterion for selecting cases for a case study should be "the opportunity to learn". The objective of the research will, thus, be to "learn" from the experiences of graduates in the NVC learnership programme, in particular, their perceptions of the factors influencing their resilience in the NVC training context.

This NVC learnership-1000 programme ended in December 2009 and the perception survey and semi-structured interviews were conducted during April and May 2010. A focus group session was held in June 2010 with the NVC- "Black Rock"- group.

3.2.4. RESEARCH POPULATION

Only 17 trainees graduated from the NVC Learnership 1000-programme. The case study was, thus, a small group and all graduates, as indicated in Chapter One, were approached to take part in this research. A list, with the names of all trainees in the

programme, was obtained from the Training Provider, EBS Stellenbosch (Appendix B). Trainees were from three different towns in the Saldanha Bay Municipal area, namely St. Helena Bay, Vredenburg and Saldanha. A group of thirteen respondents completed the structured questionnaire, followed up by a semi-structured interview.

Five out of the seven graduates, from a previous NVC learnership, the "Black Rock"- group, responded to the invitation to take part in the focus group session. Also present in the discussion, was an earlier dropout of the programme, who was involved in the recruitment process for both NVC training groups on behalf of the Masibambani community organisation. He assisted in probing questions on certain themes and brought valuable insight from the perspective of dropouts in the programme relating to the factors influencing academic resilience.

3.2.5. PRINCIPLES AND ETHICS OF RESEARCH

Given the data collection methods used in this research, attention should be given to certain principles of research. Welman and Kruger (1999:181) note that ethical considerations come into play at three stages of the research project, namely:

- When participants are recruited,
- During intervention/measurement procedure to which they are subjected and
- In the release of results.

The following principles and ethics were kept in mind during this study.

3.2.5.1. Interpersonal Subjectivity and Reflexivity

McMillan and Schumacher (2006:327) posit that qualitative research, such as the semi-structured interview and focus group session in this study, depends to a great extent on the interpersonal skills of the inquirer, such as building trust, keeping good relations, being non-judgmental and respecting the norms of the situation. According to the authors, interpersonal emotions in field work are essential in data collection activities, because of the face-to-face interaction. They, further, argue that data obtained from informants/respondents are considered as valid, even though they may represent particular views or have been influenced by the researcher's presence. Such data are, further on, regarded as problematic only if they are claimed to be representative beyond the context (McMillan and Schumacher, 2006:327). The authors, further, mention that potential researcher bias can be minimised if the researcher spends enough time in the field and employs multiple data collection strategies. Providing sufficient details about the design, including reflexivity strategies, is necessary. Reflexivity is a rigorous self-scrutiny

by the researcher throughout the entire process and is an important procedure for establishing credibility. The researcher worked in the Education and Training environment, but strived not to influence the data collection process by expressing his own opinion. McMillan and Schumacher (2006:327) conclude, in this respect, that qualitative researchers, thus, do not deny human subjectivity, but rather take it into account through various strategies.

3.2.5.2. Reliability and Validity

The researcher should always give attention to reliability and validity of the research design. Easterby-Smith et al., (2002:53) cited in Suanders et al., (2003:103) note that reliability can be assessed by posing three questions: "Will the measures yield the same results on other occasions?'; Will similar observations be reached by other observers?" and "Is there transparency in how sense was made from the raw data. Threats to reliability, further, include subject or participant error, subject or participant bias, observer error and observer bias. In the current research the interview schedule was employed, which has a higher degree of structure and will lessen the threat to reliability (Suanders et al., 2003:103). The validity of a qualitative research design, in turn, is seen as the degree to which the interpretations and concepts have mutual meanings between the participants and researcher. Qualitative researchers may, further, enhance validity by making explicit all aspects of their designs. Prolonged field work and use of multi-methods are amongst the data collection strategies used to increase validity. Qualitative studies, further, aim at extension of findings, rather than generalisations of results. Generalisability is usually not the intent of such a study (McMillan and Schumacher, 2006:330-333).

3.2.5.3. Research Ethics

McMillan and Schumacher (2006:333) note that qualitative research is more likely to be personally intrusive than quantitative research. Grey (2004:58) asserts that ethics of research concern the appropriateness of the researcher's behaviour in relation to the subjects of the research or those that are affected by it. Ethical guidelines include policies regarding informed consent, deception, confidentiality, anonymity, privacy and caring (McMillan and Schumacher, 2006:333). Grey (2004:61) adds, in this respect ethical issues, for example, promises and reciprocity, referring to what participants gain from cooperating from the research, also risk assessment, data access and ownership, researcher mental health and advice. In the current research confidentiality and anonymity was promised in the cover letter (Appendix A) prior to issuing of the questionnaires, semi-structured interview and also at the start of the focus group session.

3.2.6. DATA COLLECTION INSTRUMENTS

In this study data were collected using an in-depth literature study where key factors, that seem to influence the academic resilience of trainees in entrepreneurial training programmes, were identified. These factors were used as a guide in designing the structured questionnaire, also referred to as an interview schedule.

A structured questionnaire was issued to the graduates in the NVC Learnership 1000-group. After the analysis of the questionnaire data, a semi-structured interview was conducted with the same group of graduates. Healy and Rawlinson (1994:130) cited in Suanders et al., (2003:248), in this respect, refer to the use of a combination of styles, where "… one section of an interview may ask a set of factual questions… while in the other section a semi-structured qualitative approach may be used to explore responses". Wass and Wells (1994), cited in Suanders et al., (2003:248), in support posit that "… interviews, presumably semi-structured interviews or in-depth ones, may also be used as a means to validate findings from the use of questionnaires". A focus group session was conducted with trainees involved in a similar NVC learnership, noted earlier, as the "Black Rock"–group, to corroborate and validate findings in the questionnaire and semi-structured interview.

Researchers agree to the use of multi-methods or "bridging" of the qualitative and quantitative research design (Suanders et al., 2003:91). Grey (2004:33), in support, notes that the reason for using multiple methods is to enable triangulation to take place. Suanders et al., (2003:99), further, explain triangulation, as "… the use of different data collection methods within one study, in order to ensure that the data are telling you what you think they are telling you". The authors, in conclusion, note that each method has its unique strengths and weaknesses and it was effectively used to collect data to answer the research question, in particular, "How do trainees' perceive personal and training contextual factors to influence their academic resilience in the NVC training programme?"

3.2.6.1. The Questionnaire

A structured questionnaire, also called an interview schedule, (Appendix A), was used to collect data from trainees who graduated from the NVC Learnership programme in the Saldanha Bay Municipal area. Saunders et al., (2003:92) note the advantages of this data collection method, referring mainly to the fact that the researcher has more control over the research process. The authors, however, note that the data collected may not be as wide-ranging as those collected by other research strategies. The purpose of using the questionnaire was, thus, to collect data that indicate how graduates perceive certain

personal factors and factors in the training context to influence their academic resilience in the NVC training programme.

The use of a whole group or total population can, according to Mouton (2001:100), be influenced by practical consideration, available time and financial resources. A date for issuing, completion and collection of questionnaires was, therefore, telephonically arranged with the 17 graduates beforehand. Respondents were again contacted telephonically one week prior to the distribution of the questionnaire and appointments were arranged with them. Thirteen graduates responded to the invitation to complete the questionnaire. A written undertaking with regard to the confidentiality and anonymity of the process were given to each participant. Appointments was scheduled according to the programme of the respondents, in order to complete the questionnaires as undisturbed as possible. A cover letter (Appendix A), explaining the research topic and objectives, were issued to respondents, where-after the questionnaire was immediately completed. Where possible the researcher arranged for groups of five at a location for completion of the questionnaire. This strategy curtailed cost in terms of time, transport, availability and response time in completion and return of the questionnaire.

Questions focused on trainees' perceptions on the influence of personal factors and the training environmental factors on their level of academic resilience shown in the NVC programme. According to McMillan and Schumacher (2006:204) the questions are usually in three forms: structured, semi-structured and unstructured. Structured questions, also called limited-response or selected-response questions, were used in the questionnaire (McMillan and Schumacher, 2006:204). The authors, further on, explain that structured questions are followed by a set of choices, and the respondent selects one of the choices for the answer. They responded to statements of factors which could have: "total influence"; "some influence" or "no influence at all", on their academic resilience in the NVC learnership programme. The term: "Academic Resilience", was explained to them before-hand. English was the language medium used in the questionnaires, as this is the language of communication most common in workplaces and considering the diverse cultural composition of the training groups, within the Saldanha Bay Municipal area.

Saunders et al., (2003:246), further, note that structured questionnaires are based on predetermined and standardised or identical set of questions. The authors relate this to structured interviews where interviewers physically meet respondents and ask the questions face to face. Structured interviews differ from semi-structured and in-depth

interviews as there is a defined schedule of questions from which the interviewer should not deviate (Saunders et al., 2003:282). Each type of interview has a different purpose. In descriptive studies, structured interviews can be used as a means to identify general patterns. Elements of the structured interview were used in issuing and completion of the questionnaire. The key point to consider is the need for consistency between the research question and objectives, the strategy to be employed and the methods of data collection used, referred to as their fitness for purpose (Saunders et al., 2003:249).

Saunders et al., (2003:283) note that, in contrast to delivery and collection questionnaires, interview-administered questionnaires enable you to ensure that the respondent is whom you want. This improves the reliability of your data. Interviewer-administered questionnaires will usually have a higher response rate than self-administered questionnaires. All 13 graduates from the NVC programme formed the research population, which will have implications for the confidence you can have in your data and the extent to which you can generalise. Longer questionnaires, like the current study employed, are best presented as a structured interview. According to Oppenheim (2000) cited in Saunders et al., (2003:283), they can, in addition, include more complicated questions than telephone or self-administered questionnaires.

3.2.6.1.1. Advantages and Disadvantages of Questionnaires

Gilham (2000:6-8) summarised the advantages and disadvantages of questionnaires, which are detailed here-under:

Advantages:

Low cost in time and money;

Easy to get information from a lot of people quickly;

Respondents can complete the questionnaire when it suits them;

Analysis of answers to closed questions is straightforward;

Less pressure for an immediate response;

Respondent's anonymity;

Lack of interviewer bias;

Standardisation of questions and

can provide suggestive data for testing a hypothesis.

Disadvantages:

Problems of data quality (completeness and accuracy);

Typically low response rate unless sample 'captive';

Problems of motivating respondents

The need for brevity and relative simple questions;

Misunderstandings cannot be corrected;

Questionnaire development is often poor;

Seeks information just by asking questions;

Assumes respondents have answers available in an organised fashion;

Lack of control over order and context of answering questions;

Question wording can have a major effect on answers;

Respondent literacy problems;

People talk more easily than they write;

Impossible to check seriousness or honesty of answers and

respondent uncertainty as what happens to data.

3.2.6.1.2. Summary of Questions:

Appendix A contains the cover letter and questionnaire. Question 1 in the questionnaire dealt with respondent information, while Question 2 and 3 were linked with key themes on personal and training contextual factors identified in the literature study. The term academic resilience was explained to respondents and questions were read to the respondents in the following manner:

Question 2: Indicate how you perceived the following personal factors which influenced academic resilience. The personal factors assess here, broadly referred to entrepreneurial intention, sustained interest and motivation and the role of psychological characteristics.

Question 3: To what extent did you perceive the following factors in the training context to have influenced academic resilience in the NVC training programme? The training contextual factors assessed here referred to classroom environmental factors and factors related to programme delivery.

3.2.6.2. The Semi-structured Interview

The semi-structured interview approach was used to obtain more insight into and add to the opinions raised in the structured perception survey. Welman and Kruger (1999:167) are of the opinion that one of the considerations for using this type of interview, is when the respondents come from divergent backgrounds, such as in this case study. The interview was conducted with each of the 13 participants, as a follow-up of the structured questionnaire, where they could reflect and express their opinion on the factors indicated in the questionnaire. Welman and Kruger (1999:167), in this respect, state that semi-structured interviews "... allow the interviewer to use probes with a view to clearing up

vague responses or to ask for the elaboration of incomplete answers".

According to Suanders et al., (2003:246) researchers using the semi-structured interview approach will have a list of themes and questions to be covered, although these may vary from interview to interview. The flow of the questions may also be varied depending on the flow of the conversation. Welman and Kruger (1999:167) add that the interviewer may adapt the formulation, including the terminology, of questions to fit the background and educational level of respondents. Suanders et al., (2003:246) further note that the nature of the questions and the ensuing discussion meant that data will be recorded by note-taking or perhaps by tape-recording the conversation. In this study the note-taking was employed to capture the data and immediately processed after the interview. The data was transcribed and subjected to qualitative content analysis.

The questions on the themes for the semi-structured interview were attached as Appendix C and covered the following personal factors, in terms of their influence on academic resilience: The expectations trainees had at the start of the programme, the level of their mental readiness to deal with challenges in the programme, reasons why they could persevere despite influences from internal and external factors, their feelings on completing the programme and support needed to deal with personal factors and challenges. The training contextual factors covered, in terms of their influence on academic resilience, relate to the ability of trainees to deal with challenges from the learning environment, trainees expectations of learning challenges at the start of the training programme, reasons why trainees were able to overcome learning challenges experienced during training, their thoughts on why trainees in general struggled to deal with challenges in the learning environment and their thoughts on the types of learning support needed to deal with challenges in the training context.

3.2.6.3. The Focus Group Session

Focus groups are a means of better understanding how people feel and think about an issue, product or service. Participants in a focus group are selected, because they have certain characteristics in common that relate to the topic of the focus group. The objective in using the focus group was to corroborate and validate the findings in the perception survey and semi-structured questionnaire amongst graduates from the NVC Learnership 1000-group. The "Black Rock"- group did the same NVC NQF Level 4 Learnership as the NVC Learnership 1000-group, with the same facilitator from EBS Stellenbosch.

The focus group members, also known as the "Black Rock"- group, named after the

company who initially initiated the particular NVC programme, have all graduated from the NVC NQF Level 4 training programme. Two trainees of the original training group are currently enrolled in a NVC NQF Level 5 Learnership, training programme with EBS Stellenbosch. Also invited was one of the dropouts from the NVC Learnership 1000-group, Thabiso Mosia, a recruiter for both NVC programmes on behalf of the Masibambani community organisation. The idea was, given that the groups shared the same facilitator, to use the advantages of group dynamics, to probe questions that might elicit information not covered in the questionnaire, ensure motivation to speak freely and challenge each other's views, to enrich the discussion.

The information in the focus group session related mainly to personal information, graduates' awareness about the NVC programme, their motivation to join the programme, factors that kept them interested the programme, their feeling on being on the right track during the programme, factors inhibiting their involvement in the programme, motivation to complete the programme, intrinsic and extrinsic factors linked to personal challenges, challenges in the training context, methods in delivery of training, influence of the training venue, influence of group dynamics, influence of English as the medium of delivery, influence of training strategies on motivation, pressure to establish own businesses and recommendations to improve the roll out of future NVC training programmes.

In a focus group session the researcher should be able to create a tolerant environment that encourages participants to share perceptions, points of view, experiences, wishes and concerns, without pressurising participants to vote or reach consensus (Krueger and Casey, 2000; Barbour and Kitzinger, 1999:4-5). What the participants in the group say during the discussions, further, constitutes the essential data in focus groups (Morgan and Krueger, 1998: Volume 1:1). Krueger and Casey (2000:24-25), in support, note that focus groups should, amongst others, be used when one is looking for a range of ideas or feelings that people have about something and the purpose is to uncover factors that influence opinions, behaviour or motivation, such as in the current study. The focus group was utilised in this study as a follow-up for the investigation conducted amongst the graduates of the NVC Learnership-1000 programme. According to Wilkinson and Birmingham (2003:95) the focus group may provide an opportunity to pursue any responses to the original questions which were not expected and "… enable you to add vibrancy and depth to what can appear to be dry and uninspiring data". A neutral setting was chosen for the focus group session, where little disturbances or interferences were observed. The participants and a summary of the focus group discussion are attached as Appendix D.

3.2.6.3.1. Advantages and Disadvantages in using Focus Groups.

Suanders et al., (2003:270) refer to some difficulties in using focus group sessions, for example, certain participants may dominate the discussion, high level of skill is required to conduct the discussion successfully, as well as try to record its outcomes. The authors, however, note distinct advantages using group sessions, for example, a dynamic group can generate or respond to a number of ideas and evaluate them, thus helping to explain and explore concepts. The researcher may also benefit from discussions between participants where they challenge one another's views.

3.2.7. DATA ANALYSIS

3.2.7.1. Analysis of Questionnaire Data.

The questionnaire was quantitatively analysed (Mouton, 2001:152), while the semi-structured interview and focus group responses were qualitatively analysed (Mouton, 2001:149).

According to Gillham (2000:49) the first stage of analysis is essentially a descriptive one: setting out the results in a summary form (tables or graphs). Respondent information is called subject descriptors, as it describes the people who have completed the questionnaire (Gillham, 2000:49). The author, further, notes that these categories were chosen "… because of their probable relevance to the topics you are asking questions about". These subject descriptors were first summarised in a table format, which then formed the basis for further analysis.

The closed questions in the structured questionnaire were categorized as ordinal data, as it cannot be quantified numerically, but ranked in some way (Grey, 2004:286). The author, also, notes that ordinal data, further, comprise an ordering or ranking of values, although the intervals between the ranks are not intended to be equal. Data coding was used for the closed questions in the questionnaires (Mouton 2001:107). Grey (2004:290) notes that coding usually involves using a number to data and warns that codes are merely shorthand ways of describing data. The author, further, suggests in terms of data layout, the use of tables in the form of a data matrix. Within each data matrix, columns will represent a single variable, while each row presents a case or file. Coding in this way makes data analysis much easier for the researcher (Wilkinson and Birmingham, 2003:20). The numerical, values have different meanings for different variables.

In the analysis of question two and three of the questionnaire, a scale was used. The

scale is similar to a Likert-scale. According to Babbie and Mouton (2001:154) Rensis Likert devised the method by which this question format could be used to determine the relative intensity of different items. The scale, shown beneath, was used to make a value judgement on how trainees perceive a factor to have influenced their academic resilience in the programme. The level of importance was determined using the highest value from 2 to 0. In the scale 2 represented Total influence, 1- Some influence and 0 - No influence. The total respondents choosing a given option were, then, multiplied by the value of each option. Each variable was, then, ranked according to the highest to lowest total. After summary and coding of data, the researcher strived to analyse the results. At each question the statistical data were discussed, where after a discussion of respondents' response followed.

3.2.7.2. Analysis of the Semi-structured Interview

Qualitative data were analysed using an inductive research approach. Content analysis, an example of the inductive approach (Suanders et al., 2003:389), was done immediately after the interview. According to Mouton (2001:150) the inductive mode of reasoning has certain 'general ideas and expectations' that guide the empirical research and analytical induction is the form of analysis that can be used in case study research. The data captured will, according to the author, have high construct validity and in-depth insight. A summary of the data captured in the semi-structured interviews is attached as Appendix C.

3.2.7.3. Analysis of Focus Group Session

A summary of the focus group discussion was made immediately after the session (Appendix D). According to Welman and Kruger (1999:198) data from focus groups may be analysed by means of systematic coding through content analysis, based on the interview record. The researcher made notes during the discussion, which was lead by a moderator. Afterwards the researcher compared the notes with the moderator, so as to fill any gaps that might have transpired. The moderator used questions from the questionnaire conducted with the 13 graduates from the NVC Learnership 1000-group, as a guide to probe questions during the focus group interview. Certain questions, in particular, those where the researcher wants a more in-depth understanding of trainees perception of factors influencing their academic resilience in the training programme, was put to participants in the focus group session. Themes and categories was, thus, mostly already established and made analysis easier. The purpose of the questions in the focus group was overall to corroborate and validate the findings of the case study group.

3.2.8. LIMITATIONS AND GAPS

The researcher experienced challenges in conducting the research. The study group only completed the NVC training in November 2009. The researcher found it difficult to get hold of the trainees during the holiday break in December, which delayed the collection of data in the research. Data collection was done between February and June 2010. Challenges in terms of data collection was linked to access to primary documents, such as attendance register, although an oral agreement was made to use the group as a case study for this research. A list of graduates was, eventually, made available to the researcher (Appendix B). Availability of graduates for the collection of data was a huge challenge. Although most of the graduates were unemployed, some of them got seasonal employment at the local fishing factories. Arrangements were in many instances not honoured, because of shift work. Graduates, who were employed, relied on team transports (lifts) and arrived late at home and then attended to family commitments, impacting on the time available for completing questionnaires or conducting the interview. These challenges informed the motivation of using the structured questionnaire and short semi-structured interview, as data collection instruments.

The target population in the questionnaire and sample for the focus group was relatively small. Although the study group in this study was part of a greater roll out of NVC Learnership 1000-training programme covering Saldanha Bay and the Matzikama Municipal area and employing the same facilitator and training provider, EBS Stellenbosch, it will still be difficult to generalize the findings of this research.

3.3. PURPOSE OF RESEARCH

The researcher, despite the challenges noted above, remained focus on the objectives and purpose for conducting the study. The need for this study arose out of a lack of basic information on the factors influencing the academic resilience shown by trainees involved in entrepreneurial training programmes, which may impact on the potential retention, throughput rate and success of trainees in these training programmes.

The findings of the study may contribute to a better understanding of how trainees, in particular, those from a disadvantaged background, respond to the challenges in a NVC training programme. Such an understanding may, further, assist in enhancing the motivation, perseverance and the academic resilience of trainees, thereby assisting in higher retention and throughput rate of trainees in future entrepreneurial training programmes. A higher throughput of emerging entrepreneurs from these programmes will, ultimately, contribute to developing entrepreneurs that have the mental strength and

ability to create new sustainable and opportunity-based business ventures in the Saldanha Bay Municipal area.

3.4. CONCLUSION

Chapter Three built on the key responses uncovered in the literature study, in Chapter Two, in terms of the factors influencing academic resilience in NVC training programmes.

This chapter mainly focused on the research methodology and research design employed in the study. The approach followed was to start with the research perspective and the research design and research methodology was derived from that perspective. The motivation for the type of study, inductive/deductive and qualitative/quantitative was explained. The use of the research population was explained and the data collection instruments, the motivation for using it and their advantages and disadvantages, were discussed. The importance of principles of research and research ethics impacting on research were, further on, addressed. The procedures in data analysis of data collection instruments were, also, briefly addressed. The limitations and gaps in conducting the research and analysis were, further on, highlighted.

In Chapter Four the analysis of the research results obtained, through using the data collection instruments in this study, will be discussed.

CHAPTER FOUR
RESEARCH RESULTS AND FINDINGS

4.1. INTRODUCTION

In the previous chapter the research methodology and strategies were discussed. Qualitative and quantitative research was first concerned with the understanding of social phenomena from participant's perspectives, such as trainees' perception of influences on their academic resilience on a personal and training contextual level. Data, in this respect, were collected using a questionnaire (quantitative), a semi-structured interview and a focus group interview (qualitative), employing the strengths of all approaches.

In this chapter the different questions that were posed during data collection, will be interpreted by discussing the data that were processed and making deductions from that. At the end of the chapter these deductions, from the processed data, will be summarised.

The results are based on responses received from the 13 graduates from the Department of Transport's NVC Learnership 1000-programme (Questionnaire and semi-structured interview) and the "Black Rock"- NVC training, focus group. The results of the questionnaire will be described and summarised by means of tables.

4.2. RESPONDENT INFORMATION (NVC LEARNERSHIP 1000- GROUP)

The following table is a presentation of the personal (biographical) information of the 13 graduates from the NVC Learnership 1000-group.

1.1	**Gender:**	Male	Female		
	Number of trainees:	**3**	**10**		
1.2.	**Age group:**	20-29	30-39	40-49	50 and older
	Number of trainees:	**5**	**4**	**1**	**3**
1.3.	**Marital status:**	Single	Married		
	Number of trainees:	**8**	**5**		
1.4.	**Dependants:**	No dependants	Spouse and children	Children only	
	Number of trainees:	**4**	**4**	**5**	

1.5.	**Household Income (monthly):**	Less than R1000	R1000-2500	R2500-5000	R5000-more
	Number of trainees:	**9**	**3**	**1**	**0**
1.6.	**Level of Education** (start of programme)	Primary education	Secondary Education	Matriculation certificate	Further Education and Training
	Number of trainees	**0**	**7**	**6**	**0**
1.7.	**Distance to training venue:**	Walking distance	0-5 km	5-20 km	20+ km
	Number of trainees:	**6**	**3**	**2**	**2**
1.8.	**Transport to training venue:**	No transport	Own car	Taxi	Arranged lift
	Number of trainees:	**10**	**1**	**0**	**2**
1.9.	**Previous NVC training:**	No Training	Some training	Incomplete training	Some experience/ exposure in business
	Number of trainees:	**13**	**0**	**0**	**0**
1.10.	**Introduced to training programme:**	Through a friend	Newspaper advert	Radio advert	Community meeting
	Number of trainees:	**4**	**0**	**2**	**3**

Table 4.1. Summary of personal information of respondents (NVC Learnership 1000-group)

4.2.1. Discussion of Personal Information.

Three males and 10 females participated in the study. The ages for the majority of respondents range from between 20 and 39 years old, with 1 between 40 – 49 years and 3 over 50 years. The oldest respondent is 53 years old, according to the Identity number on group list (Appendix B). Five out of the 13 respondents are married and 8 are single. Those that are married also have children and most of the respondents who are single, also have children as dependants. Nine of the respondents earn less than R1000, of which most are actually unemployed. The data on the level of education, at the start of the training programme, indicate that seven of the respondents have secondary education and 6 obtained a matriculation certificate. Out of the 13 respondents, two live

more than 20 kilometres away from the training venue, two between five and 20 kilometres and the others live within walking distance from the training venue. As most of them live within walking distance, data show that they did not make use of transport, one use her own car and the two who stay more than 20 km's away from the training venue, made use of an arranged lift. All 13 respondents indicated that they had no previous training in New Venture Creation (NVC). Four of the respondents were introduced to or became aware of the training programme through their employer, indicated as "other ways you became aware of training programme"" on the questionnaire (1.10), with four through a friend and three a community meeting and two radio adverts. Three respondents indicated that they were motivated to join the programme because of being unemployed at that stage and 10 motivated by the opportunity to learn business skills.

4.2.2. Analysis of Personal Information.

Personal information overall indicate a majority of females towards males in the programme. The fact is that females were in the majority since the start of the NVC programme, noted in Chapter 1 as a target training group to address historic imbalances in terms of entrepreneurship development. It could also indicate that most of the female population in the communities are unemployed, have fewer employment opportunities and more prone to join training initiatives such as the NVC learnership. Kickul, Wilson, Marlino and Barbosa (2008:330) note, in this respect, that young women grasp these opportunities as they are eager to learn and improve their self-efficacy, regarded in turn as " … one of the building blocks for future career success". The GEM South Africa Report (Herrington et al., 2009:26), however notes that men in South Africa are 1.5 times more likely to be involved in early-stage entrepreneurial activity than women. The report did not indicate the statistics in terms of gender with regard to involvement in entrepreneurial training.

The age groups, further, indicate that trainees were a mixture of youth and adults and can be regarded as a mature training group, which, in terms of cooperation and support, could have a positive influence on resilience in the programme. Most of the respondents fall within the age group 20-39 and according to the GEM South Africa Report (Herrington et al., 2009:26) this falls within the age group which is regarded as the most entrepreneurially active group in South Africa, accounting for 54% of all early stage activity. Increasing the academic resilience in this age group could definitely contribute to more positive outcomes in terms of new venture creation.

The fact that only a few of the respondents are married may, in terms of influence on

resilience, show that they have better chances of support at home than trainees who are single with dependents. Trainees who are single with dependents, in particular females, may, further on, have nobody to share the household responsibilities with, than in the case of a married couple. The possible influence of this factor on resilience will be more fully addressed later in this chapter.

The majority of the respondents seem to be unemployed, given their income indicated as less than R1000. This may indicate that they might have been dependent on the stipend during the training programme, but this factor seem not to have much influenced on their resilience in the programme, as indicated by question 2.12 in the questionnaire. The GEM South Africa Report (Herrington et al., 2009:153) regards job creation as one of the main objectives of the development of entrepreneurship in South Africa. The training could have been regarded as a way out of unemployment.

The fact that most of the respondents have at least a matriculation certificate and secondary school qualification may, therefore indicate that they may have been able to deal and comprehend the programme content, which is a factor that could have had a major influence on their resilience shown in the training programme. Most of the trainees were found to be competent in the unit standards they were supposed to cover in the NVC learnership programme, as indicated in the list of unit standards covered in Annexure B. Entrepreneurs with an above-average level of education seem, further on, to be able to grow established and sustainable businesses. According to GEM South Africa Report (Herrington et al., 2009:89), there is, in this respect, an association between educational levels and success in entrepreneurial ventures. The report also notes that South Africa's poor skills level is certainly an important contributing factor to its below average entrepreneurial activity. According to the GEM South Africa Report (Herrington et al., 2009:114) formal township entrepreneurs who show a greater propensity to create jobs, have higher levels of formal education.

Distance from the training venue, was included as an item in the questionnaire to assess their commitment and perseverance in the training programme. Graduates seem not to have a problem with transport as many live within walking distance from the training venue. The fact that most of them do not have extra pressure of transport arrangements may positively contribute towards their commitment and perseverance and, ultimately, attitude and resilience in the programme. Two respondents living more than 20 kilometres away from the training venue, used their stipend to cover their transport cost and in that way had no challenges in attending the programme throughout.

Data indicate that trainees were novices in the training programme and that may have influenced their attitude towards the NVC programme. The researcher assumes that they might not have comprehended the challenges that awaited them in the programme. Being novice trainees may, further on, also meant more dependence on the facilitator and group in terms of programme support. The majority of respondents were also introduced to the programme through their employer, friends and a community meeting which may indicate more external motivation to join the programme and only two responded out of their own to a radio advertisement. Peer pressure might have played a huge role amongst friends, but the ultimate motivation to join the programme shows to unemployment and the opportunity to learn business skills. Joining the programme, because of being unemployed, might indicate greater support needed in terms of gaining interest and motivation. Making use of the opportunity to learn business skills might, in turn, have influenced trainees' attitude, self-efficacy, thus, entrepreneurial intention and, ultimately, level of resilience shown in the programme.

4.3. QUESTIONNAIRE ANALYSIS AND DISCUSSION

In question 2 of the questionnaire respondents were asked to indicate to what extent factors related to entrepreneurial intention, interest and motivation and certain psychological characteristics influenced academic resilience of trainees in the NVC learnership programme. Respondents had to indicate whether these factors had a total influence, some influence or no influence at all on their academic resilience. Each response was coded.

4.3.1. Analysis of Responses to Question 2

The scale, shown below, was used to make a value judgement on how trainees perceive the factor to have influenced their academic resilience in the programme. The level of importance was determined using the highest value from 2 to 0:

Scale: 2-Total influence;   1- Some influence; 0- No influence

The total score was determined by multiplying the number of entries of respondents in an option, by the value for that option in that column. The questionnaire data in question 2 were analysed and summarised as follows:

		Value judgement			Total	Ranking order
2	Indicate how you think the Personal factors, relating to entrepreneurial intention, interest and motivation etc. influenced your academic resilience.	Total Influence **2**	Some Influence **1**	No Influence **0**		
2.1.	You wanting to be an entrepreneur since the start of the NVC learnership programme.	8 [16]	4 [4]	1 [0]	20	**4**
2.2.	Believing that being an entrepreneur/self-employed is a good career choice.	9 [18]	4 [4]	0 [0]	22	**2**
2.3.	Believing that one can be successful as an entrepreneur after the completion of the NVC programme	**7** [14]	**5** [5]	**1** [0]	19	**5**
2.4.	Attitude towards and shown in the NVC learnership programme.	7 **[14]**	4 **[4]**	2 **[0]**	**18**	**6**
2.5.	The belief that there is a negative view of entrepreneurship in previously disadvantaged communities.	4 **[8]**	8 **[8]**	1 **[0]**	**16**	**8**
2.6.	Failure of some small businesses in my community.	5 **[10]**	6 **[6]**	1 **[0]**	**16**	**8**
2.7.	The ability to deal with fear of failure in the training programme.	7 **[14]**	5 **[5]**	1 **[0]**	19	**5**
2.8.	A strong belief in my own ability to be successful in the NVC learnership programme.	8 **[16]**	5 **[5]**	**[0]**	21	**3**
2.9.	Finding entrepreneurial tasks in the NVC learnership interesting.	11 **[22]**	2 **[2]**	0 **[0]**	24	**1**
2.10.	Internal drive to perform in the NVC training programme.	10 **[20]**	2 **[2]**	1 **[0]**	**22**	**2**
2.11.	Depending on others for motivation in the training programme.	6 **[12]**	6 **[6]**	1 **[0]**	**18**	**6**
2.12.	Personal commitments at home and family.	3 **[6]**	8 **[8]**	2 [0]	**14**	**9**
2.13.	Support from family while being in the NVC learnership programme.	8 **[16]**	4 **[4]**	1 **[0]**	**20**	**4**
2.14.	Attending training sessions despite personal challenges at home.	6 **[12]**	5 **[5]**	2 **[0]**	**17**	**7**
2.15.	Staying in the programme because of contractual obligations.	1 **[2]**	10 **[10]**	2 **[0]**	**12**	**10**
2.16.	Incentives to trainees, such as a stipend, as part of the NVC learnership programme.	3 **[6]**	6 **[6]**	4 **[0]**	**12**	**10**
2.17.	Values (Lifeskills and business) learnt as part of the NVC training programme.	9 **[18]**	4 **[4]**	0 **[0]**	22	**2**

Table 4.2. Summary of data analysis of questionnaire (Question 2)

4.3.2. Discussion of Questionnaire Results in question 2.

The data, in question 2 of the questionnaire, covered the underlying personal factors which seem to influence the academic resilience of trainees in a NVC training programme.

The majority of the respondents indicated that finding entrepreneurial tasks interesting (2.9) had a total influence on their resilience and ranked it at number one. Finding entrepreneurial tasks interesting, seemed to be linked to their second judgement in terms of influences on their resilience, namely, their perceived desirability of entrepreneurship as a good career choice, (2.2), combined with an internal drive to perform (2.10), which seemed to be based on the importance of certain values learnt during training (2.17), also ranked at number two.

Respondents ranked their belief in their ability to be successful in the training programme (2.8), as third in terms of influence on their academic resilience, indicating a high level of self-efficacy. Respondents, in relation to this high level of self-efficacy, ranked their intention to be an entrepreneur since the start of the programme (2.1), at number four, which can be linked to influence of their perceived feasibility (2.3) and attitudes (2.4), ranked fifth and six respectively, as strong antecedents of entrepreneurial intention.

Interestingly, depending on others for motivation (2.11) is also ranked at sixth, indicating that their perceived feasibility of entrepreneurship and attitude might be determined by the level of support from others. On other external influences, such as that of personal challenges at home on their attendance during training (2.14.), respondents seem to be divided indicating some influence (five out of 13) and total influence (six out of 13) on their academic resilience. Linking to this factor is personal commitments at home, ranked ninth, (2.12). Although most of the respondents are single and have dependants at home, their personal commitments at home seem to most respondents to have only some influence on their resilience.

In terms of social norms attached to entrepreneurship as major factors influencing entrepreneurial intention, respondents ranked negative view of entrepreneurship in previously disadvantaged communities (2.5) and failure of businesses in their communities (2.6), at eighth place, indicating only some influence on their academic resilience in the programme.

The interest and motivation of trainees, as personal factors influencing their academic resilience, are related to underlying intrinsic and extrinsic factor influences. In terms of extrinsic motivational factors influencing academic resilience, staying in the programme because of contractual obligations (2.15) and receiving incentives (a monthly stipend) as part of the NVC learnership (2.16), were ranked very low (tenth). Six of the respondents indicated some influence, while four indicated no influence of any incentives or rewards, like the monthly stipend, on their resilience.

4.3.3. Analysis of Responses to Question 3 in the questionnaire.

The scale, shown beneath, was used to make a value judgement on how trainees perceived the factor to have influenced their academic resilience in the programme. The level of importance was determined using the highest value from 3 to 0:

Scale: 2-Total influence;   1- Some influence; 0- No influence

The total score was determined by multiplying the number of entries of respondents in an option, by the value for that option in that column.

The questionnaire data in question 3 were analysed and summarised as follows:

		Value judgement			Total	Ranking order
3	Give your view by indicating the extent to which the training context (classroom environment and training methods) influenced your academic resilience in the NVC training programme.	Total Influence **2**	Some Influence **1**	No Influence **0**		
3.1.	The safety and security of the training venue.	6 [12]	2 [2]	5 [0]	14	7
3.2.	Experiencing the training environment as supportive. of training efforts	9 [18]	2 [2]	2 [0]	20	5
3.3.	Creating a relationship of trust amongst all involve with the training programme.	13 [26]	0 [0]	0 [0]	26	1
3.4.	Being part of a diverse training group (race, language, gender, age)	4 [8]	6 [6]	3 [0]	14	7
3.5.	The inclusion of adults as well as youth in the training group.	2 [4]	9 [9]	2 [0]	13	8
3.6.	The ability of the facilitator to resolve conflicts amongst trainees.	8 [16]	3 [3]	2 [0]	19	6
3.7.	The use of English as the language to deliver the programme content.	4 [8]	6 [6]	3 [0]	14	7

3.8.	The education level (qualification) with which trainees entered the training programme.	2 **[4]**	4 **[4]**	7 **[0]**	**8**	**9**
3.9.	Using classroom type training method only to deliver the programme content.	1 **[2]**	6 **[6]**	6 **[0]**	**8**	**9**
3.10.	Using different training methods (case studies, simulations, technology etc.) to deliver programme content	9 **[18]**	3 **[3]**	1 **[0]**	**21**	**4**
3.11.	Using team training in the delivery of programme content.	9 **[18]**	3 **[3]**	1 **[0]**	**21**	**4**
3.12.	Facilitator focussed on using cooperation and collaboration amongst trainees in training activities.	10 **[20]**	2 **[2]**	1 **[0]**	**22**	**3**
3.13.	Using training activities that simulate the real business world.	11 **[22]**	2 **[2]**	0 **[0]**	**24**	**2**

Table 4.3. Summary of data analysis of questionnaire (Question 3)

4.3.4. Discussion of Questionnaire Data in question 3.

By graduating from the NVC learnership training programme, the respondents have persevered despite different challenges experienced in the training context, thereby, showing huge resilience in the programme. Question 3 aimed to assess to what extent respondents, as graduates, perceived factors in the training environment, in particular, the classroom environment and programme delivery, as influencing their resilience shown in the programme.

According to the ranking order, creating a relationship of trust (3.3) was placed at number one, thus, perceived as totally influencing academic resilience of trainees in the NVC training programme. Relevance of the programme content for trainees seemed very important. The resilience and interest in the NVC programme seems, therefore, to be enhanced by training activities that seem to simulate the real business world (3.13), as it was placed second.

A high value was placed on cooperation and collaboration amongst trainees in training activities (3.12), and was ranked third. The majority of respondents regard using different training methods to deliver programme content (3.10), as having a total influence on them to continue with the programme and can, further, be linked to them finding entrepreneurial tasks in the programme interesting (2.9), as discussed above. This factor, together with using team training in the delivery of programme content (3.11), was ranked fourth by respondents, indicating the influence on their resilience in the NVC programme.

The majority of respondents valued experiencing the training environment as supportive of training efforts (3.2.), ranked fifth, which correspond with them perceiving the ability of the facilitator to resolve conflicts amongst trainees (3.6.) as a total influence on their resilience shown in the programme and ranked sixth. These factors are linked to their choice of ranking sixth, the safety and security of the training venue (3.1) and being part of a diverse training group (3.4.) at seventh place. Although half of the respondents indicated that they regard the safety and security as having total influence, five out of 13 differ and indicated no influence on their resilience. Being part of a diverse training group (3.4.), ranked seventh, seems, further on, not to be a major factor as analysis in table 3.2 indicate that the majority of respondents perceived it as only having some or no influence at all on their resilience.

In terms of programme delivery, respondents perceived the use of English as the language to deliver the programme content (3.7), ranked seventh, as having only some influence. In terms of composition of the training group, the inclusion of adults as well as youth in the training group (3.5.), was ranked eighth, and the majority of respondents perceived it, also, as only having some influence on resilience.

The education level (qualification) with which trainees entered the training programme (3.8) was ranked ninth (last), thus, seemed not to be regarded as an important factor. The majority of respondents perceived it as from only some to no influence at all. Using the classroom type training method only to deliver programme content (3.9), also ranked ninth, seemed, further, not to be regarded as a major factor on academic resilience, perceived as some or no influence by respondents.

4.4. RESULTS AND FINDINGS OF THE SEMI-STRUCTURED INTERVIEW

The aim with the semi-structured interview was to elaborate on and fill gaps in the questionnaire data which could contribute to a deeper understanding of the factors influencing academic resilience of trainees on a personal and training contextual level.

4.4.1. Personal Factors

The results from the semi-structured interview are summarised in Appendix C. The following personal factors, in terms of their influence on academic resilience, were covered: The expectations trainees had at the start of the programme, the level of their mental readiness to deal with challenges in the programme, reasons why they could persevere despite influences from internal and external factors, their feelings on

completing the programme and support needed to deal with personal factors and challenges.

All respondents indicated that they did not expect the challenges, covered in Question 2 of the questionnaire, when they enrolled in the NVC learnership programme. The factors which contributed to this response, varied from optimism to learn, some just focussing on learning how to start a business, some say that did not think it would become so intense later and others did not expect it to be on such a level that they will struggle. English, as the language of instruction, was seen as a possible challenge, but only one indicated English as a huge influence. As novices to the NVC programme, respondents also indicated that they expected different challenges. Trainees were, therefore, not fully aware of what to expect in the course and to what extent it will influence them. Respondents frequently expressed the need for effective communication at the start and during the programme to address this lack of awareness of the challenges to be expected in the NVC programme. Effective communication would have contributed to a more positive attitude towards the programme and enhanced academic resilience.

The second question related to the mental readiness of trainees in the programme. Less than half of the respondents indicated that they were mentally ready to deal with the challenges in the NVC learnership programme. Those who indicated that they were mentally ready mentioned, amongst others, passion in doing business, vision, independence, previous training, involvement in other studies during training, interest, determination, believing in their potential, guts and being optimistic as motivation for their stance. Living in a poor community was, however, noted to negatively influence the mind-set of an entrepreneur. They, further, added that more awareness, noted earlier, about the training programme would have influenced their mind set more positively. One of the older respondents noted that the younger trainees' could mentally be more ready academically spoken, as they recently exited the school system.

Respondents, who indicated that they were not mentally ready for the challenges in the NVC learnership programme, ascribed this stance to not being academically ready, not interested in business, not expecting challenging assignments, for example, Module 8 on financial calculations and drawing up a business plan. Respondents, also, showed a lack of vision as some of them ascribed their motivation to join the programme to being part of the group working for Masibambani, who did the recruitment for the learnership.

Respondents attributed their perseverance to complete the NVC training to various

internal and external factors. Amongst the internal factors noted were their passion for business, vision as an entrepreneur, curiosity and experiencing the training as interesting and fun. Some indicated they got the biggest benefit out of training in terms of accumulation of knowledge and skills and could apply it in their informal businesses and part time employment at that time. Respondents also noted that the programme stimulated their eagerness for learning and doing business research, taught them to be flexible to changing circumstances and to evaluate business ideas and opportunities. Those trainees who travelled long distances to the training venue were motivated and persevered as a result of their eagerness for learning. They, further on, believe that they could market their skills better after completing the programme. Graduates noted that they kept focussed on the programme, despite some negative comments from family members.

External factors, noted to influence trainees' perseverance, included the negative attitude and lack of support from family members. The negative attitude was attributed to a lack of understanding of entrepreneurial education and the influence of the failure of small businesses in disadvantaged communities on their perception of entrepreneurship. Family and friends, who are better informed or educated about the programme, were, further, regarded as more able to understand and give better support to trainees in comprehending the course work. Family understanding should be beyond training and part of dealing with life's challenges.

The monthly stipend was, further on, acknowledged as an external motivational factor, but was not regarded as a major influence on academic resilience. The facilitator, also, invited a guest speaker who gave trainees a spiritual DVD linked to doing business, which enhanced their perseverance. One respondent, in this respect, indicated that the change in venue negatively influenced her, as she fell ill at the same time as the changing in venues. The result was that she lost out on modules 1 and 2 of the programme. Besides the support from the facilitator, she showed the interest and perseverance to continue with the programme. Respondents frequently mentioned the amount of class time lost, due to the fact that classes were only scheduled once a week. This impacted on their motivation and was frequently cited as a reason for their lack of readiness in the programme. Respondents indicated that receiving a certificate on completion of training was important as a proof that they accomplished something in life.

Respondents, also, frequently noted their dependence on group and personal support from the facilitator, in particular, those that regard them as older in the group. The latter

group, further, noted that their contribution was to give back to the group in terms of their life experience. The composition of groups in terms of gender, race and age groups, were, however, not seen as a problem. The ability of the facilitator to manage this diversity was seen as important. Trainees, in this respect, noted that group members supported each other even beyond the class time. Trainees' perseverance shown in the programme could, thus, be regarded as a manifestation of academic resilience shown in the programme.

The majority of the respondents reflect a positive feeling on the question related to their ability to complete the training programme. The respondents' feelings can be summarised as ranging from being a great and rewarding achievement, happiness, enthusiastic, huge sense of self-belief to feeling relieved that it is over. They also noted that they regard the programme as a huge step forward in being involved in business. Feelings of huge pride in their achievement and gratitude towards the group, in this respect, also transpired. Some were inspired to continue with NVC on the next level. For some the achievement showed their independence, being in control of their lives, extending beyond being in business and also to other aspects of their lives. Feelings on their ability to complete the training programme were closely linked with successful entrepreneurial characteristics, which contributed to their resilience in the programme.

Respondents made several suggestions in terms of support needed to overcome personal challenges as mentioned above. Trainees' need for continued sharing of relevant information at the start and during the programme was noted. Linked to this is better organisation of the classes, referring mainly to scheduling of the training venue. The value in having one class once a week was questioned. Many referred, in this respect to the time and motivation lost between classes. Factors such as the seasonal nature of employment in the fishing industry was, also, noted as having an influence on class attendance for trainees employed in this industry. English as language of instruction was noted as a problem for some trainees and facilitators must take cognisance of this fact. The majority of respondents, however, noted that the facilitators used simple English to explain terms and concepts and the language was not forced on them. Linked to this, is the need for on-going support and understanding of facilitators in terms of trainees' needs and personal circumstances. Availability and presence of the facilitator in extra-mural programme activities were regarded as important. Such an interaction was regarded by some respondents as very important in terms of practical implication of theory and immediate feedback from the facilitator.

4.4.2. Training Contextual Factors

The following training contextual factors in terms of their influence on academic resilience were covered in the semi-structured interview and relate to the ability of trainees to deal with challenges from the learning environment, trainees' expectations of learning challenges at the start of the training programme, reasons why trainees were able to overcome learning challenges experienced during training, their thoughts on why trainees in general struggled to deal with challenges in the learning environment and their thoughts on the types of learning support needed to deal with challenges in the training context.

On the issue of trainees' ability to deal with the influences from factors in the training environment, covered in Question 3 of the questionnaire, the majority of respondents indicated that they were able to deal positively with that. They ascribed this, amongst others, to them experiencing the class or lessons as interesting and their determination to get the entrepreneurial and business skills. The support from the training group, again, played a major role in dealing with influences from the training environment. Respondents, also, referred to the change in training venue as the biggest challenge during the programme. They could, however, deal with that, because they regarded themselves as flexible for change. The training venue was, further on, regarded as safe and secure, trainees did not feel threatened and for most of them the venue was in walking distance or near to their home. These factors enhanced attendance in the programme.

In terms of the learning content, responses ranged from modules experienced as easy to being very tough, in particular, the module on financial calculations. This module challenged trainees in many ways and was frequently cited as a possible reason for dropout. Respondents, in this respect, applauded the understanding and supportive nature of the facilitator, his use of resources and presentation of lessons. A lack of communication in terms of the nature of the test/exam was, further, cited as an influence on their performance. Respondents also noted factors that assisted in keeping them focussed on learning content, for example, no experience of conflict or any racism, respect and mutual trust in the training group, despite the diverse nature of the training group. They experienced the programme content as tough and their persistence paid off, described by one respondent as a "whole new world opened up for me". Respondents referred, in this respect, to the importance of a positive mindset and attitude in terms of dealing with programme content and activities. Gender was not regarded as an issue, but, instead, contributed to the greater synergy in the group. The deduction made is that

the challenges unified them and contributed to the positive group spirit.

All respondents expressed the view that they did not expect the abovementioned challenges that might have an influence on their academic resilience, at the start of the NVC learnership programme. Their life experience, background and history of struggle were raised as reasons why they could easily adapt to and deal with the challenges, such as the training venue and training content. Some respondents, however, referred to the lack of confidence of trainees during activities, for example, opening a bank account in a real bank as part of the training. A lack of confidence in such activities, further, indicates the need for life skills to improve their level of confidence, developing self-efficacy and attitude.

In response to how they felt about overcoming learning challenges, the majority of respondents described their feelings as glad, happy with themselves, proud, positive and excited. They felt they proved themselves in the programme. Facilitators from EBS, further on, substituted for each other and incorporated the same approaches, thereby, ensuring continuation and stability of the programme. Such an approach seemed crucial as classes were only done once a week. Accommodating fun and humour in the training environment seem to have contributed, also, to their feelings of joy and happiness. Some group members had previous knowledge of doing business or working in a business environment, thereby, positively contributing towards group discussions and entrepreneurial activities in the programme. They felt that they show that they could adapt to challenges. The facilitator's style, in this respect, played a major role, as he adapted his lessons when trainees did not understand. The results, in terms of the feedback from trainees, indicated that this flexible approach brought confidence back to trainees.

Trainees could, furthermore, overcome learning challenges as exams catered for both case studies and knowledge test, thereby, catering for trainees with different learning abilities. Respondents indicated that they enjoyed the practical application of the theory in activities, such as the arranged market day. Respondents reflected that the need for achievement was evident during the market day event, in particular, when dealing with challenges in activities such as financial calculations, using a business calculator and drafting a business plan. The fact that they could persevere in the midst of these challenges made them feel proud. Respondents even expressed excitement the examination results were released. They, further on, realised that they could use their learnt entrepreneurial skills in any other organisation or place of work, thus, influencing them to work hard to overcome the abovementioned learning challenges.

Respondents were of the opinion that trainees struggled in dealing with some of the challenges. Amongst the factors raised were the low level of education and being out of a learning environment for a long time that contributed to dropout. A few of the respondents indicated that they struggled with English, as it was regarded as a second language. Some of the respondents, however, reported that they could express themselves in their own language and the group assisted in translation. For those trainees who were employed, it was difficult to read through learning material after hours or between classes, as they did not seem to get a link between the programme content and the jobs they held. Although simple English were used, some did not even grasp the programme content. Respondents mentioned the importance of setting individual goals and having an interest in doing business as key to dealing with programme challenges. The lack of entrepreneurial inspiration was, however, evident at the market day where many had the same products and not much creative effort was put into the activity. Creativity and opportunity recognition are regarded as key elements of successful new venture creation. The lack of enough class time to address these critical aspects was, also, frequently cited by respondents. Trainees, however, experienced the market day as fun, despite these creative shortcomings and could have influenced trainees to stay longer in the programme. Respondents also raised concern about some trainees copying other's work, thereby showing a lack of confidence and shying away from doing practical activities, for example, visiting a bank to open an account, noted earlier.

Although it was previously noted that trainees enjoyed the teaching style of the facilitators, some indicated that the use of the textbook method might have influenced some trainees' interest in the programme. Using the textbook method only, can be experienced as boring, leading to disinterest in teaching. The need for the effective use of the textbook in the classroom teaching style and different teaching styles was also noted. The desire to succeed, attitude and motivation were mentioned as important factors to deal with the above-mentioned challenges.

Respondents suggested various types of learning support that could enable trainees to deal with training contextual challenges. These suggestions ranged from more focus on group work activities, collaboration, inclusion of values in the training programme, enough time to complete difficult sections of the course, for example, the module on finance and laws relevant to a business. The on-going understanding and commitment of facilitators was, further, noted. A variety of training methods with a focus on more real business activities, with which trainees can associate, were also suggested. The need for activities

to build confidence was evident in terms of responses after the visit to real banks. Respondents even suggested that bank managers could, instead, visit the training programme as a learning strategy. Learning strategies could, further on, include more role play, games (fun and humour) and demonstrations. Interesting and inspirational training methods were, therefore, frequently cited as enhancing the learning experience.

The overall learning experience could, according to respondents, be enhanced by more effective communication in terms of the venue, examinations, the stipend and expectations from learners. A lack of effective communication may result in trainees forming negative attitudes and behaviours, which could be detrimental to retention in the training programme. The combination of youth and adults in the training group was noted, which seemed to contribute to the learning experience. Better understanding and support from family, friends and the facilitator in the learning process were regarded by respondents as very important in supporting learning and enhancing academic resilience in NVC training.

4.5. FOCUS GROUP SESSION
4.5.1. Analysis of Personal Information
The summary of the focus group interview is contained in Annexure D. According to the focus group they started out with 28 trainees of which only seven completed the NVC training programme. Five out of the seven were invited telephonically and they attended the focus group session. The five respondents were all female. Their ages range between 20 to 49 years. Two are married and three single. Only two, those that are married, have dependants (children). All five have a high school qualification, with three obtaining matriculation certificate. Only two have previous exposure to entrepreneurial training, one while at school and the other as part of a Supervisors training programme. Two of the respondents are enrolled in a NVC NQF level 5 programme through the same training provider, EBS Stellenbosch, as the case study group. All respondents live in Laingville (St. Helena Bay) and stay in walking distance from the training venue. The respondents became aware of the NVC training programme through the local Anglican Church and Masibambani community organisation, using a door-to-door campaign to recruit potential trainees. One respondent was referred to the programme by a Local Government Council member in her ward.

The respondents varied in their responses to their motivation to join the NVC training programme. Some indicated they wanted to start their own business, had a business idea, have skills to start a business and wanted to gain business skills. One respondent

indicated that she wanted to see "an idea transform into reality". The need to obtain a formal accredited qualification, for example, the NVC NQF level 4 certificate, was also noted as an important motivation. One respondent noted that the NVC programme could offer her information on her business idea, because of a lack of assistance and guidance from her Local Government officials in terms of for her entrepreneurial idea.

The recruitment officer for this NVC training group, Thabiso Mosia, also joined the focus group session. He is male, married and originally joined the NVC Learnership-1000 training group, but dropped out, due to his workload at Masibambani (NGO). He made valuable inputs around the recruitment process, referred to later on.

4.5.2. Findings in terms of Personal Information

The fact that seven out of 28 trainees graduated from the NVC "Black Rock" Learnership group, corroborate the findings in literature in terms of high dropout rate in NVC training programmes. Females seem again to be the ones, in terms of numbers, who persevered and showed the most resilience in the programme. The training group was again a mixture of youth and adults and can be regarded as a mature group.

Several factors influenced the level of commitment of trainees in the programme. Marital status seemed to have influenced the extent of support in the programme. Trainees who are married indicated better support from their families, while those that are single depended mostly on their training group for support. The fact that all respondents have high school education and some have further training experience, might have benefited the group in terms of dealing with programme content, knowledge and sharing experience. A fixed training venue, in Laingville, in walking distance form trainees' homes, may have contributed to stability and their commitment in the programme.

On motivation for joining the programme the majority of respondents indicated that obtaining relevant business skills were very important. According to the recruitment officer for both NVC programmes, dropouts occurred mainly as a result of the fact that many potential trainees felt misinformed about the stipend. Many of trainees were unemployed and the stipend was their main attraction for joining the programme. When trainees were confronted with the academic challenges of the programme, they dropped out. Unemployment seems, thus, to have been a major push factor in terms of joining the NVC training programme.

4.5.3. Results and findings in the Focus Group Session

The results of the focus group session are captured in Annexure D. The aim of the focus group session was to fill gaps, corroborate and validate findings in the questionnaire and semi-structured interview. The findings will be summarised into personal and training contextual factors that influence the academic resilience of trainees.

Personal factors

Personal factors referred mainly to trainees' motivation to join the NVC learnership programme, factors enhancing personal interest in the programme, trainees' feeling about being on the right track during the training, obstacles and challenges contributing to dropout in the programme, influence of failed businesses on trainees' resilience shown in the programme, personal challenges influencing academic resilience, pressure from facilitators or programme sponsors to establish businesses.

These personal factors can be summarised into the influence of intrinsic and extrinsic factors on trainees' academic resilience. Influences on dropout will also be integrated into the summary.

Intrinsic factors referred mainly to personal characteristics, such as an internal drive and vision. Personal interest was regarded as a major influence in their commitment in the programme. Trainees' expectations to receive business skills training and start-up funding for their businesses contributed to a great extent to their interest in the programme. Attitude was also highlighted, mainly as a result of trainees' initial understanding of the funding in the learnership and many perceiving the monthly stipend as a relief for unemployment. Factors influencing trainees' self-efficacy were raised, for example, their personal readiness for the programme, in particular possessing basic knowledge, skills and business sense. Respondents attributed dropout to a lack of comprehension of the magnitude of the training programme.

Trainees ascribed their motivation to join the programme to their need to be independent, opportunity to help others, to turn hobbies and skills into business and the benefits in learning business skills. Other intrinsic factors noted, included the prospects to work on their own time, try out new business concepts and the opportunity to see their ideas being turned into reality. Receiving a formal accredited qualification in the NVC learnership programme enhanced their prospects of further education and qualification.

External factors which personally affected their motivation to join the programme, referred

to unemployment and a lack of business advice from local government officials in terms of entrepreneurship development. Respondents also noted factors experienced as personal challenges, for example, the rain during winter season, different and constant change of facilitators, unresolved administrative problems. Changing of training venues was, in particular, experienced as de-motivating to trainees. Negative remarks from fellow trainees, in particular, close family involved in the programme, influenced some trainees' motivation. Personal family issues were, thus, brought to the training context, but those with negative attitudes dropped out early. Trainees, instead, experienced the caring nature and support of the facilitator and, to a lesser extent, support from family members.

Trainees' resilience was, further on, influenced by their contractual obligations, such as expected attendance rates in the programme. Receiving a certificate for participating in an accredited training programme was, further, regarded as an important motivation to complete training programme. Prospects for attending a level 5 NVC learnership at the University of Stellenbosch, further, motivated trainees to complete the NVC training programme. The issue of the monthly stipend was disregarded as a major motive for being interested in the training. They were, instead, kept interested as a result of the entrepreneurial knowledge they could gain from the training programme. The belief that the programme offered huge opportunities for business, kept them going, assisted by support in the training group. Good facilitation of the programme and experiencing activities as meaningful and worthwhile enhanced their interest in the programme.

The NVC learnership programme became an alternative for a monotonous life at home, in particular, for women in the programme. The fact that the programme included values and life skills, further, enhanced their interest and they benefit from the facilitator's experience as a life coach. Training was, furthermore, experienced as relevant to their circumstances, which is a key factor in the success of adult education and training. Respondents, in this respect, noted that they could apply their new learned knowledge and skills, such as financial calculations, in their daily work.

Business failure in trainees' communities was not regarded as a major influence on their resilience in the programme. There was, however, agreement amongst respondents that small businesses in their communities are not sustainable and are not regarded as good role models for potential entrepreneurs. There was, further on, no pressure from facilitators or programme sponsors on trainees to establish their own businesses during the programme. Trainees were only motivated to start working on their business ideas and business plans. The implementation of business ideas and plans were, according to

respondents, hampered by infrastructural problems, such as availability of storerooms and space to effectively do business. Some of the trainees experienced negativity from family members in terms of realising their dreams.

Training contextual factors

Training contextual factors referred mainly to additional factors influencing motivation to complete the programme, challenges in the training context influencing academic resilience, the influence of methods used in the delivery of training, factors relating to training venue influencing academic resilience, influence of group dynamics on academic resilience, influence of English as medium of delivery on academic resilience, influence of training methods and strategies used on motivation in the training programme.

Group diversity, such as difference in race, age, gender, careers etc. had no influence on motivation. Trainees' level of qualification and education was highlighted as some of the factors that influenced their resilience. Those trainees that struggled with learning content, was, in this respect, noted as slowing down the "faster" learners. The majority of trainees did, however, not experience the training content as difficult. The group consisted of mostly females and could, given trainees' age and experience, further on, be regarded as a mature group. The group, in particular, the seven graduates, grew very close to each other and no conflict was experienced amongst them. They, instead, experienced a lot of support and care in the training group.

Despite the diverse nature of the training group, good relationships were developed within in the classroom context, which contributed to the success of the training programme. This relationship was enhanced by the patience and individual support from the facilitator. The result was better stakeholder relationships and less chance for conflict, in particular, referring to issues surrounding the monthly stipend. In the case of the latter, some trainees tried to involve the facilitator in their dissatisfaction with the management of the stipend. Some respondents indicated that early dropouts reflected a lack of entrepreneurial intention, as they never wanted to be involved in business. Important business skills exercises, for example, financial calculations, in modules 3 and 8, as individual work, as opposed to group work, were a huge challenge for some of the trainees. This challenge could have contributed to a fear for tests/exams and could have influenced their motivation to complete the programme.

A variety of training methods were used, including textbook method, overhead projectors and data projectors for presentations. Respondents noted, in terms of influence of

methods used in the delivery of training that the use of the classroom method differs from that used in schools. They, further, experienced the use of the textbook method as boring. The use of the "same" case studies, were also, regarded as boring for some trainees. Drafting the business plan was experienced as more challenging and motivating. Puzzles were, in addition, used do improve mental processes. The use of group work exercises as homework and incentives, for example, sweets contributed to trainee motivation. Trainees were, furthermore, acknowledged for citing mistakes in textbooks and that contributed to their self-esteem and motivation to continue in the programme. English, as medium of delivering programme content, was, also, not regarded as a major influence on trainees' academic resilience. Facilitators were considerate and flexible in terms of the language of instruction used. Trainees were, thus, not shy to speak English and inputs in class, could also be made in Afrikaans and translated for the rest of the group.

In probing the focus group, the discovery was made that seven different training venues were used during the programme. Logistics were, therefore, regarded as a nightmare, leading to uncertainty amongst trainees. Respondents felt that the service provider, not facilitator, was to blame. Minor conflict situations did arise, because of lack of proper arrangements in terms of the venue. The facilitators were showing good conflict resolution skills in resolving these conflicts.

The focus group session concluded with recommendations to improve the roll out of future NVC training programmes. Recommendations included the improvement of training programmes to retain trainees, a larger focus on business registration processes and information on funding of businesses, as part of programme content. Respondents regarded the latter areas as vague at the start of the programme. Suggestions were made for improved support from enterprise development programmes, for example, Red Door and other small business support agencies. Potential trainees should, further on, be given more clarity in terms of what the programme entails. Internal motivation and drive were regarded as important aspects in reducing dropout and the stipend should not to be the major motivation for enrolment in the programme. The management and administration of the monthly stipend should also be improved. The levels of communication between stakeholders should, further on, be reduced by getting rid of "middle man". Trainees, thus, expressed a need to have direct communication with programme sponsors on certain key issues influencing their training.

4.6. DISCUSSION OF OVERALL FINDINGS OF THE STUDY

Personal information regarding the graduates in both NVC learnership groups assisted in the analysis of trainees' readiness to participate and influence on resilience in the programme.

4.6.1. Personal factors influencing Academic Resilience:

Entrepreneurial intention

Graduates showed a strong sense of entrepreneurial intention, which can be attributed to their perception of entrepreneurship as feasible and desirable. Entrepreneurial intention was, further on, confirmed as a major factor in influencing academic resilience as they showed a strong inclination towards self-employment which, in turn, inspired them to persevere and complete the course. This positive attitude towards the programme, further, contributed towards trainees' determination and resilience in the training programme. A positive mindset and attitude and the support from the facilitator and group may, thus, contribute positively towards trainees' ability to be resilient in the face of influences from social context and training environment. Developing these aspects in the programme might, also, contribute towards addressing the issue of creating positive individual perceptions of entrepreneurship, raised as an area that needed further investigation by the GEM South Africa Report (Maas and Herrington, 2007:22).

A negative attitude and lack of entrepreneurial intention were acknowledged in literature as the reasons why many trainees struggled and dropped out of the NVC programme. The recruitment officer, for both learnership groups in the study, confirmed this aspect. He related this to trainees being misinformed about the monthly stipend and expected funding for starting small businesses, thereby, missing the real objective of the training programme. Many dropouts, according to him, did not show real interest in learning entrepreneurial skills. Responses with regard to early drop outs, also, indicated that dropouts seemed not to have a good comprehension of what the programme was all about. Ignorance might be a huge factor influencing their attitude. Graduates, in turn, expressed the believe that they have the ability to be successful, thus, showing a high level of self-efficacy, further, informing a positive attitude which contributed to academic resilience.

Social norms attached to entrepreneurship were confirmed as a major influence on entrepreneurial intention, in particular, fear of failure in the NVC training programme. Empirical evidence suggests that a negative view about entrepreneurship in previously

disadvantaged communities exists. The belief, also, exists that business ventures in their communities are not always the best examples of what sustainable business should be. Social norms include family perception about and support for trainees involved in entrepreneurship training. A lack of support and understanding from family and friends was often noted as influenced by negative perceptions and experiences of new business start-ups in disadvantaged communities. The majority of respondents, however, did acknowledge family support as very important in dealing with challenges in the NVC training programme. Business failure in their communities was, further on, noted as not having much influence on their entrepreneurial intention. Graduates, instead, frequently noted their need to learn the correct business skills to create sustainable businesses. Fear of failure in the NVC training programme could, therefore, be influenced by enhancing the level of self-efficacy of trainees.

Interest and motivation

Graduates mentioned the importance of setting individual goals and having an interest in doing business, as key to entrepreneurial intention and in dealing with programme challenges. Shay and Wood (2004), cited in Isaacs et al., (2007:613), in this respect, found that young South Africans belief significantly less of themselves as business starters, compared with similar developing countries such as Argentina, India, Brazil and Mexico. Self-confidence was, thus, confirmed as a key factor influencing self-efficacy, academic resilience and entrepreneurship as a whole. Graduates noted a lack of confidence in practical activities amongst some of the trainees.

Trainees' expectations of the NVC training programme influenced their interest and motivation in the programme. Graduates from the two NVC learnership groups differed in this respect, with the majority noting that the programme was not what they thought it would be. Graduates, mainly, indicated that they did not expect the challenges in the programme, reflecting a lack of awareness and miscommunication at the start of the programme. Contractual obligations were, however, noted as not having a major influence on keeping trainees interested and motivated in the programme.

Graduates felt they could easily adapt to circumstances and challenges in the programme as a result of their life experience, social background and history of struggle. Both NVC Learnership groups noted that they "… learned something worthwhile about entrepreneurship in that time", and "… it was interesting to learn about the building blocks of a business". They were, thus, mainly motivated by the opportunity the programme

offered to learn new business skills.

The benefits of attending the NVC programme seem also to have contributed to trainees' interest, motivation and academic resilience. The monthly stipend, mentioned earlier as a huge factor in drop out for many potential trainees, was a huge pull factor towards the NVC programme. Graduates did, however, not regard the stipend to be a huge influence on the academic resilience of trainees. Receiving a certificate was regarded by the majority of the graduates as more important motivation and proof that they accomplished something in life. They were, further on, more motivated by the opportunity to receive an accredited certificate from a reputable training institution and the possibility of further studies at that institution, after the completion of the NVC training programme. Graduates, also, believed that they could market their skills better after completing the programme.

Psychological Characteristics

Psychological and entrepreneurial characteristics did influence trainees' academic resilience. An internal drive and need to perform in the programme, need for achievement, directed by a clear vision, passion, curiosity and humour were amongst the characteristics referred to by graduates as having a total influence on their motivation and academic resilience. Graduates regarded perseverance as one of the most important personal characteristics and traits of being an entrepreneur and their attendance in the training programme reflected this. Although the two NVC learnership groups differed on factors influencing their attendance in the NVC programme, they showed total commitment in the programme. Graduates concur that it was better to attend the programme, rather then be boring at home and they could "… break away from a monotonous life at home". Personal challenges and commitments at home were, therefore, not regarded as having a huge influence on their resilience. The graduates were, thus, more focussed on the opportunity to learn, leading to an increase in their perseverance.

4.6.2. Training Contextual factors

According to Whitehouse (2002) cited in Buys and Havenga (2006:37) the classroom environment cannot be excluded from the environment in any quantification or measurement of human functioning as the information, then, becomes non-effective. Long periods of absence from the schooling environment, were noted as a possible influence on trainees' mindset, attitude and approach towards the training programme. Facilitators were, thus, challenged to create an environment conducive for learning for trainees from a very diverse background.

Classroom environment

Despite the above-mentioned personal challenges the majority of graduates reflect a positive feeling in terms of their ability to complete the training programme. This positive feeling can to a huge extent be attributed to group and facilitator support and understanding in the classroom context. Group support, to a great extent, substituted for the lack of family support, noted earlier. Creating a safe and supportive training environment are, thus, very important in enhancing academic resilience. A high dependence on others for motivation in the programme was, however, raised by some graduates as a concern.

Graduates regarded trust as a major influence on trainees' academic resilience. This view can be attributed to the huge distrust of previously disadvantaged communities towards government training programmes, noted earlier, which make the development of sound relationships imperative. Trull and Jacobs (2007:10) identified trust as part of six important elements of the relationship building process. The authors refer, in this respect, to the acronym: FOSTER, indicating Foundation, Organisational alignment, Stakeholder strategy, Trust, Evaluation and Repeat. Developing a relationship of trust, further, requires effective communication, resolving conflicts, renewing commitment and being transparent about mutually sensitive issues as part of an initial agreement. Graduates raised several logistical challenges as a result of poor communication between stakeholders and blamed the training sponsor, the Department of Transport, at that time. Although logistical issues brought some uncertainty amongst the trainees, graduates indicated only some to no influence on their academic resilience. .

The way the facilitator managed group dynamics played a huge role in enhancing academic resilience. Mixing adults and youth in the training group seemed to have contributed to group cohesion. Both NVC learnership groups, in this respect, regarded themselves as mature and "very close", with lots of support and care amongst the groups. The training group benefited from the life experiences of adults and the "positive energy" of youth, noted earlier in the literature study, as a result of cooperation and collaboration in group activities. Training activities were, further on, characterised by fun and humour, reflected by respondents as feelings of joy and happiness. Humour appeared to be positively linked to creativity as was evident in practical assignments, for example the market day.

Despite the diverse nature of the training group, potential conflicts were almost non-existent and minor conflicts were easily resolved, thus contributing to a safe and

supportive environment. The facilitator's ability to manage this diversity was viewed as important in developing stakeholder relationships. Group cohesion was evident in that support amongst trainees extended beyond the class contact time. The positive management of diversity, thus, contributed to group cohesion and influenced academic resilience in the same manner.

The management of diversity and entrepreneurial spirit was, further, enhanced by the inclusion of values, in life and business, as part of the programme. Graduates, further on, noted their appreciation for the facilitator who shared his experience as a life coach and used real case studies in business to illustrate the incorporation of values in business. Values, together with knowledge and skills, further, form the foundation for an outcomes-based approach to education and training. Graduates' exposure to values, thus, contributed to their perseverance and academic resilience in the programme.

Literature indicated that attitude is underpinned by deeply held beliefs and together with values have a major influence on behaviour, even in the training environment (Krueger, Kickul and Neergaard, 2007:1). Influencing trainees' beliefs in terms of entrepreneurship in general and entrepreneurial education in particular, can enhance academic resilience in the programme. Such an intervention is very important given the fact that, according to the GEM South Africa Report (Herrington et al., 2009:75), South Africa scores very low on perceived capabilities in terms of entrepreneurial attitude and perception in comparison with efficiency-driven economies.

Graduates regarded stability in the programme as important for an environment conducive for learning. Facilitators from EBS, in this respect, substituted for each other when they were absent during the programme and in that way ensured continuation and stability of the programme. Stability was, further on, ensured by incorporating the same training approaches to deliver programme content. Sudden and frequent changes might have the opposite effect and influence academic resilience in a negative way. Effective communication between all stakeholders was, thus, imperative to ensure stability in the programme and academic resilience.

Attention should, therefore, be given to determinants of sound stakeholder relationships and creating a safe and supportive learning environment. Such a classroom environment lays the foundation for more effective delivery of programme content.

Delivery of Programme Content

Proper logistics and scheduling with regard to the programme were regarded as important factors in reaching the objectives of the programme. This includes being transparent and sharing relevant information at the start and during the programme, for example, the venue, duration of programme and information on assignments, test and examinations. Graduates suggested more frequent classes to enhance the motivation of trainees. The seasonal nature of employment in the fishing industry is another factor to consider in terms of logistical planning of training programmes in this area.

The nature of the target group definitely influenced the learning methodology, learning strategies and aids in entrepreneurial training programmes that were employed in the programme (Pretorius, 2004; Pretorius and Wlodarczyk, 2007:505; Ankola and Heinonen, 2006:2,7; Smith and Perks, 2006:17-26). Trainees in both NVC learnership groups were mainly from a disadvantaged background, had either some secondary education (high school) or a matriculation certificate, which influence the education level of the training group. The study, in this respect, confirmed Legoabe's (2007:51) notion that a low educational level is one of the demographic and socio-economic factors causing adult learners to drop out. English as language of instruction was seen as a problem for some trainees and facilitators must take cognisance of this fact. The level of group support and the facilitator's approach in the case study contributed in making the impact of these challenges in programme delivery less significant and a minor influence on academic resilience.

Graduates noted the importance of using a training approach that was based on adult learning principles, for example, relevance in learning. They indicated that they could apply the entrepreneurial knowledge and skills in their day-to-day work or small (micro-) businesses. Trainees could contribute in class discussions or learning activities by sharing their own knowledge and experience about entrepreneurship. This approach reflected the constructivist learning perspective, used effectively in the programme in combination with a team learning approach. Dimov (2007:714), in this respect, noted that the "… conception of (entrepreneurial) opportunities goes beyond the single-person, single insight explanation". Individual thinking is, therefore, developed constructively in social connections (Jaana, 2007:746), referring to the importance of group or team interaction in the learning context. In this way trainees' self-confidence and self-efficacy were enhanced and academic resilience individually and collectively developed.

Graduates supported more innovative training methods and challenged the use of

traditional methods of training and the textbook method in NVC training. The NVC learnership 1000 group and the focus group differ somewhat on the extent of the impact of these methods on their academic resilience. The focus group reflected that, although the textbook method was applied differently in the NVC learnership than in schools, they experienced the use of textbooks as "boring". The NVC learnership 1000 group did not regard the textbook method as a huge influence and, instead, frequently refer to group and individual support and the facilitator adapting learning strategies to learning challenges. Although research has shown that the textbook method had been experienced as boring, and leading to disinterest in teaching (Kirby, cited in Ankola and Heinonen, 2006:3; Burger and Kruger, 2009:94,95), research, also, acknowledge the role of the effective use of the textbook in the classroom teaching style, mainly to transfer theory (Pihie and Sani, 2009:341). The latter could be used in combination with sharing experiencing in the learning context, employing the constructivist approach to education, thereby enhancing trainees' interest and motivation.

Challenges raised in terms of programme content referred mainly to the financial calculations and drafting of the business plan. The module on financial calculations challenged trainees in many ways and was frequently cited as a possible reason for dropout. Concerns raised by graduates, in terms of these challenges, referred to the copying of other's work, lacking in confidence and shying away from doing practical activities. Trainees that were in employment, in particular, struggled with these challenges during the NVC learnership,

Interesting and inspirational training methods were, therefore, frequently noted as solution to the above-mentioned challenges. Graduates indicated that they enjoy the practical application of the theory in activities such as the arranged market day. Trainees were, further on, motivated by the facilitator's on going praise and acknowledgement, understanding of trainees' needs and personal circumstances, the availability and presence of the facilitator after class, contact hours and at training programme activities. They express the need for immediate feedback during practical implementation of theory, regarded as important in influencing their self-confidence, self-efficacy, motivation and academic resilience.

A multi-method approach, in particular, based on adult learning principles (Smith and Perks, 2006:19), was regarded as a huge influence on trainees' academic resilience. Pretorius and Wlodarczyk (2007:513), add to relevancy in learning, the exposure of trainees to the world of business and developing their ability to deal with ill-structured

problems. Facilitators seemed, also, to have catered for trainees with different learning abilities. Graduates, further on, expressed their gratitude with interventions, for example, inviting a guest speaker and issuing of spiritual DVD's relevant in doing business. Literature confirms the relevance of spiritual efficacy as part of building self-efficacy (The Mayo Clinic, Mayo Foundation for Medical Education and Research, 2010:1). Fear of failure in the NVC training programme could, therefore, have been alleviated by enhancing trainees' level of self-efficacy shown in the programme.

The importance of using technology in programme delivery, such as data- and overhead projectors, were, also, noted. Graduates shared learning experiences in group activities and experienced their own development (Pihie and Sani (2009:344). The facilitator, in support, shared his own experience in business and real business case studies were used in activities, thus, enhancing interest and motivation. Taylor and Thorpe (2004), cited in Pihie and Sani (2009), referred, in this respect, to the entrepreneurial directed approach regarded as a process of co-participation among entrepreneurial individuals. The youth amongst the graduates, in particular, favoured the use of new technology in delivery of programme content.

Recommendations from graduates for future training programmes included improved retention, in particular, addressing gaps in the recruitment process and the communication of important information, such as funding, certification, overview of the programme, support structures and motivational strategies. Graduates, further on, noted that, although most of them were not motivated by the stipend as such, there can be better management around the administration of the stipend and recommend a better communication structure and channels in terms of these aspects.

Given, therefore, the academic disadvantages with which the target trainee group may enter the training programme, the facilitator's observation of the classroom environment, relevant approach and executing of training strategies, thus, becomes paramount in reaching the objectives of NVC training (Pretorius et al., 2005:424; GEM SA Report, Maas and Herrington, 2007:26-27). The constructivist approach should, further on, be favoured, as it draws, according to Krueger (2007:126), on cognitive psychology tenets on how humans actually learn in daily life, namely, by trial and error in their social setting. This approach should, therefore, be replicated in the classroom context, where personal and training contextual factors that positively influence academic resilience, be identified and enhanced in order to retain trainees and reach programme objectives.

4.7. CONCLUSION

In this chapter the data, that were collected using the structured questionnaire, semi-structured interview and followed up by a focus group session, were analysed and important findings were discussed. The data collection instruments were designed in such a way as to give the respondents the opportunity to raise their opinion in terms of the extent to which personal factors and factors in the training context influence their academic resilience in a New Venture Creation Learnership programme. Through well formulated questions respondents could indicate the extent that their resilience were influenced by factors, identified through an in-depth literature study and experienced on a daily basis, over the duration of the programme.

There seemed, in summary, then, to be a correlation between the perceptions uncovered through the questionnaire, semi-structured interview and focus group session and the literature study conducted. All three instruments concur in terms of the influence of personal factors and factors in the training context influencing trainees' academic resilience, some indicating a total influence, while others indicate some to no influence at all.

The next chapter will aim to summarise and discuss the main themes uncovered in the study. Some limitations and gaps will also be attended to and recommendations made in terms of the roll out of future New Venture Creation training programmes.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATION

5.1. INTRODUCTION.

In chapter four the processed data were interpreted, discussed and findings presented in terms of the influence of personal factors and factors in the training context on trainees' academic resilience in the NVC learnership programme. The focus was, in this way, placed on the research questions of the current study. Chapter five concludes this study by summarising the research findings and results. Personal factors and factors in training context which influence trainees' academic resilience, as identified in the literature study will, thus, be placed in context of the research findings, summarised and discussed.

In order to ensure that these factors and influences will be addressed in future entrepreneurial training programmes, strategies to enhance academic resilience will be proposed in this chapter. Recommendations will, then, be made in terms of implementation of these strategies as well as further avenues of research in the entrepreneurial training field. The chapter will conclude with a summary of the study. The summary will include the research questions posed, the results in terms of the research questions posed, relation to the problem statement and rationale for the study, literature study and research design employed in the study.

The NVC learnership process imparts knowledge through formal teaching and develops tangible skills through experiential learning activities, which include behavioural and emotional components that are difficult to incorporate within a traditional classroom setting (Pooe, 2002:11 cited in Pretorius and Wlodarczyk, 2007:505). It is then these behavioural and emotional components within tuition that should be examined, within the context of the training programme, in order to determine the influence on academic resilience in NVC training. Ankola and Heinonen (2006:7-8) note that the challenge according to them seems to combine the objective to be reached and the substance area or skill to be learnt with relevant and suitable delivery method supporting the learning of a participant within entrepreneurship context. The authors conclude that the quality of the delivery method is derived from its feasibility to support the contents and objectives to be learnt. The extent, to which these aspects were addressed in this study, will next be summarised.

5.2. RESEARCH FINDINGS

The research findings will cover both the personal factors and the factors in the training

context, as these factors are interchangeably linked in their influence on trainees' academic resilience.

5.2.1. Personal Factors influencing Academic Resilience in NVC Training Programmes.

The study highlighted the fact that personal factors do influence the resilience of trainees in an entrepreneurial training, such as the New Venture Creation Learnership training programme. Personal factors, for example entrepreneurial intention, entrepreneurial self-efficacy, certain psychological characteristics and entrepreneurial knowledge, identified in the literature study, supported these findings (Dickson, Solomon and Weaver, 2008:246; Hamidi et al., 2008:305; Dimov, 2007:715-718). Factors such as personal interest and motivation, perceiving an entrepreneurial career as desirable, internal drive to perform, importance of values, self-efficacy, perceived feasibility and attitudes featured strongly as major factors influencing academic resilience of trainees.

A major finding is that trainees were motivated to continue with the programme due to their desire to learn business skills and being kept interested by the training strategies and methods used in delivering the programme content. Legoabe (2007:77) referred to this as personal sustained interest and motivation, which influence the decision of whether trainees will dropout or not. This view is supported by Jere Brophy (1988) cited by Woolfolk (2007:373), in terms of the benefits derived from worthwhile and meaningful activities. What seems, in particular, of great importance was the incorporation of values as part of the programme and in that way influencing trainees' attitude towards the training programme. Trust was highly valued by respondents, as it is a strong foundation in the stakeholder relationship influencing values and attitude. The study further confirms the fact that attitudes can be regarded as a better approach to describe entrepreneurs or, in this case, behaving entrepreneurially, instead of focusing more on personal characteristics and traits (Robinson, Stimpson, Huefner and Hunt, 1991:1; Woolfolk, 2007:37; Albornoz, 2008:2). The literature study revealed that the latter should not be discarded (Dimov, 2007:715; Schjoed and Shaver, 2007:748), but should be attended to during the training programme.

5.2.2. Factors in the Training Context influencing Academic Resilience in NVC Training Programmes.

Designing programmes that are relevant to the needs and objectives of trainees in the programme is, therefore, of great importance. Graduates in the NVC learnership training programme indicated that they value the entrepreneurial knowledge they gained during

the programme as they could apply some of the knowledge in their day-to-day activities or small business. Facilitators play an important role in the design of interesting and relevant training programmes. Given the target group within the training programme, facilitators should, further, not ignore the importance of creating trust, support and an environment conducive for learning, as external motivation was regarded as a major factor influencing academic resilience of trainees.

Employing a team learning strategy and using an outcomes-based or constructivist educational approach, seem to enhance the motivation of trainees, contributing to higher levels of self-efficacy and individual performance in the programme. Self-efficacy has a strong link with academic resilience as it refers to showing a higher awareness of the trainee's capabilities in coping with entrepreneurial tasks in a programme, thereby, contributing to a stronger motivation to start a business and strengthening entrepreneurial intention (Hamidi et al., 2008:309). Individual drive to perform is, in this respect, a significant factor as highlighted in this study, which contributes to the overall group or collective efficacy (Bandura, 1994:78). This, then, also indicates the importance of intrinsic motivation (Dimov, 2007:715-716) and the development of other psychological and entrepreneurial characteristics in the programme (Alstete, 2008:584, Raposo et al., 2008:416). In establishing a learning environment, then, where trainees have a strong support base and benefit from shared knowledge and experience, decreases their dependence on external support at home. Facilitators should, thus, strive to encourage and nurture intrinsic motivation, while making sure that, in the process, extrinsic motivation is used to support learning. Trainees, who experience effective support within the learning environment or training group, indicated only minor influences from their social context on their resilience.

Socio-economic conditions within their social context, for example the negative views of an entrepreneurial career and the high failure rate of small businesses in their communities, seem, therefore, not to have major influences on their academic resilience in the programme. Knowing this, trainees continue to persevere and even fear of failure was reduced through group support and a patient, caring and supportive facilitator. Fear of failure may, further, be countered by strengthening self-efficacy of trainees. Schoerer, May and Hollensbie (1999:1), cited in De Beer (2009:3), suggest, therefore, that organisations may want to pay attention to building self-efficacy as it is regarded as a key component of performance.

Poverty is, further on, a major socio-economic reality in previously disadvantaged

communities, like in the context of this study (Madell and Adams, 2002:4), but graduates in the NVC learnership programme even note that incentives, such as monthly stipends, did not influence their resilience and it was not necessary to remind trainees of their contractual obligations in terms of the training programmes. What, then, seem important is that training service providers should make sure that issues around contractual obligations, stipends, future financial support etc. be very well communicated prior to the start of the programme, as this transpired to be an important factor in early dropout in the training programme.

5.3. RECOMMENDATIONS.

Based on the findings in this study and considering the literature study conducted in terms of these findings, the following recommendations will be made.

In terms of the challenges which trainees encountered and the impact of these challenges on trainee resilience, the researcher wants to recommend that during the marketing, recruitment and registration phase of the entrepreneurial training programme, attention must be given to the criteria for selection. One of the criteria, also recommended by Legoabe (2007:84), is to consider learner maturity in the training group, in addition to literacy, numeracy competency and educational level. Trainees' previous experience in the field of business or entrepreneurship might also contribute to a higher perception of the desirability and feasibility of entrepreneurship by trainees. The focus should not be on quantity, but rather on quality during recruitment. The roll out of one successful training programme may be used as a marketing tool for the roll out of similar programmes in the future.

Potential candidates for the entrepreneurial programme should be thoroughly informed about the expectations from the programme sponsors, training providers and facilitators, thus, effective communication is vital and enhances retention. In this regard, all aspects pertaining to funding, incentives and certification should be properly communicated. This would enhance the credibility of the programme and reduce the "distrust" mentioned earlier towards government initiated training programmes. Logistical arrangements around venues and facilitators conducting the programme should, in addition, be effectively managed to ensure stability in the programme. These intervention should be regarded as further building stakeholder relationships. Credibility of the programme is, thus, a major factor and can be further enhanced if community organisations, such as churches and community leaders are involved from the start and feedback given during the programme to all stakeholders. The benefit of such programmes for the community as

a whole should, in this respect, be emphasised.

Although family or household commitments of trainees seemed not to have been a huge influence on trainees' academic resilience, the researcher wants to suggest that future entrepreneurial training programmes should involve the family more in the training process, in order to strengthen support and motivation. Family support may be in the form of assignments where their contribution is acknowledged, attending feedback sessions to trainees, co-signing contracts ensuring trainee commitment and possible achievement awards events. Given the level of impoverishment in some rural communities, a stipend might be the sole income of the household. The objective of the programme should, however not be compromised in this regard. The opportunity to stimulate entrepreneurship and enhancing an entrepreneurial culture should be explored.

The importance of the role of the facilitator in academic resilience must, further on, not be underestimated. Attention should be given to the quality of the facilitator' training and experience prior to contracting facilitators for the programme. This includes training on a pedagogical level and exposure to real business ventures. The study found external motivation, in particular, external support, as a major factor in enhancing academic resilience. Trainees benefited from the facilitator's own experience in business and can be regarded as an important element in establishing trust within the programme and between stakeholders in the programme. The lack of role models in previously disadvantaged communities, alerted to earlier, in terms of entrepreneurship further emphasises the importance of the facilitator's experience in business. The facilitator's network in terms of business relations can, further on, be beneficial to the programme and trainees, in terms of relevance to the real business world.

The researcher wants to concur with the recommendations made by Legoabe (2007:84), who suggested that learning content in entrepreneurial training programmes be simplified and toned down to fit the learning comprehension abilities of NQF Level 2-4 learners. This is an important factor as trainees have different learning needs, thus, needing different learning approaches and styles to address these learning needs (Burger and Kruger, 2009:76). More contact time with trainees is needed in the programme to enhance trainees' confidence, interest, motivation and perseverance. Classes should be scheduled noting the nature of employment in the industry involved, for example, the seasonal fishing industry. Difficult sections of the course, in particular, the module on finance and laws relevant to a business, need more attention and contact time. Edmonds (1986) cited in Benard (2009:1) refers, in this respect, to the power of contact time in the

educational setting, by noting that "…a school can create a coherent environment, a climate, more potent than any single influence- teachers, class, family, neighbourhood, so potent that for at least six hours a day it can override almost everything else in the lives of children (trainees)" .

Training in academic resilience as part of an NVC training programme could enhance reaching the objectives of entrepreneurship training. Giving attention to academic resilience should, however, not be a once-off exercise in entrepreneurial training. Rutter (1985, 1999) cited in Olivier, Collin, Burns and Nicholas (2006:1), in this respect, conceptualises resilience as "…a dynamic process involving an interaction between both risk and protective processes that act to modify the effects of an adverse life event". Hampshire and Borer (2005:10) define risk factors as "… factors which increase the likelihood of a poor outcome" and protective factors, in turn, as "…factors which increase the likelihood of a positive outcome for children and young people and help to promote resilience". Green, Galambos and Lee (2004:78) add that theorists often caution that resilience be viewed as a complex, dynamic bio psychosocial/spiritual process dependent on life context. The Mayo Clinic (Mayo Foundation for Medical Education and Research, 2010:1), in terms of resilience training, identified four types of resilience, namely cognitive, physical, emotional and spiritual resilience. Practice in terms of cognitive resilience might enhance entrepreneurial training outcomes as it entails preserving attention, memory, judgment and problem-solving skills. Academic resilience can, thus, be included in a framework of future entrepreneurship education and training programmes.

One of the limitations of the study was that it did not cover the mentoring part of the NVC Learnership programme as it is an on-going part of the programme. Mentoring in small business development is a well-researched area, but entrepreneurship training programmes, can benefit from consulting the research literature in this respect. Further areas of research flowing from above-mentioned recommendations will next be attended to.

5.4. AVENUES FOR FURTHER RESEARCH

Although not covered in this study, but can be considered an interesting aspect in terms of new venture creation, is the higher incidence of women who participate in these programmes. It is, furthermore, surprising how many women persevere in these entrepreneurial training programmes, despite well-known challenges in the socio-economic context for women entrepreneurs. Brown and Uljin (2004:7), in this respect,

alluded to the fact that despite the social context factor not always being very beneficial to female entrepreneurs, there is a dramatic increase of women-owned businesses world-wide, referring in particular, to their leadership in the formal economy. The authors, further, note that women have to cope with discrimination, prejudices and certain skill deficiencies, but at the same time demonstrate successful management styles such as open communication and participative decision-making. A longitudinal study could address this phenomena and challenges, based on recent GEM Reports (2001-2009) highlighting this issue and building on research of Botha, Nieman and Van Vuuren (2006).

A second avenue flowing out of the study could be an assessment of the contribution of incorporating not only values, but academic resilience training into entrepreneurial training programmes, as noted above. Given the high priority and overall positive response to and the advantages attached to values and academic resilience, even in terms of life and the business world, the researcher wants to recommend that such an approach be a compulsory part of training modules in training programmes. More-over the researcher wants to recommend the need to research the incorporation of academic resilience training as part of an entrepreneurship education model.

5.5. SUMMARY

In this study the researcher attempted to build upon prior work in the area of entrepreneurship education and training, in particular, a New Venture Creation Learnership by exploring the factors influencing the academic resilience of trainees on a personal and training contextual level. Future researchers can now build upon this work by further refining a framework on effective entrepreneurial education and training for the previously disadvantaged groups, in particular, in a rural area. Although this focus on academic resilience is not the only factor influencing the successful roll-out of entrepreneurial training programmes, it will shed more light on our ability to understand what underpins trainee behaviour, for example, dropout and attrition in these programmes. The research holds implications for future pedagogical approaches in entrepreneurship education and training programmes.

The objective of this study was to assess the influence of certain personal and training contextual factors on the academic resilience of trainees in a New Venture Creation Learnership programme. The study commenced with the identification of the research problem, which relates to the high dropout rate experienced by training institutions, in particular, government sponsored training programmes. The focus of this study was, in

particular, the presence of this phenomenon in New Venture Creation Learnership programmes, where a lack of resilience shown by trainees in entrepreneurial training programmes, was noted as an area of investigation. The significance of the study relates to the advantages in the programme for all stakeholders if this phenomenon is properly addressed in the roll out of the programme.

Chapter One covered the preliminary literature review and investigation into the factors which influence trainees' academic resilience and set the framework for the rest of the study.

Chapter Two summarised the in-depth literature study conducted to highlight the key factors influencing trainee academic resilience. Two key areas, personal factors and factors in the training context, were identified and the underlying factors impacting on each area were investigated. The objective was to answer the first research question namely: "What are the personal and training contextual factors which influence the academic resilience of trainees?" The conceptual framework for the rest of the study was established through this investigation.

Chapter Three covered the research methodology and design employed in the study. The research perspective and strategy was established and data collection instruments identified. The qualitative and quantitative approach was employed and the Case Study method was used in the investigation, which was both exploratory and descriptive. The nature of the research objectives and research questions directed the research methodology and design chosen for the study. As noted earlier, an in depth literature study preceded the structured questionnaire and conducting of a semi-structured interview. Findings of the interview were corroborated and validated during a focus group session. These instruments were used to collect data in order to answer the second research question: "How did trainees perceive these personal factors and training contextual factors to have influenced their academic resilience in the training programme?"

Chapter Four focussed on the research results, which were interpreted, discussed and findings made, in terms of the research questions posed in the study.

Chapter Five summarised the main findings, recommendations and avenues for future research.

The study has to a great extent uncovered the key factors which seem to influence the academic resilience of trainees in NVC training programmes. This was seen as a key area of intervention to address the problem of dropout out and attrition in entrepreneurial training programmes. Giving attention to these underlying factors, prior to the roll out of entrepreneurial training programmes, can ensure higher academic resilience, higher retention and throughput, contributing in the long run to the establishing of sustainable opportunity-based new ventures.

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APPENDIX A: INTERVIEWS: COVER LETTER AND QUESTIONNAIRE

George E. N. Cloete is currently enrolled at Cape Peninsula University of Technology (CPUT) for a post-graduate master's programme, M. Tech (Business Administration). A partial requirement for the successful completion of this programme is the completion of a mini-research thesis. The researcher is involved with the implementation of a New Venture Creation Learnership at West Coast FET College, Vredenburg Campus.

The research topic is: An assessment of the factors influencing academic resilience in entrepreneurial training programmes: Case of the New Venture Creation training programme in the Saldanha Bay Municipal area, West Coast Region, South Africa.

You were part of a training group who completed a New Venture Creation Learnership programme in 2009. The purpose of the study is to assess, using this questionnaire, the key personal factors and factors in the training context, which influence the ability of trainees to complete the NVC training programme, despite challenges and difficulties experienced in the programme, identified as academic resilience of trainees.

Information gathered in the study will assist training providers in developing a framework of trainee support and intervention in the roll out of future entrepreneurial training programmes in the Saldanha Bay Municipal area. The study will ultimately inform training providers in developing better retention strategies in these training programmes.

Your support in obtaining accurate information is needed and highly appreciated. Information gathered will also be treated very confidential.

Kindly complete the attached questionnaire.

Thank you,
Mr. G.E.N. Cloete (Researcher)

GEORGE E.N. CLOETE M.TECH. BUS. ADMIN.

STUDENT NR. 205222137

THESIS TITLE:

AN ASSESSMENT OF THE FACTORS INFLUENCING THE ACADEMIC RESILIENCE OF TRAINEES IN ENTREPRENEURIAL TRAINING PROGRAMMES: CASE OF THE NEW VENTURE CREATION PROGRAMME IN THE SALDANHA BAY MUNICIPAL AREA, WEST COAST REGION, SOUTH AFRICA.

QUESTIONNAIRE (INTERVIEW SCHEDULE):

Please complete the questions by making a **(X)** in the block provided or answer in the space underneath the question.

1. Respondent Information:

1.1. **Gender:** Male ☐ Female ☐

1.2. **Age group:** 20 - 29 ☐ 30 – 39 ☐

  40 - 49 ☐ 50 and older ☐

1.3. **Marital status:** Single ☐ Married ☐

1.4. **Dependants**: No dependants ☐ Spouse and children ☐

  Children only ☐

1.5. **Household income (per month):**

  Less than R1000 ☐ R1000 - 2500 ☐

  R2500 - R5000 ☐ R5000 and more ☐

 1.6. **Level of education (at the start of the programme)**:

  Primary education ☐ Secondary education ☐

  Matriculation certificate ☐ Further education and training ☐

1.7. **What is the distance from your place of residence to the training venue**?

Walking distance ☐   0 - 5 km ☐

5 - 20 km ☐   20+ km ☐

1.8. **What type of transport do you use to get to the training venue?**

No transport ☐   Own car ☐   Taxi ☐   Arranged lift ☐

1.9. **Indicate whether you had been involved in entrepreneurial/New Venture Creation training before you entered this training programme:**

No training ☐   Some training ☐

Incomplete training ☐ Gained some experience in business ☐

1.10. **Briefly describe how you became aware of the training programme.**

Through a friend ☐   Newspapers advert ☐

Radio advert ☐   Community meeting ☐

Write down any other ways you became aware of the programme:

…………………………...

1.11. **Indicate what motivated you to join the NVC learnership programme.**

Motivated by a friend ☐   Unemployed ☐

Dissatisfaction with the job I had ☐   Opportunity to learn business skills ☐

Write down any other reason/s:

…………………………...

…………………………...

…………………………...

…………………………...

		Total influence	Some influence	No influence
2	Academic resilience refer to the ability of trainees to complete training despite academic challenges and difficulties experienced in the NVC training programme. Indicate how you think the PERSONAL FACTORS, relating to entrepreneurial intention and intrinsic and extrinsic factors, influenced trainees' academic resilience.	Total influence	Some influence	No influence
2.1.	You wanting to be an entrepreneur since the start of the NVC learnership programme.			
2.2.	Believing that being an entrepreneur/self-employed is a good career choice.			
2.3.	Believing that one can be successful as an entrepreneur after completion of the NVC programme.			
2.4.	Attitude towards and shown in the NVC learnership programme.			
2.5.	The belief that there is a negative view of entrepreneurship in previously disadvantaged communities.			
2.6.	Failure of some small businesses in my community.			
2.7.	The ability to deal with fear of failure in the training programme.			
2.8.	A strong belief in own ability to be successful in the NVC learnership programme.			
2.9.	Finding entrepreneurial tasks in the NVC learnership, interesting.			
2.10.	Internal drive to perform in the NVC training programme.			
2.11.	Depending on others for motivation in the training programme.			
2.12.	Personal commitments at home and family.			
2.13.	Support from family while being in the NVC learnership programme.			
2.14.	Attending training sessions despite personal challenges at home.			
2.15.	Staying in the programme because of contractual obligations.			
2.16.	Incentives to trainees, such as a stipend, as part of the NVC learnership programme.			
2.17.	Values (Lifeskills and business) learnt as part of the NVC training programme.			
3.	How does the training context (classroom environment and training methods) contribute to academic resilience of trainees? Give your view by indicating the extent to which the following factors influenced trainees' academic resilience in the NVC training programme.	Total influence	Some influence	No influence
3.1.	The safety and security of the training venue.			
3.2.	Experiencing the training environment as supportive of training efforts.			
3.3.	Creating a relationship of trust amongst all involve with the training programme (trainees and facilitators).			
3.4.	Being part of a diverse training group (race, language, gender, age)			
3.5.	The inclusion of adults as well as youth in the training group.			

3.6.	The ability of the facilitator to resolve conflicts amongst trainees.			
3.7.	The use of English as the language to deliver the programme content.			
3.8.	The education level (qualification) with which trainees entered the training programme.			
3.9.	Using classroom type training method only, to deliver programme content.			
3.10.	Using different training methods (case studies, simulations, technology etc.) to deliver programme content.			
3.11.	Using team training in the delivery of programme content.			
3.12.	Facilitator focussed on using cooperation and collaboration amongst trainees in training activities.			
3.13.	Using training activities that simulate the real business world.			

Thank you for completing the questionnaire.

George E. N. Cloete
(Researcher)

APPENDIX B: NEW VENTURE CREATION LEARNERSHIP 1000 LIST

APPENDIX C:

SUMMARY OF THE SEMI-STRUCTURED INTERVIEW:

13 NVC LEARNERSHIP-1000 GRADUATES:

PERSONAL FACTORS:
SUMMARY OF RESPONSES FROM SEMI-STRUCTURED INTERVIEW

A. Responses to the influences of personal factors indicated in Question 2 of the Questionnaire:

1. **Given the personal factors mentioned in question 2, were these the challenges you expected since the start of the NVC training programme?**

No one expected the challenges as covered in questionnaire;

Trainees were more optimistic;

Were focused on learning business skills;

Some did expect training to become more challenging;

The medium of instruction, English not really a challenge;

Some expected different challenges.

2. **Looking back, do you think you were mentally ready to deal with these challenges in the programme? Please explain your view.**

Less than half indicated mental readiness in the programme

Trainees regarding themselves as mentally ready, ascribed it to:

passion in doing business, having a vision, independence, exposure to previous training, involvement in other studies, interest, willpower, believing their potential, guts, being optimistic*;*

Acknowledge that poverty can influence their mind set as entrepreneurs;

More awareness about the programme could have had a more positive influence on their mind-set*;*

Younger trainees were regarded as more mentally for the academic challenges as

they recently exited formal schooling

Those who regarded themselves as not mentally ready for the challenges in the programme ascribed it to:

A lack of academic readiness, no interest in business, not expecting such challenging assignments in class, in particular, the section on financial calculations and drafting of a business plan;

No personal support at home*;*

Join the programme, because they were worked at Masibambani who did recruitment for the learnership*;*

The amount of tuition time lost as a result of only few hours of actual class time contributed to their lack of readiness in the programme.

3. **Why, given the influence of personal factors mentioned in question 2, do you think you were able to persevere and complete the NVC training programme?**

Internal factors: passion for business; vision as entrepreneurs; curiosity; experiencing training as interesting and fun; benefits such as accumulation of knowledge and skills and application in business/workplace; eagerness for learning; belief that skills can be marketing after completing training programme; ability to stay focus on training programme despite negative comments from family members.

External factors: stipend, only as a kick-start in the business; training interventions by the facilitators (guest speaker; spiritual DVD); inspired by programme to do further research, adapt to changing circumstances and evaluating ideas and opportunities; receiving certificate as proof of their accomplishment; support form facilitator, group and family; "Older" and "younger" trainees shared knowledge and experience.

4. **How did you feel about your ability to complete the NVC training course, despite these challenges and influences? Shortly explain your feelings.**

Positive; a great and rewarding achievement; happiness, enthusiastic; huge sense

of self-belief and relief that it is over; a huge step forward towards being involve in doing business; huge pride in their achievement; gratitude towards group; inspired to go onto NVC NQF Level 5; achievement manifest independence and being in control, influencing other aspects of their lives.

5. What do you think is the kind of personal support that trainees need in order to deal with personal challenges in the NVC programme?

Family support which was overall lacking; better informed (educated) family and friends;

More information at start and during programme;

Better organisation and scheduling of classes; time and motivation lost between actual classes;

Understanding seasonal nature of employment (fishing industry);

English to lesser extent a problem, simple English used to explain concepts and terms helped;

Support and understanding in terms of trainee needs and personal circumstances; Access to and availability to facilitator after normal class hours and at extra-mural activities related to training w.r.t. feedback in practical activities;

Composition and on-going group support; external intervention such as motivational speakers enhanced entrepreneurial intention;

B. Responses to the influences of training contextual factors indicated in Question 3 of the Questionnaire:

1. Were you able to deal with the influences from the training environment, mentioned in question 3? Shortly explain how you dealt with it.

Ability to deal with it in a positive manner;

Ascribed positive attitude to class and lessons experienced as interesting;

Determination to get entrepreneurial and business skills;

On-going group support and understanding of challenges;

Being flexible to change, for example, the frequent changes in training venue;

Last venue safe, secure and within walking distance for most of the trainees contributing to regular attendance;

Training content ranged from relatively easy to tough, in particular, the section on financial calculations;

Facilitator's understanding nature and effective use of resources assisted in dealing with challenges;

Presentation of lessons;

A lack of communication in terms of exams and tests influences performance;

Focussed on tasks at hand, no conflict or racism experienced given the diverse nature of group;

Respect for and trust in each other.

2. Did you expect these challenges in terms of the training environment at the start of the NVC training course?

All respondents indicated that they had not expect the challenges as highlighted in questionnaire, referring mainly to frequent changes in training venue and some sections of the training content;

Explain that could adapt to and deal with abovementioned circumstances and challenges, because of their life experience, social background and history of struggle;

In practical activities such as visiting a bank to open an account, some trainees lacked confidence to do that.

3. How did you feel when you were able to overcome learning challenges experienced in the NVC training course? Shortly explain why you felt this way.

Trainees express feelings, for example glad, happy with themselves, proud, positive and excited;

They proved themselves in programme;

Facilitators using simple English contributed to this feeling;

Continuation and stability was ensured as a result of facilitators substituting for each other and using the same training approaches, given the frequency of class time.

Accommodation of fun and humour in training activities contributed to feelings of joy and happiness;

Positive contribution from group as a result of their previous experience and knowledge form those involve in doing business.

Trainees could adapt to challenges and assisted by flexible teaching style of facilitator;

Facilitator's style enhanced trainees' confidence;

Exams and tests catered for different learning styles of trainees;

Trainees enjoy the practical application of theory, for example, the arranged market day;

Ability to master financial calculations and drafting a business plan revealed a need for achievement amongst trainees;

Proud in ability to persevere despite challenges; excitement at release of exam results;

Feel they could use entrepreneurial learnt in the programme in any organisation;

Though they experienced the programme content as tough, their persistence paid off, viewing it as "a whole new world" opening up;

They did not regard gender as an issue, instead, it contributed to greater synergy in the group.

4. **Why do you think trainees struggle to deal with some of the challenges in the training environment?**

Note a lower level of education or being out learning environment for a long time; Trainees that were employed experienced difficulties in reading through learning material after hours or between classes;

These trainees could not see link between programme content and their jobs (no relevance/adult learning principles);

Although simple English were used, some trainees did not grasp the programme content; some struggled with English, although trainees could express themselves in their own language and helped in the group;

Setting individual goals and having an interest in doing business as ways to deal with programme challenges;

Although the market day was fun, many trainees offered the same products; not so much creativity shown;

Lack of class time was frequently cited;

They enjoyed facilitator's style of teaching, but the use of the textbook might have influence their interest in the programme;

The desire to succeed, attitude and motivation were important factors in dealing with challenges;

Concern was raised about the copying of other's work; showed a lack of confidence and shying away from doing practical activities, for example, the visit to the bank;

5. **What do you think is the kind of learning support that trainees need, to be able to deal with challenges from the training environment in the NVC programme?**

More focus on group work activities;

Inclusion of values contributed to making training worthwhile;

Adequate time to complete difficult sections in the course, such as the module on finance, laws and regulations relevant to business;

Understanding and commitment of facilitators;

Offering a variety of training methods, including focus on real businesses with which they can relate;

Alternative strategies, such a visit from a bank manager, instead of trainees going

to banks;

Learning strategies could include more role play, games with fun and humour and demonstrations;

More effective communication in terms of venue, examinations, the stipend and expectations from learners;

A lack of communication contributes to negative attitudes and behaviours;

A combination of youth and adults contributed positively to the learning experience;

Better understanding from family, friends and he facilitator are very important in supporting their learning.

APPENDIX D:
<u>**SUMMARY OF THE FOCUS GROUP SESSION:**</u> **9 June 2010**

1. Introduction
"New Venture Creation (NVC): Learnership.Black Rock" group:

An independent Facilitator, Peter Jordaan, was asked to act as mediator in the focus group interview. Mr Jordaan is an experienced facilitator in Gender training and research. The use of a mediator minimised the Researcher's influence in the interview and possible "structuring" of questions to elicit structured responses. The questions used in the questionnaire were used as a guide for the discussions. The focus group method was used to elicit more information on the research topic:

An assessment of factors influencing academic resilience of trainees in entrepreneurial training programmes: Case of the New Venture Creation training programme in the Saldanha Bay Municipal area, West Coast Region, South Africa.

The offices of the NGO, Masibambani, were used for focus group interview. The focus group discussion happened in a relaxed atmosphere and a comfortable venue with minimal interruptions.

2. The NVC Training group:

The group started the NVC learnership with 28 trainees in 2007, of which only seven completed the training programme in 2009. The trainees were invited to attend the focus group interview one week in advance. Five out of the seven trainees who completed the course attended the Focus Group interview. The other two were not available on the day of the interview.

2.1. Respondents in Focus Group Interview:
Five graduates from "Black Rock"-group:
 Ebegail Christians
 Marionette Barends
 Suzette Sampson
 Yolanda Coriazen
 Udiet Coetzee

Earlier dropout: Thabiso Mosia: (Male, married, dependant) the Recruitment Officer at the Masibambani Community Organisation.

3. Respondent information "Black Rock"-group:
Gender:
Five of the respondents were female and one male.

Ages:
Three between ages of 20-29; 1 aged between 30-39 and 2 between 40-49 years.

Marital status:
Three married; three single.

Dependants:
Only three of the six respondents have dependents (children).

Level of education/Qualification:
All six have a high school qualification.

Entrepreneurial training:
Only two had previous exposure to entrepreneurial training (At school level and part of a Supervisors training Course)

Geographical area:
All respondents are from Laingville, St. Helena Bay.

Distance to training venue:
All live within walking distance of training venue.

4. How did you become aware of the NVC learnership?
-The Anglican Church and Masibambani (NGO) in a door to door campaign.
- Council member referred trainee to NVC learnership programme.

5. What motivated you to join the NVC learnership programme?
Responses varied from
- to be independent,
-wants to help neighbour/fellow human being;
-involved sewing, baking, doing CV's etc. and wants to learn more of doing business.
-Try own business concept; want to on own time;
-want to see idea transform into reality.
-The prospect of a formal accredited qualification that can contribute to further education and qualification
- Lack of support or advice from local government officials on business concept.
 - Heard of NVC training while looking for other sources of information.

6. What are the factors that kept you interested in the NVC training programme?
People in the community were interested in NVC training programme because they were under the impression that trainees would receive business skills training and start-up funding for their businesses.
Stipend played no role in motivation of five women to complete the course. They waited long before being paid. They learned something worthwhile about entrepreneurship in that time.
For some respondents it was a break away from the monotonous life of a housewife. The programme offered was a huge opportunity and motivation for them to be involved in learning new skills and be part of the training group.
Trainees note that it was interesting to learn about the foundation and building blocks of a business.
They welcomed and appreciated the values and life skills added in the

programme. They show huge respect for the facilitator and they benefited from his skills as a life coach.

7. Did you feel, during training, that you were on the right track?
Responses include the fact that training programme was:
- Precisely what they thought training would be about.
- Relevant to their circumstances. They have been able to apply knowledge learn in the NVC training in their day-to-day work. They could make financial calculations, which they were not able to do, prior to the training programme.

8. What could have inhibited your involvement in the programme?
The question was also put differently; "What could be some of the reasons why the other trainees did not complete the programme?

Responses:
-May be some of those that drop out, could not comprehend what the programme was all about.
-Money (Stipend) was a big issue for many initial trainees and contributed to dropout.

9. How did failed businesses in your community influence your resilience?

This was discussed in the training session and the understanding created that:
"All small business/new ventures in the community not always a good example of what good and sustainable business look like."

10. Other factors that influence motivation to complete the programme?

Trainees never wanted to be business persons. Dream business idea not always the most feasible and viable business. Not all could master the financial calculations as part of Module 3 on Finance. These sections challenged individual trainees, with no help from the group. Trainees were used to do exercises in groups. Modules 3 and 8 were the most difficult of the 11 modules. Trainees were challenged when they had to do individual work.

11. What were the personal challenges experienced which could have influence academic resilience?
Intrinsic factors:
Personal characteristics: All concur that trainees must have the internal drive and own vision in order to get what want out of the programme. Personal and entrepreneurial characteristics were covered in Module 2 of the NVC Learnership NQF Level 4 programme.
Attitude: Was seen as important. Trainees who dropped out did not understand the funding of the programme. Thabiso noted that many of the people were interested in the programme, because of the stipend attached to the learnership, as many were unemployed.
Self-efficacy: All agree on importance personal readiness for the programme. Together with attitude, one must have the knowledge and abilities to understand the basic and have a feeling for business and see and think about being in business.

External factors: Rain during winter season; different and constant change of facilitators; administrative problems not resolved; always looking for suitable venue may have de-motivated trainees and influence their resilience; negative personal remarks from fellow trainees, in particular, amongst trainees with close family ties. Those with negative influence later dropped out. Caring nature and support from facilitator. When absent, for example, illness (hospitalised) the facilitator brought learning material to trainee. Family members supported trainees. Contractual obligation did influence resilience. Trainees expected to attend all classes. Receiving a certificate in an accredited training programme was an important motivation to complete training programme. Possibility existed to do a level 5 NVC learnership at University of Stellenbosch.

12. What were the challenges in the training context which may have influenced your academic resilience?

-Relationship in classroom: Good relations exercised in a diverse group. This contributed to success of training programme.
-Facilitator patient and supportive. He made time to help each student. Very few conflict situations experienced, only around the money issue.
-Trainees projected their dissatisfaction with managing of stipends towards the facilitator.

13. What were the methods used in the delivery of training?

Differ from classroom method use in schools. Bored when textbook method was used. Experienced the use of own business plan in lesson as more challenging and motivating. Trainees highlighted mistakes in textbooks, and were praised for their awareness.

14. In what way did factors relating to the training venue influence academic resilience?

Different venues: nightmare with logistics. Almost 7 different venues were used, resulting in uncertainty amongst trainees. Service provider, not facilitator to blame, but conflict situations arose because of lack of proper arrangements ito venue. Facilitators showed good conflict resolution skills.

15. How did group dynamics influence academic resilience?

Diverse group: Differences in age, gender, careers etc. no influence on motivation. Some factors had an influence on trainees, for example, qualification/ level of education. Those, who struggled with learning content, slowed down the learners regarded as "faster". Training content not experienced as difficult. The use of the "same" case studies became boring.

Group identity: Group consist of mostly females and according to age, they can be considered as a highly matured group.
The group grew very close to each other. Race composition of seven trainees who completed the NVC training: 4 Coloured and 2 Black. No conflict amongst trainees. They experienced a lot of support and care.

16. Did English as medium of delivery in anyway influence trainees resilience?
Trainees not shy to speak English. Inputs could also be made in Afrikaans and translated.

17. Explain the training methods and strategies applied in the training programme and the possible influence on motivation in the group:
Not only textbook method, but also use overhead projectors and data projectors for presentations. Sweets in some instances used as incentives/motivation. Puzzles were used do improve mental processes. Exercises were given for homework. Homework could be done using group work method.

18. Were there any pressure from the facilitators, or project sponsors, on you to establish your own businesses during the programme?
No pressure from facilitators to establish own businesses. Trainees only motivated to start something according to their business plans. Implementation of business idea/plans were hampered by infrastructural problems, such as storerooms and space to effectively do business. Some trainees experienced negativity from family members.

19. What will you recommend to improve the roll out of future NVC training programmes?
-Improve training programmes/ retain trainees
-Include and special focus on registration process of a business.
-Info on funding only received after receiving certificates.
-Better/improved support from Red Door and other Support agencies. Potential trainees must be given more clarity in terms of what the programme entails.
-Decrease dropout. Internal motivation and drive regarded as important.
-Stipend not to be the motive force.
-Improve management and administration of stipend.
-Cut levels of communication by getting rid of "middle man".