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The adequacy of entrepreneurship education in Gauteng TVET colleges in preparing students for entrepreneurship

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2025

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Khoza, Ntuthuko. (2025). The adequacy of entrepreneurship education in Gauteng TVET colleges in preparing students for entrepreneurship [Master`s dissertation, University of the Witwatersrand, Johannesburg]. WIReDSpace.

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The adequacy of entrepreneurship education in Gauteng TVET colleges in preparing students for entrepreneurship

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 Business Administration

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Wits Business School **Johannesburg, 2025**

DECLARATION

I declare that this research proposal is my work, except for the references and acknowledgements I've made. I am submitting it to partially fulfil the requirements for the Master of Business Administration degree at the University of the Witwatersrand, Johannesburg. This proposal has yet to be submitted for any degree or examination at this university or any other university.



Ntuthuko Khoza

Signed at Edenvale

On the 21 day of May 2025.

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ABSTRACT

The research evaluates the effectiveness of entrepreneurship education in Gauteng TVET colleges, aiming to prepare students for entrepreneurial success. Driven by the rising youth unemployment crisis in South Africa and the limited success of youth-led businesses, the study addresses the gaps between theory and practice in business programmes. It assesses the curriculum's structure, identifies challenges for instructors, and examines factors influencing students' entrepreneurial readiness aspirations.

A qualitative methodology involved semi-structured interviews with 13 participants, including students and lecturers from Gauteng TVET colleges. Findings reveal that the curriculum is overly theoretical, limiting practical exposure and students' readiness for entrepreneurship. Lecturers noted systemic challenges, such as inadequate professional development. Students reported external barriers, including a lack of mentorship, that impact their entrepreneurial aspirations.

The study contributes practically by advocating reforms to include experiential learning, such as internships and capstone projects, alongside institutional support structures like mentorship programmes and entrepreneurship centres. Theoretically, it underscores the importance of integrating human capital theory into curriculum design to bridge the gap between knowledge acquisition and practical application.

The research emphasises a balanced approach to entrepreneurship education, merging theory with hands-on experiences and support systems, allowing TVET colleges to empower students in entrepreneurial ventures and tackle South Africa's socio-economic challenges effectively.

Keywords: Entrepreneurship Education, Technical and Vocational Education and Training (TVET), Practical Learning, Educator Development, Youth Unemployment, Experiential Learning

CHAPTER 1: INTRODUCTION

1.1 Background

South Africa faces a critical youth unemployment issue, with over 43.4% of young people aged 18 to 35 either unemployed or enrolled in training (StatsSA, 2024).

While entrepreneurship is often promoted as a tool to combat unemployment, especially in developing economies, its effectiveness in achieving self-sufficiency among youth is mixed. In South Africa, youth entrepreneurs face systemic barriers, including limited access to finance, market access, and mentorship, which hinder sustainable business creation (Fatoki, 2023; Herrington et al., 2022)

This study examines the effectiveness of entrepreneurship education in preparing students at Gauteng's Technical and Vocational Education and Training (TVET) colleges for entrepreneurship, with a focus on business-related programs.

Entrepreneurship is globally recognised as a driver of economic growth and job creation (Moodley, 2016). Many governments support entrepreneurship education, which fosters an entrepreneurial mindset and empowers students to identify and seize business opportunities (Omotosho, Gamede, & Uleanya, 2020). This study is grounded in human capital theory, which suggests that knowledge and skills significantly influence individual productivity and innovation potential (Unger, Rauch, Frese, & Rosenbusch, 2011; Amaral, Baptista, & Lima, 2009).

South Africa's 50 public TVET colleges play a crucial role in equipping youth with practical, business-oriented skills. However, the educational inequities from the apartheid era have left black townships with limited access to technical training, prioritising theory over practical skills (Masoabi & Alexander, 2021). Today, Gauteng's eight TVET colleges strive to bridge this gap by preparing students

with the necessary skills for business creation and management (Nchu, Tengeh, & Cronje, 2023).

This study examines the adequacy of entrepreneurship education in Gauteng TVET colleges in preparing students for entrepreneurship

1.2 Problem Statement

Gauteng Province is renowned as the primary centre for financial and commercial activities in South African commerce; however, youth-driven businesses still encounter a low success rate (Mokoena & Karodia, 2013). This situation is exacerbated by a lack of education and training for young people to start and grow their businesses (Masutha & Rogerson, 2014). Consequently, this issue adversely affects youth unemployment, with the latest figures reaching 45.3% in the third quarter of 2023 (StatsSA, 2024). Ndedi and Ahmed (2013) indicated that creating jobs and fostering entrepreneurship education are key success factors for building and developing business ventures. Nabi, Liñán, Fayolle, Krueger & Walmsley (2017) indicate that entrepreneurship education has been shown to positively influence students' entrepreneurial intentions and competencies across contexts

This study examined the adequacy of entrepreneurship education in Gauteng TVET colleges in preparing students for entrepreneurship at TVET Colleges in Gauteng Province.

1.3 Research Objectives

The study examined the adequacy of entrepreneurship education in Gauteng TVET colleges in preparing students for entrepreneurship;

- ***To*** evaluate the structure of the entrepreneurship education component in business-related TVET programmes offered at Gauteng TVET Colleges to prepare students for entrepreneurship

- ***To*** explore the challenges instructors face when providing entrepreneurial education content in TVET programmes offered by Gauteng TVET Colleges.

- ***To*** investigate factors that affect the adoption of entrepreneurial paths of students pursuing TVET programmes offered at Gauteng TVET Colleges.

1.4 Research Questions

The research aimed to answer the following.

1. How effectively/adequately does the structure of the entrepreneurship education component in business-related TVET programmes at Gauteng TVET Colleges prepare students for entrepreneurship?
2. What challenges do TVET Instructors face when delivering entrepreneurial content?
3. What are the factors that are perceived to affect the adoption of entrepreneurial paths?

1.5 Contribution of the Study

This study contributes to the growing discourse on entrepreneurship education by addressing the adequacy of entrepreneurship programs in Gauteng TVET colleges in preparing students for entrepreneurial ventures. While existing literature highlights the role of entrepreneurship education in reducing youth unemployment and fostering self-employment, much of the focus has been on higher education institutions, leaving a gap in research on vocational colleges (Ajani et al., 2023).

Furthermore, studies on the theoretical aspects of entrepreneurship education in South Africa have given limited attention to practical application, particularly within TVET programmes (Ndedi & Ahmed, 2013). This study aims to address that gap by evaluating the structure and delivery of entrepreneurship education in business-related TVET programmes and exploring ways to enhance it to equip students with practical, real-world skills. Conceptually, the research focuses on

human capital theory by emphasising the importance of integrating knowledge, skills, and experience into educational frameworks (Sheng et al., 2024). Empirically, the study contributes qualitative data from students and lecturers, identifying barriers in the curriculum and proposing actionable solutions. It also offers practical contributions through recommendations for integrating experiential learning methods, such as internships, mentorship schemes, and collaborations with local businesses. These contributions address the existing shortcomings in entrepreneurship education, providing a roadmap for TVET institutions to bridge the gap between theory and practice.

These insights benefit policymakers, educators, students, and local businesses. TVET institutions can enhance curricula, policymakers can devise more targeted interventions to support youth entrepreneurship, and students can better prepare for self-employment through improved practical training. This holistic approach ensures that entrepreneurship education in TVET colleges remains relevant and impactful, addressing South Africa's socio-economic challenges through practical, actionable reforms (Brixiova et al., 2014; Omotosho et al., 2020).

1.6 Delimitations Of The Study

As Nchu et al. (2023) noted, South Africa has 50 public TVET colleges, located in both urban and rural areas. These colleges have a combined total of over 364 campuses. In Gauteng, there are 8 TVET colleges, which will be the focus of this study.

This study concentrates on business-related entrepreneurship education programmes offered at TVET colleges in Gauteng Province, particularly Tshwane North and Tshwane South colleges. It examines how these programs prepare students for entrepreneurship in a region recognised as South Africa's economic hub, where youth unemployment remains a significant challenge.

The study is confined to qualitative insights from a purposive sample of students and lecturers, concentrating on their experiences and perceptions. It omits other TVET programmes and institutions outside Gauteng, recognising that different

regions may encounter distinct challenges. The findings aim not to broaden generalisation but to underscore areas for enhancing entrepreneurship education in Gauteng TVET colleges.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter's literature review investigates the theoretical foundation for research on the prevalence of entrepreneurship education. The study examines the significance of entrepreneurship education in business programs, the challenges instructors face in delivering it, and the perceived impact of entrepreneurship education on students aspiring to become entrepreneurs.

2.2 Entrepreneurship

Entrepreneurship is widely recognised as vital for fostering economic growth and creating employment opportunities. Entrepreneurship education equips entrepreneurs with the essential skills to generate job opportunities (Moodley, 2016).

Globally and nationally, governments are investing substantial financial resources to promote entrepreneurship education as a strategy to combat unemployment and stimulate innovation. In South Africa, the Department of Higher Education and Training (DHET) allocated R250 million between 2019 and 2022 to expand the **Entrepreneurship Development in Higher Education (EDHE)** programme, which targets both universities and TVET colleges (DHET, 2021). Furthermore, the National Skills Fund committed R100 million toward enhancing entrepreneurial capacity at TVET colleges (SEDA, 2022). These investments aim to cultivate a culture of entrepreneurship among young people and offer practical business training.

Internationally, the European Union dedicated over €2.5 billion through Erasmus+, COSME, and Horizon Europe programmes to support entrepreneurship education between 2014 and 2020 (European Commission, 2020), while China invested over ¥10 billion (approx. $1.4 billion) in university-level entrepreneurial training (Tang, 2021). These examples underscore a

growing recognition of entrepreneurship education as a tool for economic transformation. However, the effectiveness of these initiatives depends heavily on curriculum relevance, educator support, and the integration of experiential learning opportunities (OECD, 2023; World Bank, 2020).

Promoting innovation and excellence is widely recognised as essential to achieving sustained national progress, particularly in developing economies. In the South African context, the National Development Plan (NDP) 2030 explicitly emphasises innovation as a key driver of inclusive growth, employment creation, and competitiveness (National Planning Commission, 2012). Similarly, Rooks and Sserwanga (2021) argue that fostering entrepreneurial innovation among youth is crucial for addressing structural unemployment and achieving long-term socio-economic transformation in Africa. Internationally, the OECD (2023) asserts that countries that systematically integrate innovation and entrepreneurship into their education systems are better positioned to respond to economic challenges and seize global opportunities. Thus, entrepreneurship education that embeds innovation, excellence, and problem-solving can serve as a foundation for national advancement.

The effectiveness of prioritising entrepreneurship within business education to influence students' career preferences is a significant and evolving area of scholarly interest. Research suggests that while entrepreneurship education can positively affect entrepreneurial intentions, the impact varies across contexts, disciplines, and delivery methods (Liñán & Fayolle, 2015; Nabi et al., 2017). Factors such as perceived behavioural control, self-efficacy, and entrepreneurial mindset development contribute to how students internalise entrepreneurship as a career path (Nowiński et al., 2020; Karimi, 2019). Moreover, the presence of experiential learning and mentorship opportunities plays a crucial role in reinforcing students' entrepreneurial career inclinations (Walter & Block, 2016). As such, while entrepreneurship education is often included as a key component of business and vocational programmes, its capacity to shift long-term career preferences remains contested and context dependent.

Kloepfer and Castrogiovanni (2018) suggest that entrepreneurship is a field of research focused on identifying and analysing the sources of opportunities and the methods employed to discover, evaluate, and seize these opportunities. It also encompasses the individuals responsible for recognising, assessing, and capitalising on these opportunities. Consequently, creative and innovative individuals engage with lucrative prospects to develop new products and services.

Awaah et al. (2022) Entrepreneurship education has gained prominence as a research subject due to its contribution to global economic well-being and the prominence of entrepreneurship.

2.3 Entrepreneurship Education

Fayolle (2007) indicates that entrepreneurship education includes any educational programme or practice that promotes the development of entrepreneurial attitudes and skills. Entrepreneurship education is universally acknowledged as a vital component of higher education, spanning all disciplines, including TVETs. Researchers concur that entrepreneurship education equips learners with the mindset necessary to become entrepreneurs, stimulating entrepreneurial intention (Nchu et al., 2023). Anaele et al. (2014) support this by stating that entrepreneurship education is an educational strategy that explicitly provides learners with the skills and knowledge essential for succeeding as entrepreneurs. Furthermore, it is stated that enhancing students' entrepreneurial aptitude instils a sense of self-assurance in them regarding their capabilities and limitations, encompassing the qualities of creativity, innovation, risk-taking, and the ability to strategise and manage initiatives to achieve goals and take control of one's life.

Arthur et al. (2012) suggest that entrepreneurship education is a form of training designed to enhance an individual's initiative and ability to convert ideas into practical actions. Furthermore, integrating entrepreneurship education into the

school curriculum ensures that every student can engage in entrepreneurship and manage their financial success (Arthur et al., 2012).

Nabi et al. (2017), in a systematic review of 159 studies, concluded that entrepreneurship education has a positive impact on students' entrepreneurial intentions, particularly when experiential learning is incorporated. Walter and Block (2016) found that institutional support for entrepreneurship education significantly increases entrepreneurial activity among graduates in European settings. In the African context, Fatoki and Oni (2020) confirmed that entrepreneurship education improves students' confidence in starting businesses by equipping them with business planning, opportunity recognition, and risk management skills. Similarly, Nowiński et al. (2020) observed strong correlations between entrepreneurial self-efficacy and entrepreneurial intention among students exposed to structured entrepreneurship education in Central Europe. These findings validate the premise that well-designed entrepreneurship education programmes can lead to meaningful entrepreneurial outcomes across diverse socioeconomic environments.

This research is founded on the theory of human capital and related concepts. According to Unger et al. (2011), human capital refers to the skills and knowledge individuals acquire through investments in education, on-the-job training, and other forms of experience. This encompasses various factors, including formal education, employment history, training programmes, start-up and ownership experience, parental background, and any other skills and knowledge that a person accumulates throughout their lifetime (Amaral et al., 2009). Human capital theory provides a predictive framework that suggests that individuals or groups with greater knowledge, skills, and competencies will achieve superior performance outcomes (Autio et al., 2014).

2.4 The Role of TVETs in Entrepreneurial Ecosystems

TVET colleges are uniquely positioned to serve as entrepreneurship development hubs due to their focus on practical skills, regional economic

engagement, and curriculum flexibility (Akoojee, 2021; Hlatshwayo & Govender, 2022).

However, negative societal perceptions of TVET careers, as highlighted by Essel et al. (2014), often deter students from enrolling in these programmes. Lecturers also report declining enrolments and dropout rates, which hinder the effectiveness of entrepreneurship education (Mack, 2021). Addressing these perceptions through awareness campaigns and success stories from TVET alumni could help shift attitudes and attract more students to these programmes. The lack of government regulation further exacerbates these challenges. Khumalo and Motobola (2014) note that TVET institutions in South Africa often operate without comprehensive policies and regulatory frameworks, leading to inconsistencies in programme delivery. Establishing clear guidelines for entrepreneurship education, including mandatory practical components and industry partnerships, could significantly enhance the quality and impact of these programmes.

2.5 Entrepreneurship Education in Business-related TVET Programmes

Entrepreneurship education in TVET colleges encompasses various topics, including conventional business courses such as business planning, marketing, financial management, and interpersonal communication. However, much still needs to be done to cultivate mindsets with entrepreneurial intent (Gamede & Uleanya, 2019).

Entrepreneurship education within TVET programmes in South Africa is essential for equipping students with the skills, mindset, and competencies required for entrepreneurial success. The South African government recognises the role of entrepreneurship in promoting economic growth and addressing youth unemployment through initiatives in TVET institutions (Omotosho, Gamede, & Uleanya, 2020). However, the theoretical foundation of entrepreneurship

education in South Africa often suffers from insufficient practical application, raising concerns about its effectiveness.

Experiential learning is crucial in entrepreneurship education, particularly for TVET colleges in South Africa, as it bridges the gap between theoretical knowledge and practical application. Practice firms and simulated business environments enable students to engage in real-world business activities within a controlled setting, fostering entrepreneurial thinking and practical skills. Studies have shown that such initiatives are underutilised in South African TVET colleges, where practical components are frequently hindered by resource shortages and logistical constraints (Ndedi & Ahmed, 2013).

In South Africa, entrepreneurial competencies such as opportunity recognition, risk management, and innovation are vital to entrepreneurship education (Gamede & Uleanya, 2019). However, the curricula of many TVET institutions remain largely theoretical, leaving students inadequately prepared to translate classroom knowledge into entrepreneurial action. Research by Anaele et al. (2014) highlights that effective entrepreneurship education requires a balance between theoretical instruction and practical experiences, including internships and project-based learning.

The success of entrepreneurship education within South Africa's TVET programmes also relies on creating supportive ecosystems. This involves establishing partnerships with local businesses, financial institutions, and government bodies to provide students with mentorship, funding opportunities, and real-world exposure. The absence of such partnerships has been identified as a significant obstacle to effective entrepreneurship education in South Africa (Arthur et al., 2012).

Brixiová et al. (2015) argue that financial constraints discourage students from pursuing entrepreneurial ventures, particularly in underprivileged communities where entrepreneurship is risky. Shinnar, Giacomin, and Janssen (2012) emphasise that family and community expectations for stable employment hinder entrepreneurial aspirations.

Entrepreneurship education in South African TVET colleges encounters considerable challenges, such as inadequate practical engagement, limited resources, and socio-economic barriers. Nevertheless, integrating experiential learning, cultivating entrepreneurial competencies, and nurturing supportive ecosystems can help address these gaps.

Proposition 1: The structure of business-related entrepreneurship education TVET College programs may be inadequate to prepare students who intend to pursue entrepreneurship

2.6 Lecturer Challenges in Entrepreneurial Education Provision.

Mack (2021) identifies various challenges that lecturers face in delivering effective entrepreneurship education programmes in TVET colleges. Seven critical issues stand out: declining student enrolment, lack of management support, unstructured teaching approaches, negative perceptions of TVET careers, insufficient government regulation, poor quality of entry-level students, and inadequate on-the-job industrial training. Declining enrolment remains a pressing concern, with Arthur et al. (2012) reporting a 20-25% dropout rate in TVET colleges. This high dropout rate is attributed to ineffective institutional strategies for retaining students, who often leave due to social factors or difficulties with managing the curriculum. Institutions must develop targeted retention strategies to address these challenges and support students throughout their educational journey.

Additionally, the quality of students entering TVET colleges poses a significant challenge. Many students come from economically disadvantaged backgrounds and lack the educational foundation to meet the demanding introductory curriculum (Anaele et al., 2014). Due to insufficient high school preparation, many students struggle with the cognitive demands of the curriculum, which hampers effective instruction and limits their ability to succeed in entrepreneurship education (Anaele et al., 2014).

Another challenge stems from the unstructured methods of teaching entrepreneurship, leading to inconsistencies in the learning experience. Magzan (2011) proposes that structured, clear criteria are essential for curriculum depth and qualification levels to ensure students receive a uniformly high-quality education. In practice, however, lecturers frequently employ different approaches, with some advocating for immediate industry experience while others assert that students should complete their courses before gaining practical experience (Mack, 2021). This inconsistency hampers the effectiveness of the entrepreneurship education provided, as students are not equally prepared for the demands of real-world entrepreneurship.

Negative perceptions of TVET careers further complicate efforts to attract and retain students. Essel et al. (2014) report that in Ghana and other African nations, the stigma surrounding TVET programmes discourages parents from supporting their children's enrolment, which leads to a declining interest in vocational training. This societal view of TVET as a lower-status educational pathway deters many young people from pursuing these programmes, despite their potential benefits for employment and entrepreneurship.

The absence of government regulation is another significant barrier. Mack (2021) emphasises that TVET institutions often operate without comprehensive policies and regulatory frameworks, which hinders their ability to deliver consistent, high-quality education. Furthermore, Anaele et al. (2014) point out that the poor quality of entry-level students, who lack the cognitive rigor to handle the academic demands of TVET programmes, presents a barrier to effective instruction. This inadequate educational foundation inherited from high school makes it difficult for students to engage with the curriculum, particularly in entrepreneurship-focused programmes fully. Moreover, TVET colleges often lack sufficient opportunities for on-the-job industrial training, essential for developing practical entrepreneurial skills (Arthur et al., 2012; Anaele et al., 2014).

These compounded challenges — encompassing dropout rates, inadequate student preparedness, leadership issues, stigma, lack of regulation, and limited industry training — emphasise significant gaps in the provision of entrepreneurship education in TVET colleges. Tackling these issues is essential for enhancing students' readiness for entrepreneurial careers and bolstering South Africa's wider economic objectives.

Proposition 2: When delivering entrepreneurship education in TVET colleges, TVET lecturers face challenges with declining student enrolment, lack of management support, unstructured teaching approaches, negative perceptions of TVET careers, lack of government regulation of TVET colleges, poor-quality entry-level students, and lack of on-the-job industrial training.

2.7 Student Adoption and Barriers to Entrepreneurship

Libombo and Dinis (2015) assert that entrepreneurship development encompasses all efforts to cultivate an entrepreneurial mindset, create value, and promote the adoption of entrepreneurial attitudes and skills. Entrepreneurship education advances entrepreneurial concepts, facilitates the establishment and growth of businesses, and fosters creativity. (Libombo & Dinis, 2015)

Various factors, including personal motivation, financial constraints, societal perceptions, and the availability of mentorship and support systems, influence students' adoption of entrepreneurship. According to Ajani et al. (2023), students' willingness to pursue entrepreneurship often depends on their perception of it as a viable career path. However, many students, particularly in developing countries, perceive entrepreneurship as risky and unstable. Practical barriers, such as a lack of hands-on exposure to real-world business experiences, further hinder their entrepreneurial intent (Brixiova et al., 2014). Without experiential learning opportunities like internships or business simulations, students struggle to translate theoretical knowledge into actionable skills.

Financial barriers significantly discourage students from entrepreneurial ventures, particularly those from underprivileged backgrounds who lack access to funding resources (Brixiova et al., 2014). Students in TVET colleges often highlight their lack of awareness regarding funding options, loans, and grants as a major obstacle (Brixiova et al., 2014). Shinnar et al. (2012) add that societal and cultural pressures often favour stable employment over entrepreneurship, with family and community expectations dissuading students from taking entrepreneurial risks. Addressing these societal perceptions and normalising entrepreneurship through success stories can help shift mindsets towards entrepreneurial thinking.

Finally, mentorship and support systems are crucial in fostering entrepreneurial intent. Pittaway and Cope (2007) emphasize that establishing entrepreneurship centres within educational institutions can provide students with essential mentorship, networking opportunities, and business development support to bridge the gap between theoretical learning and practical application. Collectively, these factors highlight the importance of addressing practical, financial, cultural, and institutional barriers to foster a culture of entrepreneurship among students.

Lecturers also recognise the need for targeted support systems to tackle these challenges. Fayolle and Gailly (2008) contend that cultivating a supportive entrepreneurial ecosystem necessitates active community engagement and mentorship opportunities. Lecturers have suggested solutions, including the establishment of entrepreneurship centres within TVET colleges, which could offer students ongoing guidance on business planning, funding applications, and risk management.

Proposition 3: There's a potential lack of entrepreneurship education availability in TVET business courses, which hinders students from pursuing entrepreneurship

2.8 Theoretical Framework

This research is based on the theory of human capital and related concepts. According to Al-Awlaqi et al. (2023), cited in Sheng et al. (2024), the concept of human capital encompasses all of a person's productive assets, including their knowledge, abilities, skills, experience, and even conditions such as their health or age. Figure 1 below diagrammatically represents the three propositions used for this study.

The theoretical framework, as supported by Marvel et al. (2016), Unger et al. (2011), and Zainol et al. (2018), indicates that the plan for enhancing students' entrepreneurial intent revolves around three key elements: the structure of entrepreneurship education, support and resources for entrepreneurship instructors, and entrepreneurship-driven business studies. The ***structure of entrepreneurship education*** centres on creating a comprehensive educational framework that integrates entrepreneurship topics into existing modules and teaching methodologies. This ensures that students are systematically exposed to entrepreneurial concepts throughout their academic journey.

Support and resources for entrepreneurship instructors are vital for cultivating an environment that encourages entrepreneurial learning. Equipping instructors with sufficient tools, materials, and training enables them to convey entrepreneurship content effectively, thereby enhancing students' engagement and comprehension.

Entrepreneurship-driven business studies emphasise bridging the gap between theoretical knowledge and practical application. By aligning business studies with real-world entrepreneurial practices, students obtain a deeper understanding of entrepreneurial concepts and their applicability in real-life scenarios. Together, these elements contribute to developing a comprehension of entrepreneurship and experience, directly influencing students' intentions to pursue entrepreneurial ventures (Marvel et al., 2016; Unger et al., 2011; Zainol et al., 2018).

2.9 Conclusion of Literature Review

The literature has highlighted the significance of entrepreneurship education in promoting entrepreneurship. TVET colleges are ideally positioned to provide this education. This paper offers a thorough summary of the current literature on entrepreneurship, the intention to engage in entrepreneurship, entrepreneurship education, TVET colleges in South Africa, the challenges associated with delivering entrepreneurship education in TVET colleges, and how entrepreneurship education equips students for entrepreneurship.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The following section will outline the research methodology. It will explain how the theory is related to this research and describe the various methods used for the investigation. This chapter will cover topics such as research design, data screening, population and sampling, research instruments, data collection processes, data analysis, and transferability, credibility, and dependability.

3.2 Research Approach and Design

The research adopted a qualitative approach to gain an in-depth understanding of how entrepreneurship education is delivered in Gauteng TVET colleges and its impact on students' entrepreneurial readiness. This approach was appropriate as the study focused on exploring participants' experiences, perceptions, and insights, which necessitated rich, detailed data gathered through semi-structured interviews. Thematic analysis was employed to identify patterns within the responses, aligning with the exploratory nature of the study. The qualitative approach allowed the researcher to capture non-numerical data, such as personal views and challenges, offering a comprehensive understanding of the practical and structural gaps in entrepreneurship education.

Observations in research can be conducted at a specific moment or over an extended duration. (Babbie & Mouton, 2012).

The study employed a cross-sectional approach as it sought to gather data from multiple participants at a single point in time to evaluate the adequacy of entrepreneurship education in Gauteng TVET colleges. This approach was suitable as it provided a snapshot of the experiences and perceptions of students and lecturers within a specific timeframe. By using a cross-sectional design, the researcher was able to identify key themes and challenges related to the current state of entrepreneurship education without requiring long-term observations.

This method is effective for exploratory studies, enabling the researcher to assess multiple variables, such as curriculum structure, student engagement, and instructor challenges, concurrently.

To gather information, a semi-structured interview was conducted. Semi-structured interviews allow participants to steer the conversation and introduce new subtopics that the researcher may not have considered beforehand (Blumberg et al., 2014).

3.3 Population, Sample and Sampling Method

South Africa boasts 50 public TVET Colleges, which are spread across urban and rural areas and encompass a staggering 364 campuses. Eight TVET colleges are in Gauteng, and 103 000 students are enrolled in them. The total enrolment of students pursuing Business Studies in TVET colleges was 36140 (DHET, 2020).

The study used non-random, purposive probability sampling to select business studies lecturers and students at TVET colleges in Gauteng who are involved in business studies. Thirteen participants were purposively selected and interviewed, comprising four lecturers and nine students from Tshwane South and Tshwane North TVET Colleges.

3.4 The Research Instrument

The research instrument for the semi-structured interviews was designed to allow instructors and students of TVET colleges to easily share their beliefs regarding engagement in entrepreneurship education within these institutions. The interview schedule comprised five sections. It collected background data on the instructors' qualifications, experience, and engagement in delivering entrepreneurship education. It also gathered students' educational history and their reasons for selecting TVET colleges. The guide examined how entrepreneurship education was integrated into the curriculum, including its

structure and delivery methods. Additionally, it identified challenges faced by instructors, such as declining enrolment, lack of institutional support, and negative perceptions of TVET careers. Lastly, it explored students' entrepreneurial aspirations, their preparedness, anticipated challenges, and the external support available for their journeys. Appendix B provides further details on the interview guide.

3.5 Data Collection

The central idea of semi-structured interviews was to allow the participants to express their thoughts and opinions freely. The research objectives guided the interview questions. During the interview, both audio recordings and note-taking were used.

TVET Colleges were contacted in advance to issue letters permitting the researcher to engage with individual campus management to conduct the research. Meetings were held with the Campus Managers of both Tshwane North and Tshwane South Colleges to elucidate the rationale behind the research. After this, meetings were scheduled with students and lecturers. All students were interviewed online using Teams, while all lecturers were interviewed onsite at the campuses. Lecturers teaching business-related modules were contacted in advance.

3.6 Data Analysis

Data from individual interviews and focus group discussions underwent thematic analysis. In accordance with the framework outlined by Braun and Clarke (2006), the thematic analysis process comprised five key steps: transcribing the recorded interviews; reading and familiarising oneself with the data while noting points of interest; coding through close examination of the data, often guided by questions from the sources; organising and sorting these codes into themes; and finally, reviewing, defining, and naming the identified themes for reporting purposes. These steps were followed meticulously during the analysis of the study's data.

For clarity in the analysis, the TVET lecturers are named Lecturer 1 to Lecturer 4, and TVET students are named as Student 1 to Student 9 in the sequence of interviews held with different students.

3.7 Quality Assurance

The study tested for transferability, credibility, and dependability of research in line with the research instrument used to conduct semi-structured interviews.

3.7.1 Transferability

Transferability refers to the ability to apply the findings of a single case study or a limited number of cases to a larger population. This approach enables researchers to collect data from a representative sample of individuals within a specific setting (Saunders et al., 2016). The interviews were conducted at various TVET colleges with instructors and students to ensure the success of transferability tests.

The test for transferability in the study aimed to ascertain whether the findings could be applied to broader contexts beyond the specific TVET colleges sampled. This was accomplished by ensuring that the data collection process included a diverse sample of students and lecturers from multiple colleges. Semi-structured interviews were utilised to gather detailed, context-rich data that facilitated a nuanced understanding of the challenges in entrepreneurship education. Thematic analysis further aided in identifying patterns that could be applicable across similar educational environments.

3.7.2 Dependability

Semi-structured interviews can be conducted without repetition, as they accurately reflect the current state of affairs at the time of execution. However, the benefit of using several structured interviews lies in their adaptability to explore the complexities of the subject matter (Blumberg et al., 2014).

Triangulation entails gathering and analysing data from multiple sources for credible research (Saunders et al., 2016).

The dependability test in the study ensured that the research process was consistent, reliable, and could be replicated under similar conditions to yield comparable findings. Dependability was evaluated through thorough documentation of the research methodology, including semi-structured interview protocols, sampling strategies, and thematic analysis procedures. Triangulation was employed by gathering data from multiple sources (students and lecturers) across various TVET colleges to bolster the reliability of the findings.

The study demonstrated a high level of reliability due to its transparent and well-documented methodology. The use of consistent interview guides and a systematic approach to thematic analysis ensured that the findings accurately reflected the participants' perspectives. However, the qualitative nature of the study means that while the findings are reliable within the specific context examined, their applicability in other contexts may depend on similar conditions, such as participant demographics and institutional settings. By detailing the processes and upholding methodological rigor, the study offers a reliable framework for future research on entrepreneurship education in TVET colleges.

3.8 Ethical Consideration

When human subjects are involved, ethical considerations are paramount. The considerations for this study included obtaining authorisation from the relevant authorities to conduct the research, ensuring participants' informed consent, maintaining confidentiality and anonymity, and securing access to the data (Babbie & Mouton, 2012). Letters from institutions were requested before commencing the study. To adhere to the ethics protocol, the researcher also obtains approval for ethical clearance from the Postgraduate Studies Committee of the Faculty of Commerce, Law & Management at Wits University to proceed with the study.

3.9 Conclusion

This chapter discusses the research methodology, focusing on interpretive and qualitative research strategies. It details the demographics, sample, sampling methods, instruments, data screening, analysis plans, and the methodologies employed for analysis.

CHAPTER 4: RESEARCH FINDINGS

4.1 Introduction

This section presents the analysis and findings derived from engagements with students from Tshwane North and Tshwane South TVET colleges and lecturers from Tshwane South TVET colleges. The purpose of this chapter is to showcase the research findings. The first section discusses the profiles of the participants. The second section outlines the study's findings in relation to the research questions presented in Chapter 2, followed by a conclusion summarising the findings.

4.2 Demographics

This section presents the demographics of the participants, including Gender and race, as well as the qualifications of the student participants. As indicated, 13 participants were purposively selected and interviewed, comprising 4 Lecturers and 9 students from Tshwane South TVET College and Tshwane North TVET Colleges. At participant 13, the researcher reached a stage where no new theme emerged from any added data. This stage refers to the saturation of the data (Birks & Mills, 2011).

4.2.1 Gender and Race

Among the ten student participants, 70% are female (seven participants) and 30% are male (three participants). This highlights a notable gender imbalance in entrepreneurship-related education at these TVET colleges, with female students showing greater participation. Both colleges have an equal number of participants, each comprising five individuals; however, the gender distribution varies significantly. Tshwane North exhibits a pronounced gender imbalance, with 80% female and only 20% male participants. In contrast, Tshwane South offers a relatively more balanced distribution, consisting of 60% female and 40%

male participants. There were four lecturers interviewed from Tshwane South College only; two were male and two were female. See Figure 1 below.

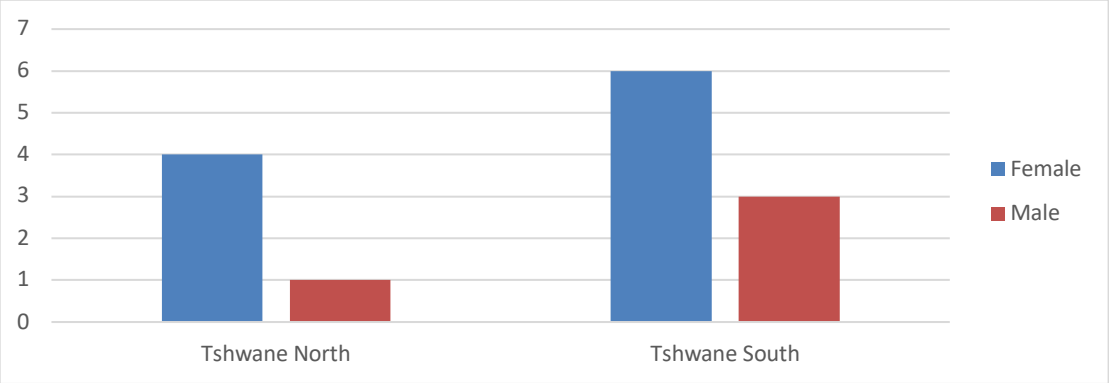


Figure 1: Gender and race profiles of student participants

4.2.2 Qualification of student participants

Figure 2 below portrays the study areas of the student participants

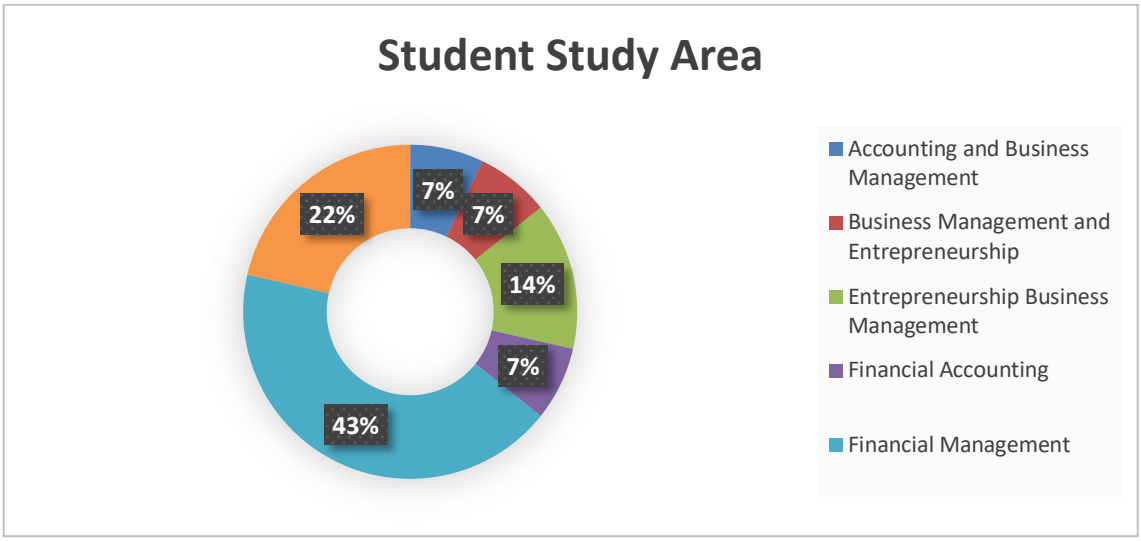


Figure 2: Student study area

The distribution of study areas reveals that the majority of students are enrolled in Financial Management (43%), followed by Office Administration (22%) and Entrepreneurship Business Management (14%). This suggests that a substantial

portion of students possess a solid financial background, equipping them with essential budgeting and cash flow management skills crucial for entrepreneurship. However, these students might lack training in creativity and innovation, which are vital for business ideation and growth. Office Administration students, who constitute the second-largest group, have developed strong organisational and administrative skills, yet they may lack confidence in leadership and financial management, which are essential for running a business.

4.3 Study Findings

The analysis of data from TVET colleges highlights five key themes in entrepreneurship education**. A theory-heavy curriculum with limited practical exposure** demonstrates a gap between theory and hands-on experience, leaving students unprepared for real-world business. **Diverse levels of student engagement** reveal varying student interest based on personal goals and the relevance of the curriculum. **Advocacy for support structures** reflects calls for increased mentorship, funding, and networking opportunities. **Theory over practice** reiterates the lack of emphasis on practical skills such as business management. Finally, **institutional constraints on educators** highlight limited professional development and resource challenges faced by lecturers. These themes underscore the necessity for practical learning, improved support structures, and enhanced resources for educators to better prepare students for entrepreneurship. These are tabulated below in Table 1 in relation to their respective research questions and are further explained individually.

Table 1: Research questions and related fields

Research Question (RQ)	Themes	Participants no#
Question 1: How adequately does the structure of the entrepreneurship education component in business-related TVET programmes at Gauteng TVET Colleges prepare students for entrepreneurship?	• Theme 1:Theory-Heavy Curriculum with Limited Practical Exposure	Student 1,3,5,8
Question 2: What challenges do TVET Instructors face when delivering entrepreneurial content?	• Theme 2:Theory-Heavy Curriculum with Limited Practical Application • Theme 3: Institutional Constraints on Educator Support and Development	• Lecturer 1,2,3 • Lecturer 1,2,3,4
Question 3: What are the factors that are perceived to affect adoption of entrepreneurial paths?	• Theme 4: Diverse Levels of Student Engagement and Entrepreneurial Intent • Theme 5: Advocacy for Comprehensive Entrepreneurial Support Structures	• Student 1,3,5

4.3.1 Findings on the Structure of Entrepreneurship Education and students' Preparedness for Entrepreneurship

Theme 1: Theory-Heavy Curriculum with Limited Practical Exposure

The first theme indicated how entrepreneurship education is delivered in the TVET colleges and how students experience it when attending the TVET colleges. Students express significant dissatisfaction with a curriculum that relies heavily on theoretical instruction, highlighting the imbalance between theoretical and practical learning.

They emphasise that the current curriculum does not adequately prepare them for real-world entrepreneurship. Student 3 suggests a split curriculum that combines theoretical learning with practical studies, arguing,

"I don't think it's enough. I feel that we should study theory maybe for six months and then also do practical studies, not theory only. So that we can be prepared in the future if we're gonna work in offices as receptionists or HR."

Similarly, Student 8 critiques the purely theoretical nature of entrepreneurship education, stressing the importance of applied knowledge to navigate real-life entrepreneurial scenarios:

"The problem has been with the entrepreneurship subject. The lecturers read what's inside the book. I know what's inside the book, but I need to know what happens in real life. For me, I had to do a lot of learning myself."

Student 17 echoes these concerns, pointing out the insufficient focus on practical exposure within their program and criticising the limited utility of textbook content in preparing them for entrepreneurship. They state,

"We study entrepreneurship for two days a week, and it's not enough because we don't have practicals. Most of the things are just theory, even the textbook is not enough for us."

The overarching sentiment among students underscores their dissatisfaction with a curriculum dominated by theoretical content. Their consistent calls for more practical exposure, improved teaching methodologies, and better resource allocation suggest an urgent need to reform entrepreneurship education to focus on real-world applicability.

4.3.2 Findings on the Challenges Faced by TVET Entrepreneurship Instructors

Theme 2 Theory-Heavy Curriculum with Limited Practical Application

This theme focuses on the challenges associated with overemphasising theoretical content in entrepreneurship education and the lack of practical application in the curriculum. Lecturers share their perspectives on the adequacy of teaching methods, the balance between theory and practice, and how this impacts students' preparedness for real-world entrepreneurship.

Lecturer 1 highlights efforts to incorporate theory and practice but admits that the system is transitioning to integrate real-world experience better. The mention of a traditional curriculum transitioning to a more balanced one underscores progress but also ongoing limitations.

"It is a mixture of the two, like in NCV students. The program combines both theory and practice. Now, as TVET colleges are phasing out this curriculum, we are coming with a new curriculum where it will involve theory and also work-related models, so students have experience."

Lecturer 2 points out that while theoretical time allocation is sufficient, the lack of practical engagement limits students' entrepreneurial readiness. This suggests that the existing framework places a disproportionate focus on academics rather than skill-building

"The amount of time they are giving for theory classes is very enough. But most of the time, it's theory—we don't give ourselves time for things like Entrepreneurship Day to practically show them how important it is."

Lecturer 3 directly criticises the overemphasis on theory, arguing that knowledge alone does not equip students with actionable entrepreneurial skills. They highlight the gap between theoretical knowledge and the practical application needed for entrepreneurship.

"There is too much theory. A student would know there are four functions of management, but then what do they do with those functions? They need both knowledge and skills running concurrently."

The and lecturers reveal a consensus that while the theoretical content is adequately covered, the practical application is insufficiently sed.

Theme 3: Institutional Constraints on Educator Support and Development

This theme highlights lecturers' challenges due to limited institutional support and professional development opportunities. Issues such as a lack of external training, minimal access to resources, and insufficient collaboration with stakeholders impede their ability to enhance entrepreneurship education.

Lecturer 1 acknowledged the institution’s efforts in supporting further studies through bursaries, especially for obtaining teaching diplomas, but pointed out gaps in professional development opportunities, particularly in external training and exposure to innovative teaching methods. They remarked,

"The TVET College is supportive. Many lecturers receive funding to further their studies, especially for obtaining teaching diplomas. However, external support, such as workshops or additional entrepreneurship training, is minimal."

Lecturer 2 noted the lack of prioritisation of their development as entrepreneurship educators and highlighted structural barriers such as time constraints, which limit their interaction with stakeholders and other colleges. They stated,

"We don't get enough time to interact with other stakeholders or colleges. Most workshops focus on textbook updates, not on developing us as entrepreneurship specialists."

Lecturer 3 emphasized the institution's reliance on traditional teaching methods and criticized the lack of practical support, such as partnerships with private companies for internships or real-world exposure.

They expressed,

"We lack resources to make entrepreneurship practical. If the college formed partnerships with companies for internships or real-world exposure, it would benefit both educators and students. Right now, it's mostly theory."

Similarly, Lecturer 4 highlighted the inequitable distribution of training opportunities, explaining that only a select few educators are chosen for programs such as moderator or assessor courses, leaving others excluded. They said,

"They select only a few lecturers for training like moderator or assessor courses. If you're not chosen, you don't go. This limits personal development opportunities."

These responses reveal widespread concerns among lecturers about insufficient institutional support for professional growth. While funding for academic qualifications is appreciated, gaps in practical training, exposure, and equitable access to resources hinder their ability to deliver effective entrepreneurship education.

4.3.3 Findings on the Perceived Factors Affecting the Adoption of Entrepreneurial Paths

Theme 4: Diverse Levels of Student Engagement and Entrepreneurial Intent

The theme examines how personal experiences, motivation, and institutional support influence student engagement in entrepreneurship education. It highlights differences in entrepreneurial intent, ranging from students actively pursuing business ventures to those feeling unprepared due to insufficient practical experience or ineffective teaching methods. External factors such as funding and mentorship also significantly shape students' ability to turn their education into entrepreneurial actions.

Student 1 expressed optimism about the knowledge they had gained, emphasizing the importance of preparation and detailed planning as essential for entrepreneurial success. However, their response did not mention external guidance or exposure, indicating a gap in institutional support.

They stated,

"I've gained so much knowledge, and I know that if I want to do business, I need to start preparing and have plans. I can make my own business and structure it well."

The imbalance between theoretical and practical learning is highlighted by Student 3, calling for more hands-on experiences to better prepare students for the future. They said,

"I don't think it's enough. I feel we should study theory maybe for six months and then also do practical studies, not theory only. This would prepare us for the future."

Student 5 demonstrated practical entrepreneurial experience through managing a family business but identified financial constraints as a major barrier, showcasing how external factors impact entrepreneurial readiness. They shared,

"I ran my uncle's chicken business for a year and six months. It taught me how to handle customers and manage operations, but I need more financial resources to start my own business."

Theme 5: Advocacy for Comprehensive Entrepreneurial Support Structures

This theme highlights the need for institutional and external support systems to better prepare students for entrepreneurship. It emphasises the importance of mentorship, funding, practical training, and collaboration with successful entrepreneurs and organisations to foster a conducive entrepreneurial ecosystem.

Student 1 identifies the absence of external support and proposes inviting role models who can share their entrepreneurial journeys. This highlights the need for mentorship and motivational guidance to build confidence and practical know-how.

"I think they should call up a meeting with role models, the ones that we actually wanna see ourselves similar to them so that they can give us full information or knowledge on how they have become what they are now."

Further to student 1, student 3 also notes a need for more practical and external exposure, advocating for collaborations with external entrepreneurs and longer practical sessions. This underscores the role of experiential learning in entrepreneurial education.

"They should also invite young entrepreneurs to come and teach us, maybe tell us more about being an entrepreneur. They should offer events like that."

Student 8 also adds that career guidance and exposure to successful entrepreneurs are needed. Despite personal motivation, they highlight gaps in the curriculum's ability to prepare them for real-world entrepreneurship.

"I believe that if we have more visitors, like people from multimillion businesses, people that know the struggle of starting a business, they can coach us. Business is not something you can just wake up and do."

There are calls for practical sessions and external speakers from Student 17 to provide actionable entrepreneurial guidance. They highlight the need for experiential activities to complement theoretical instruction.

"We want, like, if they teach us about entrepreneurship, then we get two weeks or one week just to go and do practicals. Show us the way to build the business."

The responses emphasise the pressing need for comprehensive entrepreneurial support structures. Students call for mentorship, practical training, and institutional collaboration with businesses to provide a holistic approach to entrepreneurship education.

4.4 Conclusion

The findings indicate a significant concern raised by students regarding the heavy emphasis on theoretical learning, which they argue does not equip them with the practical skills necessary for real-world entrepreneurship. Many express frustrations with teaching methods that rely on textbook instruction and lack application-based learning. Students stress the necessity for a curriculum that balances theoretical content with hands-on experiences, such as internships, practical workshops, and exposure to real-life entrepreneurial scenarios. They also highlight external barriers such as insufficient funding, limited institutional support, and the absence of mentorship programmes, which significantly affect their entrepreneurial preparedness. For instance, some students actively pursuing business ventures report learning practical skills independently, while others feel disheartened due to a lack of guidance, financial resources, and practical engagement opportunities.

Lecturers also recognise the limitations of the existing curriculum, acknowledging that although efforts are being made to move towards a model that integrates theory with practice, progress has been slow. They highlight structural challenges, such as inadequate time allocated to practical activities and a lack of institutional resources to support experiential learning. Furthermore, lecturers encounter their own set of challenges, including limited professional development opportunities, unequal access to specialised training, and minimal collaboration with external stakeholders such as businesses and successful entrepreneurs. While some lecturers receive funding for further academic qualifications, they

express a need for workshops, partnerships, and innovative teaching methods to better prepare students for entrepreneurial challenges.

Both students and lecturers advocate for substantial reforms to the existing entrepreneurship education framework. Students request mentorship programmes, funding opportunities, and collaborations with industry professionals to improve their entrepreneurial readiness. Lecturers highlight the importance of institutional support, resource allocation, and partnerships with external organisations to enhance the quality and impact of entrepreneurship education. The prevailing sentiment stresses the urgent need for a more holistic approach that integrates practical application, mentorship, and resource enhancement to bridge the divide between theoretical instruction and real-world entrepreneurial practice.

CHAPTER 5: RESEARCH DISCUSSION

5.1 Introduction

This chapter discusses the results presented in Chapter 4 above concerning the literature and how they answer the relevant research questions for the study.

As indicated, the study aimed to investigate the prevalence of entrepreneurship education in business-related programs in Gauteng Province TVET Colleges.

5.2 Adequacy of Entrepreneurship Education in TVET Colleges

The entrepreneurship curriculum at TVET colleges faces significant criticism from both students and lecturers for being excessively theoretical, with limited practical application. Courses like "New Venture Creation" and "Business Practice" mainly emphasise foundational concepts presented through slides and textbooks, leaving students ill-prepared for real-world entrepreneurial challenges. Students highlight the necessity for simulations, mock businesses, and real-life case studies to cultivate essential skills in risk assessment, problem-solving, and financial decision-making. Research by Anaele et al. (2014) underscores that effective entrepreneurship education must balance theoretical instruction with practical experiences, such as internships and project-based learning.

They also highlight logistical barriers such as the absence of internships and industry partnerships, which restrict real-world exposure.

Lecturers recognise these shortcomings, citing resource shortages, a lack of external partnerships, and budget constraints as key challenges to incorporating practical learning. Both groups emphasise the importance of experiential learning and advocate for curriculum reforms that introduce simulations, capstone projects, internships, and collaborations with businesses and financial institutions to bridge the gap between theory and practice. Recent scholarship strongly supports the integration of theoretical instruction with practical learning as a core principle of effective entrepreneurship education. Hands-on learning approaches

such as simulations, business incubators, internships, and mentorship have been found to significantly enhance students' entrepreneurial self-efficacy and skill development (Nabi et al., 2017; Pihie & Bagheri, 2021). Fayolle and Redford (2022) argue that entrepreneurship education should embed real-world complexity into the curriculum to allow learners to practice entrepreneurial decision-making in uncertain contexts. Similarly, Edelman et al. (2021) highlight that practical engagement enables students to better internalise entrepreneurial competencies, particularly in resource-constrained environments such as those found in TVET settings. These perspectives collectively underscore the importance of structurally embedding experiential methods into entrepreneurship programmes to improve student readiness and long-term entrepreneurial success.

5.3 Instructor Challenges in Teaching Entrepreneurship

The entrepreneurship curriculum at TVET colleges faces criticism for being excessively theoretical. Subjects such as finance and new venture creation are mainly delivered through lectures and textbooks. Although students acquire foundational business knowledge, they lack practical experience, resulting in a "disconnect" where they feel informed but not sufficiently prepared for real-world business challenges. This aligns with Kuratko (2005), who contends that theoretical knowledge alone is inadequate for equipping students for entrepreneurship.

Scholars underscore the necessity of an experiential approach to entrepreneurship education. Rae (2000) points out that theoretical instruction alone does not cultivate the practical skills required for managing the complexities of business. Kuratko (2005) and Neck & Greene (2011) support a balance of theory and experiential learning, incorporating simulations, internships, and project-based activities to nurture an entrepreneurial mindset.

The study's findings also align with RQ 2, addressing the systemic and resource-related barriers that instructors encounter when implementing practical elements.

TVET lecturers face resource constraints and institutional limitations that hinder hands-on learning. Addressing these gaps requires structural reforms, including strengthened industry partnerships, increased budgetary support, and curriculum revisions to bridge the gap between theory and practice.

5.4 Factors Influencing Entrepreneurial Adoption

The level of student engagement in entrepreneurship varies significantly. Some highly motivated individuals aspire to business ownership, while others view their education primarily as a pathway to employment. This discrepancy affects classroom dynamics, as students with limited entrepreneurial interest may disengage from subjects like "New Venture Creation," potentially missing valuable skills applicable even in employment settings. This finding aligns with RQ 3, which explores the factors influencing students' entrepreneurial aspirations, including personal motivations, societal expectations, and perceived career relevance.

Gibb (2002) emphasises that differentiated learning approaches can accommodate diverse student motivations by integrating both entrepreneurial and intrapreneurial skills, thus making the curriculum more engaging. Fayolle & Gailly (2008) further highlight that personalised and flexible instructional models enhance student engagement by addressing varying aspirations.

A key concern among students is the lack of dedicated institutional support for entrepreneurship, which has led to proposals for structured mentorship programs, an “entrepreneurship champion” role, and dedicated entrepreneurship centres. Research supports this need, with Audretsch (2014) and Brush (2014) advocating for institutional support systems that provide mentorship, networking, and resources to facilitate entrepreneurial development. Pittaway and Cope (2007) highlight that continuous mentorship through dedicated centres significantly enhances students’ entrepreneurial success.

These findings highlight the importance of structured support systems in nurturing entrepreneurial ambition, bridging socio-economic and institutional gaps, and

equipping students with the essential skills and confidence to pursue business ownership or apply entrepreneurial thinking in employment contexts.

5.5 Recommendations and Conclusions

To enhance entrepreneurship education in TVET colleges, experiential learning should be incorporated into the curriculum. Practical activities such as simulations, mock businesses, internships, and excursions can bridge the gap between theory and real-world application. The establishment of entrepreneurship centres would provide mentorship, networking opportunities, and access to funding, serving as hubs for business planning and financial guidance. Collaborations with local businesses, financial institutions, and government programmes would further enrich resources and practical exposure.

The curriculum should cater to diverse student needs by incorporating both entrepreneurial and intrapreneurial skills, ensuring relevance for those seeking business ownership or employment. Lecturers should undergo continuous professional development, including industry exposure and training in contemporary teaching methodologies.

Financial and socio-cultural barriers must also be addressed by integrating financial literacy, raising awareness of funding opportunities, and promoting entrepreneurship through role models and community engagement. These reforms, highlighted by both students and lecturers, would enhance practical learning, institutional support, and strategies to overcome challenges. By implementing these changes, TVET colleges can foster entrepreneurship, reduce unemployment, and stimulate economic development in South Africa.

5.6 Limitations and Future Research

The study highlights the challenges faced in entrepreneurship education at South African TVET colleges, yet it lacks quantitative validation and long-term insights. Although external factors such as government policies and market dynamics are

recognised, they are not explored in depth, nor are there any comparisons made with global best practices. Future research should employ mixed methods, encompass rural colleges, and assess policies such as the National Development Plan. Longitudinal studies on graduate outcomes, global benchmarking, and the integration of digital tools, sustainability, and inclusivity are crucial. Investigating lecturer development and institutional collaborations can further enhance programme effectiveness, thereby strengthening TVET entrepreneurship education and contributing to South Africa’s economic growth.

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APPENDIX A

CONSISTENCY MATRIX

Exploratory study on the prevalence of entrepreneurship education in business-related programs in Gauteng Province TVET Colleges							
Sub-Objectives	**Literature Review**	**Propositions**	**Research questions**	**Phenomenon/Keywords**	**Source of data**	**Type of data**	**Analysis**
Aim 1: Evaluate the structure of the entrepreneurship education component in business-related TVET programmes offered at Gauteng TVET Colleges to prepare students for entrepreneurship	Ajani, O. A., Khumatake, M. R., & Gamede, B. T. (2023). Fayolle, A. (2007) Kloepfer, K., & Castrogiovanni, G. J. (2018)	**Proposition 1**: The structure of Entrepreneurship education in business-related TVET programmes offered at Gauteng TVET Colleges may be inadequate to students who intend to pursue entrepreneurship	**1**. How does of the structure of entrepreneurship education in business-related TVET programs prepare students for entrepreneurship	structure of entrepreneurship education	Semi-structured one-to-one interviews	Nominal Data	Thematic Analysis
Aim 2: Examine the challenges faced by instructors in delivering the entrepreneurial content within TVET programmes offered at Gauteng TVET Colleges.	Libombo, D. B., & Dinis, A. (2015) Mack, A. (2021)	Proposition 2: TVET instructors face problems when delivering entrepreneurship education with declining student enrolment, lack of management support, unstructured teaching approaches, negative perceptions of TVET careers, lack of government regulation of TVET colleges, poor-	2. What challenges do TVET Instructors face when delivering entrepreneurial content	Challenges with entrepreneurship education	Semi-structured one-to-one interviews	Nominal Data	Thematic Analysis

		quality entry-level students, and lack of on-the-job industrial training					
Aim 3: Investigate factors that are perceived to affect the adoption of entrepreneurial paths **of students pursuing TVET programmes offered at Gauteng TVET Colleges.**	Ndedi, A. A., & Ahmed, A. (2013) Rajasekaran, R., Chinnathai, S., & Ramadevi, T. (2015) Holienka, M., Pilková, A., & Jančovičová, Z. (2016)	**Proposition 3:** There is a potential lack of entrepreneurship education availability in TVET business courses which hinders students from pursuing entrepreneurship	**3**. How well does the current TVET curriculum equip students for entrepreneurship	What happened here You talk about curriculum equipping students Then you change and talk about adoption Then you talk about lack of courses Decide otherwise your interview will be all over	Semi-structured one-to-one interviews	Nominal Data	Thematic Analysis

APPENDIX B

RESEARCH INSTRUMENT

SEMI-STRUCTURED INTERVIEW

Dear Student,

Please be advised that your participation in this study is entirely voluntary and you have the right to withdraw at any time without any negative consequences.

During the interview, I will ask you some questions and you have the right to stop the interview at any time if you feel uncomfortable or wish to discontinue.

Students must provide consent for both questioning and recording interviews.

1. Background Information - Instructor

During the interview, the interviewee will provide a brief overview of their background as it relates to their decision to enrol at TVET College.

- Please tell me your name?
- What position do you currently hold in this TVET College?
- What qualifications do you currently possess?
- When did you begin your teaching journey in this TVET college?
- What motivated your decision to teach in this (TVET) college?

2. Background Information - Student

During the interview, the interviewee will provide a brief overview of their background as it relates to their decision to enrol at TVET College.

- Please tell me your name?
- What qualifications do you currently possess?

- When did you begin your education journey in this TVET college?
- What motivated your decision to study in this (TVET) college?

3. **Evaluate the structure of the entrepreneurship education**

How is entrepreneurship education integrated into the curriculum? Is it a core or elective course? At what point in a student year is it offered?

How often, or how many days in a week is entrepreneurship taught in this TVET College?

What is the implementation process of entrepreneurship education at your school? Regarding the nature of the courses offered, the instructors responsible for the program, and the instructional methods employed, could you please provide further information?

4. **Examine the challenges faced by instructors.**

At this point in the interview, 5 problems are tested against the instructor at the TVET as being the fundamental problems faced by TVET colleges in delivering entrepreneurship education

- **Declining student enrolment in TVET Colleges** —has the decrease in student population affected entrepreneurship education? Explain.

- **Lack of Management support of TVET Colleges** – how can the management of TVET colleges assist in the promotion of entrepreneurship education at TVET Colleges?

- Do you think that the management of this TVET College face problems in promoting entrepreneurship education? Explain?

- **Unstructured teaching approach**- Could you please tell me how entrepreneurship education is being taught in this TVET College and who teaches it?
- Is there a particular structure into teaching entrepreneurship education and is this part of the curriculum?
- **Negative perception of TVET careers -** Have you always wanted to teach and become a teacher, how have you experienced being a teacher in this institution?

5. **factors perceived to affect the adoption of entrepreneurial paths of students**

During this stage of the interview, students are evaluated on their perception of how entrepreneurship education equips them with the skills and knowledge needed to succeed as entrepreneurs.

- How do you think the knowledge and abilities acquired at this TVET college about entrepreneurship have prepared you to become a business owner?

- What sort of challenges do you think will stop you from being an entrepreneur?

- What support have you received from external parties beyond your TVET colleges in terms of training to become an entrepreneur?

- What do you thin your TVET college can do more to prepare you to become an entrepreneurs above your current courses?

APPENDIX C

PARTICIPANT LETTER

Wits Business School
Sculpting global leaders

Dear Sir / Madam

My name is Ntuthuko Khoza. I am a Master of Business Administration student at the University of the Witwatersrand Wits Business School, Johannesburg. My supervisor is Dr / Prof. Jabulile Msimango Galawe. I am conducting a research study about the Exploratory study on the prevalence of entrepreneurship education in business-related programs in Gauteng Province TVET Colleges

I want to invite you to participate in an interview. If you decide to participate, the research study will last approximately 30-45 minutes, and the interview will be conducted online or at your TVET College or any location of your choice at a convenient time.

With your permission, I would like to audio record the interview. The data will be stored in an online iCloud repository and deleted one year after use. Only the researcher will have access to the data.
The interview you are participating in will remain confidential and anonymous. Your name or any other identifying information will not be included in the research study's results. If you give your permission, different researchers may use the data collected from this study, but your personal information will not be shared or passed on.
If you decide to participate in the research study, you should do so voluntarily. You are not obligated to participate and can withdraw from the study anytime. You are not required to answer any questions that you do not wish to answer. You will not receive any direct benefits if you choose to join the study, and your decision not to participate will not affect any services, benefits, or rights you are entitled to. Participation in the research study will incur no costs, and you will not be compensated.
The risks associated with this research study are no more significant than those encountered in everyday life. However, some questions may be sensitive and could cause discomfort. If this happens, we will pause the interview and resume at another time.
The results of this research will be compiled into a report and made available on the university library website. If you'd like to receive a summary of this report, I'd be happy to send it to you.

If you have any questions during or after this research study, please get in touch with me or my supervisor using the contact details listed below. Suppose you have any concerns or complaints about the ethical procedures followed in this research study. In that case, you can contact the

University Human Research Ethics Committee (Non-Medical) via telephone at +27(0) 11 717 1408 or email at hrecnon-medical@wits.ac.za.

Yours sincerely,
Ntuthuko Khoza

Researcher: Ntuthuko Khoza, Ntuthuko@gmail.com,0764561342

Supervisor: Jabulile Galawe-Msimang, jabulile.galawe@wits.ac.za ,0117173544

APPENDIX D

CONSENT FORM

Consent Form

Title of project: Exploratory study on the prevalence of entrepreneurship education in business-related programs in Gauteng Province TVET Colleges

Name of researcher: Ntuthuko Khoza

I, …….., agree to participate in this research project.

I agree to the following:

(Please circle the relevant options below)

The research study was explained to me. I understand what this study is about.

YES NO

I understand that I can volunteer to take part in the study

YES NO

I agree that the interview may be audio-recorded

YES NO

I agree that direct quotations from my interview may be used by the researcher in their research report

YES NO

I agree that my participation will remain anonymous (my name or other identifying data will not be used by the researcher in their research report)

YES NO

I agree that other researchers may use the information I provide in my interview (depending on their own ethics clearance being obtained) but my name and any personal information will not be used or passed on

YES NO

Participant	Researcher
Signature:	Signature:
Name of Participant:	Name Researcher:
Date:	Date:

APPENDIX E

ETHICS CLEARANCE

Graduate School of Business Administration
University of the Witwatersrand, Johannesburg

Wits Business School Ethics Committee
Constituted under the University Human Research Ethics Committee (Non-Medical)

Ethics Clearance Certificate

Ethics protocol number: WBS/BA693409/822
This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (below).

Project title	Exploratory study on the prevalence of entrepreneurship education in business-related programs in Gauteng Province TVET Colleges
Investigator / Researcher	MR Ntuthuko Khoza
Nature of Project	MBA (Research Article)
Decision of the Committee	Approved, provided stakeholders and participants are advised that anonymity and confidentiality cannot be guaranteed.
Issue Date of Certificate	11/07/2024
Expiry date	Date of submission of the project / research report
Chairperson	Dr Ayanda Magida ☎ +27 11 717 3953 ✉ ayanda.magida@wits.ac.za

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Declaration by Researcher

One copy must be signed by the Researcher and returned to the Chairperson of the Wits Business School Ethics Committee.

I fully understand the conditions under which I am authorized to carry out the abovementioned research a I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from th research procedure as approved I undertake to resubmit the protocol to the Committee.

Signature

30/07/2024
Date:

APPENDIX F

COLLEGE APPROVAL LETTERS TO COLLECT DATA

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

TSHWANE NORTH TVET COLLEGE
Technical and Vocational Education and

Mr N Khoza

79 2nd Avenue

Edenvale

1600

Dear Mr Khoza

RE: PERMISSION TO CONDUCT RESEARCH AT TSHWANE NORTH TVET COLLEGE

Permission is hereby granted to conduct research at Tshwane North TVET College, regarding the research topic: **Exploratory study on the prevalence of entrepreneurship education in business-related programs in Gauteng Province TVET Colleges**, as part of your Master's Degree in the Master of Business Administration field at the **University of the .twatersrand**

Upon receipt of this permission, you are requested to personally approach any site of TNC and make necessary arrangements to continue with your studies and share necessary documents with the person in charge.

It will be appreciated if you would share the findin of your studies with the Institution.

We wish you success with your research study.

Regards

Ms Tsibogo

Principal

Date: 28/08/2020

Central Office
Cnr. Kgosi Mampuru (former Potgieter Street) & Pretorius Streets
Tel: (012) 401 1727/1961
Fax: (012) 323 8683

Mamelodi Campus
19403 Serapeng Road, Mamelodi East
Tel:(012) 801 1010/1/
(012) 4011860/
(012)0001284
Fax:(012) 801 1179

Pretoria Campus
420 Helen Joseph Street (former Church Street), Pretoria
Tel:(012) 401 1600/
(012)401 1633/45
Fax:(012) 326 5298

Soshanguve South Campus
College Road, Block L, Soshanguve
Tel:(012) 793 2675/
(012) 401 1818/
(012) 0000231/245/238
Fax:(012) 793 1383

Rosslyn Campus
Ernest Oppenheimer Street, Rosslyn
Tel:(012) 541 1590/
(012) 401 1920/
(012) 0000274
Fax:(012) 541 1398

Soshanguve North Campus
1973 Phirima Road, Block G, Soshanguve
Tel: Tel:(012) 797 2624
(012) 401 1839/
(012) 0000197/198
Fax:(012) 799 1858

Temba Campus
3477 Jubil Temba
Tel:(012) 717 2151/2/
(012) 401 1701/2/
(012)0000277

higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Tshwane South TVET College
"achieve the future"

TO : Mr. Ntuthuko Khoza

From : Deputy Principal: Academic Services

SUBJECT : REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT TSHWANE SOUTH TECHNICAL, VOCATIONAL AND EDUCATIONAL TRAINING (TVET) COLLEGE

DATE : 19 September 2024

Cc : Principal , Campus Manger – Centurion & Atteridgeville Campus

Dear Mr. Ntuthuko Khoza

Tshwane South Technical and Vocational Education and Training College acknowledges receipt of your letter requesting to conduct research in "Exploratory Study on the Prevalence of Entrepreneurship Education in Business – Related Programs in Gauteng Province TVET College.

Permission is hereby granted on condition that the College will be made privy to the outcome of the research.

We wish you success with your research study.

Kind regards

Mathye

Ms. H.N Mathye
Deputy Principal: Academic Services