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EXPLORING ENTREPRENEURSHIP EDUCATION IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) FOR SELF- EMPLOYMENT: A CASE STUDY OF INTERNS IN GAUTENG



UNIVERSITY OF THE
WITWATERSRAND,
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A Research Report Presented

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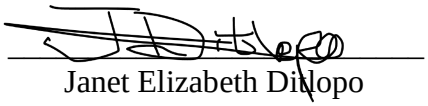
Prof Boris Urban

A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management (ENVC)

Johannesburg, August 2021

DECLARATION

I, Janet Elizabeth Ditlopo, declare that this research report is my own work unaided except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management (ENVC) at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.



Janet Elizabeth Ditlopo

20 day of August 2021

DEDICATION

I dedicate this research report to God Almighty, for giving me the grace and strength to hang in till the end of this research journey. Indeed, “God, the Lord, is my strength; he makes my feet like the deer’s; he makes me tread on my high places” (Habakkuk 3:19, ESV Version).

I also dedicate this report to my parents, Samuel and Betty Rasogo; I want to express my sincere gratitude to my mother who always encouraged me to study further. To my husband, lover and soul mate, Michael Ditlopo, who stood by me during this difficult time, supporting me and encouraging me to complete the degree, this is for you.

Lastly, to my two special boys, Keletso and Keamoleboga, who took turns to cook and clean the house while I studied, always making sure that I got enough time to do my work; without forgetting my precious grandchild, Odiabile Ditlopo, who arrived in 2020 to give granny the motivation to submit, this research report is dedicated to you all.

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ABSTRACT

This study focused on exploring the extent to which TVET Colleges' entrepreneurship education programme prepares students for self- employment. The main aim of the study was to understand, in detail, the experiences of interns' learning of the entrepreneurship education programme at given TVET Colleges in Johannesburg, Gauteng, South Africa. The specific questions that the study sought to answer were: what the experiences of interns from the two TVET Colleges are, in terms of how entrepreneurship education prepares them for setting up new businesses; what the important course components in the entrepreneurship programme are; what the challenges confronting interns in relation to their study of entrepreneurship education are; and what the strategies of improving entrepreneurship education programmes at TVET Colleges in South Africa, to boost self-employment, are.

This study employed a qualitative approach using a case study method. Data were collected using a semi-structured interview technique. Participants were recruited using a non-probability sampling method known as purposive sampling. A total of 12 participants were recruited and they consented to participate in the study. The participants included 12 interns at two selected TVET Colleges in Gauteng, South Africa, studying the N6 NATED entrepreneurship education programme. All interviews were conducted in private rooms at the selected TVET Colleges following successful appointments with participants and their institutions. All interviews were audio-recorded, and the researcher drafted detailed field notes following each interview. Audio-files were transcribed by the researcher, and transcripts were read and re-read to identify common patterns and emerging themes in relation to meanings as well as understandings in relation to the study of entrepreneurship education programme at TVET Colleges as provided by study participants. Data were analysed using a thematic content analysis method. Verbatim quotations were used to illuminate the key themes.

The findings of this study suggested that interns' experiences in relation to studying entrepreneurship education begins with an entrepreneurial intention and builds up to the acquiring of a knowledge base as well as relevant skills for eventually becoming business owners. Further, the study found that the teaching of entrepreneurship education at the specific TVET Colleges had

a positive impact on its students. The study also revealed that there are important course components of the entrepreneurship programme – Financial Accounting; Business Management; Computer Literacy – which provide students with the relevant skills required to start and manage their own businesses in this highly technological era. Factors such as a lack of sufficient funding and government support for TVET Colleges, as well as the difficulty in understanding some course components of the entrepreneurship education programme, especially for science-oriented students, serve as barriers in achieving the objective of becoming self-employed in Gauteng, South Africa. Additionally, the study found there are ways to improve the entrepreneurship education programme at TVET Colleges including the adequate provision of funding as well as support from the government for the TVET Colleges; and the introduction of effective mentorship programmes for students and interns studying the entrepreneurship programme.

In conclusion, this study argues that, in order to understand the experiences of interns studying the entrepreneurship education programme at TVET Colleges, which will bring about self-employment within Gauteng, South Africa, the entrepreneurial approach and contextually-based factors need to be duly considered. The study suggests that there is a positive impact of studying the entrepreneurship education programme, especially in light of the need for self-employment in South Africa; however, issues varying from insufficient funding and government support, to difficulty in understanding required course components, need to be put in perspective. More so, the study suggests that there is need to focus on learning re-orientation, especially for science-based students, to ensure effective understanding of the relevant knowledge and skills for becoming self-employed.

Key Words: *Entrepreneurship education; Self-employment; TVET Colleges; Interns; Gauteng, South Africa.*

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LIST OF ABBREVIATIONS

DHET	Department of Higher Education and Training
EE	Entrepreneurship Education
EI	Entrepreneurship Intention
N6 NATED	National Accredited Technical Education Diploma
SA	South Africa
TVET Colleges	Technical and Vocational Educational Training Colleges

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

Youth unemployment is a major challenge, which according to the Global Employment trend of 2020 (International Labour Organisation [ILO], 2020), affects African countries. Many countries have different views of what age group is considered as youth and so, youth unemployment. According to the United Nations (United Nations [UN] General Assembly, 1981), 'youth' are considered to be young people from the age of 15 to 24. However, the definition of the group is country dependent based on cultural, political, historical, social and institutional factors (Awogbenle & Iwuamadi, 2010). Drawing from this specificity, the definition of *youth*, for the purpose of this study, is aligned to the South African context, which explains this group to be individuals between the ages of 14 to 35 years (Hendriksen et al., 2007).

In further establishing the context of this study, the issue of unemployment in South Africa is seen as an issue of social justice. Miller (2005) contends that youth unemployment has turned the youth to drug abuse, robbery, and gangsterism in South African communities. South Africa is, thus, characterized by political uncertainty, high youth unemployment rate of 55.2% from the Quarterly Labour Force Survey (Statistics South Africa, 2019), high crime rate, growing poverty and economic downgrade. Therefore, the need for youth empowerment and concomitantly, self-employment cannot be overemphasised and remains top priority for the South African government. Having recognised this, one significant strategy to address the issue has been the empowerment of youth through entrepreneurial learning in Technical and Vocational Education and Training (TVET) Colleges, which is aimed at ensuring the creation of small businesses by South African youth (Amadi-Echendu et al., 2016).

In accordance with the introduction of entrepreneurial learning as a key strategy, Heinonen and Poikkijoki (2006) report that entrepreneurship is of fundamental importance for the development of a country's economy. This is because entrepreneurship gives birth to new ideas; creates new enterprises and jobs; as well as results in nurturing the whole economy by improving the standard of living. Therefore, this study focused on exploring whether the entrepreneurship education that

is offered in Technical and Vocational Education and Training (TVET) equips students in the 18-35 year group with the necessary skills and knowledge to start their own businesses.

1.2 Background of the Study

South Africa is a country that has low youth entrepreneurship (Fatoki & Chindoga, 2011). One of its greatest obstacles to economic development is the lack of entrepreneurial thinking (Isaacs et al., 2007); however, Isaacs et al. (2007) have noted that, entrepreneurship education is not a new concept. Quite significantly, the UNESCO Global Education Monitoring Report Team (2016) notes that education is key in bringing individuals out of poor living conditions, and that education includes entrepreneurship education or entrepreneurial learning. This entrepreneurship education should focus on teaching individuals to be initiative and more creative when it comes to action based-oriented issues, emphasizing more on learning by doing (Rasmussen & Sørheim, 2006). According to Fatoki (2014) "in industrialised countries, entire schools exist for entrepreneurship" (p. 10). By implication, entrepreneurship education concerns the intended teaching of skills to set up and run new businesses. It is also important for the development of the country to adapt to the changing economy. The well-developed country's economy depends on the youth that is proactive with relevant skills and knowledge to create more job opportunities and productivity that can lower high unemployment levels. Entrepreneurship education is, thus, important in TVET Colleges for students to learn to create new job opportunities.

TVET Colleges can be an effective tool to change the economy of South Africa by developing future entrepreneurs that will penetrate the market by venturing into new products and create employment opportunities for others. The South African government and the Integrated Development Plan (IDP) seek to improve the quality life of youth through the development of TVET Colleges (Akoojee, 2016). These Colleges are structured to develop the relevant skills and training for the work environment. TVET Colleges within South Africa offer two types of programmes: The National Accredited Technical Education Diploma (NATED) which offers N4-N6 courses for six months duration per level; and the National Certificate Vocational (NCV) which offers L2-L4, a three year fulltime course. Both programmes are open to school leavers that have completed at least until and including grade 9 and are 16 years older. All the courses offer theoretical as well as practical components, are structured in such a way that they provide relevant

skills and training, as well as prepare the students for the work and labour market. The entrepreneurship education in the N6 NATED programme course runs over three years. The first six months of each year are spent at the College where students get theoretical training and the second six months the students are sent to industry for practical experience. The N6 NATED course is divided into six terms with three theoretical and three practical sessions. Some of the aims of the 1996 Post-School Vocational Education Syllabus include:

i. To develop the students' existing knowledge of skills in how a business is started and managed.
ii. To develop the entrepreneurial ability of students by introducing them to as many business options as possible and making them aware of pitfalls that form part of each option.
iii. To offer students many opportunities for practical application to develop their insights, and to expose them to the environment in which businesses function.
iv. To develop in students, the necessary knowledge and skills to prepare an international business plan that can be submitted to interested parties.

Regardless of the seemingly 'well-structured' curriculum with clear aims, the rate of youth unemployment within the South African context still remains high. Hence, it has become important to explore the specific experiences of students or interns studying the entrepreneurship education programme in relation to the aim of getting them prepared to become business owners.

1.3 Problem Statement

Drawing from the already known lack of youth employment, the creation of self-employment has become necessary. The teaching of empowerment skills required by the labour market and for self-employment have also been deemed important. As a result, the Global Entrepreneurship Monitor [GEM], (2017) recommends a consistent collaboration among academic institutions, businesses, government, and civil society; this collaboration can be achieved through the introduction of Technical and Vocational Education Training (TVET) Colleges. Worthy of note is that, according to Fatoki (2014), entrepreneurship education provides individuals with opportunities and empowerment skills to "become employed and also create jobs" (p. 298).

Reflecting on the Revised Strategic Plan 2010/1-2014/15 DHET report, Skosana (2012) highlighted the *mismatch* between the education system and the job market. The contradiction is noted regardless of the government programmes, such as work-based learnerships, that are offered in TVET Colleges. With a seeming knowledge of this being a gap for possible implementation, Small Medium Enterprises (SMEs) have been set up. These SMEs are the developmental structures that were introduced by the government to provide skills and support, to other programs created for self-empowerment and economic growth that will address the socio-economic issues. Hence, TVET Colleges are seemingly likely to overcome the problem of unemployment by empowering the youth with a knowledge base, practical skills, and business opportunities to start up their own businesses. It is, therefore, apparent that there is need for skills development among the youths for sustainable economic growth in South Africa (SA), and this can be achieved through the effective and efficient functioning of TVET Colleges to instil entrepreneurial skills, change of mind-set and economic development. However, with the already identified gap of a mismatch between theory and practice, the experiences of individuals who attend TVET Colleges to study entrepreneurial based courses, being entrepreneurship education in this instance, need to be carefully considered, in order to fully understand how effective the programmes are in ensuring self-employment.

1.4 Aims and Objectives of the Study

Drawing from the abovementioned, this study aimed to understand the extent to which entrepreneurship education in the National Accredited Technical Education Diploma (N6 NATED) is structured in relation to its intended purpose of preparing students for self-employment, as described by the Department of Higher Education Training (DHET) Report (2013). Along this line, the specific objectives of this study were to:

- Explore the experiences of interns at two TVET Colleges in relation to how the entrepreneurship education programme prepares them for becoming entrepreneurs.
- Document the important course components in the entrepreneurship education programme.
- Identify the challenges faced by interns in relation to their study of the entrepreneurship education programme.
- Explore strategies to improve entrepreneurship education programmes at TVET Colleges in Gauteng, South Africa.

1.5 Research Questions

The main question posed was, what are the N6 NATED interns' experiences of learning the entrepreneurship education programme at the specific TVET Colleges in Gauteng, South Africa? To address this question, the following sub-questions emerged:

- What are the experiences of interns at the two TVET Colleges in relation to how entrepreneurship education prepares them for becoming entrepreneurs?
- What are the important course components in the entrepreneurship programme?
- What challenges are interns confronted with in relation to their study of the entrepreneurship education programme?
- What strategies can be employed to improve the entrepreneurship education programmes at TVET Colleges in South Africa in order to boost self-employment?

1.6 Significance of the study

This research contributes to the debate on the teaching and learning of entrepreneurship education. The study has provided a thick description of the current state of the teaching and learning of entrepreneurship education in specific TVET Colleges in the South African context. This could help to fill the gaps in the literature about entrepreneurship education in the South African TVET sector. For, in engaging with interventions to curb youth unemployment, there is a need to clearly understand the contextually-based experiences of students studying to become business owners. With such understanding, interventions could be designed and implemented to improve entrepreneurship education and, in the short to long term, ensure self-employment and human development for the South African youth.

1.7 Definition of Key Terms

For the purpose of this study, and in establishing its context, the following key terms are defined.

Entrepreneurship education – *a practice focused on teaching individuals to be initiative and more creative when it comes to action based-oriented issues, emphasizing more on learning by doing (Rasmussen & Sørheim, 2006).*

Entrepreneurship intention – *a person's plan to start a new business venture.*

Interns – *a student who works in an organisation to gain experience and fulfil the requirements for a given qualification.*

Self-employment – *when a person is financially independent and have more control of their time and their responsibilities.*

Self-efficacy – *an individual's positive or negative beliefs on the capability on completing a particular task.*

TVET Colleges – *Technical and Vocational Education Training (TVET) Colleges in South Africa are public entities formerly known as Further Education and Training (FET) Colleges operating under the Department of Higher Education and Training (DHET).*

1.8 Layout of the Study

This research report is organized into 6 chapters. Accordingly:

Chapter One

This chapter provides a brief background of the study which includes an introduction to the study; a statement of the problem; the aims of the study as well as the research questions that the study sought to answer; a justification or the significance of the study; a definition of key terms; as well as a detailed layout of the study.

Chapter Two

This chapter presents a review of extant literature on entrepreneurship education in relation to the aims of the study. Drawing from this, the literature review is presented in the following order:

- The meaning and nature of entrepreneurship
- Entrepreneurship intention
- Entrepreneurship education
- TVET Colleges in South Africa
- The impact of teaching entrepreneurship education at TVET Colleges
- Important course components of the entrepreneurship education programme
- Challenges faced by interns and students studying the entrepreneurship programme at TVET Colleges
- Strategies for improving the entrepreneurship education programme at TVET Colleges

Additionally, the theoretical as well as conceptual framework used for the study are presented within this chapter.

Chapter Three

Chapter three of this report presents the research methodology and design which was used for the purpose of this study. Hence, the chapter includes the research paradigm as well as design which was a qualitative case study method; a description of the research site; the method of sample selection and the criteria for the selected target population; the method employed for the collection of data as well as its analysis; and ethical considerations for the study.

Chapter Four

This chapter presents the major themes that emerged from the data as well as the analysis of results. These themes address the research questions posed for this study. The chapter begins with an introductory section and moves on to the description of the socio-demographic characteristics of the study participants. Hereafter, the case themes are carefully presented using major headings.

Chapter Five

The chapter five of this report presents the discussion of the findings of this study with reference to extant literature. In line with this, the chapter begins with an introduction and moves on to present a summary of the findings from this study. Discussions based on the findings and the theoretical framework used in the study are thereafter raised.

Chapter Six

This chapter presents conclusions based on the findings as well as discussions of this study and, relates the conclusions to the conceptual framework that was used in line with the study objectives. Further to the conclusions, the chapter includes sections on recommendations, limitations of the study, and suggestions for further research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents an overview of entrepreneurship education (EE) internationally and in South Africa. This overview is in alignment with the specific objectives of the study. In clear terms, this overview includes extant literature on the meaning and nature of entrepreneurship and entrepreneurship intention. EE is also presented based on existing literature. Additionally, this section presents an overview of TVET Colleges in South Africa. Thereafter, the **e**xperiences of TVET College students/ interns in relation to how EE prepares them for becoming entrepreneurs as well as important course components of the EE programme are duly considered. A review of extant literature on the challenges faced by interns and students studying the entrepreneurship programme at TVET Colleges, as well as strategies for improving the EE programme at TVET Colleges are also presented. Finally, this chapter describes the theoretical as well as conceptual frameworks that guided the study. The conceptual framework purposefully ties together the theoretical underpinning used for the study and the specific objectives of this research.

2.2 The Meaning and Nature of Entrepreneurship

Over time, the meaning and nature of entrepreneurship has been considered across extant literature (Frederick et al., 2019; Hébert & Link, 1989; Kobia & Sikalieh, 2010; Long, 1983). While most of the definitions explain entrepreneurship as a process, the meaning as given by Frederick et al. (2019) gives an expansive insight with regards to what the phenomenon entails. This expansive view, according to the authors, highlights expectations which are relevant for recent times. In the words of the authors,

> Entrepreneurship is the dynamic process of adding value to society, business and environment, it requires you to apply energy and *passion* toward the creation and implementation of new value-adding ideas and creative solutions. You need to take *calculated risks*; *build an effective venture team*; assemble the *needed resources*; conceive and convince others of a *solid business model and plan*; and finally be able to *recognise opportunity* where others see chaos, contradiction and confusion. (Frederick et al., 2019, p. 10, my emphasis)

Drawing from the aforementioned definition, the nature of entrepreneurship is one which encompasses certain behaviours, skills, and knowledge base as requirements. Hence, an entrepreneur is someone who needs to engage; have the ability and belief to find problems and come up with ideas on how to solve them; look at a different perspective and know-how to refine them; as well as not be afraid of taking risks in venturing into new business opportunities. The idea of recognising opportunities is further explained by Venter et al. (2015) as an improved understanding in terms of identifying significant aspects, which are necessary for cultivating entrepreneurial ventures, and thus, contributing to economic growth as well as social development. Beyond defining entrepreneurship and based on its process-based expansive view, the concept brings to the fore a combination of different fields and disciplines (Frederick et al., 2019). As a result, in order to examine the activities involved in entrepreneurship, the process approach is duly considered. According to Kuratko (2016), two *'process approaches'* to understanding entrepreneurship are the integrative approach as well as the dynamic states approach.

Regarding the integrative approach which was developed by Morris et al. (1994), an input-output process which pulls together the idea of entrepreneurship involving creativity as well as steady growth is represented. Hence, the nature of entrepreneurship within this model is both theoretical and practical. The authors (Morris et al., 1994)note five major components that make up the input which when combined, and depending on the intensity of effort, bring about certain outcomes. The key input factors are environmental opportunities; entrepreneurial individual; an organisational context; emerging and creative business ideas; and available resources. These inputs affect the entrepreneurial process which lead to outcomes including an ongoing business venture; a failure or loss of investments; new products and services in the market; self-employment and personal benefits; creation of value to the economy. In a nutshell, while the input factors allow for an understanding of the process related nature of entrepreneurship and differentiates the entrepreneur from the process, the output elements put forward and recognises the variable nature of entrepreneurship and what the end result of engaging in its activities can bring about (Frederick et al., 2019; Morris et al., 1994). Figure 2.1 illustrates the integrative model.

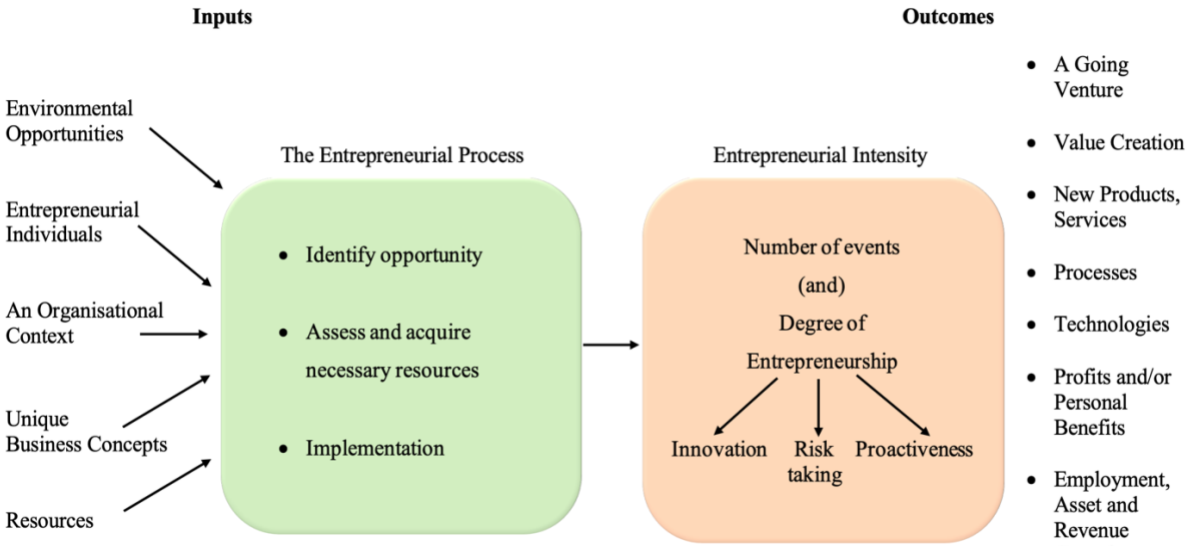


Figure 2. 1: The Integrative Model (Adopted from Morris et al., 1994, p. 29)

Moving on to the dynamic states approach, which was introduced by Levie and Lichtenstein (2010), the focus is on a particular number of stages that represent an inherent program of development. By implication, the dynamic state approach is an interconnection of relationships and systems that leverage on opportunity tensions, through an entrepreneur's projection for possible growth, into profitable resources that are valuable and dynamic. Hence, this model puts forward an optimistic view of starting business ventures for entrepreneurs as well as the need for interconnectedness between business owners and the external factors including the environment. The opportunity tension as well as interconnectedness which the dynamic state approach expounds is illustrated in figure 2.2 below.

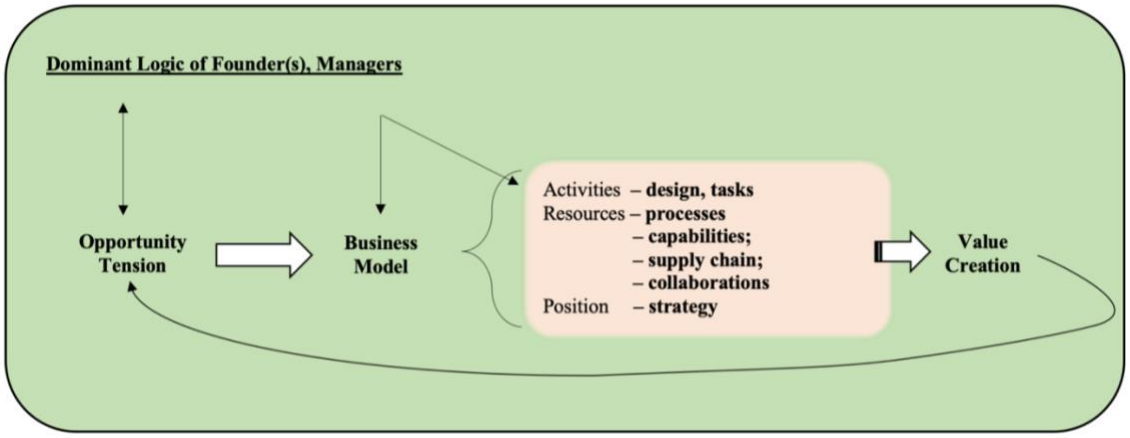


Figure 2.2: Dynamic State Approach (Adopted from Levie & Lichtenstein, 2010, p. 332)

In the process approach of entrepreneurship, what remains apparent is the impact of the entrepreneurial activity that is felt across different sectors and levels of society. Kuratko (2016)

clearly notes that this impact is reflective of creativity, determination to compete, performance, the creation of jobs and wealth, as well as the formation of new industry. Therefore, one will argue that entrepreneurs are considered to be innovative, creative in the production of new products, risks takers in trying new things that never existed before in the market and see the opportunity to fill any available gap (Stevenson & Gumpert, 2002).

Worth noting is that in order for individuals to take on entrepreneurial activities and so, a sustained entrepreneurship, certain factors are considered to impact their decisions. According to a study conducted by Tur-Porcar et al. (2018), these factors include behavioural factors ("ethics, competitive intelligence, intrinsic motivation, and self-efficacy" [p. 8]); business factors ("business management, job satisfaction, and profits" [p. 9]); as well as human relations ("individual and shared leadership" [p. 9]). Keeping these factors in mind, Fatoki and Garwe (2010) studied factors affecting the success and failure of newly established small business enterprises (SME). They reported a failure rate of 75% on newly established SMEs and the causes of failure were both internal and external to the organizations. A major factor that was reported was that of finance; other factors of failure were markets, management, and infrastructure. It is thus significant for entrepreneurs and individuals to be adequately taught the required skills as well as knowledge base for having a sustained and sustainable entrepreneurial activity. This speaks to the need for EE which is aimed at addressing the aforementioned factors in order for it to be effective (Fatoki & Garwe, 2010). There is also a need to consider entrepreneurship as a process which can be learned by individuals.

Drawing from this view, the idea of learning EE through experience ("Experiential" learning) is considered to be more the effective way to teaching entrepreneurship (Fiet, 2001), as well as by using action-learning approach which has been recommended by various researchers (Hytti & O'Gorman, 2004; Jack & Anderson, 1999; Leitch & Harrison, 1999). Moreover, this notion of entrepreneurship being learnable provides the platform to critically view entrepreneurship as a process, and not just as an event which may likely begin with 'having an intention to become an entrepreneur or business venture owner'. The following section discusses entrepreneurship intention which is described as the beginning point for individuals to take part in entrepreneurial activities.

2.3 Entrepreneurship Intention (EI)

According to Vesalainen and Pihkala (1999), intention is "a state of mind directing a person's attention towards a specific object or a path to achieve something" (p. 3). Therefore, entrepreneurial intention can be referred to as an individual's thoughtfulness or desire to open a business in the future rather than be employed by another (Bird, 1988; van Gelderen et al., 2008). Urban et al. (2019) have argued that individuals need to have intentions for action to take place. Linan et al. (2005) note that these intentions include a recognised ability to accomplish entrepreneurial behaviour (EB); a frame of mind that is either optimistic or pessimistic towards EB. Worth noting is that, different factors are viewed to be responsible for business intention including an individual's inspiration to be a business owner (see Barba-Sánchez & Atienza-Sahuquillo, 2017). Hence, the need for consideration to be made for context-based entrepreneurial interventions, curriculum content, pedagogical practices cannot be overemphasised.

2.3.1 EI depends on the existence/presence/impact of role models

A study conducted by Van Auken et al. (2006) highlighted that fathers are the key family role models who influence an individuals' aspiration to start and maintain a business Studies found that siblings provide crucial support, information and advice, and act as role models in the decision making and career development process of young adults (Schultheiss et al., 2002). According to a study conducted by Nasurdin et al. (2009), it was posited that being a successful entrepreneur is clearly linked to having an entrepreneurial intention. It was also proposed that the number of role models (family, friends or colleagues) was positively related to entrepreneurial intention. Conflicting earlier studies mentioned, Franco et al. (2010) noted that an individual's social background (which includes having entrepeneurs in the family or as friends) had no consequential impact on the intention of individuals to own businesses.

2.3.2 EI depending on self-efficacy

Self-efficacy refers to one's belief in the ability to influence events that affect his or her life (Bandura, 1977). This core belief is the backbone of human motivation, performance accomplishments, and emotional well-being (Bandura, 1977). This means that the motivation to participate in activities while remaining resilient in difficult times is dependent on the individual's belief. In clear terms, "[w]hatever other factors may serve as guides and motivators, they are rooted in the core belief that one can make a difference by one's actions" (Bandura, 2010, p. n). Self-efficacy is a consequential contributors to entrepreneurial intention (Davidsson, 1995; Krueger & Brazeal, 1994). According to Boyd and Vozikis (1994) as well as Krueger and Brazeal (1994), when self-efficacy is viewed as a significant precursor to the intention of creating a new business or industry, it is referred to as entrepreneurial self-efficacy (ESE). In keeping with this idea, from a quantitative study, McGee et al. (2009) note that a relationship exists between entrepreneurial intention and ESE. In more recent times, Hsu et al. (2019), found that when a strong perception of fit with entrepreneurship is attained, entrepreneurial intention is strongly predicted by entrepreneurial self-efficacy. Conversely, if an individual perceives a low level of fit or none at all, entrepreneurial intention would be low, notwithstanding the presence of entrepreneurial self-efficacy. Hence, the significance of the relationship between ESE and EI cannot be overemphasised. One of the ways through which individuals can gain the required fit to fulfil their intentions as well as ESE is through educational settings which present an opportunity to develop professed self-efficacy through, involvement in student social networks such as associations, assessment of work in and out of class, and evaluation by other individuals. The highlighted factors contribute to how individuals think they can become successful entreprenuers. It was stated that individuals who were confident about the relevance of their skills to begin new ventures were four to six times more likely to participate in entrepreneurial activity (Herrington et al., 2004).

2.3.3 Internal and external factors in entrepreneurship

Morris et al. (2011) argue that the internal business factors influence its entrepreneurial activities and outcomes. They assess some of the business as highly entrepreneurial and well established by being proactive and very innovative through products development, to improve the business while taking into consideration risks and assessing them. In this regard, the content and the structure of the TVET curriculum can be considered the internal factor which influences the behaviour for

action to take place. The EE that the students received in the TVET programme is aimed at impacting on their desire or interest to open their own business. Those individuals must be champions' entrepreneurs that have a vision or creative concepts. According to Covin and Slevin (1991), external factors play an extremely large role in the success of any individual. The students who are struggling to pay their fees, trapped by poverty and do not have any kind of support can experience a negative impact on their performance and their intentions. The external factors must be taken highly into consideration as they can affect an individual's behaviour and self-confidence.

2.4 Entrepreneurship Education (EE)

EE is regarded as a vehicle moving towards the stimulation of entrepreneurship culture which promotes peoples' entrepreneurial mind-sets through education and the development of skills (UNESCO, 2002). In keeping with the promotion of entrepreneurial mind-sets, it has been suggested that the programme should be more practical and hands on (Cooney & Murray, 2008; Neck & Greene, 2011). Various authors (Abimbola & Agboola, 2011; de Wit & de Kok, 2014; Thomas & Mueller, 2000) have noted that EE enhances economic growth, creates employment and jobs as well as helps in particularly empowering the vulnerable group of the society, which may not have major acces to the labour market. Drawing from the aforementioned, the training of individuals under the EE program should be characterised by hands-on learning experiences (Ita & Briga, 2008). Accordingly, the European Commission/EACEA/Eurydice's (2016) report, has noted the dimensions of EE to be focused on attitude, knowledge, and skills which align with the elements of pedagogical experience and competence (see Zaščerinska, 2013). Quite significantly, these dimensions are also related to the phases of becoming an entrepreneur which has been described by Heinonen and Poikkijoki (2006) and would be further discussed in section 2.10. The dimesnsions of EE are discussed below.

Dimensions of Entrepreneurship Education:

Attitudes

Attitudes is the first phase or dimension of EE, and refers to the perception and so, behaviour displayed by individuals specifically toward entrepreneurship. Accorrding to a study conducted (see European Commission/EACEA/ Eurydice, 2016), it was found that EE aids in the perception

of entrepreneurship from a positive view. Along these lines, it becomes apparent that attitude relates to the "self-confidence and sense of initiative" (European Commission/EACEA/Eurydice, 2016, p. 65).

Knowledge

At Phase 2: The awareness of available creer opportunities and work environment are aims that help individuals in selecting their careers. Although these outcomes are not directly linked to entrepreneurship, this awareness increases learners' understanding of what being an entrepreneur invovles. (see European Commission/EACEA/Eurydice, 2016).

Skills

In Phase 3: Communication, presentation and planning skills, as well as team work, are essential skills to entrepreneurs. Also, within this phase, the practical examination of entrepreneurial opportunities comprises the various stages of the business set up process, including designing and implementing a business plan (see European Commission/EACEA/Eurydice, 2016). These aforementioned dimesnions of EE, which TVET Colleges aim to enhance, ensures performance based outcomes regarding entrepreneurship and, in the long run, self-employment (see figure 2.3).

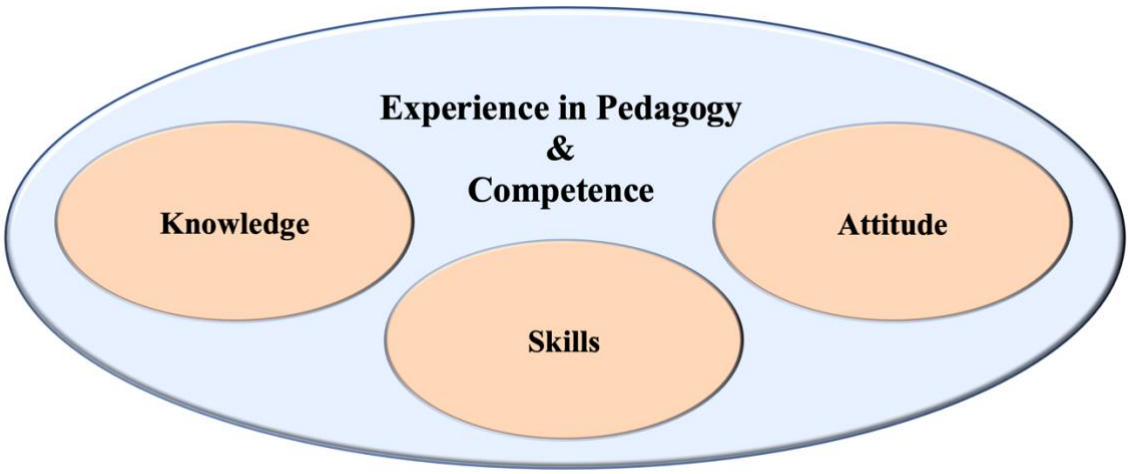


Figure 2.3: Elements of experience in pedagogy (Adopted from Zaščerinska, 2013, p. 1).

In the context of this study, within South Africa, national policy proposes that the crucial role of education and training is to reinforce economic development and growth as indicated by Akoojee (2010). He further argues that countries that realize and explore the necessary developmental elements in the TVET system through EE implement them for achievement purpose. Schoof, (2006) elaborates that young generations' quality of life and the country's economic development depends upon youth entrepreneurship. Within South Africa, there are young entrepreneurs such as Patrice Motsepe who have created one of the largest mining empires. This seemingly demonstrates that youth can change the country's economy for the better and also create new employment opportunities. Furthermore, the educational level is regarded as a beneficiary tool in the process of business development system as it influences the student's entrepreneurial behaviour and decision making as highlighted by Venter et al. (2015). Students with a tertiary level of education, work experience which impacts on the firm performance and training, are considered to have more knowledge and skills relevant to the high growth or opportunity and sustainable growth advantage.

Therefore, EE is an essential tool to create opportunities for the youth of the country because it assists individuals to create their own jobs and be self-employed (Fatoki, 2014). The quality of EE that the university and college graduates are exposed to may or may not contribute to the high unemployment rate amongst them. One of the ways to ensure that majority of individuals encounter and are exposed to entrepreneurial education is through the schooling system as well as the vocational education sector such as the Technical and Vocational Education and Training (TVET) Colleges. EE in the TVET Colleges is one of the tools to provide youth with skills, experience and knowledge to prepare them to respond and forecast market needs. It helps them to be multi-talented and not only focus on specific jobs (Ibrahim et al., 2015). Urban (2015) clearly notes that skills related to entrepreneurship can be successfully taught while, Piperopoulos and Dimov (2015) further explain that "…entrepreneurship education can contribute to the development of students' entrepreneurial attitudes, abilities and skills, and hence enhance their intentions to launch new ventures" (p. 970). Given the fact that entrepreneurship is a legitimate field of study, the subject is thus regarded as important to be taught in schools as well as TVET college sector. Roslan et al. (2020) argue for the teaching and learning of entrepreneurial activities various institutions of learning, especially in TVET Colleges, because of their practical nature.

2.5 Technical and Vocational Education and Training (TVET) Colleges in South Africa

Buthelezi (2016) maintained that TVET Colleges are regarded as platforms or vehicles for imparting relevant skills to meet the economic needs of the country, and these TVET programs offer occupational or hands-on programs. However, TVET Colleges are currently dealing with the challenge of a lack of clarity regarding the entry routes (into a college) and exit routes (out of a college), whether it be to higher learning, employment or even self-employment (Chabongwa, 2018). By implication, there is an inadequate link between qualifications offered and needed industry skills which in the long run, leads to dead ends for learners. The programmes and qualifications in the colleges are currently considered to be difficult to understand and without the appropriate level of quality check; thus, a review programmes offered is important. Reflecting on UNESCO (2013) report, Akoojee (2016) points out that TVET Colleges have been ascribed a special role in the South African economy. "Since education is the key to effective development strategies, TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development" (Marope et al., 2015, p. 13).

TVET Colleges were formely referred to as Technical Colleges (see Wedekind, 2010). At a later stage, these Technical Colleges were called FET Colleges (which were mergers of many Technical Colleges) with different campuses in a bid to address the imbalances resulting from the apartheid era in South Africa (Wedekind, 2010). According to Powell (2012), the key role of TVET Colleges was the training of individuals in the relevant skills required for the steady growth of the economy, as well as the indoctrination of individuals with attitudes and values essential for employability. TVET College students can accomplish and realize the entrepreneurial imperative of the twenty-first century by registering for the National Accredited Technical Education Diploma (N6 NATED) course. During this course students do 18 months of theoretical studies, then they undergo 18 months of workplace application. After completion, they are awarded the N6 Diploma after their studies. Reflecting on a 2013 DHET report, Akoojee (2016) argues that "since the main purpose of the TVET Colleges is to prepare students for the workplace and/or self-employment, it is essential that they develop and maintain a close working relationship with the employer in their areas of study" (p. 4). Thus, the purpose of this study was to explore EE in TVET Colleges within

South Africa, as a sustainable means for youth empowerment and self-employment. Poverty can be alleviated, and economic development improved more specifically in growing and emerging economies (Chinonso, 2010). This premise finds support in other research outcomes which have acknowledged the importance of technical and vocational training as a means to acquiring the specialised practical skills needed to create self-employment in trade, industry, agriculture, business and home-making (Miller, 2005b).

2.6 The Experiences of TVET College Students/ Interns in Relation to How EE Prepares Them for Becoming Entrepreneurs

The experiences that students and or interns studying EE at TVET Colleges encounter, in relation to how they are prepared to become entrepreneurs, brings to the fore the impact that studying EE has on its students. This impact of EE seems to have been mostly done through systematic review studies. One such recent review was conducted by Nabi et al. (2017) where a total of 159 published articles between the year 2004 to 2016 were systematically reviewed. Although this study was completed based on higher education and a number of entrepreneurial outcomes, it found that research that focuses on the impact of EE majorly sheds light on short-term and subjective outcome measures and tends to scarcely explain the actual pedagogies being tested. Hence, Nabi et al. (2017) recommend that additional research should be done to explicate the impact of EE. In specific terms, it is worth noting that there appears to be only a limited body of literature on the impact of teaching EE at TVET Colleges. In line with the seeming limited extant literature, Gamede and Uleanya (2019a) argue that teaching EE at TVET Colleges plays a major role in developing the knowledge base and required skills for individuals to become business owners and so, self-employed which leads to socio-economic development. Additionally, different authors (including Barringer et al., 2005; Fayolle et al., 2006; Mueller, 2011; Packham et al., 2010) have confirmed the positive contribution that EE can have on its participants in terms of skills, knowledge base and proficiency, as well as better entrepreneurial attitude. However, some other studies (including Oosterbeek et al., 2010; von Graevenitz et al., 2010) have revealed that EE impacts negatively on its students or participants. This seemingly unexpected effect is arguably reported because students studying for the EE programme become more realistic about their ability and resource limitations in becoming successful business owners. These double-sided impacts suggest that there may be other context-based factors that may impact the overall effect of EE.

Hence, there is a need to explore, further, the impact of EE programs. This current study, as one of its objectives, focused on the impact of teaching EE at TVET Colleges in Gauteng, South Africa.

2.7 Important Course Components of the Entrepreneurship Education Programme

According to Uleanya et al. (2018), the expectation of any school curricula is to be designed to adequately ensure the production of skilled manpower which will ensure that the desired goods and services needed for the development of the society are made available. In the unlikely event that a curriculum fails to meet the expected outcomes, such curriculum is considered irrelevant to the specific context which it was designed for. In like manner, within the EE programme, certain course components are regarded as important and relevant to ensuring that students and or programme participants are furnished with the theory and practice of entrepreneurship. One of the aims is to able to develop ideas by recognising business opportunities, researching customer insights, conducting a self-assessment of personal creativity, conducting a feasibility study, as well as recognising different business entry strategies. Another aim is to be prepared to open a venture by evaluating one's individual resources and financial capacity, researching and evaluating the risks necessary to get started, drawing up a feasible business plan, and approaching other indivudals for capital and other non-financial resources. In a study conducted by Praag et al. (2000), it was found that successful entrepreneur education depends on integrating ICT infrastructure, technical kills and user time.

Technological resources have the capacity to improve the quality of life for individuals, and ensure increased economic performance. When learners lack the ability to make use of advanced technological devices as well as resources, the chance of being 'slow-paced' across different aspects of professional as well as personal development (Mfon et al., 2018). Drawing from this, the need to create a relationship between practice-based trainings for entreprenuers to institutions of higher learning (including TVET Colleges) may bring about meaningful employment to individuals, which is the platform for industrialisation and technological advancement in the recent times (Gamede & Uleanya, 2017). In keeping with this idea, the curriculum of learning institutions should be contextualised to meet the needs of its host society inclusive of entrepreneurial, job creation needs among others (Uleanya et al., 2018). One other aim is to be able to build a viable business by learning to allocate resources, using various marketing strategies, as well as managing

money and personnel. From the aforementioned, it can be deduced that the course components of EE should focus on the gaining the expert knowledge which is useful for formulating, designing and commercialising of a business opportunity (C. Jones & English, 2004). Hence, one of the specific objectives of this study was to identify the core course components of the EE programme in Gauteng, South Africa.

2.8 Challenges Faced by Interns and Students Studying the Entrepreneurship Programme at TVET Colleges

Challenges faced, especially in the African context, have been grouped into structural, cultural and pedagogical by Mbeteh and Pellegrini (2018). Some of the challenges that have been reported to be faced by interns and or students studying for the EE programme include inadequate resources (Tengan et al., 2020) and infrastructure, lack of industrial collaboration with TVET Colleges, failure to advance technologically in terms of teaching (see B. T. Gamede & Uleanya, 2019; Kissi et al., 2020). However, these challenges seem to be more focused on the teaching of the programme rather than on the individuals learning EE. Hence, this current study focused on not just the teaching but also on the experience based challenges of the students studying this programme at selected TVET Colleges. In a quantitative study, with a focus on the Ghanaian context and engineering based students, Tengan et al. (2020) found that the major challenge associated to the EE programme was the lack of a meaningful links between educational institutions and the industry or business organisations. Another challenge that the study found was the lack of adequate practical-based work for students studying for the EE programme. The third major challenge reported by the study was the scarce provision of funding tailored toward supporting EE programme. This third challenge is in similarity with the finding of B. T. Gamede and Uleanya (2019) where the authors reported that a challenge was the inadequate provision of funds for students running the programme. The lack of funding in the study was expressed as the lack of sponsorship for disadvantaged students. In contrast, the lack of funding in Tengan et al's. (2020) article was explained from the viewpoint of support for the educational institutions running the programme and not specifically for the students completing the programme.

2.9 Strategies for Improving the Entrepreneurship Education Programme at TVET Colleges

The importance of finding ways to improve EE programme at TVET Colleges cannot be overemphasised. Mbeteh and Pellegrini (2018) further note that it is significant for tangible and workable strategies to be put in place to ameliorate the challenges that relates to EE. The mention of workable strategies relate to the need for context-based ways that can be duly implemented within given spaces. Hence, some studies (Gamede & Uleanya, 2019a, 2019b) have suggested ways that are applicable within the South African context. The study conducted by (Gamede & Uleanya, 2019b) note that one strategy for improving EE programmes is to establish partnerships between institutions of learning (TVET Colleges in this instance) and business organisations. With this form of partnership, students at the Colleges studying for the EE programme will be able to put into practice the theories they have learned in the classroom space. Furthermore, in another study (Gamede & Uleanya, 2019a) it was found that strategies including frequent meetings being held with stakeholders about curriculum development; provision of funding for students studying the EE programme at TVET Colleges, are useful strategies to implement for the improvement of the EE programme. Along these lines, Subrahmanyam (2014) also suggested that business organisations should be in partnership with other stakeholders in the planning of TVET College process including the design of curriculum, training and mentoring of students. The idea of mentorship as a strategy for improving EE in TVET Colleges is also noted by Hamburg (2015). According to Hamburg (2015), mentorship "is a special form of active support for entrepreneurship competence, a "natural support"[…] Mentoring [does] this by developing entrepreneurial skills in a practical manner" (p. 228). Hence, mentorship as a strategy can be used to promote entrepreneurship leader development and clearer career opportunities. Tengan et al. (2020), from conducting a quantitative study, found that mentorship as a strategy ranked third for improving EE programme. According to the authors, mentors in the entrepreneurial space have already gained experience in entrepreneurship and are able to provides relevant and meaningful support to students studying for the EE programme in unlocking their abilities and capabilities to be entrepreneurs.

2.10 Theoretical and Conceptual Framework

Entrepreneurship is accepted as a multidimensional construct, as an interconnection between multi-components which are internal and external to the individual. Drawing from this

multidimensional concept, there is no single theory that can adequately explain all the multi-facet viewpoints of entrepreneurship. Thus, the study of EE requires taking into account many various components and building a conceptual framework that can assist in explaining issues raised within EE. The section below discusses the theoretical concepts that were used in understanding entrepreneurship in the context of the present study.

The Entrepreneurial-Directed Approach (EDA) – Theory and Practice of Business

The Entrepreneurial-Directed Approach (EDA) to EE, as explained by Heinonen and Poikkijoki (2006), provided the theoretical lens of the study. This approach extensively considers the use of non-traditional methods of teaching to ensure the development of relevant and required entrepreneurial knowledge and skills for entrepreneurship education students. Hence, beyond 'rote learning' or teacher-centred approaches (see Cheng et al., 2009), practicality of concepts is enhanced and concomitantly, students' experiential learning is facilitated. The EDA emphasizes the critical role that an *opportunity* in entrepreneurship development provides. Heinonen and Poikkijoki (2006) stress that discovering, evaluating and exploiting opportunities are core to boosting EE. The EDA is considered to be helpful within education because it boosts and widens students' perspectives on entrepreneurship through experiential learning.

Opportunity and Change

Opportunity recognition is defined by Venter et al. (2015) to be an enhanced knowing in terms of identifying crucial aspects necessary for encouraging self-owned businesses, thus contributing to economic growth and social development. In addition, "[o]pportunities establish the foundation of sustainable entrepreneurship thus enabling entrepreneurial rents while simultaneously improving local and global as well as social and environmental conditions" (Cohen & Winn, 2007, p. 58). EE that students receive would make decision-making better regarding certain business ideas; they can come with brilliant ideas that were never experienced before in return for high-value growth (Karimi et al., 2014; Venter et al., 2015). By implication, those who have entrepreneurial behaviour are oriented towards recognizing opportunities where other people are not able to see them, to benefit the business development in a large scaling investment and resources. Venter et al. (2015) also argued that the product, process, market and technologies are all considered for the new firm entry. The entrepreneurial process involves a highly interrelated set of activities; hence,

skills and opportunities can be used to explore entrepreneurial innovation capabilities (Komarkova et al., 2015).

Entrepreneurs and Opportunities

According to Companys and McMullen (2007), various schools of thoughts have emerged with a focus on the view of entrepreneurial opportunity. These schools of thoughts include the economic school; cultural cognitive school; and socio-political school. Regardless of these different schools of thought, it is apparent that in becoming an entrepreneur, the role of opportunity cannot be overlooked. Without a search as well as exploitation of opportunity, an existing entrepreneurial intention may not become an obvious outcome (creating a new business venture) (Heinonen & Poikkijoki, 2006). Hence, the need to raise awareness for these opportunities has become important, and EE is a necessary tool to enable learners to know and value entrepreneurial opportunities as well as become successful through gaining of skills and training. For, "[e]ntrepreneurship education provides a comprehensive learning management for student entrepreneurs, helping them to establish correct values and cognitive systems, enhance their perceptions of innovation and continuously integrate, and accumulate new knowledge to shape their innovative ability and personality" (Wei et al., 2019, p. 3). Therefore, EE focuses on four components which are: the entrepreneur (individual); EE (by lecturers and mentors); organizations (TVET Colleges); the creativity/entrepreneurial process (education, skills, knowledge, and successful businesses). In line with these components, the EDA served as a significant framework in clearly understanding each one with the goal to ensure self-employment.

Intention to Become an Entrepreneur

According to Heinonen and Poikkijoki (2006), an intention to become an entrepreneur is a "triggering event" (p. 85). These events include personal, social, and environmental factors (see Maina & Nyambura, 2019). Intentions play a significant role in the process of individuals becoming entrepreneurs. Krueger et al. (2000) note that intentions determine the behaviour of people. Hence, this study the factors that impact the intention of individuals to become business owners is included in the conceptual framework.

Achieving the Intention to Become an Entrepreneur

In order to achieve the plan of becoming an entrepreneur, the knowledge. and skills required need to be considered. This knowledge and skills refer to the understanding of entrepreneurship through EE and experiencing the entrepreneurial process through internship programmes (see Heinonen & Poikkijoki, 2006; European Commission/EACEA/Eurydice, 2016).

Taking Action

Having gained the knowledge and skills needed to become an entrepreneur, the next step would be to take action. This is done by "exploiting the opportunity" (Heinonen & Poikkijoki, 2006, p. 85) of being an entrepreneur (starting up one's own business).

Relevance of the Entrepreneurial-Directed Approach to the Study

The relevance of the entrepreneurial-directed approach, as explained by Heinonen and Poikkijoki (2006), to this present study lies in its phased explanation of the teaching of EE. These phases include a triggering event or entrepreneurial intention, the gaining of relevant knowledge base and required skills, practical-based learning, and finally, creatively exploiting the opportunity of being an entrepreneur through starting up a new venture. From the aforementioned, it is worth noting that these phases are aligned with the purpose of this study. The framework thus helped to clearly provide an in-depth understanding of the context-based experiences of students and or interns studying the EE programme at selected TVET Colleges in Gauteng, South Africa.

The initial phase allowed for understanding how entrepreneurial intentions were triggered within the given contexts. This initial stage, although did not form a major part of the study's objectives, was a significant aspect to note in the conceptual framework because it provided a background to understanding the reason for each participants' presence at the TVET College for the identified programme (EE). Also, this does not occur in isolation to other studies (including Ramayah et al., 2012) that have noted the need to clearly understand the entrepreneurial intention of students and or interns studying for the EE programme at institutions of higher education. This intial phase, as depicted in the figure 2.4 includes factors such as personal, environmental, and sociological components which impact the intention of individuals to become entrepreneurs. The next phase allowed for a thick description of the experiences of this study's participants in the learning of core

subjects and practicality of the EE programme at TVET Colleges. The final phase allowed for the exploration of ways through which the challenges confronting the N6 NATED students at the TVET Colleges studying for the EE education programme can be addressed to ensure positive outcomes. Hence, EE allows for the learning of the required skills and knowledge that bring into fruition the intention to become entrepreneurs and so, leads to an improved society through self-employment and economic growth. In keeping with the given relevance of the framework, the figure 2.4 illustrates the conceptual framework which was used for the purpose of this study.

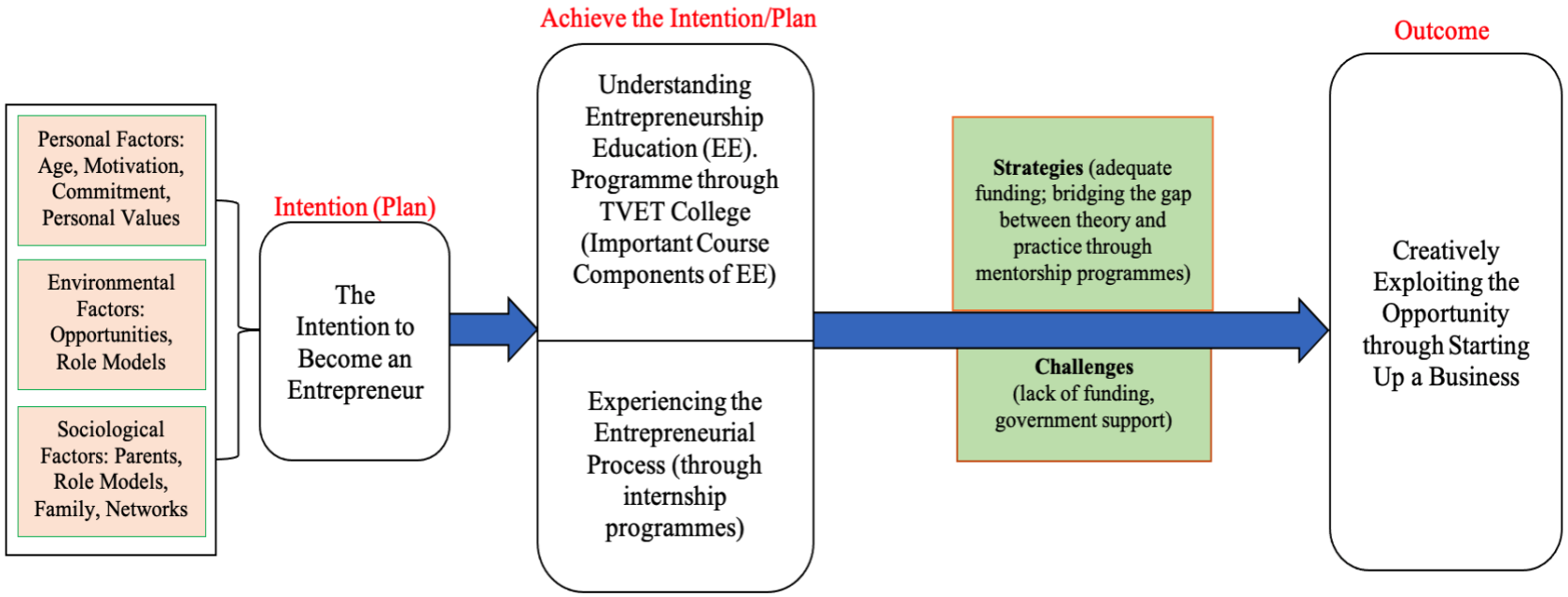


Figure 2.4: The Conceptual Framework of the Study based on the Entrepreneurial-Directed Approach: Theory and Practice of Entrepreneurship. Adapted from Heinonen & Poikkijoki (2006)

2.11 Conclusion

This chapter presented a review of extant literature on EE. The extant literature reviewed included sections on the meaning and nature of entrepreneurship; entrepreneurship intention; entrepreneurship education; TVET Colleges in South Africa; the experiences of students / interns at TVET Colleges in relation to how entrepreneurship education prepares them for becoming entrepreneurs; challenges faced by interns and students studying the entrepreneurship programme at TVET Colleges; and strategies for improving the EE programme at TVET Colleges. The literature reviewed point to the fact that there is a need to explore and understand the experiences of students and or interns regarding studying the EE programme at TVET Colleges in relation to becoming self-employed. In keeping with the reviewed literature, the chapter also presented the theoretical and conceptual framework which illustrate the theory used in line with the purpose of this study. Beyond identifying the theoretical framework, the relevance of the theory to the study was also highlighted. The next chapter presents the methodology that was employed for the purpose of this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used for the purpose of the study. Hence, the discussion in this chapter is structured around the research paradigm and research design used. The chapter also includes the study population, sampling (method of and criteria for selection), methods used in the collection of data as well as analysis. Additionally, the measures to ensure the trustworthiness of the study and ethical considerations made are included in this section. These ethical issues include the ethical clearance obtained for the study, confidentiality as well as anonymity.

3.2 Research Paradigm

Choosing a research paradigm is a major aspect of any study. Mackenzie and Knipe (2006) explain that paradigms give meaning to the reasons or objectives and assumptions of the research. According to Denzin and Lincoln (2011) and Dieronitou (2014), a paradigm within research refers to distinct set of beliefs that inform methodology. This methodology depicts the ontological (meaning of reality), and epistemological (meaning or construction of knowledge) stance or assumptions of the researcher (Bryman & Bell, 2007; Dieronitou, 2014). Hence, for any researcher to be clearly understood, the research paradigm, through which reality and or the phenomena which is sought to be explained, needs to be put forward. The paradigms largely written about include positivist and post-positivist; interpretivist or constructivist; transformative; and pragmatic (Mackenzie & Knipe, 2006). For the purpose of this study, and in establishing its context, the interpretivist paradigm gives a broad framing for the research.

The interpretive paradigm is denoted by the multiplicity of reality and subjectivity of knowledge. As a result, "the knower and the known are inseparable, [and] research is value-bound" (Dieronitou, 2014, p. 7). By implication, interpretivism regards truth as relative which allows for the subjective interpretation of daily occurrences and the values attached to these events (Collis & Hussey, 2009). This paradigm allows researchers to rely on a qualitative approach or a mixed methods approach to research, because knowledge is *socially* constructed, and truth is *relative*.

Drawing from the above explained, this paradigm was suitable for this study because the aim of this research was to understand, in detail, the experiences of interns' learning of the entrepreneurship education programme at given TVET Colleges in Johannesburg, South Africa. Quite importantly, the theory of entrepreneurial-directed approach is informed by the interpretivist paradigm which is also considered as the constructivist paradigm (see Denzin & Lincoln, 2011). According to Heinonen and Poikkijoki (2006), this entrepreneurial-directed approach provides a platform to engage with college students as *active participants* in the learning process. More so, entrepreneurship education, through this directed approach, puts forward the idea of exploring experiences of individual students to ensure the possibility of becoming entrepreneurs. With an entrepreneurial-directed approach through an interpretivist lens, the distinct social backgrounds which enhances entrepreneurial education was duly considered. Thus, this study was guided by an interpretivist paradigm based on a case study approach and in-depth semi-structured interviews technique to gain understanding of the experiences that go beyond the 'known' of interns learning about entrepreneurship education at the specific TVET Colleges in Johannesburg, South Africa. In addition, the quality check for the collection of data as well as its analysis, drawn from the research paradigm features, include trustworthiness, transferability, credibility, and confirmability (Denzin & Lincoln, 2011).

3.3 Research Design

According to Polit and Hungler (2004), methodology refers to ways of obtaining, organising and analysing data. There are different research methods that the researcher can adapt to a conduct a study, and the chosen design would be dependent upon the nature of the research questions. Creswell et al. (2003) argues that there are different types of research methods which are quantitative, qualitative, and mixed methods. Amongst these outlined research methods, the study adopted a qualitative research design. The qualitative research design was appropriate because Babie et al. (2001) argue that it provides an opportunity for *social action* to be understood through the *voices* of the *social actors* in specific *social context*, which included the student's learning and teaching entrepreneurship education at TVET Colleges in Gauteng, South Africa.

3.3.1 Qualitative Research Design

This study employed a qualitative research design which used a semi-structured interview technique to collect data. By definition, qualitative research is subjective and involves reflecting on perceptions to gain an understanding of social and human activities (Hussey & Hussey, 1997). According to McMillan and Schumacher (2006), a qualitative research design allows for the analysing of peoples' individual and collective social actions, beliefs, views. Since teaching and learning are human activities, using the qualitative design helped to understand the feelings, thoughts and knowledge of respondents, thus qualitative research design was the most appropriate design for this study.

3.3.2 Case Study Approach

A case study was used to capture the complexity of two TVET Colleges in relation to the experiences of its students' learning of the entrepreneurship education programme. This means that, a case study has a specific focus on smaller bounded phenomena or few settings to generalize understanding to larger, *similar* contexts (Newby, 2014). It enables a deeper understanding of the phenomena of interest since the target is on a small scale. Creswell (2013) identifies key components of a case study including the identification of a research site. The study identified 2 research sites that specifically focused on teaching and learning of entrepreneurship education which are TVET Colleges in the Gauteng Province (one in the East Rand and the other one in Central Johannesburg) of South Africa.

The peculiarity of teaching and learning of entrepreneurship education within the selected TVET Colleges as a case of study stems from the fact that both institutes offer entrepreneurship education as a discipline. Easter-Smith et al. (1991) purport that case studies are useful research strategies when the phenomena being studied cannot be separated from context. By implication, case studies enable a better understanding of both the phenomena being studied and the specific context. Learning entrepreneurship education by interns is also a case of study because the particular group or cohort of students have gained the experience of both theoretical learning at the institution, and applying theory to practice at the work setting. Thus, they have both the theoretical and practical experience of entrepreneurship education. This justified their learning of entrepreneurship education as a case of study because their experiences enabled an analysis of whether or not

entrepreneurship prepared them for self-employment. Moreover, the conclusions drawn from the findings of this study were made regarding the entrepreneurship education for self-employment within the two selected TVET Colleges in Gauteng, South Africa.

3.4 Research Site

The research was carried out at two TVET Colleges in Gauteng province, South Africa which were purposefully selected. The purposeful selection of research site is determined by the peculiar features of the participants relevant to the study (Etikan et al., 2016). The two TVET Colleges were purposefully selected based on homogenous traits of participants in terms of the focus of this study (see Etikan et al., 2016). According to the South African Department of Higher Education and Training (DHET), there are about 50 registered public TVET Colleges (Department of Higher Education, 2021). Worth noting is that, out of the 50 Colleges, 8 are within the Gauteng province with several branches across the province (Department of Higher Education, 2021). Hence, while it could be argued that two TVET Colleges might not be representative of all the Colleges within South Africa, this sample provides a microscopic but deeper understanding on whether entrepreneurship education at higher learning levels in the Gauteng province of South Africa empowers students with knowledge and skills for self-employment. It should however be noted that, in order to *transfer* the findings of this study to another context (TVET Colleges within South Africa), a case-to-case analysis of these findings have to be carefully considered including the detailed implications of this particular case (Tracy, 2010). This refers to the similarity between two contexts which Lincoln and Guba (1985) refer to as "fittingness". For, qualitative research design does not seek to 'generalise' findings but moves toward an *in-depth* explanation of given phenomena in specific contexts.

3.5 Sampling

Sampling involves selecting the number of study units from a specific target population based on the purpose of the given study. According to Robinson (2014), a step-by-step method for sampling in qualitative interview-based research includes "defining a sample universe; deciding on the sample size; selecting a sampling strategy; and sample sourcing" (p. 25). The sampling for this

study was carried out in line with Robinson's (2014) four-step approach. The table 3.1 shows what each step involves.

Table 3. 1: Four-Step Sampling Guide for Qualitative Interview-Based Research (Adapted from Robinson [2014])

Steps	What to do
Define your sample universe	Specifically set inclusion and or exclusion criteria
Decide on a sample size	Choose a sample size by taking into account what is ideal and what is practical
Devise a sample strategy	Select a purposive sampling strategy to specify categories of individuals to be included in the study
Source the sample	Recruit participants from the target population.

3.5.1 Study Population

The study population refers to the total number of individuals that meet the conditions of the purpose of the research (Newby, 2014). These conditions are partly defined by the specific research questions which the study seeks to answer or address. Accordingly, the study population included all final year N6 NATED students learning entrepreneurship education at the selected TVET Colleges who were attached to companies for their practicals. Convenience sampling was then considered in selecting the sample size from the study population (see Etikan et al., 2016).

3.5.2 Sampling Selection and Sample Criteria

For the purpose of this study, the sample size was drawn from interns doing field-practice in local industries such as banks and mining. The participants were purposefully and conveniently selected. Etikan et al. (2016) note that convenience sampling is useful were persons from the study population who meet the inclusion criteria including being available and willing to take part are included in the study. The focus was on N6 NATED interns' learning entrepreneurship education in the two TVET Colleges in the East Rand and Central Johannesburg. The specific interns at the N6 NATED level were selected as a case of study because they were in the last stage of their practical training and so, have had adequate experience and skills necessary. This group of interns were also chosen because since they were specializing in entrepreneurship education they have

had the opportunity to apply the knowledge and skills in the work environment. Thus, only those at the internship level were identified to have rich data because of their extended period of theoretical and practical learning of the entrepreneurship education discipline. The number of N6 NATED interns' in their final year learning entrepreneurship education at the two selected TVET Colleges totalled twelve (n=12). These participants were however only contacted after ethical clearance was given and suitable appointments were individually made for semi-structured interviews. Each participant was individually interviewed once, using a semi-structured technique.

3.6 Data Collection Method

Data collection involves the gathering of information from identified sample size which are important for the study. Merriam and Tisdell (2015) note that the technique used to gather information must be in congruence with the theoretical underpinning of the study, the research objectives and questions, as well as the selected sample. Also, . Merriam (2009) indicates that in collecting data for a qualitative study, the data collection instrument has to be aware of underlying meanings. Hence, the researcher served as the primary instrument of data collection (Merriam, 2009). This was important for ensuring an in depth understanding and engagement with the purpose of the study and its theoretical perspective. As the primary instrument for data collection, the opportunity to gain an understanding of meanings "through nonverbal as well as verbal communication[;] process information… immediately[;] clarify and summarise material[;] check with respondents for accuracy of interpretation[;] and explore unusual or unanticipated responses" (Merriam, 2009, p. 16).

3.6.1 Interviews

Interviews are extensively used in research to collect qualitative data. Interviews are described as a way of a conversation that is conducted with a specific purpose in mind (Tutty et al., 1996). This means that they are a two-way communication between the researcher and the participants on a specific phenomenon. Through interviews, the researcher can document what behaviours or gestures could have been overlooked which may influence the subject of study (Opdenakker, 2006). Thus, interviews were useful in terms of formally and informally capturing data. Silverman (2001) notes that interviews should be designed in such a way that the data captured answers the

research questions of the study. The interviews should, hence, solicit relevant data through relevant questions and questioning. Although different interview types exist (S. B. Merriam & Tisdell, 2015; Silverman, 2001), this study employed semi-structured interviews as the technique for collecting data.

3.6.2 Semi-structured interviews

Semi-structured interviews were used because they present a platform for asking questions that ensure the gaining of a deeper understanding of people's experiences of certain phenomena (Silverman, 2001), and they are also flexible and allow for further probing (E. Cohen, 1984). In accordance, a semi-structured interview schedule (Appendix C) was used as a guide to gather information about the N6 NATED interns' experiences of learning the entrepreneurship education programme at the specific TVET Colleges. Following Silverman (2001) who argued that the interviewers should ask themselves whether the interview data has helped in answering the research questions, the interview guide was designed in a way that data obtained provided insights on teaching and learning of entrepreneurship education in the two TVET Colleges in line with the objectives of the study. These questions were designed to clarify and expand on the participants' views and their beliefs about studying and learning entrepreneurship education in the identified colleges. The interview schedule guide was divided into four main domains that addressed the four objectives of this study. An initial section that focused on the demographic characteristics of participants was also included. The main domains included: the experiences of interns at their designated TVET Colleges in relation to how the entrepreneurship education programme prepares them for becoming entrepreneurs; the important course components in the entrepreneurship education programme; the challenges faced by interns in relation to their study of the entrepreneurship education programme; and the strategies to improve entrepreneurship education programmes at TVET Colleges in Gauteng, South Africa. Semi-structured interviews were conducted with twelve participants, and at this point, the researcher had reached a stage at which no new theme emerged from any added data. This stage refers to the *saturation of data* (Birks & Mills, 2015; Given, 2016).

3.7 Data analysis

Data collected was retained through audio-recording (upon consent of all study participants) in line with Breakwell et al.'s (1995) argument on its importance for qualitative research. These

audio-recordings were hereafter transcribed, verbatim, into text while maintaining meaning as given by each participant. Each transcript was read and re-read to give an in-depth understanding of the data as well as identify patterns and initial theme classification. Data were analysed using the thematic content analysis method (TCA). According to Maguire and Delahunt (2017), the fact that TCA is a method makes it flexible and useable across various epistemological and theoretical perspectives. The TCA is also known to be used to produce trustworthy as well as profound findings (Braun & Clarke, 2006), hence, the method of data analysis was useful for this study. The thematic method was chosen to follow Cohen et al. (2007) who argue for "fitness and purpose". Additionally, Braun and Clarke (2006) provide a six-phase guide for using the TCA as a method of data analysis which was followed in this study. These phases are becoming familiar with the data; generating initial codes; searching for themes; reviewing identified themes; defining the themes; and writing up the results (Braun & Clarke, 2006). Becoming familiar with the data involved the reading and re-reading of all the transcripts to gain an in-depth understanding of the data. Generating initial codes, searching for themes, and defining the themes involved the organising of the data in a meaningful as well as organised manner. Codes were generated on a continuous basis as the data was revisited to ensure no information or detail was left out. Coding is the process of labelling of (qualitative) data according to the purpose of the study and themes that emerge from it. Creswell (2008) argues that similar codes should be put together to form a major idea in the database. Moreover, Attride-Stirling (2001) suggests that, codes generated should have clear boundaries to avoid redundancy while writing up the results or findings. The present study's purpose was to have minor and major themes emerge from data. Thus, all data were analysed, interpreted and explained by theoretical concepts, to meet the study objective. Data was coded in three levels.

The first level involved coding data according to the sub-research questions of the study, to help focus and link data to the aims and objectives of the study. Ramazanoğlu and Holland (2002) argue that data cannot speak for itself; it is the researcher who should code and direct the data to achieve the aims of the study. The second level involved searching for recurring patterns from data and labelling data with numbers. Similar numbers were then grouped together and labelled with an inferential meaning. The groups were thus the minor themes of the study. Creswell (2008) argues

that when similar codes are aggregated, they form a major idea in the database. The third level involved the abstraction process during which the meaning of minor themes was deduced, and they are collapsed into major or conceptual themes. Braun and Clarke (2006) describe abstraction as the process in which the researchers deduce what the specific minor themes mean in terms of the phenomena that is being studied. Creswell (2008) adds that it is a categorization process in which minor themes are collated into more abstract concepts. Coding of data was thus done at the three specific levels to get to the major or abstract themes. The themes were reviewed and at the end of this phase, the researcher had an inclination of how the different themes 'fit together' and the overarching explanation that the data presented (Braun & Clarke, 2006). After a critical review, bearing in mind the objectives of the study, there were five (5) themes that emerged. Four of them were directly linked to the research objectives while the fitfth (which has been reported as the first theme that emerged), strategically links to the theoretical underpinning and conceptual framework that served as a foundation for this current study. These emerging themes are: the intention to become an entrepreneur; positive impact of studying for the EE programme; important course components of the EE programme; challenges faced by interns studying for the EE programme at TVET Colleges; and strategies that can improve the study of the EE programme at TVET Colleges.

3.8 Trustworthiness, credibility and confirmability

With the use of a qualitative design in research comes the need to ensure its trustworthiness. According to Lincoln and Guba (1985), trustworthiness is a way through which researchers demonstrate that the research and its findings are dependable as well as credible. This dependability and credibility is demonstrated through a clear outline of the process that was followed during the collection and analysis of the data and, the reason for each process. S. Merriam (2009) argues that, "qualitative research also has strategies for establishing the authenticity and trustworthiness of a study, strategies based on worldviews [a particular research paradigm] and questions congruent with the philosophical assumptions underlying this perspective" (p. 211). Drawing from Merriam (2009) view, Creswell (2013) recommends that researchers make use of a minimum of two strategies involved in ensuring the trustworthiness of qualitative studies. Accordingly, this study used the following strategies: rich, thick description; and peer review.

Rich, Thick Description

According to Merriam and Tisdell (2015), this strategy involves "providing enough description to contextualise the study such that readers… [are] able to determine the extent to which their situations match the research context, and, hence, whether findings can be transferred" (p. 259). By implication, rich, thick description allows for clear, in-depth, detailed information of a particular study which create a platform for transferability of the study to be considered. For this study, a clear explanation of the study sites, demographics of the participants, sampling methods and criteria, have provided its specific context. Worthy of note, however, is that the transferability of this study is dependent on the similarity of its specific context to other intended studies.

Peer Review

Peer review involves discussing the initial and emerging findings with an external reviewer as well as the process of data analysis (Merriam & Tisdell, 2015). Accordingly, the initial and emerging findings of this study were shared with the study's supervisor who independently reviewed the outcomes, and as a team, meetings were held to extensively discuss the initial findings in in line with the purpose of the study. In addition, any discrepancies were rectified during the meetings and ongoing discussions.

3.9 Ethical Considerations

Ethical considerations are crucial when human subjects are involved. The considerations made for this study included seeking permission from the relevant authorities for the research to be conducted; the informed consent of participants, confidentiality as well as anonymity and access to data.

Permission from Relevant Authorities:

Permission from the Non-Medical Human Research Ethics Committee within the University of the Witwatersrand was obtained to carry out this study (protocol number: WBS/BA12741/248). Also, permission was obtained from the head of the TVET Colleges that were part of the study.

Informed Consent, Confidentiality, Anonymity, and Access to Data:

Mason (2002) emphasises on principled ways in gaining access to the settings throughout the study. Following from this, access to interns' contacts were negotiated through the TVET

Colleges' heads. Interns as intended participants had their rights protected by means of a written and or signed informed consent (Patton, 2002) in which all the details of the study including its aims and purpose were clearly explained. All participants were informed that their participation was voluntary and that they could withdraw from the study at any time if they wished to do so. It was also made clear that there were no personal benefits for participating, however, their participation may be helpful in understanding the importance of the teaching and learning of entrepreneurship education in future. Confidentiality and privacy were maintained by conducting all interviews in conducive and quiet environments. Anonymity, on the other hand, was maintained through the use of identification codes in the place of real names or other identifying features. Regarding access to data, interview transcripts were safely stored on a password protected personal computer, and only the researcher had the password to the computer.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the results from the data collected and analysed. The study focused on the experiences of N6 NATED interns' regarding learning the entrepreneurship education programme at the specific TVET College in preparing them for self-employment. The chapter thus begins with the demographic characteristics of the study participants in accordance with their different TVET colleges. Hereafter, the following section discusses the key findings that emerged from this study under the given broad themes: intention to become an entrepreneur; positive impact of teaching entrepreneurship education at TVET Colleges as the experiences of students / interns; important course components in the entrepreneurship programme; challenges confronting interns studying entrepreneurship education; and strategies to improve entrepreneurship education programme. These themes are discussed and analysed in line with extant literature.

4.2 Demographic Characteristics of the Study Participants

The study participants included interns of N6 NATED from 2 TVET Colleges in Gauteng, South Africa. Participants totalled twelve (n=12); this included 6 females and 6 males. While some had previously qualified with Diplomas, the majority had only completed grade 12 before joining their TVET colleges. At the colleges, the specialization of the participants included business management (1 participant); financial and business management (5 participants); marketing consultancy (1 participant); marketing management (3 participants); business management and entrepreneurship education (1 participant); as well as business and communication management (1 participant). Worth noting is that all the participants had been at either college for an extended period of time. The table 4.1 shows a summary of the demographic characteristics of all the study participants from both TVET Colleges.

Table 4. 1: Demographic Characteristics of Participants

Participant	Age	Gender	Specialization	Qualification	Length at TVET College
P1	20	Female	Business Management	Grade 12	18 months
P2	20	Female	Financial & Business Management	Grade 12	18 months
P3	21	Male	Marketing Consultancy	Diploma in Business Management	Intern at the College
P4	20	Female	Marketing Management	Grade 12	1 year
P5	33	Male	Business Management/ Entrepreneurship Education	Grade 12	18 months
P6	22	Female	Financial & Business Management	Grade 12	18 months
P7	36	Female	Financial & Business Management	Grade 12	Intern at the College
P8	30	Male	Marketing Management	Diploma in Marketing	Intern at the College
P9	25	Female	Financial & Business Management	Grade 12	18 months
P10	27	Male	Financial & Business Management	Higher Certificate in Business Management	Intern at the College
P11	25	Male	Business & Communication Management	Grade 12	Intern at the College
P12	23	Male	Marketing Management	Grade 12	18 months

4.3 Results and Findings

In accordance with the Thematic Content Analysis method (TCA) that was used to analyse the data gathered, the coding process beginning from generating initial codes through to defining the themes in line with the research questions and an emerging theme is illustrated in table 4.2.

Table 4. 2: Coding Stages for the Study

Representative Phrases from Participants	Initial Codes	Defined Themes
"I didn't want to see myself roaming the streets after completing my matric, I wanted to have my own business" (P12).	Personal factors	Intention to Become an Entrepreneur
"The professional that was selling the course was good… most of the students there are working in multi-billion companies" (P8). "I have seen most people who studied there being successful" (P11).	Environmental push	
"My cousin did very well in her business so I want to follow her steps" (P7).	Sociological factors	
"I saw it as a step that will boost my entrepreneurial skills because now I am currently venturing into starting my own business but we are still in the pipeline which is the developmental stage so I thought this could be a nicer step to get into business" (P3).	Skill to start own business	Positive Impact of Teaching Entrepreneurship Education at the TVET Colleges as the Experiences of Students / Interns
"The knowledge and skills on how to do the cash flows, the balance sheets..." (P1).	Skill to manage own business	
"The courses that have been really helpful for me are Financial Accounting; Business Management; and Computer" (P9).	Most helpful courses	Important Course Components in the Entrepreneurship Programme

"My problem is transport, it is very expensive... the fees and lack of support from the government to the TVET Colleges" (P2).	Lack of adequate funding		Challenges Confronting Interns Studying Entrepreneurship Education
"...Financial Accounting as I'm not familiar with calculations" (P1). “I come from a science background so venturing into the business field is challenging because I just had to adjust…” (P3).	Difficult course components and adjusting to the business field		
"Funding and support from the government" (P8).	Provision of adequate funding and government support		Strategies to Improve Entrepreneurship Education Programme
"Mentorship and support to improve this programme" (P12).	Improved Mentorship		

The findings of this study are thus presented under five broad themes:

1. Intention to become an entrepreneur
2. Positive impact of teaching of entrepreneurship education as the experience of students / interns
3. Important course components in the entrepreneurship programme
4. Challenges confronting interns studying entrepreneurship education
5. Strategies to improve entrepreneurship education programme

4.3.1 Intention to Become an Entrepreneur

The first theme that emerged from this study was the intention to become an entrepreneur. While most participants alluded to the fact that they had the intention to become entrepreneurs, the factors that drove their intentions varied. These factors include personal, environmental, and sociological which are in correspondence with Heinonen and Poikkijoki (2006) study where these factors are also referred to as “triggering events” (p. 85). Beginning with the personal intention, some participants revealed that the event that aroused their intention to become business owners was the

self-made decision to be different and achieve a sense of fulfilment. In particular, a respondent noted that:

"I didn't want to see myself roaming the streets after completing my matric…" (P12).

In continuation, the same respondent revealed that there was also a personal drive to have something meaningful to do which would be useful for her community.

"I just wanted to have a business that can employ others" (P12).

In addition to the personal factors, other participants acknowledged that their intention to become entrepreneurs stemmed from an environmental push which included watching other business owners, those who taught entrepreneurship education at colleges, as well as those who completed the programme, become successful at what they did. Two participants stated that:

"I have seen most people who studied there being successful" (P11).

"The professional that was selling the course was good… most of the students there are working in multi-billion companies" (P8).

Hence, there seems to be a link between that which the participants had experienced through others within their context that triggered the intention to become entrepreneurs or business owners. More so, sociological factors including the presence of role models or family members who are entrepreneurs, this study found, also trigger the intention of participants to become business owners. This finding is at par with the findings from a study carried out in Vietnam by Nguyen (2018) where, students who had family members who are entrepreneurs scored higher entrepreneurial intentions with the quantitative method employed. Relating the finding of Nguyen's (2018) study to this current one, in particular, one participant revealed that:

"My cousin did very well in her business so I want to follow her steps" (P7).

4.3.2 Positive Impact of Teaching Entrepreneurship Education (EE) as the Experience of Students / Interns.

The positive impact teaching entrepreneurship education, which relates the first research objective for this study (what the experiences of students / interns at the two TVET Colleges in relation to how entrepreneurship education prepares them for becoming entrepreneurs are), emerged as a broad theme from the data. The participants' opinion and perception is that teaching of EE has a positive impact on the learning of knowledge and skills development, which concomitantly

impacts positively on their lives. A majority of the participants had the same view on the teaching and learning of EE as they revealed that it is effective in the way that it has equipped them with skills and knowledge required for starting their own businesses. In particular, one respondent stated:

> *"I have learnt a lot about how [I]should start my own business and it encourages me to start my own business. Teaching encourages students to be more creative" (P3).*

Similarly, another participant noted the positive impact of EE by expressing thus:

> *"My experience of learning has been an eye-opener. It gave me a platform to become an entrepreneur and enables me to think outside the box of being employed. It is the one that equipped me with the knowledge to start my own business" (P5).*

These verbatim quotes reveal that a majority of the participants opine that the way they are taught is effective and has equipped them with the relevant *skills* and *knowledge base*, which they can use to venture into their own businesses.

Beyond the relevant skills and knowledge base being provided, participants further agreed that the courses offered in the programme are relevant for an entrepreneurial future. Drawing from this view, participants indicated that the courses offered are helpful and should be included in the basic education curriculum. One participant stated:

> *"…equip students with [this] knowledge from an early stage [in the CAPS curriculum] and grow them from there" (P4).*

Similarly, Wang and Wong (2004) found that experience with business and education level affect entrepreneurial interests. This is supported by Welter and Smallbone (2011) who argue that institutional context influenced one's entrepreneurial behaviour by creating new opportunities.

Additionally, the findings revealed that there was also the gaining of skills that assisted the participants in managing their own businesses. This was noted by one participant who acknowledged that:

> *"…it encourages students to be creative… and manage their own businesses" (P9).*

The skills to manage businesses was also expressed by participants through their ability to draw up financial statements and or documents for their own businesses. In particular, a respondent noted:

> *"we are able to gain the knowledge and skills on how to the cash flows, the balance sheets…" (P1).*

Regardless of the positive impact of teaching EE as noted by a majority of the participants, a few mentioned that, although they seemed to gain skills and a knowledge base, their perception is that for knowledge and skills development, one has to learn through hands-on-experience at the workplace. They argue that the practical time that is being offered at their colleges was not sufficient to acquire the hands-on skills and knowledge needed to start or manage their own businesses. Quite significantly, two of these participants stated that:

> *"Skills relevant to entrepreneurship can only be learned and exercised through practical or actionable workshops and being in the work environment for longer" (P2).*

> *"Entrepreneurship Education and practical skills must not be separated as they complement each other. Entrepreneurship Education must be learned, taught and exercised at the same time. Teaching is not enough without being hands-on to experience and experiment with the real world of creativity and innovation" (P7).*

In like manner, another participant, using a number of years to equate tangible experience, strictly stated:

> "*Firstly, when I get to experience may be close to 5 years and I have money, I want to start my own marketing company so that I can market other businesses" (P1).*

This is in agreement with Rwigema and Venter (2004), as well as Venter et al. (2015), who stated that effective teaching and practice of EE is a dual process. Global Entrepreneurship Monitor [GEM] (2017) also states that a student's experience and practical participation make them develop more motivation and eagerness to have their own business.

These findings on the positive impact of teaching and learning of EE thus have similarities across the participants from the two TVET Colleges. In like manner, the participants seem to express the positive impact as being able to gain the skills as well as required or sufficient knowledge for the

starting up or managing of their own businesses. However, the participants who added that EE being taught is not enough because teaching focuses mainly on theory and offers limited time to practice and in introducing the students to the real working environment. The collective of these findings suggest that, theory and practice should to go together and neither should be given preference over the other. The findings here will be duly discussed in the following chapter that presents the discussions raised in line with extant literature. Additionally, the varied view of a few participants could suggest barriers including language, environment and the culture they bring along to the learning of EE within their colleges. The next theme that emerged thus focused on the key course component in the teaching and learning of EE.

4.3.3 Important Course Components in the Entrepreneurship Programme

Findings from the study revealed that there were key course components in the EE programme that were important for gaining the needed skills and knowledge base for starting and managing self-owned businesses. These course components which were also referred to as core subjects by a majority of the participants include financial accounting; business management; as well as computer literacy. The following sub-sections discuss these important course components in detail.

Financial Accounting

During the interview sessions, participants noted that one of the important course components of the entrepreneurship education programme was Financial Accounting. They indicated that Financial Accounting equips an entrepreneur-to-be with most of the skills and knowledge that he or she needs for the running of a business. One respondent stated that:

> *"Financial Accounting was helpful… You can do your own bookkeeping and avoid employing people" (P2).*

Particularly, participants noted that through financial accounting, they have learnt about the process of preparing all the required statements concerning finance. They stated that financial accounting enables an entrepreneur to know, understand and be able to report all the financial flow and take accountability. According to an apparently enthusiastic participant:

> *"[Financial Accounting] gives you the knowledge and skills on how to do the cash flows, the balance sheets, and how to draw a business plan" (P1).*

Hence, this course component seems to provide an opportunity to become effective financial accountants, and to manage the financial flow of businesses and concomitantly adding value to the growth of the economy. They also said that Financial Accounting provides them with the necessary skills and knowledge on how to measure their financial situation. One participant indicated that:

> *"Accounting taught me that managing your books is very important and it sustains your business because most businesses that do not manage their books when they make profit they think of spending it not thinking that from the profit you make you can grow and sustain your business" (P3).*

The participants' perceptions here, duly suggest that financial accounting is a core course in the programme because the knowledge and skills acquired through the course enable effective practice in the workplace and when they have established their businesses. One participant, while holding up and showing off templates of a balance sheet, statement of income and, statement of cash flows, strongly mentioned that the templates were of great help in making him confident about drawing up budgets and reporting all the cash flows in his business.

> *"These things [templates] have been really helpful. I know I can do my own budget and you know those other things for my business" (P4).*

The findings here, indicate that Financial Accounting is one of the core components of the programme because they have gained the capacity to take responsibility through the learning process and they will be able to apply those skills and knowledge in their business context. Based on the knowledge and skills participants state they have acquired through Financial Accounting; it is apparent that this course forms part of the specialized knowledge of EE.

Business Management

Another core course component that was identified by participants was Business Management. A majority of the participants noted that studying the course provided them with a broad understanding of business organisations and subject-specific knowledge. One of the participants indicated that through Business Management, she has learned important things about business start-up.

"this [business management] course teaches how to start a business, how you manage a business, what you should do and not do in your business, what is important when you are starting a business, and what do you need to start a business… what documents are needed for you to be registered to start your own business" (P1).

Significantly, beyond knowing the basics of starting their own businesses, some of the participants noted that they had garnered so much business skills to the extent that they could become business advisors. These participants also indicated that they could even offer mentorship and coaching to support other businesses that are going through a period of change or transition. One participant clearly stated:

"From what I have learnt I could create programs, just small programs for people in the area that will give them a course on an entrepreneurship education so that they can get empowered and start their own businesses because I believe everyone has an idea but you just need a place to put that idea into practice and people to believe in them" (P3).

In addition to the aforementioned, a majority of the participants viewed the drawing up of a business plan as foundational in any business. They noted that most businesses fail due to lack of information of the business planning process. However, through their knowledge of Business Management, participants seemed certain of being able to make their businesses thrive. Particularly, one respondent indicated that:

"It equips you to make rational decisions and to know what to expect and not what to expect" (P3).

Moreover, a good number of the participants who indicated Business Management as a core course component indicated that when starting a business, creativity, flexibility, business competence were required skills that taking part in the course taught. In particular, one participant noted that:

"Starting your own business means you have to be creative so, this course teaches us how to be creative in starting our own businesses and how to be able to manage it" (P9).

Thus, learning Business Management skills was suggested to be an integral part that assists in the creation as well as the growth of new business values. And, this aligns with Teece (2006) who argued that entrepreneurs that are starting a new venture must be creative, flexible, competent and understand his or her self-efficacy, to influence their commercialization. However, beyond

learning these required skills, a few participants were keen to add that the business management course helped them interact with other business owners which was an important aspect of building business networks. These participants recognised the importance of having good communication skills in working with the clients to put a successful business action plan in place. To create a professional network of associates or other successful businesspeople who can provide broad information about business support services build positive financial advice and relationships to the clients. One of the participants stated that:

> *"I like interacting with people and working with clients"(P3).*

This course thus seems to ensure that, participants are aware of the importance of communication when dealing with clients, explain the importance of client satisfaction and enable them to identify appropriate business communication lines within the business sector.

Computer Literacy

Computer literacy was another core course component that was identified. A majority of the participants indicated that the course was significantly important and served as a major means of communication for business owners or entrepreneurs and also, for themselves as students. One participant stated that:

> *"For me and most of us [studying the entrepreneurship programme], we always use computers and the internet to research for information about our assignments, we search for business ideas and even submit them to bigger organisations online" (P3).*

Similarly, another respondent noted that:

> *"I use the skills learned from the Computer Literacy course to create website for and business. You see! Haele hantle [in fact]… I draw up business plans using computer" (P2).*

Accordingly, these findings suggest that the Computer Literacy course component of the EE programme provides the platform for students to access information as well as evaluate and create knowledge about business start-up related matters. Kang et al. (2007) argues that the rapid

development and diffusion of technology over the last twenty years has led to a significant shift in the way we connect and interact with information (and each other) and subsequently learn. Hence, these participants with computer skills can become technology savvy and have the opportunity to start and grow their businesses in these times when technology has advanced and continues to advance in all sectors of the economy through e-commerce. However, there are certain rules and regulation that need to be taken into consideration while engaging in e-commerce.

4.3.4 Challenges Confronting Interns Studying the Entrepreneurship Education Programme

The third emerging theme from the study is the challenges that continue to confront the interns studying the entrepreneurship education programme at the two TVET Colleges. These challenges include the lack of funding; as well as difficult course components and adjusting to the business field. The challenges are further discussed in the following sub-sections.

Lack of Adequate Funding

The major challenge that was identified by most of the participants was the lack of adequate funding. Participants expressed a great deal of frustration about the costs of learning systems and support from the government. The majority of the responses had to do lack of adequate funding from the Government, consequently resulting in a lack of resources. With a worried look, one participant stated:

> *"There's a lack of motivation for students to start something up such as business because the government is not really supporting us" (P4).*

Others noted that:

> *"Eish… the problem is finances… the fees at TVET College are expensive" (P6).*
>
> *"The only challenge is with the fees and lack of support from the government to the TVET Colleges"(P2).*

This finding indicates that the lack of funding is a major challenge. Lack of funding results in a lot of problems including transport issues as well as the lack of resources needed to ensure the smooth running of the entrepreneurship education programme at the TVET Colleges. One respondent stated that:

"because there is no funding, I also can't afford transport to the college. There's also no resources like computers because of no funding" (P5).

This suggests that the availability of resources is dependent on adequate funding by the government to these TVET Colleges. Worth noting is that this challenge of a lack of funding aligns with the findings from a current study (Gamede & Uleanya, 2019a) carried out in South Africa. The study found that there was a lack of funding for entrepreneurship education in TVET Colleges within the country.

Difficult Course Components and Adjusting to the Business Field

One other challenge that a majority of the participants indicated was the difficult course components that they had to complete as part of the entrepreneurship education programme. According to most of the respondents, the course components were not easy for them. In particular, one respondent mentioned that:

"One problem for me was that…eish… the theory part of the course was not easy…it was difficult" (P1).

Similarly, another stated that:

"You know… those calculations in financial accounting… Mme (Ma'am), they are a bit difficult. Imagine like income statement, and cash flow…" (P3).

These difficulties that were highlighted by participants suggest a link to the fact that some of the participants were new to the field of business. Hence, after studying for subjects including in the field of science, adjusting to the business related subjects may have added to their difficulty in grasping the content knowledge. One participant clearly alluded that:

"I used to do science so, adjusting to the business field makes it more difficult for me" (P4).

In like manner, another participant noted that not being familiar with business related course components or subjects also made it difficult to understand core course components of the entrepreneurship education programme. In the respondent's words:

"…this challenge…like financial accounting is difficult because, I'm not familiar with the calculations" (P2).

The identified challenges suggest that, students who are interns at the TVET Colleges for the entrepreneurship education programme could achieve better results with their studies and more importantly, with their business start-up intentions when strategies are put in place to address these

challenges. Following from this, the next finding dwells on the strategies that can be set up to address challenges being faced by the interns.

4.3.5 Strategies to Improve the Entrepreneurship Education Programme

To improve the entrepreneurship education programme at TVET Colleges, strategies were identified by participants. These strategies include the provision of adequate funding and support from the government; and mentorship. In the following sub-sections, these strategies are duly discussed.

Provision of Adequate Funding and Government Support

One of the strategies identified by participants was the provision of funding and support from the government. Most of the participants indicated that funding in the form of tuition payment and living stipend should be provided for by the government. This living stipend, according to the participants will assist in covering expenses including transport fare for the interns and students. In particular, two participants stated that:

> *"There should be funding provided at the college to assist students" (P6).*

> *"I'm suggesting that the government must allocate more funds to TVET Colleges and even give support in the starting of businesses" (P2).*

Additionally, another said:

> *"We should have enough funding from the government. It will help us with transport and reduce this issue of not having any money to get to class" (P11).*

Although participants noted that there has been assistance in the provision of buses to alleviate the transport challenge faced by students, others suggested that, in addition to providing financial aid, there should be provision of transport to and from the college to many other destinations. Respondents noted that:

> *"…a bus service from different areas should be provided" (P7).*

> *"The college should be providing cheap college buses for us from different places" (P2).*

Some participants also indicated that it would be helpful to assist students in finding other funding opportunities that are available.

> *"Also the college needs to assist students on how to access available funding opportunities" (P6).*

Mentorship

The participants also indicated that the entrepreneurship education programme should concentrate more on the area of extending field practice time and mentorship as a way of improvement and, this corresponds with a study (Ikebuaku & Dinbabo, 2018) conducted in Nigeria. The study reported the need for improved mentorship, through business incubation, to be included in the entrepreneurship education programme. From the interviews for this current study, one respondent stated that:

> *"[the] institution should introduce more business-people to us and arrange more practicals and internships" (P5).*

One other respondent also said:

> *"there should be mentorship programmes where people from the industry mentor us so that we can become better entrepreneurs" (P12).*

Another indicated that:

> *"for me to learn how to skilfully start my own business, it will be good for me to be supported through a mentorship program" (P6).*

These findings reveal that, students are interested in studying entrepreneurship education but, they cannot afford to do so due to the high cost of our education system as well as a lack of mentorship programmes. Hence, it is suggested that much more has to be done in the provision of funding and government support for TVET Colleges, especially for students taking up the entrepreneurship education programme. More so, improved mentorship programmes would be of great help to students and interns studying this programme.

4.4 Conclusion

This chapter presented the results and or findings of the study which derived from the major themes which emerged from the recurring patterns that emerged from the interviews data. The results were

analysed in light of the research questions of the study. Of importance was the idea that the results feed into the main research question. The results of the study point to the fact that the participants had the intention to become entrepreneurs based on certain factors, and that the experiences of students / interns studying entrepreneurship education offered in the TVET Colleges is that the programme equips students with the necessary/core skills as well as the knowledge for opening and running their own businesses. It is also clear from the findings that there are important course components of the entrepreneurship education programme which serve as a learning point for students in the TVET Colleges. Additionally, although the courses included in the programme are expressed as being of great help, challenges including the lack of adequate funding and difficult course components as well as adjusting to the course components exist. These challenges require strategies to be duly addressed and participants were able to identify what can be done to improve the entrepreneurship education programme at TVET Colleges. The next chapter thus presents the discussion conclusions from the findings and in the light of extant literature.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses and explains the results of this study with reference to extant literature. Endres and Woods (2006) remind us that entrepreneurship has different conceptions, and thus, there is no single theory that can be used to account for *all* versions and interpretations. The chapter, hence, discusses the finding of the study along with the concepts described in the theoretical/conceptual framework. Worth noting is that, this study sought to describe the extent to which entrepreneurship education in N6 NATED is structured in line with its intention to prepare students for self-employment. In keeping with this objective, the study focused on the experiences of interns at two TVET Colleges in relation to how the entrepreneurship education programme prepares them for becoming entrepreneurs; the important course components in the entrepreneurship education programme; the challenges faced by interns in relation to their study of the entrepreneurship education programme; and strategies to improve entrepreneurship education programmes at TVET Colleges in South Africa. The summary of the findings from this study is given in table 5.1. Discussions based on the findings and the theoretical framework used in the study are thereafter raised.

Table 5. 1: Summary of Findings

Key Themes	**Summary of Findings**
Intention to become an entrepreneur	*An existing intention to become an entrepreneur is based on:* • *Personal factors* • *Environmental push/factors* • *Sociological factors*
Positive impact of teaching entrepreneurship education at the TVET Colleges as the Experiences of Students / Interns	*Entrepreneurship education:* • *Equips students with the skills to start their own businesses* • *Equips students with the skills to manage their own businesses*
Important course components in the entrepreneurship education programme	• *Financial Accounting as an important course component* • *Business Management as an important course component* • *Computer Literacy as an important course component*
Challenges confronting interns studying entrepreneurship education	• *A lack of adequate funding and support from the government* • *Difficult course components and adjusting to the business field*
Strategies to improve entrepreneurship education programme	• *Provision of adequate funding and government support* • *Improved mentorship programmes for interns*

5.2 Discussion of the Findings

5.2.1 Intention to Become an Entrepreneur

This study found that a majority of the respondents from both TVET Colleges had the intention of becoming entrepreneurs. The intentions as revealed were linked to certain factors including personal, environmental and sociological ones. Regarding the personal factors, individual characteristics such as self-determination were reported by the participants. This specific finding is in congruence with several studies which highlight the significance of personal factors in influencing entrepreneurial intentions in individuals. Some of these studies include Llewellyn and Wilson (2003); as well as Maina and Nyambura (2019). Worth noting is that the study conducted by Maina and Nyambura (2019) in Kenya showed that the personal factors are a combination of personality and cognitive characteristics of individuals which implies an existing relationship between these characteristics and the growing need to become business owners.

Concerning environmental and sociological factors, participants from both TVET Colleges alluded to the fact that their intention to become entrepreneurs stemmed from the influence of other successful role models and family members respectively. Remarkably, these findings are similar to a study conducted in Vietnam by Nguyen (2018) as well as findings from a more recent study conducted in Malaysia (Roslan et al., 2020) where a relationship was found to exist between having role models and entrepreneurial intentions. Within the South African context, Malebana (2014) further explains from the findings of the study conducted that the motivation or intention to become an entrepreneur is significantly linked to the importance given to entrepreneurship within the given context of an individual; the presence of roles models; as well as the knowledge base needed to become an entrepreneur. Hence, participants in the study as well as in this current study seem to be motivated by both internal (personal) and or external (environmental and sociological) factors. In clear terms, within the boundaries of this study, it is apparent that becoming an entrepreneur begins with an intention which is not cast in stone but dependent on personality and context-based factors.

5.2.2 Positive Impact of Teaching Entrepreneurship Education Programme at the specific TVET Colleges as the Experiences of Students / Interns

This study found that in both TVET Colleges, the teaching of entrepreneurship education had a positive impact on the students and interns. In accordance with the findings, the positive impact is based on the knowledge and skills development that the course components provided them. This could be explained in light of the positive impact of the structure of the Entrepreneurship programmes that composes of both general education and specialized knowledge, which is referred to as Entrepreneurship Education. The combination of the two – general education and specialized knowledge – in teaching and learning have a positive influence on entrepreneurial performance. It is argued that integrated education plays a role in the acquisition of entrepreneurial knowledge and skills for a business start-up (Reynolds, 1999). Also, in a previous cross-sectional, quantitative study conducted (Van Gelderen et al., 2005), it was found that there is a positive correlation between the effects of education and performance. Therefore, since teaching and learning is taking place in the TVET Colleges, then, it can be concluded that the programme is making a positive impact on the participant's experiences and understanding of the different business approach. The effectiveness of Entrepreneurial Education could be further explained in light of the number of years in the programme and the level of education. Unger et al. (2011), in a meta-analytic study, observed that the more the number of years the student spends in the programme the higher the level of acquisition of knowledge, skills and high performance. Likewise, in this study, the interns were taught entrepreneur education for three years at TVET Colleges, which is higher learning. The duration of study and level of education, thus compound to explain the effectiveness of Entrepreneurship Education programme at the two colleges.

In line with length of time, this current study also found that equipping students from an early stage with entrepreneurial skills and a knowledge base can positively impact the decision of individuals to become self-employed. This finding is in correspondence with a recent study conducted by Nowiński et al. (2019) in Visegrad countries – Czech Republic, Hungary, Poland as well as Slovakia – where it was found that in one of countries studied (Poland), there was a positive and significant impact of entrepreneurship education where it was included in the high school curriculum. Within the South African context, a recent study conducted by Gamede and Uleanya (2019) reported that entrepreneurship education has not been purposefully up-held when

considering the provision of the adopted curriculum. Hence, the study duly recommended a revisit of the curriculum at all levels of education to ensure that entrepreneurship education is included as a *core* module for all students. Reporting on the impact of education on entrepreneurial success in South Africa, Naidoo (2017) argued that Matric qualification increased the potential for entrepreneurial performance and that tertiary qualification had a positive effect on the performance of entrepreneurial activity as it influences the effectiveness of Entrepreneurship education at the two TVET Colleges.

The finding also puts forward the idea that, teaching of the entrepreneurship further develops, in interns, the motivation to start their own businesses. This is because the growing trend evidenced from data is that interns have the perception that the kind of the teaching they are exposed to motivates them to start their own businesses. However, it is important to note that, as discussed in the previous sub-section on entrepreneurial intentions, there is the place of intention through personal, environmental and sociological factors. These factors create a platform for individuals to work toward achieving their goals of becoming business owners or entrepreneurs, although, entrepreneurial motivation might be developed through teaching.

According to Heinonen and Poikkijoki's (2006) study and framework, each of these factors – theory and practice of business entrepreneurship, the organization as the TVET College, entrepreneurship education and the individual as the entrepreneur – are intrinsically interlinked and play the role in the development of employment. It means that while interns are taught to develop entrepreneurial intention (EI), they also have to channel this desire and motivation inside themselves which is activated in teaching into practice. Skosana's (2012) study revealed that entrepreneurial intention (EI) is influenced by geographical location. From the study, the author argued that students based in urban-based colleges have higher entrepreneurial intention than the rural-based colleges (Skosana, 2012). This could be viewed in the light of greater exposure and support for entrepreneurism in urban areas than in the rural. Within this study, participants lived and attended schools in urban areas, which could have resulted in higher entrepreneurial intentions, because of the teaching to which they are exposed, and also because of the influence of geographical location, being an urban context, that influences the participants' potentials for business positively.

Furthermore, from the findings of this study, it was revealed that the study of entrepreneurship education also equipped students and interns with skills to become more creative and come up with new innovations. This is consistent with what Fatoki (2014, p. 298) highlighted that, entrepreneurship education programme provides individuals with opportunities to "become employed and also create jobs which are not possible if there is no proper support". It could be argued, therefore, that when the teaching of entrepreneurship education is effective, interns become confident and motivated to start their own businesses. Motivation and self-esteem come from the positive impact of teaching and training. The notion that training and teaching of certain skills and knowledge have a positive impact on the development of entrepreneurship is consistent with Fatoki (2014) who argues that "in industrialized countries, entire schools exist for entrepreneurship" (p. 10). It means that Entrepreneurship Education concerns the intended teaching of skills to set up and run new businesses. Since the interns are already running their own business when they are still studying, one would argue that it could be the entrepreneurship education that is offered in the two TVET Colleges which has contributed to the high entrepreneurial intention. Wilson et al. (2007) also argued that the behaviour and intention of opening own business could develop in the process of learning.

5.2.3 Important Core Course Components of Entrepreneurship Education

From the findings of this study, a theme that emerged was the important core course components of the entrepreneurship education programme at both TVET Colleges. Participants indicated that the key courses of the programme are Financial Accounting; Business Management; and Computer Literacy. These core course components as identified by the participants for entrepreneurship education can be explained in the light of *specialised knowledge*. Unger et al. (2011) argued that there are two types of education, the general education and entrepreneurial education. The latter could be understood as the specialized knowledge of entrepreneurship that interns view as important. In other words, the participants' perception is that entrepreneurial education would not be explained as complete without the inclusion of the three components in its curriculum. One would argue that the three are indeed core in the curriculum because they compose the necessary knowledge and skills to enable entrepreneurs to start their own business and even become business advisors. For example, an individual would not start a personal business without the knowledge and skills of financial accounting and computers, within the present context of technology. This

platform provided by the identified course components as specialised knowledge has also been found by Jones et al. (2017) in a UK based quantitative study where their findings suggest that entrepreneurship education programme through the specialised knowledge and skills gained enable students to start up their own businesses.

The identifying of these three courses as core components of entrepreneurship can be explained in the light of self-efficacy. These participants believed that they have the ability, reputation and confidence to make the changes by shifting economic resources from a disadvantaged area to high productive areas. The concept of self-efficacy in the context of entrepreneurship that has been explained in detail in chapter two. Interns need to be made aware of the areas in which they are confident in and need to be confident and competent for them to be able to start their new businesses. I argue that, for interns to understand their self-efficacy with the course components is important because they are aware of core areas they need to have knowledge and skills whilst they are still at the Colleges. It is important to note that these course components – Financial accounting, Computer Literacy and Business Management – are presently included in the curricular of the Entrepreneurship Education programme at the two TVET Colleges.

5.2.4. Challenges Confronting Interns Studying Entrepreneurship Education

In accordance with the findings of this study, another major theme that emerged was the challenges that confront inters studying entrepreneurship education. These challenges were categorised under the headings of the lack of funding and government support, as well as difficult course components and adjusting to the business field. Similarly, a study (Agbonlahor, 2016) conducted in Nigeria found these to be part of the challenges faced within the study of entrepreneurial education. With regards to the lack of funding and government support, the participants in this current study revealed that there was an inadequate level of funding from the government which concomitantly, results in the lack of required resources for the smooth running of the entrepreneurship education programme at the TVET Colleges. The lack of resources has, in like manner, been noted by Gamede and Uleanya (2019) as an impacting factor on entrepreneurship education within the South African context. Hence, this challenge found to be confronting students at the two TVET Colleges is not in the actual teaching of Entrepreneurship Education programme, but in the

seeming failure to adequately fund and support the colleges by the government. However, this can be explained as an external factor which has direct implications of teaching and learning of entrepreneurship education. Issues of internal and external factors in entrepreneurship are explained in chapter two. Funding is an external factor that has affected most students in higher learning broadly and the specific TVET Colleges. Quite importantly, Badat (2016) has explained that, when compared to other countries, South Africa has the lowest state funding and most of the budget going to basic education; with this, there is a worrying rate of unemployment to deal with. Although the South African government has continued to make efforts to ensure funds for infrastructure are available since 2007, funding has remained inadequate in higher learning (Badat, 2016). One would argue that TVET Colleges are also higher education institutions. The interns commented on how they are negatively affected by lack of adequate funding in the teaching and learning of Entrepreneurship education programme. It must, however, not be overlooked that in the field of entrepreneurship, that the South African government has increased support for funding of EE/HEIs through finance institutions. There is financial support through the Small Enterprise Finance Agency to support SMEs in South Africa (Skosana, 2012). Interns need to be duly informed about such funding opportunities that can support them when they start their businesses. Also, although the National Student Financial Aid Scheme (NSFAS) is said to provide a funding opportunity for TVET College students; however, in light of the findings of this study, more funding opportunities need to be made available to these students.

Another challenge indicated by the participants in this study was the difficult course components and adjusting to the business field, especially for those who had initially done science-based subjects. While aspects of the identified key course components seemed like an arduous task to comprehend for some, others based their difficulties on the decision to switch to the business field. Although this challenge seems not to be considered as major across extant literature, a few studies including Zeng and Honig (2016) have suggested that new models for teaching students within the entrepreneurship programme that come from diverse experiences. These diverse experiences include pure science-based learning at previous levels of learning, and, this should be considered by those who teach key course components of entrepreneurship education. It might be worth noting that this challenge may have more to do with the orientation of scientific learning, which tends to

be strictly *objective* because the world is already created and all the elements in the world can be studied for better understanding. However, this differs from entrepreneurial learning, which relies on proactively anticipating new or unfound needs and taking the risk to see the imagined idea to its fruition. For example, beyond techniques and series of steps, Lowe and Puxty (1990) note that,

> accounting has moved […] to a contextual basis: that is, the debate has moved from accounting as a closed-system which largely ignored the purposes, behavioural consequences, and behavioural antecedents of accounting information to a set of approaches which do recognise that accounting information is only of importance in a given context (p. 54).

Hence, even though it was developed from observing systems, accounting provides valuable information about a business's financial operations. However, science students may be used to using tools like test tubes, beakers, large machinery to measure natural properties. Thus, when it comes to measuring unnatural or abstract properties like debits and credits, this may present a challenge because it requires a different orientation. For, according to Hynes (1996), "to achieve the objectives of any entrepreneurship programme, careful goals should be set for knowledge, skills and attribute learning" (p. 12). On the side of the students, although the challenge exists, González-López et al. (2019) have indicated that the capacity to address difficulty in the programme lies in the resilience of the students.

5.2.5 Strategies to Improve Entrepreneurship Education Programme

The findings of this current study identified strategies that should be considered in order to improve the entrepreneurship education programme at the TVET Colleges. These strategies are namely: the provision of funding and government support; and the introduction of mentorship programmes for students and interns at the colleges. Corresponding findings are indicated by Ezeonwurie (2017) in a quantitative study completed in Nigeria. Participants in this current study noted that more funding should be allocated to the TVET Colleges, and information on how to access these funding opportunities be made available. In like manner, Gamede and Uleanya (2019), within the South African context, have recommended that adequate funding and support for TVET Colleges be provided to bring about an improved state of the entrepreneurship programme. The role of

adequate funding and government support in enhancing entrepreneurship education has been noted by Mubanga et al. (2019). According to the researchers (Mubanga et al., 2019), adequate funding for TVET Colleges is a pre-condition and an essential part of ensuring an improved entrepreneurship education programme. Following from the above-mentioned, Mubanga et al's. (2019) findings indicate the various ways through which funding can be source including internally and externally generated sources. Hence, it can be argued that the importance of funding cannot be overemphasised.

Regarding improving entrepreneurship education through improved mentorship, participants in this study noted that adequate and a robust hands-on practice of skills learned can be achieved. This strategy was identified because participants indicated that there are no adequate mentors to assist with practice. The issue of limited practice in the workplace could be explained in terms of the structure of entrepreneurship education which has been explained in detail in the chapter two of this report. This structure comprises of two aspects which are theory and practical knowledge acquired through practice during fieldwork. O'Connor (2013) argued that learning of both the theory and practice of entrepreneurship education should be given equal priority. Emphasizing one and not the other in the curriculum and pedagogical practices of the programme results in a limited and narrow conception of entrepreneurship. However, based on the findings of this study, it appears that the practical aspect of entrepreneurship is less prioritized, and the emphasis is on theory hence, well-established mentorship programmes through workshops and individual guidance seem not to be functional. The issue of lack of improved mentorship compounds for students in the TVET Colleges and poses a serious challenge. This makes understanding that there is a need to also give priority to practical learning and for extended field practice so that, entrepreneurship skills and knowledge can be acquired in full. Agbonlahor (2016) likewise notes the need to incorporate the expertise of the business world into the entrepreneurship education programme and this can be achieved through mentorship programmes. Within South Africa, Kunaka and Moos (2019), in keeping with the incorporation of mentorship, argue that a clear understanding of the outcomes of mentorship programmes will create a platform for an increased level of involvement for entrepreneurs.

5.3 Conclusion

This chapter discussed the findings of the study and used specific conceptual and theoretical concepts as well as extant literature to explain what the findings imply in the context of entrepreneurship education in line with the objectives and or purpose of the current study. In specific terms, the discussions raised, border on the intention of the students and or interns to become entrepreneurs; the positive impact of teaching the entrepreneurship education as the experiences of students / interns; the key course components of the programme; the challenges that confront the students and or interns studying for the entrepreneurship programme; and the strategies to improve the entrepreneurship education programme within the TVET Colleges. Following these discussions, the next chapter presents conclusions based on the discussions raised and in line with the study objectives. Recommendations are thereafter made.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The specific objectives of this study sought to: explore the experiences of interns at two TVET Colleges in relation to how the entrepreneurship education programme prepares them for becoming entrepreneurs; document the important course components in the entrepreneurship education programme; identify the challenges faced by interns in relation to their study of the entrepreneurship education programme; and explore strategies to improve entrepreneurship education programmes at TVET Colleges in South Africa. This chapter presents conclusions based on the findings as well as discussions of this study and, relates the conclusions to the conceptual framework that was used in line with the study objectives. Additionally, recommendations, limitations of the study, and suggestions for further research are presented.

6.2 Conclusions

The first theme that emerged from this study was the intention of the participants to become entrepreneurs before enrolling at the TVET Colleges for the entrepreneurship education programme. The findings showed that most of the participants had become interested in becoming business owners due to factors which are personal, environmental, and sociological. While some indicated self-made decisions, others indicated the presence of role models, as well as family members who were already involved in entrepreneurial practices to be the underlying environmental and sociological factors that drove their plans to become entrepreneurs. Therefore, in congruence with a recent study by Shamsudin et al. (2017) in Malaysia, family background and supportive environment influence the drive for individuals to become entrepreneurs. Additionally, the conclusion from this finding, in line with Al-Dmour et al. (2019) study conducted in Kuwait and Jordan, is that individual characteristics which are personal factors such as the need for achievement, influence the intention of individuals to become entrepreneurs.

The second emerging theme from this study is linked to the first objective of this study which was to explore the experiences of N6 NATED interns at two TVET Colleges in relation to how the entrepreneurship education programme prepares them for becoming entrepreneurs. The study findings showed that the course had a positive impact on its students. Participants revealed that the

course provided them with relevant business skills which served as a sense of hope in becoming business owners in the nearest future. This positive hope and skills acquired will lead to changes with the help of the government in supporting small businesses. The entrepreneurship education programme has imporved their self-esteem and motivates the participants to be economically, mentally, emotionally, and socially stable. A good number of the participants revealed their dissatisfaction with sitting at home doing nothing. They indicated feeling unhelped and frustrated about not doing anything worthwhile. Considered in terms of the Sustainable Livelihoods Foundation (SLF), this theme correlates with the need for the development of human and social capital (De Haan, 2012; Mazibuko, 2013). This aligns with the dire need to constantly ensure the teaching and training of individuals in the production of goods and or services rather than the mere distribution of welfare-packages which will keep people in the same position.

The third emerging theme of this study which is linked to the second objective of this study was the important course components in the entrepreneurship education programme. A majority of the participants noted that Financial Accounting, Business Management, and Computer Literacy were key course components of the programme. Embedded within these course components are important skills and knowledge base on how to, indeed, start-up businesses and, manage businesses. While business management equips students with the skills to make rational decisions regarding their self-owned business and a platform to give business related advise to other upcoming entrepreneurs, Financial Accounting provided the financial capacity to run their businesses. In addition to starting and managing of businesses, the computer course component created a platform for the strategic learning online business presence and gaining information about business related opportunities across the globe. Hence, important course components being taught at the TVET Colleges for the specific programme allows for building the competency of N6 NATED students and interns in the area of entrepreneurship and concomitantly, the promotion of human resource development.

The fourth theme that emerged which is linked to the third objective of this study was the challenges faced by interns in relation to their study of the entrepreneurship education programme. The challenges found were related to the lack of adequate funding and support from the government as well as difficult course components and adjusting to the field of business. For some

participants, the lack of adequate funding encompassed difficulty in paying tuition as well as getting transport allowances. The study revealed that these challenges served as a demotivator for students and interns in the entrepreneurship education programme at TVET Colleges. Reiterating the fact that the current study was triggered by the problem of youth unemployment in South Africa, which seems to be a perennial problem according to Blustein et al. (2017), the issue of unemployment is a factor of social injustice in South Africa. Hence, failure to address these challenges would imply that these students are susceptible to being left out of the chance to complete and become self-employed members of the society.

The fifth theme which relates to the fourth objective of this study sought to answer was that strategies are available to address the challenges faced by N6 NATED students and interns in relation to their studying of entrepreneurship education programme. While some strategies were identified to be in place, some participants suggested that the strategies including the provision of bus services, be extended to more locations to ease the transport challenge. Significantly, from the findings, it is needful to include strategies that are context-based in order to ensure that those studying the entrepreneurship education programme can successfully complete their studies and become entrepreneurs. Becoming entrepreneurs will, according to Sofoluwe et al. (2013), bring about the creation of jobs which will result in youth empowerment and in the long run, economic growth.

Heinonen and Poikkijoki's theoretical framework of the theory and practice of business entrepreneurship, through the entrepreneurial approach, describes how the teaching of entrepreneurship includes different phases (Heinonen & Poikkijoki, 2006). In this study, the findings revealed, in similar terms to Heinonen and Poikkijoki's (2006) framework, that the experiences of N6 NATED students and interns began from a phase of having the intention to become entrepreneurs based on personal, environmental, and sociological factors. From then, the need to achieve this intended goal was perceived through their attendance of TVET Colleges. At this stage of achieving their goals, this current study found that the entrepreneurship education programme had a positive impact on the students; key course components (financial accounting, business management and computer literacy) that ensure the required skills of entrepreneurship are garnered are being taught; the students and or interns faced challenges in relation to their study

of the entrepreneurship programme at the TVET Colleges; and there are strategies that can be implemented to alleviate the challenges being faced by the students. Hence, the conceptual framework which this study employed was useful in illuminating the different phases that explicitly relate to an in-depth understanding of the context-based experiences of N6 NATED students at TVET Colleges. The end goal, which is linked to the final outcome – where students and or interns become actual entrepreneurs – is determined by the training and experiences garnered throughout the middle phase (acquiring knowledge, experience, and exploiting the opportunity which has been labelled as "achieving the intent/plan" within this study) of Heinonen and Poikkijoki's (2006) entrepreneurial approach.

6.3 Recommendations

Department of Higher Education: The findings of this study revealed that students in the entrepreneurship education programme at TVET Colleges are not adequately funded and or supported by the government. Following this finding, there is an existing need to create *more funding opportunities* that are accessible to students studying for the entrepreneurship education programme. The provision of adequate funding and increased support from the government through the Department of Higher Education for TVET Colleges, and specifically, individuals in the entrepreneurship programme will better increase the number of those who enrol as well as become trained in starting self-owned businesses. Students within this programme should be encouraged in this regard, and this will contribute to human development as well as economic growth in the long run.

Department of Basic Education: The findings of this study revealed that the entrepreneurship education programme is of great relevance to individuals within the South African context because it equips students with the necessary skills to start and manage their own businesses. This implies that entrepreneurship education has a positive impact on the growth of the South African economy as well as in the personal lives of those who are taught the required skills. Hence, the researcher recommends that the Department of Basic Education includes this programme at various appropriate levels within the school curriculum. This will ensure that, from an early stage, children within the South African system are exposed to learning the skills and knowledge base required to become entrepreneurs.

Established Business Owners: The findings of this study revealed that a major strategy to improving the entrepreneurship education programme is through an improved mentorship programme for interns as well as students within the TVET Colleges. In keeping with this finding, the researcher recommends that established business owners should be incorporated to serve as mentors for students who are studying the entrepreneurship education programme at TVET Colleges in South Africa. This can be achieved through organised workshops, seminars and even long term mentorship arrangements including one-on-one "mentor-mentee" programmes.

TVET Colleges: Another finding of the study revealed that a major challenge faced by students within the entrepreneurship education programme was the difficult course components and adjusting to the business field. There is, therefore, need to incorporate the inclusion of baseline modules especially for students making a switch from science related backgrounds to the business related domain. TVET Colleges can facilitate this by introducing basic skills units in the major course components which include Financial Accounting, Business Management and Computer Literacy. Regarding computer literacy, TVET Colleges can liaise with information communication technology organisations to introduce basic skills unit in the entrepreneurship education programme.

6.4 Limitations of the Study

As the researcher, I acknowledge the fact that the study was limited to and bounded by a case study of two TVET Colleges out of the 8 registered public Colleges within Gauteng, South Africa. In clear terms, the findings as well as outcomes of this study cannot in any way be superficially *generalised* to other students studying entrepreneur education at other TVET Colleges within South Africa. Additionally, the limitation in the sample size is acknowledged. However, qualitative research is not aimed at having representative samples of populations or giving generalisable findings. Rather, the aim is to develop clear and in-depth understanding of a given phenomenon and possibly explore transferability to other similar contexts (Lewis & Ritchie, 2003). Hence, future studies that can employ mixed methods to confirm or push forward this present study should be considered.

Also, as the primary instrument of data collection, I recognise that my values and philosophy may have resulted to bias in the reporting of the findings of this study. However, regular meetings and discussions with my research supervisor during the process of data collection and analysis was of great help in overcoming this limitation.

Further to the aforementioned, another limitation was the degree of discomfort on the part of the study participants during the individual semi-structured interviews. The discomfort came from questions alluding to the challenges the interns faced in relation to their studies. Consequently, getting information about their personal challenges posed as a limitation. However, with a convenient and private space, as well as an assurance of confidentiality and anonymity, this challenge was overcome.

6.5 Suggestions for Further Research

Based on the findings of this study, the following suggestions for future research on exploring entrepreneurship education in TVET Colleges for self-employment in South Africa.

Firstly, drawing from the fact that the sample size was small and, the study was limited to the case study of two TVET Colleges within a specific province, it will be important to conduct more studies that use multiple cases as well as increase the sample size to gain more understanding of the experiences of interns at TVET Colleges studying the entrepreneurship programme. More so, studies using a mixed method approach to research can also be conducted.

Secondly, this study did not include government officials and management team of the colleges who ensure that policies regarding the running of TVET Colleges within the country are implemented. However, in order to get in-depth understanding of some of the challenges being faced in relation to the running of the entrepreneurship education programmes, the voices of these group of stakeholders need to be heard. Hence, another direction for future research will be studies that include different groups of stakeholders in order to get a balanced view of the preparation of students at the colleges for self-employment.

Thirdly, an emerging sub-theme under the strategies for improving the entrepreneurship education programme – improved mentorship programmes – needs to be researched in relation to ensuring that students are prepared to become entrepreneurs upon completing the programme. This research should also be considered across other sub-Saharan African countries to ensure human development in line with the sustainable developmental goal on promoting human development.

Fourthly, due to the fact that some participants mentioned the difficulty in obtaining government support for TVET Colleges, a study that will focus on the analysis of available policies and frameworks for the running of TVET Colleges and the extent to which they are implemented should be conducted in South Africa**.**

Finally, due to the difficulty expressed by science-based participants in the understanding of basic course components, it will be useful for further research to delve into understanding why science

students struggle with business-related courses. This might be important for scientists who want to commercialise their expertise but cannot for various reasons, including their cognitive and learning orientation which does not seemingly accommodate a proactive risk-taking, subjective approach.

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APPENDICES

APPENDIX A - PARTICIPANT INFORMATION SHEET

Dear Sir/Madam

My name is Janet Ditlopo and I am a Masters student in Masters of Management in Entrepreneurship and New Venture Creation at Wits University in Johannesburg. As part of my studies I have to undertake a research project, and I am exploring entrepreneurship education in Technical and Vocational Education and Training (TVET) for self -employment**.** The aim of this research project is to understand the extent to which entrepreneurship education in the TVET College is structured in preparing students for self-employment.

As part of this project I would like to invite you to take part in an interview for approximately one hour and with your permission, I would also like to record the interview using a digital device so that I can accurately record what is said.

Please note that you will not receive any direct benefits from participating in this study, and there are no disadvantages or penalties for not participating. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation, in my final research report. If you experience any distress or discomfort, we will stop the interview or resume another time.

If you have any questions afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report, if you wish to receive a summary of this report, I will be happy to send it to you upon request.

If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical), telephone +27(0)11 717 1408, email hrec-medical.researchoffice@wits.ac.za/ Shaun.Schoeman@wits.ac.za

Yours sincerely,

Researcher's name, email, phone number
Janet Ditlopo, Telephone (011) 7173023, E-mail: Janet.Ditlopo@wits.ac.za

Supervisor's name, email, phone number
Professor Boris Urban, Telephone (011)7173762, E-mail: Boris.Urban@wits.ac.za

APPENDIX B – PARTICIPANT CONSENT FORM

Title of Project: Exploring Entrepreneurship Education in Technical and Vocational Education and Training (TVET) For Self- Employment: A Case Study of Interns in Gauteng
Name of Researcher: Janet Ditlopo

I, …….., agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous	YES	NO
I agree that the researcher may use anonymous quotes in her research report	YES	NO
I agree that the interview may be audio recorded	YES	NO
I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO

…… (Participant's Signature)
…… (Name of participant)
…… (Date)

…… (Researcher's Signature)
…… (Name of person seeking consent)
…… (Date)

APPENDIX C – SEMI-STRUCTURED INTERVIEW GUIDE

Dear Student,

Please note that your participation is voluntary and you have the right to withdraw from taking part in the study at any time without any consequence.

I will request you to respond to the interview questions I will ask, and you have a right to stop the interview when you no longer feel comfortable to continue with the interview.

***Consent has to be given by the student for both the asking of questions and recording of the interview*.**

Background Information

Interviewee to briefly tell me about himself/herself that is related to how he or she began studying at the TVET College. These are the leading questions for this section:

What is your name?

How old are you?

What do you currently do (Position/study)

Where did you attend your primary and secondary schools?

What qualifications do you have at the moment?

When did you start attending in this TVET college?

How long have you been at this TVET College?

Why did you choose this TVET college?

Why did you choose to study entrepreneurship education?

Section 1: Experiences at TVET College

These set of questions focus on the objective 1 of this study. The interviewee should tell you about his or her experiences in relation to the study of entrepreneurship education and how it prepares them for becoming entrepreneurs.

What's your experience in studying entrepreneurship education in the TVET college?

Do you think entrepreneurship education is something that can be taught or learned?

What role do you think entrepreneurship education can play in students' life?

Do you have business if yes, who inspired you to start your own business? (If interviewee answers "NO", then move to the next question)

Do you see yourself in business or opening your own business? If yes why? and if no why not?

What skills and knowledge do you expect to gain from studying entrepreneurship education?

Where do you see yourself in five years from now?

Section 2: Important Course Components

These set of questions focus on the objective 2 of this study. The interviewee should tell you about the course components in the entrepreneurship education course that he or she considers to be important.

What other subjects are you currently doing?

What aspects of courses do you think were most helpful?

What courses did you do and what did you like most about those courses at your college?

What courses were most relevant in preparing you for the work environment?

Do you think with the skills and knowledge you have acquired, you ready to start your own business and apply them? If yes why? And if no why not?

Section 3: Challenges

These set of questions focus on the objective 3 of this study. The interviewee should tell you about the various challenges that he or she faces in relation to their study of the entrepreneurship education programme at the TVET College.

What challenges did you experience in studying the entrepreneurship course?

What do you think might be the cause for those challenges?

What other problems do you have as student at his college? (e.g. transport, finance, family problems etc.)

Section 4: Strategies

These set of questions focus on the objective 4 of this study. The interviewee should tell you about what strategies he or she thinks will improve the study of entrepreneurship programme at the TVET College.

What can be done to address the challenges you have mentioned?

What can the government do to address the challenges?

What can the TVET College do to address some of the challenges you have highlighted?