



The entrepreneurial intention development of municipal training programmes: The case of eThekweni small, medium and micro enterprises

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DECLARATION

I, Silindile Samkelokulungileyo Mkize, declare that:

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Date 30/10/2023

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ABSTRACT

Small, medium, and micro enterprises (SMMEs) are contributors to economic development and growth. As such, an emphasis on developing them has been at the forefront of most economic policies across governments. The South African Government has established different institutions and training programmes, in all provinces and municipalities, aimed at nurturing and developing entrepreneurial intention, and supporting small businesses across the country. It is, therefore, crucial to constantly monitor and improve these programmes to ensure they deliver on their intention. Therefore, this study evaluated the entrepreneurial intention (EI) development achieved by the SMME training programmes in eThekweni Municipality. The researcher conducted the study using the Theory of Planned Behaviour as a guiding framework to determine whether the curricula design of municipal training programmes for SMMEs in eThekweni influenced EI. Using a mixed-method approach, quantitative data was collected from the SMMEs of eThekweni municipality who have undergone municipal entrepreneurship training programmes to ascertain if they achieved what was intended by the training programmes. Qualitative data was collected from the Small Business Support Unit (SBSU) in eThekweni municipality to study the curricula development and appropriateness of the programmes. Documents were systematically examined as secondary qualitative data. The findings indicate that SMME EI was well developed by the training programmes, but SMMEs lacked business- offering transformation. The SBSU's role in developing EI is incomplete, as there is no monitoring and evaluation to assess EI development. It was discovered that the curricula design of the SMME training programmes had a positive impact on SMMEs' attitude. However, the SBSU had no direct influence on the attitude of SMMEs. SBSU is not involved in the curricula design of SMME training programmes. It was further found that SMMEs perceived behavioral control (PBC) towards developing EI is good. SBSU work well in ensuring that SMMEs' PBC develops through numerous strategies. The findings provide insight into the EI development capability of the programmes, and where they are lacking. The data assists in correcting and redesigning the programmes where it is required. The study plays a role in informing policy makers on policy decisions that relate to economic development and entrepreneurship in South Africa.

Keywords: small enterprises, entrepreneurial intent, business education

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ACRONYMS AND ABBREVIATIONS

ATB	Attitude Towards Behaviour
BEE	Black Economic Empowerment
CPMMA	Convergent Parallel Mixed Method Approach
DSBD	The Department of Small Business Development
DTI	The Department of Trade and Industry
EE	Entrepreneurship Education
EI	Entrepreneurial Intention
EIC	Enterprise Information Centre
EQ	Emotional Intelligence
FA	Factor Analysis
FET	Further Education and Training
GDP	Gross Domestic Product
GEM	Global Entrepreneurship Monitor
LED	Local Economic Development
MSMEs	Micro, Small and Medium Enterprises
MVA	Multivariate Analysis technique
NDP	National Development Plan
NEF	National Empowerment Fund
NFS	Non-Financial Services
NYDA	National Youth Development Agency
TEA	Total Entrepreneurial Activity
SARS	South African Reserve Services
SBSU	Small Business Support Unit
SEDA	Small Enterprises Development Agency
SEFA	Small Enterprise Finance Agency
SMEs	Small, Medium Enterprises
SMMEs	Small, Medium, Micro Enterprises
SN	Social Norms

SPSS	Statistical Package for Social Scientists
TPB	Theory of Planned Behaviour
PBC	Planned Behavioural Control
PEE	Perceive Effects of Entrepreneurship Education
Y-O-Y	Year-on-year

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

It is common practice that developing countries, like post-apartheid South Africa, are at the forefront of developing and implementing pro-SMME policies (Kenosi & van der Lingen, 2021). In South Africa, and in countries globally, the focus is on developing entrepreneurs, as the contribution made by small and medium enterprises (SMEs) to the economy is irrefutable, as they have a positive impact on the economy (Mosacha, 2019).

Poor economic growth is caused by a small number of people who participate in entrepreneurship (Manasoe, Mmbengwa & Lekunze, 2023). Internationally, countries, including South Africa, have emphasized developing small and medium enterprises (SMEs) as they contribute much to economies (Kenosi & van der Lingen, 2021); and empowering SMMEs will foster economic growth (Surya, Menne, Sabhan, Suriani, Abubakar & Idris, 2021). Local municipalities in South Africa are characterised by unemployment and poverty. Therefore, the employment possibilities that entrepreneurs can develop can play a crucial and significant part in reducing these social problems (Muhammed & Heshmati, 2021). Additionally, local communities in South Africa rely on the invaluable contributions that entrepreneurs make to expanding access to necessary products, as well as infrastructural upgrades. The government of South Africa (GSA) supports SMMEs as vehicles to accomplish radical social and economic transformation (Makwara, 2019).

The GSA has thus established different institutions and training programmes that are aimed at maturing and supporting small businesses (Tsatsenko, 2020). The South African government has continually made an effort to promote entrepreneurial education as means to increase entrepreneurial intention (Solevik, 2013). Introducing entrepreneurship education focuses on the core principle that intentions would be translated into starting businesses (Almeida & Buz'ady., 2019).

The GEM (2021/2022) report also highlights the importance of getting normal businesses to become entrepreneurial by acknowledging entities that have been focusing on nurturing and supporting SMMEs to become entrepreneurial and thus to positively contribute to the entrepreneurial success and to make a positive economic impact in South Africa. As such, policymakers see the significance of entrepreneurial activity as a way to turn and develop the economy; and hence, support initiatives in the form of entrepreneurship training have been established to promote entrepreneurship and future entrepreneurs (Balder Surya, Singh, Mansor, Sakka, Krubally & Haseebullah, 2020). The South African government has continually made an effort to promote entrepreneurial education as means to increase entrepreneurial intention (Solesvik, 2013). Entrepreneurship education is found to be effective in creating entrepreneurial intent, forming human capital, and positively impacting entrepreneurial action, which lead to business start-ups (Renko & Chace, 2020).

Entrepreneurship serves as a catalyst in fostering development of impoverished regions, according to Mader (2017). For instance, micro firms, which make up 86% of all active enterprises in east and central Europe, fulfil a vital role in the economics of those regions. (Bomani & Derera, 2018). However, the local entrepreneurial climate that these regions have created supports and influences these dynamic entities in their entrepreneurial intention development (Olasode, Eke, & Olaleye, 2022),.

It is, therefore, imperative to evaluate whether the training programmes are relevant to the performance and growth of SMMEs that have been initiated by the government of South Africa (GSA) in different municipalities, through assessing the impact that the entrepreneurship training curriculum has on SMMEs' entrepreneurial intentions. As a strategy to reach the research objectives of this research study, a mixed-method approach was used to verify three data samples in the study.

1.2 BACKGROUND OF STUDY

In 2021, South Africa performed poorly in its total entrepreneurial activity (TEA) rate, at about

17.5%, yet other African countries that fall in the same category of level C (less than \$ 20,000 GDP per capita economies, according to the GEM report, 2021) such as Angola, performed at 49.6%, with Sudan at 33.6% in the Global Entrepreneurship Monitor (GEM) report (GEM, 2022). It is worth noting that South Africa's TEA rate has improved from 10.8% in 2019 to 17.5% in 2021, which could be buoyed by slight improvements in economic conditions post-COVID-19 and could also be linked to the increased rate of unemployment in South Africa (Global Entrepreneurship Monitor, 2022). However, the TEA rate showed that South Africa was not as entrepreneurially active as other African countries. For this reason, entrepreneurial education using the Fourth Industrial Revolution (4IR) will be provided as a solution for entrepreneurs to mature and flourish in South Africa (Bowmaker-Falconer & Herrington, 2020).

Small businesses are seen by governments to be large contributors to economies through stability, job creation, growth, and development (Ayandibu, Kaseeram & Ayandibu, 2021). Ncube and Zondo (2022) argue that small and medium enterprises play a positive role in growing the gross domestic product (GDP), and they drive socio-economic progress. As such, the government in South Africa has initiated various entrepreneurship education programmes that develop and support small businesses. These entrepreneurial educations are aimed at increasing entrepreneurial intention (Renko and Chace (2020).

Kunene (2021) reveals that an entrepreneurial education that is suitable develops entrepreneurial intention. In 2019, South Africa's entrepreneurial intention was at 11.9%, which was three times lower than in the African region – at 40% (Bowmaker-Falconer & Herrington, 2020). However, in the year 2021, the entrepreneurial intention shifted to 20% in South Africa and the African region was at 40.8% (Bowmaker-Falconer & Meyer, 2022). South Africa continues to lag behind other African regions and this indicates that South Africa is not as entrepreneurial as other African countries. Also, “the increase to 20% reported in 2021 might be due to the COVID-19 pandemic where people have contemplated starting a new venture due to the push effect (pushed into entrepreneurial activities due to negative factors such as losing formal employment or not being able to find new employment) or the pull effect (emerging opportunities, new market demands or the need for innovation and the disruption of existing business models)” (Bowmaker- Falconer & Meyer, 2022, p.42). South Africa’s entrepreneurial intention has seen

a decrease over the years, from 16.9% in 2008, to 14% in 2012, and 11.9% in 2019 (Bowmaker-Falconer & Herrington, 2020). Given these statistics, it appears that entrepreneurial education offered in South Africa is not appropriate and that the quality is poor; and this has a direct implication for entrepreneurial activity and entrepreneurial intention in South Africa (Motaung, 2021). Karimi, Biemans, Lans, Mulder and Chizari (2012) attest that there is limited literature on entrepreneurial education curricula on entrepreneurial intentions, this is also proven by Passaro, Quinto and Thomas (2018). In addition, Mandengenda (2016) postulates that, under the umbrella of entrepreneurship, there have been limited research studies of entrepreneurship education and training in developing nations, particularly in Africa. Ncube (2022), also adds that despite entrepreneurship education being a prominent focus on the policy agenda in South Africa, there is a noticeable absence of comprehensive research assessing the effects of entrepreneurship education. Based on the gaps identified, there is a need to assess the entrepreneurial intention development of entrepreneurial education.

Despite the large amount of existing literature, it is still challenging to define small, micro, and medium enterprises (SMMEs). Currently, there is no universal definition of an SMME, as it differs from country-to-country and sector-to-sector (Mahohoma, 2018). However, according to the European Commission (2016), numerous nations define SMME according to the following criteria:

- the number of workers in the organization
- turnover amount
- total on balance sheet

In South Africa, small enterprises are referred to in the National Small Business Amendment Act of 2004 as:

.... “a separate and distinct business entity, including co-operative enterprises and non-governmental organizations, managed by one owner or more persons which, including its branches or subsidiaries, if any, is predominantly carried on in any sector or sub-sector of the economy”....

The South African National Small Business Amendment Act (2004) classifies SMMEs into five categories:

- survivalist businesses - a business's annual income is lower than the poverty line or minimum income
- micro businesses – enterprises with a yearly turnover lower than the limit of the value-added tax
- very small businesses – making up the formal economy, these entities utilize technology, and employs fewer than 10 employees
- small enterprises – employing under 100 employees. These entities are registered and operate formally and have fixed business premises. The owner manages the business but has a complex management and business structure
- medium enterprises – employing up to 200 people. Managed by the main owner. Occupy fixed premises and operate formally

For this study, the researcher accepts the abovementioned definition of SMMEs, as in the National Small Business Amendment Act (2004). Adoption of this particular definition is based on how SMMEs are defined by the government in South Africa. It is also a definition that is used for businesses to qualify for SMME support from the government.

Following the Small Business Act No. 102 of 1996, in South Africa small enterprises are industry-dependent, but are categorized as follows:

Table 1: Summary of classification for SMMEs

Type of entity	Number of employees	Annual turnover (R)
Medium	<100 – 200	< R4 million – R50 million
Small	<50	< R2 million – R25 million
Very small	<10–20	< R200 000 – R500 000
Micro	< 5	< R150 000

1.3. HISTORY OF ENTREPRENEURSHIP EDUCATION IN SOUTH AFRICA

The world has faced a crisis when it encountered economic problems, and shortages of food and energy, together with the polarization that exists between first-world countries and third-world countries (Mokoatle & Prequel, 1979). The researchers further explain that, to solve the above problems, the development of entrepreneurship and self-reliance is mandatory. There are several barriers that black entrepreneurship faces in South Africa; one is the need to have focused business management training (Mokoatle & Prekel, 1979). It is therefore suggested, by Mokoatle and Prekel (1979), that a programme to stimulate and develop black entrepreneurs is one that should be pitched in a manner that will enable entrepreneurs to acquire knowledge and skills through doing. The teaching and learning must be pitched at a level that allows black entrepreneurs to identify and seize business opportunities. Entrepreneurs should continually think of multiplying and diversifying businesses. Projects completed during such a programme should be ones aimed at sharpening their senses (Mokoatle & Prekel, 1979). The researchers further explain that the approach of the programme should be centered on the five senses of the businessperson, as shown in the table below:

Table 2: Senses of a businessman



Source: adapted from Mokoatle & Prekel (1979).

As shown in the table above, the approach of the business training programme should be merging the academic with the community at large, where the entrepreneur and community interact and exchange ideas. In following this approach, both the community and the entrepreneur would be enriched.

The focus has been on black entrepreneurs, as they were part of the previously overlooked groups and were prevented from participating in the economy and were deprived of lucrative business opportunities. Black people and black businesses have had to experience discriminatory legislation since the early years of the twentieth century following the Natives' Land Act in 1913. For example, with the Native Consolidation Act, of 1945, black businesses were prohibited from selling essential goods in black townships. In the 1950s restrictions were intensified for black people through the implementation of apartheid. Following black entrepreneurs' exclusion, the South African government initiated a strategy of Black Economic Empowerment (BEE) to address the exclusion of most South Africans from engaging in the economy (DTI, 2005). To thoroughly understand the South African entrepreneurship landscape, reviewing and acknowledging the multifaceted challenges it has encountered is imperative. After 1994, the new democratic government in South Africa had the challenge of rebuilding a country that was divided, and a society that was disadvantaged after the era of apartheid (Ensor, 2004). "There was a need for every sector of society to be rebuilt and developed, most particularly education, which was seen as the main instrument to advance the life opportunities of South Africans, as well as the opportunity to secure sound social and economic development into the new millennium" (Ensor, 2004, p.340). The newly elected government of South Africa placed BEE and inequality of income distribution issues as critical on their agenda (Rogerson & Rogerson, 1995).

Including previously disadvantaged people in the economy meant entrepreneurship became critical in creating jobs and economic growth (Mahadea, 2012). Nonetheless, there is a need to escalate the South African economy to a level where the economy is diversified, with an improvement in productivity and international competitiveness, stimulation of investment, and entrepreneurship improvement (DPA, 1998; RSA, 1996).

The government in South Africa has seen the impact of the small business sector since 1994 and from 1995 started to initiate different procedures that stimulate a supportive environment for SMMEs that would enhance their growth. The White Paper, which carries the national strategy for the growth and promotion of South African businesses was then published. This contains the legal framework and regulatory conditions that allow SMMEs to have access to various support facilities put in place since the White Paper in 1995 was published. This was the initiation of numerous instruments and institutions to help SMMEs (DTI, 2014). In South Africa, policy and strategy on the development of small business was first formulated (RSA, 2005).

Government support institutions, which include SMME development agencies such as DTI and DSBD, and private support institutions, have been established since the White paper was published in 1995 to help with monetary and non-monetary services (DSBD, 2017).

The Department of Trade and Industry (DTI): This is responsible for providing support for SMMEs that contribute to the employment and GDP of the country (van Aardt & Bezuidenhout, 2014). Several agencies have been established to extend non-financial support. The agencies include Small Enterprise Development Agencies (SEDA); Sector Education and Training Authorities (SETAs); the National Youth Development Agency (NYDA; the Enterprise Information Centre (EIC) programme); and the National Empowerment Fund (NEF),

The Department of Small Business Development (DSBD): One of the newest departments, initiated in 2014 (DSBD, 2017), its main responsibility is to create and implement policies that allow a favourable environment for the development and advancement of SMMEs by offering better monetary and non-monetary business development services (DSBD, 2017). Two agencies report under this department: the Small Enterprise Finance Agency (SEFA) and the Small Enterprise Development Agency (SEDA), (DSBD, 2017).

Private support institutions: Several South African institutions are involved in SMME development through various interventions, at educational institutions, commercial banks, and business associations, and with professionals.

Educational institutions: Several higher education institutions and Further Education and Training colleges (FET) have courses in small business (van Aardt & Bezuidenhout, 2014).

Commercial banks: Globally, banks have extended a hand and assist their business clients with non-financial Services (NFS) to help them succeed in their enterprises. Banks provide services that include information, training, business clubs, advisory services, and other networking events (Richardson, 2016). These banks include Nedbank, First National Bank, ABSA Bank and Standard Bank, in South Africa.

Business Associations: Business associations offer a range of services to SMMEs, including advice, guidance, mentoring, information, and technical assistance (Nieman & Nieuwenhuizen, 2014).

Professional support: This involves professional advice from professionals like accountants, lawyers, and consultants (Ferreira, 2007; van Aardt & Bezuidenhout, 2014). The guidance helps entrepreneurs to improve their profits and growth in the long-term (van Aardt & Bezuidenhout, 2014). SMMEs could transform the small business sector in South Africa into a sustainable sector that the economy could be reliant on (Berry, Blottnitz, von Cassim, Kesper & Seventer, 2002). Surveys were conducted by the World Bank, but the reason for failures was not established (Berry et al., 2002). The limited success of SMMEs in an economy has other contributing determinants. Macroeconomic factors have a significant role in developing the economy (Geitlinger, 2016).

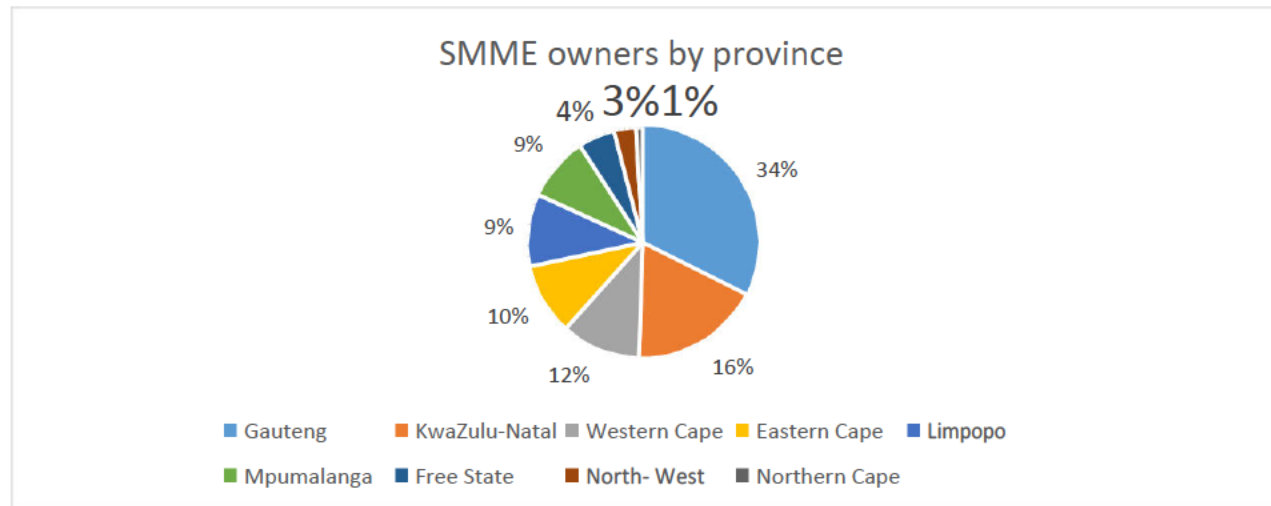
1.4 STATE OF ENTREPRENEURSHIP IN ETHEKWINI

Before investigating the SMME activities in eThekweni municipality, it is important to first explore this within the local economic context. SMMEs in the eThekweni municipality form a big part of the development of the local economy. Durban, which is based in KwaZulu-Natal province,

is the second biggest metropolitan area in South Africa (Statista, 2021). It contributes 16% of the gross domestic product (GDP) in the national economy, making it the second biggest (StatsSA, 2018) contributor. eThekweni is responsible for 59.88% of the provincial GDP (Cogta, 2020).

KwaZulu-Natal has the second largest number of SMME owners in South Africa, at 16% as shown in the figure below (SEDA, 2021).

Figure 1: SMME owners by province



Source: StatsSA, 2018

It is thus important to assess the entrepreneurship practices, and specifically the entrepreneurship education for SMMEs, in this province. KwaZulu-Natal has a plethora of SMMEs that fall under the following industries: financial; agriculture; trade and accommodation; manufacturing; communication; transport; construction; business services; and community and private households (StatsSA, 2022). However, Lekhanya (2016) has indicated that, as much as there are good opportunities to initiate businesses in parts of KwaZulu-Natal, like eThekweni, the entrepreneurial behaviour and entrepreneurial mindset do not support entrepreneurial intention. Lekhanya (2016) further indicated that KwaZulu-Natal has potential to develop its economy through an improved entrepreneurial culture. The number of SMMEs in KwaZulu-Natal has dropped by 9% from 2020 to 2021 (SEDA, 2021).

1.5 PROBLEM STATEMENT, RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

This section provides a concise overview of this study's problem statement, objectives, and research questions. It highlights the gaps in the entrepreneurial intention development of SMMEs, which are addressed by this study.

1.5.1 Problem Statement

SMMEs, today, are perceived as great contributors to economic development and growth (Amah Oyetuunde, 2020). Consequently, the government has initiated institutions that offer monetary support, non-monetary support, and training support, to assist with the establishment and growth of SMMEs. Despite the government's initiatives, these enterprises still battle with problems and fail within a couple of years after they are established (Kelly, Shumba, Zindiye & Donga, 2022; Leboea, 2017; Lose, 2016). There is a high failure rate of SMEs, and this contradicts the intention of the entrepreneurial training support they receive. Entrepreneurial training and education programme are viewed as initiatives to stimulate economic activities (Mandengenda, 2016). Entrepreneurship education aims to cultivate and increase entrepreneurial intentions (Li & Wu, 2019).

Maheshwari (2021) argue that, at present, there is a lack of convincing statistical research, particularly on the impact of entrepreneurship education on developing intentions to start a business, as prior studies' results are inconsistent. According to Bridge and Hegarty (2016) it is crucial to acknowledge that, in developed nations, entrepreneurial education and entrepreneurship curricula are already well established. This is, however, the opposite for nations with emerging economies (Eze & Nwali, 2012; Akhuemonkhan, Raimi & Sofuluwe, 2013). As such, it is essential to use curricula design theories to assess if the curricula designed for entrepreneurial training offered to SMMEs, like SMMEs in eThekweni municipality, can increase entrepreneurial intention.

Entrepreneurship education (EE) is rapidly expanding worldwide. However, many researchers

acknowledge that there is a lack of consensus and emphasis on the curriculum content and teaching methods that should be used (Sirelkhatim & Gangi, 2015). The gap in research requires establishing a suitable curriculum for entrepreneurship education. According to Karanja, Ithinj and Nyabonga (2016), entrepreneurial intention (EI) can possibly be influenced by the curriculum of the course. A suitable curriculum design for entrepreneurial education should be one that supports entrepreneurial intention (Kunene, 2020). Karimi et al. (2012) attest that there is a dearth of research on the impact of entrepreneurial education curricula on entrepreneurial intention. Given the context stated above, this thesis aims to evaluate the entrepreneurial intention development in municipal training programmes for SMMEs in eThekweni.

SMMEs in the eThekweni municipality form a large part of the South African local economy. Durban, which is based in eThekweni municipality, ranks as the second biggest metropolitan area in South Africa (Statista, 2021). It is responsible for 16% of the gross domestic product (GDP) in the national economy, making it the second biggest (StatsSA, 2018). EThekweni is considered to be the economic powerhouse of KwaZulu-Natal as it contributes 59.88% of the provincial GDP (Cogta, 2020). In the eThekweni Integrated Development Plan (IDP) 2020/2021, mayor Mxolisi Kaunda, the mayor of eThekweni municipality, highlighted that, as part of the strategic focus area of human capital learning and development, there will be a programme that is designed to support small enterprises through training programmes and skills development, aimed at creating employment (Cogta, 2020).

The aim of the SMME municipal training programmes' curriculum is "to ensure the improvement of the quality of service rendered, sustained income generation, job creation and competitiveness with the aim of better positioning the cooperatives to take advantage of the opportunities emerging in local, provincial and national, African and International market" (eThekweni municipality, 2023). The objective of the SMME training programs is to ensure that SMMEs grow and transform their businesses (eThekweni municipality, 2023). It is also stated that these training programmes give SMMEs invaluable skills that can "ensure their sustainability post the programme" (eThekweni municipality, 2023). The aim is to build the capacity of SMMEs by offering training and education. The Small Business Support Unit at eThekweni municipality has alluded to being key role players in

addressing SMMEs gaps, with the aim of offering effective training that capacitates and develops the entrepreneurial intentions of SMMEs (Mbuquka, personal communication, February 25, 2023). SMME municipal training programs aim to support and empower small businesses by providing them with the necessary skills, knowledge, and resources to succeed and contribute to the country's economic development. It's important to note that the development of entrepreneurial intentions is a crucial aim of these programmes. The ultimate goal is to support the growth and sustainability of SMMEs, and the development of entrepreneurial intentions plays a significant role in achieving that goal.

There is a focus on training in eThekwin and it would be a disservice if a researcher were not to focus on this city. For the reasons above, assessing SMMEs in eThekwin would have a large impact on the national footprint.

1.5.2 Research objectives

1. Determine if municipal training programmes offered to SMMEs increase their entrepreneurial intention.
2. Explore if the curricula design of municipal training programmes influences the attitude of SMME owners towards increasing entrepreneurial intention.
3. Determine if the curricula design of municipal training programmes influence the social norms of SMME owners towards increasing entrepreneurial intention.
4. Identify if the curricula design of municipal training programmes influence the perceived behaviour control of SMME owners towards increasing entrepreneurial intention.

1.5.3 Research Questions

1. Do municipal training programmes increase SMME owners' entrepreneurial intention?
2. Does the curricula design of municipal training programmes influence the attitude of SMME owners towards increasing entrepreneurial intention?
3. Does the curricula design of municipal training programmes influence the social norms of SMME owners towards increasing entrepreneurial intention?
4. Does the curricula design of municipal training programmes influence perceived behaviour control of SMME owners towards increasing entrepreneurial intention?

1.6 PRELIMINARY LITERATURE REVIEW

In South Africa, and in countries globally, the focus is on developing entrepreneurs in SMEs, due to their significant impact on the economy (Enaifoghe & Ramsuraj, 2023). Thus, policymakers see the significance of entrepreneurial activity as a lever to develop the economy, and hence support initiatives in the form of entrepreneurial training have been established to promote entrepreneurship (Mazanai, Mabila & Gwaindepi, & Netsai (2020). Ndofirepi (2020) explains that grows the intention to initiate a business, whereas Neck and Corbett (2018) argue that EE has a role to play in influencing skills, attitudes, and culture. To measure the effectiveness of entrepreneurship training, previous training participants' actual enterprise start-ups should be evident, because strong intention ought to result in starting a new business venture (Liu, Kulturel-Konak & Konak, 2021).

EE is a key factor in developing an entrepreneur. The essence of entrepreneurship lies in an individual's determination to embark on a new business, by acquiring entrepreneurial knowledge and skills (Utami, 2017). Participating in entrepreneurship is highly motivated by an individual's intentions (Utami, 2017).

Entrepreneurial intention is critical in how a business performs, and in the establishment of small businesses (Khan, Rathore, Zubair, Mukaram & Selem, 2023). A major indicator of a behaviour can be its intention. Entrepreneurial intention is a personal characteristic that impacts action that results in business creation (Ajzen 2011). Saude, Hermozilha and Borrero (2020) define it as a conscious decision that an individual makes to embark on a new venture. Chhabra, Raghunathan and Rao (2020) further describe entrepreneurial intention as a mental condition that influences how one acts in achieving a particular goal or establishing a venture. The better and more positive the intention to perform the behaviour, the higher the chance that the behaviour will be executed. This, then, implies that if one receives support from family, friends, business partners and community through their positive attitude, the likelihood of establishing a business is high, as the determination in that person pushes them to behave in a particular way (Ajzen, 1991). The South African government has committed itself to promoting entrepreneurial education in the anticipation that it will increase learners' entrepreneurial intention (Solevik, 2013), which implies that if small businesses are to be trained, then it should be training that increases their EI, which would lead to an increase in entrepreneurial activity, since entrepreneurship is perceived as the pillar of an economy as it assists in poverty alleviation and creates employment in communities (StatsSA, 2018).

The relevance of entrepreneurship development and its connections to LED is equally well-documented in the literature reviewed (Stam & Spiegel, 2022; Tambunan, 2018). The growth of entrepreneurship in regional municipalities, according to Tambunan (2018), may provide three key advantages: Firstly, neighborhood businesses can find specialized markets in local governments. This is mostly true since there are many unexplored business prospects in South Africa's local municipalities. Secondly, for the communities, entrepreneurship development is a last-ditch effort to lift the poor out of poverty by creating jobs and enhancing access to basic services.

Finally, entrepreneurial development in municipalities stimulates the growth of small and medium-sized firms by awarding subcontracts for big infrastructural development projects (Adenutsi, 2019; Madzivhandila, 2014). Indonesia is a notable example, where local businesspeople have been given the freedom to perform a substantial role in developing the local economy, which has significantly increased the ability of a number of impoverished households to generate revenue and create jobs (Tambunan, 2018). Local towns should be heavily involved in entrepreneurship development in the communities, given the significant contribution that it makes.

In African countries, governments have focused on upgrading the educational curricula to incorporate entrepreneurship training programmes to support students in growing entrepreneurial attitudes and skills, and to be motivated to establishing a business (Akyeampong, Rolleston & Ampiah, 2010). The training programmes are aimed at assisting students to find opportunities in societal problems. On this note, Fayolle (2005) ascertained that the aim of entrepreneurial training programmes is to help students to create a business idea that effectively solves a societal problem. As a result, this develops students' confidence to have the intention to start their own business.

The evaluation of the effectiveness of entrepreneurship training programmes is lacking, as is the assessment of whether the objectives of the training have been met. Isaacs, Visser, Friedrich and Brijal (2007) note that there is little research that assesses the content and influence of training. There is a gap in entrepreneurship education in its content and quality. This includes the curricula design, delivery, and assessment methods (Matlay, 2006); yet according to Greenbaum and Rycroft (2014), entrepreneurship attributes and intention are connected to the entrepreneurship education curriculum. With the focus on entrepreneurship training, it is well-timed to evaluate the extent to which it stimulates the intentions of its participants, which is the objective of this thesis.

There are two types of entrepreneurship education, as identified by Dugassa (2012): learning that is about entrepreneurship, and learning that is for entrepreneurship. As explained by this author, learning about entrepreneurship is concerned with formal learning and learning about theories. The second type of entrepreneurial education equips students for entrepreneurship in real-life (Daly,

2001 & Wee 2004). Bridge and Hegarty (2016) argue that these two concepts are not the same, and this needs to be taken into consideration when creating a curriculum to avoid creating content that focuses on being an entrepreneur (learning for entrepreneurship), while disregarding other critical aspects of learning about entrepreneurship, which develop leadership skills and being innovative. Kunene's view on entrepreneurship education in South Africa was further reiterated in an interview where she explained that "when we design curricula for entrepreneurship development, we must be mindful of a distinction between a curriculum that focuses on being an entrepreneur and a curriculum that focuses on being entrepreneurial"(Ndlovu, 2021). She further maintains that in South Africa, entrepreneurship development curricula neglect teaching about being entrepreneurial which focuses on soft skills like innovation and leadership skills. In the interview, the same speaker added that, in order to succeed in developing entrepreneurship intention, curricula should include teaching on both being entrepreneurial, and on entrepreneurship. Entrepreneurship curricula that should be implemented should develop soft skills and build creativity and innovation (Bridge & Hegarty, 2016). It is thus important to evaluate the SMME training programmes offered by eThekweni municipality, to gauge if they teach entrepreneurship that develops entrepreneurial intention.

1.7 THEORETICAL FRAMEWORK

The theory that underpins this thesis is the Theory of Planned Behavior (TPB) by Ajzen (1991). It postulates that intention is a result of three constructs: attitude, social norms, and perceived behavioral control.

Governments across the world have been fostering and promoting entrepreneurial activities in their countries, more particularly through education (Rae & Carswell, 2001), as entrepreneurship is perceived as fundamental in creating jobs (Acs, Carlsson & Karlsson, 1999), as well as for the success of a nation (Kourilsky & Esfandiari, 1997). However, there are questions that remain unanswered about the effectiveness of education programmes, and what their design should be, in order to increase their effectiveness (Heuer & Kolvereid, 2013). The aim of this study is to determine, using the Theory of Planned Behavior, whether the curricula design of municipal training programmes for SMMEs in eThekweni influences entrepreneurial intention. Entrepreneurial intention for this thesis is led by the theory of planned behavior (TPB), as proposed by Ajzen (1991).

Sabah (2016) explains that any entrepreneurial activity is considered to be an intentionally planned behavior. Consequently, entrepreneurial intention (EI) may be evaluated via the theory of planned behavior (TPB). EI is best evaluated using TPB, and there are many strengths in the Theory of Planned Behavior. Brookes (2021) explains that the TPB considers the influence that peers (subjective norms) have, and this is important when a behavior begins; and it maintains the behavior. TPB forms the basis on which questions can be developed to evaluate the variables of the theory in a specific target population (iresearchnet, 2015). This helps the practitioner develop specific beliefs for that specific target population.

Training curricula for SMMEs must be aimed at increasing the entrepreneurial intention (EI) of SMME owners. To identify the cognitive factors that influence entrepreneurial intention, the Theory of Planned Behavior (TPB) is used (Ajzen, 1991), as it provides a detailed overview of the process that leads to entrepreneurial behavior (Heue & Kolvereid, 2013). TPB was introduced in 1985 by Icek Ajzen (Ajzen, 2001). Following Ajzen's TPB, EI is described using three constructs: attitude, social norms, and perceived behavioral control.

Attitude: This refers to an individual's attitude concerning a behavior to an extent to which an individual likes, or does not like, the behavior at hand (Ajzen, 1991). The intention to the behavior will be strong if the attitude to that behavior is favorable (Ajzen, 1991).

Social norms: This refers to the attitude that a person has about how important the given behavior is, influenced by the perceptions of significant others (Ajzen, 1991).

Perceived behavioral control: The individuals believe that they have the right skills to perform a task (Ajzen, 1991). Krueger and Dickson (1994) confirm that the greater the perceived behavioral control is, the higher the perception of opportunity. To achieve the relevant training programmes, all three of these constructs should be considered when designing curricula.

Heuer and Kolvereid (2013) emphasize that, according to the TPB, an educational concept that is effective should change one, or more than one, of the antecedents to intentions by manipulating beliefs. This would impact entrepreneurial intentions and, in turn, would influence entrepreneurial behavior. Based on this, an effective and relevant training curriculum can impact the EI of SMMEs. It is thus important to analyze EI by looking at the TPB. This theory supports the objectives of this thesis, as intentions are the number-one predictor of planned behavior as defined by the Theory of Planned Behavior (Graeentiz, Harhoff & Weber, 2010).

However, the TPB has limitations. LaMorte (2019) argues that it does not take into consideration other variables that affect behavioural intention and motivation, for instance, mood, previous experience, fear, threat, and fear. Economic and environmental factors that could influence a person's intention to behave a certain way are also not considered; and lastly, the time between the intention and the actual behavioral action is not stipulated by this theory (LaMorte, 2019).

1.8 AIM OF THE STUDY

There is a dearth of research examining how municipal training programmes influence the development of entrepreneurial intentions among SMMEs. The aim of this research is to explore the impact of municipal training programmes on the development of entrepreneurial intentions among small, medium, and micro enterprises in eThekweni municipality.

1.9 SIGNIFICANCE OF THE STUDY

Studies on entrepreneurship intention have become a topic of interest for researchers, as it is significant in the development of many nations (Maheshwari, 2021; Nade & Malamsha, 2021; Ndofirepi, 2020; Omotosho et al., 2022). The research on entrepreneurship intention has focused on several aspects, with many concentrating on factors that influence the entrepreneurship intention of students in universities (Maheshwari et al., 2021; Rahim & Mukhtar, 2021). This Master's dissertation examines entrepreneurship intention development in training programmes for SMMEs.

This study of entrepreneurial intention development in municipal training will assist policymakers, sponsors of entrepreneurial education programmes, and content designers. For policymakers, it would assist in recognizing barriers to entrepreneurial intention which prevent entrepreneurial success in SMMEs. Content designers can improve the content, methodology, and structure used in entrepreneurial education training material.

1.10 JUSTIFICATION FOR THE STUDY

There is sufficient literature that attests that SMMEs contribute positively to economic growth as SMMEs contributed to 64% of employment in 2021 (SEDA, 2021). SMMEs contribute more than 40% of South Africa's GDP (StatsSA, 2022). Thus, it is anticipated that this thesis will help the government devise training programmes and support strategies that will increase entrepreneurial intention and have a positive effect on SMMEs and the economy's growth.

To continue promoting entrepreneurship activities and innovation, more entrepreneurs are not necessarily required in South Africa, but there is a need for innovative, growth-driven entrepreneurs who have the desire to grow and succeed in the South African environment, and to participate in the global economy (Allan Gray Orbis Foundation, 2017). This, then, introduces an opportunity for a well-designed curriculum in entrepreneurship education and training that develops entrepreneurial intention.

1.11 RESEARCH METHODOLOGY

Research methodology is the systematic process of finding the solution to a specific problem, it is an approach used to thoroughly solve research problems (Mishra & Alok, 2022). It is a structured approach that researchers use to perform a scientific investigation to find the solution to a research problem, and many approaches can be employed to resolve the research problem (UKEssays, 2017). Different methods can be used by researchers in solving a research problem (Adedoyin, 2020 ; Vosloo, 2014).

A mixed-method approach was chosen as the suitable technique for this research study. Quantitative and qualitative methods were applied to yield rich data. The mixed methods approach, it is argued, provides a comprehensive understanding of the findings of a study. (Makanyeza, 2014). The advantage of using a mixed method in research is the opportunity to triangulate the results. In this study, a triangulation technique was followed, due to the data collection methods used, to validate the three data samples collected (Nightingale, 2020).

Quantitative data was collected from SMMEs; qualitative data was obtained from the SBSU personnel; and documentation for SMME training programmes was used to complete the analysis. SPSS software was used for the quantitative data; thematic analysis was completed for the qualitative SBSU data; and lastly, a systematic examination was conducted on the documentation.

1.12 RESEARCH DESIGN

A research design is a strategy that guides the execution of the research study (Thakur,2021). It provides a thorough framework of steps and methods that will be used to address the research objectives (Jilcha, 2019). To understand the entrepreneurial intention development of municipal training, rich data needed to be harvested, utilizing both data quantitative and qualitative collection methods. The study was exploratory. The aim was to ensure that the research sufficiently addresses the research objectives. An explorative study was conducted to uncover new ideas and insights,with to increase knowledge in the respective fields (Elman et al., 2020). The purpose of this study has been to provide comprehensive knowledge of entrepreneurial intention development capability of South African SMME training programmes.

1.13 RESEARCH SETTING

The research setting is the specific area where the actual research unfolds. The study site is eThekweni municipality, KwaZulu-Natal. The SMME owners operate in eThekweni. The SBSU offices are in Durban, at eThekweni. Documents were retrieved from the SBSU offices, and other documents were retrieved from the eThekweni municipality's official social media pages, Facebook and Instagram.

1.14 POPULATION

Population is defined as the total group of people or objects that the research intends to study (Mishra & Alok, 2022). These individuals or objects may belong to one taxonomic class (Vonk, 2014; Shukla, 2020). In this study, the target population comprises a group of people and documents involved in SMME training programmes offered by eThekweni municipality, in KwaZulu-Natal; SMME owners who have undergone municipal training; SBSU personnel; and documents used by SBSU for SMME training programmes.

1.14.1 Questionnaires with SMMEs

A population (N) of one thousand two hundred SMMEs were trained from 2019 to 2021 by the SBSU in eThekweni municipality (Mbuquka, personal communication, October 18, 2022).

1.14.2 Interviews with SBSU

The SBSU comprises (N) twelve members, which include the head of the department, the deputy head, four programme managers, and six facilitators.

1.14.3 SBSU training documentation

Three types of documentation used by the SBSU for training were collected: training manuals, tender documents, and eThekweni municipality's social media posts.

1.15 SAMPLE

A sample is a representative portion of the larger population targeted for an investigation (Shukla, 2020). It is further described as units or individuals that are selected to be participate in the study (Yin, 2014).

1.15.1 Quantitative questionnaires with SMMEs

Random probability sampling was used to yield quantitative data. Random probability sampling means that every unit in the population has an equal opportunity to be selected (Mweshi & Sakyi, 2020). This technique was applied with SMME owners trained by the eThekwinini municipality. Considering that 1200 SMMEs were trained from 2019 to 2021 (Mbuquka, personal communication, October 18, 2022) and using Sekaran's (2003) sampling table which specifies a 5% error margin to obtain a 95% confidence level, a sample size of two hundred and ninety-five SMMEs was then randomly selected.

1.15.2 Qualitative Interviews with SBSU

Purposive sampling was appropriate for the SBSU personnel, as it is when participants are selected, based on their ability to provide a particular type of information (Mweshi & Sakyi, 2020). Twelve SBSU personnel were targeted. However, only eight individuals were available for interviews: two programme managers and six facilitators.

1.15.3 Qualitative data with documentation

The extraction of specific information from the documentation used by the SBSU for SMME training was focussed, and thus purposive sampling was appropriate for the collection of documentation (Flick, 2018). The documents included training manuals, tender documents, and social media posts.

1.16 DATA COLLECTION

Data collection refers to the process of gathering data from various sources for the purpose of answering research questions (Gupta & Gupta, 2020). Data is collected systematically and scientifically to test hypotheses, respond to questions of a research study, and draw meaningful

conclusions (McMillan & Gogia, 2014).

1.16.1 Questionnaires with SMMEs

The researcher designed questionnaires and distributed them to SMMEs in eThekweni, both face-to-face and online via a link (Google forms).

1.16.2 Interviews with SBSU

Interviews were conducted face-to-face using a structured interview guide that comprised both open-ended and closed-ended questions.

1.16.3 Documentation

Documentation was collected physically from SBSU offices and online on the official social media pages of eThekweni municipality SBSU.

1.17 DATA QUALITY

To ensure accuracy, completeness, consistency, and reliability, data quality control is crucial in a research study. It is a process of statistically and scientifically assessing data quality to verify if the required quality is met for a project (Simpson, 2015).

1.17.1 Validity of quantitative data

Validity in quantitative data is measuring accuracy (Heale & Twycross, 2015). In quantitative research, three key types of validity are found: content validity, criterion validity, and construct validity (Pajo, 2022). Content validity was used for this study: questionnaires were issued to the same SMME owners, twice, in similar conditions.

1.17.2 Reliability of quantitative data

Pajo (2022) explain reliability as a test for consistency, repeatability, and stability in the results of findings acquired in the same situations, but in different conditions. Testing for reliability increases the trustworthiness of results, as it is evidence that the results can be reproduced

(Anney, 2014). Cronbach's alpha was used as a reliability test for quantitative data to assess internal consistency.

1.17.3 Trustworthiness and dependability of qualitative data: SBSU

In qualitative research, concepts of validity and reliability are referred to as 'foreign' terms (Devault, 2018; Noble & Smith, 2015). Trustworthiness and dependability are more suitable terms to use in qualitative data (Stahl & King, 2020). To add to the definition of trustworthiness in this respect, Gunawan (2015) mentions that this includes credibility, transferability, dependability, and confirmability.

Internal validity was used after collecting qualitative data from the SBSU. This is a concept used when harvesting data from participants, due to the importance of data and its assistance in reaching reasonable conclusions (Lund Research, 2013). To attain trustworthiness, reflexivity was also used as a tool that provides a detailed process of how the research was conducted. Davis (2020) argues that the researcher needs to be transparent about their personal opinions, by revealing their viewpoint about the phenomenon. To further ensure that the study is credible and dependable, triangulation was used in this study (Lincoln & Guba, 1985, cited in Schwandt, Lincoln & Guba, 2007).

1.17.4 Trustworthiness and dependability of qualitative data: documentation

Trustworthiness and dependability are crucial in qualitative data, including documents. It is also important to evaluate the factor of quality. Completeness, accuracy, and consistency are important when evaluating documents (Tilley et al., 2021; Andi & Minato, 2020). Watermeyer (2018) explains that several factors are relevant when evaluating documents. These include accuracy, clarity, completeness, relevance, standardization, and certainty. All these elements were considered when evaluating the data quality of the documents that were under investigation.

1.18 DATA ANALYSIS

Data analysis is explained as a process of assessing the data that a researcher has gathered to understand the information (Hassan, 2023). Quantitative data in this study were analyzed through SPSS software; qualitative data from SBSU was analyzed using thematic analysis; and documents as secondary qualitative data were systematically examined by the researcher.

1.18.1 Questionnaires with SMMEs

Qualitative data collected from SMMEs was analyzed using factor analysis (FA), a multivariate analytical technique (MVA). Factor analysis is utilized to explain relationships among different variables (Alkarkhi & Alqaraghuli, 2019). The study used a software package, the Statistical Package for Social Scientists (SPSS).

1.18.2 Interviews with SBS

Thematic analysis was used to analyze qualitative data retrieved from the SBSU. This technique is utilized predominantly in interviews (Caulfield, 2021). Themes and patterns are provided by the thematic analysis technique (Sekeran & Bougie, 2011).

1.18.3 Document data analysis

Document analysis is a type of qualitative research. It is a systematic process that is followed to review or evaluate documents, in both electronic and printed form (Bowen, 2009; Kutsyuruba, 2023). The researcher conducted a systematic examination and interpretation of the documents.

1.19 ETHICAL CONSIDERATIONS

A gatekeeper's letter from eThekweni municipality was obtained. Ethical clearance from the University of KwaZulu-Natal was also acquired. The researcher treated all participants with respect. This study respects the basic human rights of individuals and allowed them the option whether to choose to take part, or not, in the study, which was made known by the researcher. The researcher protected all the information shared under the University of KwaZulu-Natal's protection policy (Hair, Arthur, Phillip & Mike 2007).

1.20 LIMITATIONS OF THE STUDY

Time constraints were the first limitation, owing to the nature of entrepreneurs' work. The SBSU personnel have very tight schedules, and it is very difficult to get appointments. The non-availability of the head of department and deputy head of department was a limitation, as they could have made an immense contribution to this study, especially from a top, strategic management perspective. There is a dearth of research on SMME entrepreneurial intention, which made it difficult to find literature.

1.21 OUTLINE OF CHAPTERS

This section will give an overview of the content covered in the seven chapters that make up this thesis, from the introduction chapter to the theoretical framework; the literature review; research methodology; data analysis and result presentation; the discussion of results; the emerging model; and lastly the conclusion and recommendations.

Chapter One: Introduction

In the introduction, an overview of the study is outlined. The background of the study, the problem statement, the research objectives, and the research questions are discussed. The background outlines why the research study was of interest and was undertaken.

Chapter Two: Theoretical Framework

The Theory of Planned behavior (TPB) by Ajzen (2001), which is the theory that underpins the study, is explained. Entrepreneurial intention is described using three constructs of TPB, which include attitude, social norms, and perceived behavioral control. The strengths and limitations of TPB are discussed. Furthermore, there is a discussion on how to use this theory to analyze the process of entrepreneurial behavior in the context of entrepreneurship education.

Chapter Three: Empirical Literature Review

This chapter discusses the importance of SMMEs in South Africa and globally. The influence of entrepreneurship education on entrepreneurial intentions is discussed. The study further examines factors that influence entrepreneurial intentions. Furthermore, the impact of entrepreneurship education on skills, attitudes, and knowledge is explained. The state of entrepreneurship in eThekwin is analyzed. This chapter explains the entrepreneurship education curricula and training structure in the context of this study.

Chapter Four: Research Methodology

In Chapter Four, a discussion on the research approach that this study follows is outlined. The instruments that were utilized to collect the two types of data and the data management are explained. The various sample sizes and sampling techniques, and the data collection procedures, followed are discussed in detail. Data quality control and the different techniques used to analyze the results and findings, as well as tests for reliability and validity, are thoroughly discussed.

Chapter Five: Data Analysis and Result Presentation

In this section, the data analysis is presented and the presentation of results of the data collected are clearly presented and detailed. The results are described following the objectives of the study.

Chapter Six: Discussion of Results

Based on the results and findings in Chapter Five, a discussion is presented, and conclusions are drawn. The discussion of the results is four-fold. Firstly, there is a discussion on whether municipal training programmes offered to SMMEs increase their entrepreneurial intention. The second part of the discussion explores whether the curricula design of municipal training programmes influences the attitude of SMMEs to increasing entrepreneurial intention. Thirdly, there is a discussion on how the curricula design of municipal training programmes influence the social norms of SMMEs to improve their entrepreneurial intention. Lastly, a deliberation on the influence of curricula design on the municipal training programmes on perceived behavioral control of SMMEs regarding developing entrepreneurial intention is offered.

Chapter Seven: Proposed Emerging Model

Based on this study's findings, the researcher designed a model that can be used by future decision-makers and curriculum designers for effective SMME entrepreneurial intention development in municipal training programmes. The emerging model comprises four areas that future researchers and policymakers need to consider to properly design SMME training programmes. These areas are monitoring and evaluation of training; developing a positive attitude to entrepreneurship, including the municipal personnel's involvement in designing the curricula of the training programmes; a consideration of social norms; and ensuring better PBC for SMMEs.

Chapter Eight: Conclusion and Recommendations

Conclusions from the study are drawn, based on the results discussed in the previous chapter. The findings of the study show that SMMEs entrepreneurial intentions were well developed by the training programmes offered by eThekweni municipality, but there is a lack of business offering transformation. The SBSU does not have any monitoring and evaluation systems in place to ensure EI development. The curricula design of the SMME training had a positive impact on SMME attitudes, and thus the development of entrepreneurial intentions; but the SBSU had no direct influence on influencing SMMEs' attitudes to increasing entrepreneurial intention. The SBSU does not participate in designing curricula for its training programmes. However, it was discovered that the attribute of attitude was well covered in documents. The study discovered that social norms influenced the development of entrepreneurial intention of SMMEs. The research further discovered that SMMEs' perceived behavioral control regarding developing entrepreneurial intention is good after attending the training. The SBSU uses various strategies to ensure that confidence levels are increased. The documentation examined also indicated that each document included an element of perceived behavioural control. Finally, recommendations for the SBSU are offered; the development of entrepreneurship in municipalities is outlined; and SMME training strategy is provided to ensure the entrepreneurial intention development of SMMEs.

1.22 CONCLUSION

This chapter outlines the approach that this research study followed. In this chapter, the research problem, the research objectives, the preliminary literature review, and the theoretical framework were set out. The significance of this study was also outlined, and the research methodology was presented, as well as the ethical considerations that were considered. The concluding section of the chapter provided an overview of the content of the eight chapters that make up this research study.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

To effectively conduct research with the stated objectives, it is crucial to establish research parameters guided by a specific framework to guide and contextualize the research study, ensuring relevance, clarity, and rigour in the research process. This chapter will outline the theoretical framework that was adopted for this research study.

A theoretical framework is a structure that outlines the key concepts of research. It is a structure that can support and hold the theory of a research project, and it is also used to introduce the theory which explains why the research problem exists (Stafford & Lesham, 2008). The theoretical framework consists of definitions, concepts, and references to existing theory and the related literature that is used in a research project (Stafford & Lesham, 2008). According to Stokes (2013), a theoretical framework provides a particular viewpoint, or lens, through which a topic will be examined. In a research study, the theoretical framework is followed because it helps analyze past occurrences better by providing a particular list of questions to ask, and a particular perspective to follow when exploring the topic. The theory that underpins this study is the Theory of Planned Behavior (TPB) by Ajzen (1991). The TPB postulates that intention is a result of three constructs: attitude, social norms, and perceived behavioral control.

2.2 THE THEORY OF PLANNED BEHAVIOR

For an improved understanding of entrepreneurial intention, this study is underpinned by the Theory of Planned Behavior. The Theory of Planned Behavior theory is used to predict a range of behaviors, including in entrepreneurship. The factors underpinning the Theory of Planned Behavior are attitude, social norms, and perceived behavioral control, which to understand the intention of individual behaviors (Ajzen, 1991). Entrepreneurial intention can be predicted using TPB.

The aim of this research was to investigate, using the theory of planned behavior, whether the curricula design of municipal training programmes for SMMEs in eThekweni influences entrepreneurial intention. Entrepreneurial intention, for the purposes of this thesis, is led by the theory of planned behavior (TPB) proposed by Ajzen (1991). Entrepreneurial intention (EI) can be explained as a state of mind that impacts action in a particular goal or venture creation (Drnovšek et al., 2010). If an individual has good intentions and behavior concerning a business opportunity, they are likely to start a business. An entrepreneurial activity is an intentionally planned behavior. Thus, entrepreneurial intention (EI) may be evaluated via the Theory of Planned behavior (TPB) (Sabah, 2016). The cognitive factors that impact entrepreneurial intention can be explored using The Theory of Planned Behavior.

While the entrepreneurship training curriculum is aimed at encouraging entrepreneurship (Fatoki & Oni, 2014), Borchers and Park (2010) also observe that the main objective of an entrepreneurship education programme is to develop leaders that possess strong skills and an entrepreneurial mindset. However, entrepreneurship training curricula for SMMEs must be aimed at increasing the entrepreneurial intention (EI) of SMME owners. Increasing entrepreneurial intention is very important, as it is a good strategy to address the challenges of low employability (Schwarz, 2009). Multiple studies in entrepreneurship research have argued that entrepreneurial intention is one of the most important antecedents of actual entrepreneurial activity (Krueger & Carsrud, 1993; Lee, Wong, Foo & Leung, 2011).

To discover the cognitive factors that influence entrepreneurial intention, the Theory of Planned Behavior (TPB) (Ajzen, 1991) is used, as it provides a detailed overview of the process that leads to entrepreneurial behavior (Heue & Kolvereid, 2013). TPB was introduced in 1985 by Icek Ajzen (Ajzen, 2001). Following Ajzen's TPB, EI is described using three constructs which include attitude, social norms, and perceived behavioral control:

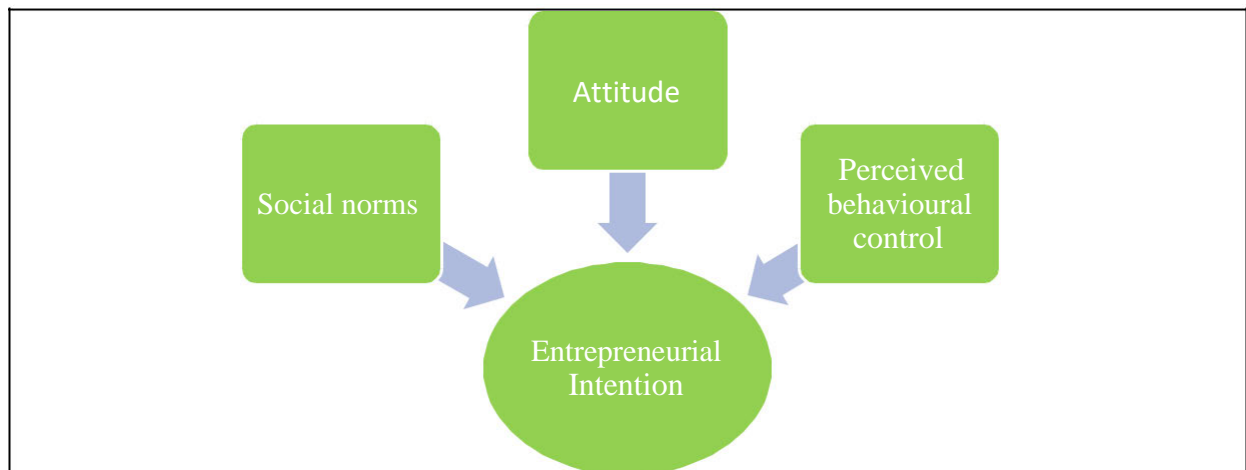
Attitude: The attitude to a behavior is the degree to which an individual likes, or does not like, the behavior at hand (Ajzen, 1991). The intention regarding the behavior will be strong if the attitude to that behavior is favorable (Ajzen, 1991).

Social Norms: This refers to the attitude that a person has about how important the given behavior is, influenced by the perceptions of significant others (Ajzen, 1991). Social pressures can have an impact on whether to perform, or not to perform, a behavior. Individual thoughts are influenced by society, family, friends, culture, or the environment (Ajzen, 1991).

Perceived behavioral control: The individual believes that they have the right skills to perform a task (Ajzen, 1991). Krueger and Dickson (1994) confirm that the higher the perceived behavioral control is, the higher the perception of opportunity. A person is most likely to have the intention to start a new business and perform activities that are aimed at establishing new ventures when they have confidence in their skills and abilities and can identify business opportunities (Arenius & Minniti, 2005; Vidal-Suñé & López-Panisello, 2013; Bayon et al., 2015; Tsai et al., 2016; Aparicio et al., 2021).

Perceived behavior control varies and depends on the situation and action (Ajzen, 2011). This refers to the ease or difficulty one thinks are involved in performing a behavior that will usually be related to past experiences, past obstructions, and obstacles (Ajzen, 2011). The figure, below, shows the Theory of Planned Behavior in a visual structure.

Figure 2: The Theory of Planned Behaviour



Source: Ajzen (2011)

TPB proposes that, the more positive the attitude, the more favorable subjective norms, and the stronger the PBC, the greater should be the individual's intention to perform the behavior at hand (Vamvaka, Stoforos, Palaskas & Botsaris, 2020). To design relevant training programmes, all three of these constructs should be considered when designing curricula. "Entrepreneurship education acts as an exogenous variable that influences entrepreneurial attitudes and intention" (Balder et al., 2020, p.109). As such, according to Nesse, Årethun and Håvold (2015), it is important to have a clear understanding of what affects student intention and attitude when designing the policy and effectiveness of entrepreneurship education. Thus, the effectiveness of entrepreneurship education includes its curricula. Fayolle and Klandt (2006) point out, that for entrepreneurship education to be effective, the curricula should consider three dimensions of the learner: behavior, mindset (includes attitudes), and creation of specific situations.

Entrepreneurship education is a significant aspect in generating future entrepreneurs (Balder et al., 2020). Entrepreneurial intention is when one wishes to pursue a new business. However, the entrepreneur needs to be supported by family members or friends, shaping social norms, to start a business which could be developed using entrepreneur education awareness (Utami, 2017). Therefore, entrepreneur education awareness could be included in the entrepreneurship education curricula.

Dohse and Walter (2010); Frazier and Niehm (2006); Keong (2008); Krueger, Reilly; Tsordia and Papadimitriou (2015); and Kristiansen and Indarti (2004) clarify that a significant and positive relationship exists between perceived behavioral control and entrepreneurial intention. It is believed to be the individual's beliefs and attitudes that inform their mindset to desire self-employment, which then leads to entrepreneurial activities (Prajapati, 2019). Perceived behavioral control is one of the antecedents of entrepreneurial intention. The entrepreneurial intention has a direct link that leads to (or predicts) entrepreneurial behavior (Ajzen, 1991; Bandura, 1997, Zhao, Hills & Seibert, 2005). Entrepreneurship education improves perceived behavioral control (Basu & Virick, 2008).

Heuer and Kolvereid (2013) emphasize that, based on the Theory of Planned Behavior, an educational concept that is effective should change one or more than one antecedents of intentions by manipulating beliefs. This would impact entrepreneurial intentions and would, in turn, influence entrepreneurial behavior. Based on this, an effective and relevant training curriculum can influence the entrepreneurial intention of SMMEs. It is thus important to analyze the entrepreneurial intention by looking at the Theory of Planned Behavior. This theory supports the objectives of this study, as intentions are the number-one predictor of planned behavior as defined by the Theory of Planned Behavior (Graeventiz, Harhoff & Weber, 2010).

There are strengths in The Theory of Planned Behavior. Brookes (2021) explains that the TPB considers the influence that peers (subjective norms) have, and this is of great importance when a behavior begins and maintains the behavior. In support of this view, Mueller (2011) points out that the instant antecedent of a certain behavior is the intention to perform a given behavior. TPB forms the basis on which questions can be developed to evaluate the variables of the theory in a specific target population (iresearchnet, 2015). This helps the practitioner establish specific beliefs for that specific target population. “Extant research and meta-analytic reviews provide strong empirical support for the TPB as a powerful model for explaining and understanding entrepreneurial intention formation and behavior (Vamvaka et al., 2020, p.6).

However, the Theory of Planned Behavior has some limitations. LaMorte (2019) argues that it does not take into consideration other variables that affect behavioral intention and motivation, for instance, mood, previous experience, fear, threat, and fear. Economic and environmental factors that could influence an individual’s intention to perform a certain behavior are also not considered; and, lastly, the time frame between the intention and the actual behavioral action is not stipulated by this theory (LaMorte, 2019).

Based on the context of entrepreneurship education, it is helpful to use this theory to analyze the process of entrepreneurial behavior. Assuming that the goal of entrepreneurship education is not necessarily that all participants will start running a business in the short-term, entrepreneurial

behavior is not used as a predictor (Lv et al., 2021). The premise of the Theory of Planned Behavior is employed in this study in order “to use intention as a substitute for behavior, which is a relevant tool for understanding the development of entrepreneurial intention through entrepreneurship education” (Lv et al., 2021, p.3). Due to the belief that behavior can be changed through the acquisition of knowledge, entrepreneurial intent can be impacted by learning outcomes (Lv et al., 2021). Gaining knowledge of different behaviors that can change attitudes will impact entrepreneurial intentions (Ferreira et al., 2017). Entrepreneurship education can change a person’s ability (including entrepreneurial knowledge, spirit, and skills) to change their entrepreneurship intentions.

This research will use the Theory of Planned Behavior as a basis to determine the effect of SMME training on entrepreneurial intention development, following the determination that the Theory of Planned behavior can be used and applied to predict entrepreneurial intention in various cultural contexts (Davids, 2017). Further to this, the research adheres to Ajzen’s (1991) findings that stipulate that attitude to behavior, subjective norms, and perceived behavioral control can predict intention and accurately describe different kinds of behavior.

Based on this, the level of motivation of people engaging in a particular behavior for the growth and development of entrepreneurial intentions can be ascertained. A positive feeling about one’s own intention encourages engagement in that behavior. Thus, in this research study, three elements of the Theory of Planned behavior have been considered.

CHAPTER THREE

EMPIRICAL

LITERATURE REVIEW

3.1 INTRODUCTION

The aim of this chapter is to review previous studies on what has been discovered and concluded regarding the impact of entrepreneurship education on entrepreneurial intention. In this chapter, the researcher investigates previous literature with the aim of identifying gaps that this research study can fill.

This literature review investigates the importance of SMMEs in the South African and global context, entrepreneurship education, and factors that influence entrepreneurial intention. It is also important to review the history of entrepreneurship education, and the impact of entrepreneurship education on skills, attitudes, and knowledge. The literature section further investigates the state of entrepreneurship in eThekweni and the entrepreneurship training programmes curricula and structure.

3.2 THE IMPORTANCE OF SMMEs: SOUTH AFRICAN AND GLOBAL PERSPECTIVES

SMMEs' contribution to economic growth and employment creation is well established in the literature (Chinweuba & Sunday, 2015). These entities are also referred to as an 'engine of economic growth' (Agupusi, 2007, p.1), with Dzansi (2004) and Mitchell (2013) recognizing that the most potent way to create sustainable development is through SMME growth, as they reduce unemployment, inequality, and poverty in developing nations. This section gives an overview of the importance of SMMEs in South Africa and globally. It further explores the literature on the relationship between SMME entrepreneurial training and development with socio-economic factors.

3.2.1 The Importance of SMMEs in South Africa

The small, micro, and medium enterprises sector (SMMEs) is vital for economic growth, the reduction of inequality, poverty alleviation, and job creation (Chimucheka, 2015). “Small, Medium, and Micro Enterprises (SMMEs) have been identified as a key component to advancing inclusive growth and development in South Africa” (Bhorat, Asmal, Lilenstein & van der Zee, 2018, p.1).

Since the promulgation of the 1995 White Paper pertaining to SMME development, there has been high prioritization of the SMME sector and entrepreneurship by the government in South Africa. A dedicated Ministry of SMMEs and support entities like the Small Enterprises Development Agency (SEDA) were initiated to prop up the SMME sector, allowing it to contribute to the growing economy (Nhlapo, Nieuwenhuizen & Ladzani, 2011; Bureau for Economic Research, 2016).

Researchers and policymakers argue that the SMME sector is crucial in creating employment in South Africa, just as in other nations (Business Tech, 2018). Between 70% and 80% of the employed population in South Africa is absorbed by SMMEs, contributing just under 4% to export total earnings (Top performing, 2017). Therefore, a large gap for growth is left for SMMEs to fill in exports. The National Development Plan (NDP) has envisioned that, by the year 2030, the SMME sector will contribute 60% to 80% of GDP and will be generating 90% of the 11 million jobs in South Africa (Business Tech, 2018).

In the National Development Plan, the government further highlights the importance of these entities for purposes of creating jobs, competitiveness, and innovation; the targeted goal being 90% of new jobs generated by SMMEs by the year 2030 in South Africa. If these entities successfully enter the market and develop, this may create a sustainable mechanism that would reduce the level of inequality. The National Development Plan for 2030 gives an indication that a relationship exists between economic growth attributed to SMME growth, and poverty reduction and employment creation. SMMEs are important contributors to economic growth and employment creation, and this is also well established in the literature (Chinweuba & Sunday, 2015).

Dzansi (2004:25) and Mitchell (2013) also concede that SMME development and growth could be the most potent way to bring about sustainable development through a reduction in unemployment, and all its concomitants, and inequality and poverty in developing countries. The SME Growth Index (2018) is of the opinion that, in South Africa, SMME growth and sustainability should be a focus for job creation.

Reviewing the relevant literature on the role of SMMEs also reveals that they contribute positively to socio-economic development in South Africa (Makwara, 2019). For example, in some poor, rural communities, SMMEs are drivers of commercial activities. Therefore, their roles are seen to be expansive, from closing the gap between rural areas and urban economic centres, to offering employment (Makwara, 2019). Makwara (2019) further explains that SMMEs in urban areas function as localized alternatives to employment creation.

According to Coega (2019), SMMEs have various advantages: SMMEs provide more employment and absorb a larger number of employees, compared to larger businesses. The average cost of creating a job in the SMME sector is less than that in the big business sector. SMMEs also allow for increased competition among businesses. It can be argued that SMMEs adapt to change more quickly than larger businesses, and that these entities use local resources in their businesses.

It is argued that SMMEs can help accelerate economic growth, since they offer essential on-demand goods, even during times of global pandemics like COVID-19 (Business Tech, 2020). President Cyril Ramaphosa mentioned that small, medium, and micro-enterprises and co-operatives will contribute greatly to the recovery of South Africa's economy after the Covid-19 pandemic (Business Tech, 2020). The government has made a commitment to buy local and has urged all South African citizens to buy local. Ebrahim Patel, the Minister of Trade and Industry says, "When we as South Africans buy local goods, we bring demand back into our economy and we help the economy to recover slowly" (Mathe, 2020, para, 3). In addition, Tito Mboweni, the Minister of Finance back in 2020, also mentioned that it is high time that we focus on "manufacturing to make

what we need and stop relying on imports from China” (Mathe, 2020, para 2). However, it is argued and debated whether a number of SMMEs have, to date, delivered on their role of socioeconomic development drivers in the economy (Makwara, 2019). Pretorius and van Vuuren (2003) posit that, in South Africa, programmes initiated for SMMEs do not stimulate the level of entrepreneurship, or a start-up culture, and innovation that anchors real growth in the economy. Assessing the role of employment creation, for example, researchers Rashid, Gregory, Thomas et al., (2017) are of the opinion that the SMME sector is not just failing at alleviating high levels of unemployment in South Africa, but sometimes contributes to its occurrence. Similarly, Winter (1995) shares the same view by arguing that SMMEs destroy jobs, given their high rate of failure. In the same way, Rambe and Mosweunyane (2017) argue that the closure rate of SMMEs in South Africa raises serious questions about whether SMMEs are effective for job creation and tools for poverty reduction. Likewise, the Small Business Institute (SBI) reported that the contribution of SMMEs to creating jobs is decreasing, and large businesses are contributing more to job creation, and at a much faster rate, when compared to SMMEs.

The above views can be supported by SEDA (2021) in the SMME Quarterly Update from the first quarter of 2021, which summarizes SMME performance. It was indicated that the total number of SMMEs in South Africa (SA) dropped by 11% (or 289 000) year-on-year (y-o-y) from 2.61 million to 2.33 million in 2021Q1. The drop in SMMEs was seen in both formal and informal establishments. This is an indication of the pressure faced by this sector, despite the economy broadly recovering. Whereas the reduction in SMME employment was great, it recovered by 633 000 during 2021Q1. This partly indicates an increased unemployment rate in the rest of the economy, but also reflects resilience in this sector. The total employment that SMMEs provide measured 9.8 million (64% of economy-wide employment), which is a 6.2% drop from 2020Q1.

In other literature (Dzansi, 2004), Kongolo (2010); Cant, Erdis & Sephapo (2014); Real Economy Bulletin, (2017), it is conversely argued that, at the forefront of poverty alleviation and job creation, are SMMEs. Mitchell (2013) claims that the high failure rate by the public sector and large businesses to create employment has led to entrepreneurship being the focus in creating jobs in South Africa. In addition, the Real Economic Bulletin (2017) reported that, in 2015, the employment figure for the formal small business sector was 5.8 million people, yet large businesses

only employed 3.6 million people. Business Unity South Africa (BUSA) (2019) supports these statistics by stating that SMMEs generate 65% of employment which marks them as the highest contributor to private sector employment in South Africa. The positive impact of these SMMEs echoes other studies globally.

In a nation that has the highest inequality indices in the world, there is an expectation that smaller enterprises like SMMEs need to contribute to transformation and social empowerment (Sanchez, 2011). Poverty and economic inequality both continue to manifest, along with gender, racial, and disability lines in South Africa (South African Human Rights Commission, 2018). For this reason, “the government promotes SMMEs as vehicles to realize the radical socio-economic transformation agenda. Through BEE programmemes and preferential vulnerable groups, such as women, disabled persons, and youths, the black population, often overlooked in the formal economy, finds sanctuary in the SMME sector” (Makwara, 2019, p.8). A study by Ande (2012) reports that SMME employment is largely for vulnerable groups, such as women, the poor, and the youth. This suggests that SMMEs contribute to providing a social security net to sectors of the population that are often discriminated from participating in the mainstream economy.

Above literature can be supported by SEDA (2021) in the SMME Quarterly Update from the 1st quarter of 2021 which summarizes the SMMEs' performance. It was indicated that the total number of SMMEs in South Africa (SA) dropped by 11% (or 289 000) year-on-year (y-o-y) from 2.61 million to 2.33 million in 2021Q1. The drop in SMMEs was seen in both formal and informal establishments, this is an indication of pressure faced by this sector despite the economy broadly recovering. Whereas the reduction in SMME employment was great, it recovered by 633 000 during 2021Q1. This partly signifies an increased unemployment rate in the rest of the economy, but also reflects resilience in this sector. The total employment that SMMEs provide measured 9.8 million (64% of economy-wide employment), this is a 6.2% fall from 2020Q1.

3.2.2 The importance of SMMEs globally

With the rise of globalization, small and medium-sized enterprises (SMEs) play a significant role in offering local products and services to international markets, as well as being able to compete with multinational competitors in local markets (Ensari & Karabay, 2014).

Evidence from the global literature indicates that SMMEs play a vital role in a nation's economy. A study conducted in the United States of America, by Edmiston (2012), states that, despite the existence of large businesses, SMMEs are the main drivers of the economy. Lee, Herold and Yu (2016) reported that 90% of firms globally are SMMEs and have created more than 50% of the employment in the private sector. In a study conducted in India, Nagaya (2017) found that SMMEs have a positive impact on economic growth by alleviating poverty and employment. Likewise, Bello, Jibir and Ahmed (2018) attest that SMMEs function as agents to grow the economy, and as catalysts for Nigeria's economic development. Yet, even considering this, the idea of SMMEs being economic growth engines is challenged, mainly because there is no clear evidence that shows SMMEs as agents of employment creation, or tools for poverty reduction, and economic growth (Cant & Stanford, 2006). Vuba (2019) also argues that, although there are various interventions in the SMME development ecosystem, like coaching and training, SMMEs still do not show the positive benefits of these support platforms. Even so, SMMEs are still considered to be a vital cog in socio-economic development.

Entrepreneurship enables the unemployed to be formally employed. Entrepreneurship is pointed out as a key contributor to employment, innovation, and increased spending in markets (Meyer & Jongh, 2018). International literature also supports this view. For example, researchers van Praag and Versloot (2007), conducted a systematic review of a total of 56 studies and found that small businesses are great sources of job creation; and that they have long-term positive effects on entrepreneurship that will in turn spill over to increasing employment growth.

According to a report published by the World Economic Forum (Schwab & Zahidi, 2020), Global Competitiveness, the steep economic recession following the coronavirus disease (COVID-19) is continuing and profoundly impacts socioeconomic development. The report details four paths to transformation and economic stimulus after the pandemic era. These include optimization of human capital; creation of new jobs; and implementation of skill training. The report identified the significance of innovative entrepreneurship.

3.2.3 SMME entrepreneurial training and development contribution's relationship with socio-economic conditions

There are several arguments in the literature that SMME entrepreneurial training and development contribute positively to socioeconomic conditions. Isaacs, Visser, Friedrich and Brijlal (2007) state that improved entrepreneurship education can significantly help solve socioeconomic problems, like the poverty and unemployment faced by South Africans, through job creation, to ultimately alleviate poverty. The training programmes are aimed at assisting students to find opportunities in societal problems. On this note, Fayolle (2005) ascertains that the aim of entrepreneurial training programmes is to help students to come up with a business idea that effectively solves a societal problem. As a result, this develops students' confidence to start their own businesses.

Training support for SMMEs is argued to be able to assist SMMEs to perform better in their enterprises and the environments they operate in, than the SMMEs who do not attend training (Denby, 2010; Ahmad & Xavier, 2012). A study was conducted in South Africa that analyzed an enterprise's impact after two 10-week training programmes. One week was on marketing and sales and the second week was on finance, provided to two different groups. After a year, the latter increased profits by 41% and focused on reducing unnecessary costs, and the former increased profits by 61% by increasing sales and employing more staff from the community (USAID, 2019). Therefore, training and development should be encouraged.

Despite the potential SMMEs have in improving socio-economic conditions in South Africa, these enterprises do not function in isolation; their operations are affected by internal and external factors from the environment. They encounter a myriad of challenges that impedes their development and growth (Molefe et.al, 2018). SMMEs face socio-economic challenges in their day-to-day operations. Wickert (2016), for example, makes a list of factors like financial, economic, market, and managerial challenges. As a result, this can negatively impact SMME performance and decrease their potential to contribute to local economic development (LED) and economic growth (Kongolo, 2010). Ligthelm and Cant (2002), and Nieman, (2006) also argue that the performance of businesses is affected by a number of economic factors such as inflation, the exchange rate, and the tax rate. The economic state of a country is one of the leading macro-environment factors that impede the operation of SMMEs (Ligthelm & Cant, 2002; Baron, West & Hannan, 2004; Nieman,

2006).

In a study conducted by Kalitanyi and Bbenkele (2018) on the role of socioeconomic values in entrepreneurial intentions, the results showed that there was a positive correlation between socioeconomic conditions (economic development, income and employment, and unemployment) and entrepreneurial intention. It has also been found by other researchers, like Nijkamp et al. (2006), that household prices and household wealth are anticipated to have a positive influence on entrepreneurial start-ups. The government, the management of businesses, and labour movements should work on and assess the possibilities to increase the amount of money that is vested in communities, as it could be a tremendous boost to entrepreneurial activities (Kalitanyi & Bbenkele, 2017).

3.3 ENTREPRENEURSHIP EDUCATION'S INFLUENCE ON ENTREPRENEURIAL INTENTION

Entrepreneurship education is argued to have an impact on the entrepreneurial intention development of an individual. "Entrepreneurship education (EE) refers to the process of developing the mindset, skills, and practice necessary for launching a new venture" (Neck & Corbett, 2018, p.2). Education is seen as an important way to stimulate entrepreneurship, for numerous reasons (Reynolds et al., 1999; Sánchez 2010). Firstly, education brings about a sense of independence for individuals, autonomy, and self-confidence. Secondly, education creates awareness of choices of career. Thirdly, education increases an individual's horizons, equipping them to be able to recognize opportunities; and finally, education provides one with the knowledge that could be used to develop and seize new business opportunities (Paco et al., 2013). Through a relevant entrepreneurship education, one could acquire the necessary knowledge and skills to develop and launch a new business (Paco et al., 2013).

Entrepreneurship education is found to be effective in creating entrepreneurial intent, forming human capital, and positively impacting entrepreneurial action, which are business start-ups (Renko & Chace, 2020). In this research study, the aim is to conduct an analysis of the

entrepreneurial intention development attributed to entrepreneurial education offered to SMMEs.

According to researchers Rauch and Hulsink (2015); Kautonen et al. (2015); and Yaseen et al. (2018) entrepreneurial intention impacts entrepreneurial behaviour. As such, entrepreneurship education could be effective in encouraging entrepreneurial intention and in creating change in its antecedents (Ajzen, 2011; Steinmetz et al., 2016). Likewise, Hamidi, Wennberg, and Berglund (2008) state that participation in entrepreneurship programmes is aimed at enhancing entrepreneurial intentions. “To ensure its relevance and effectiveness, entrepreneurship education can be evaluated using the impact it has on entrepreneurial intention and its antecedents, as the act of creating a new venture is deliberate and purposeful in nature” (Mahlaole & Malebana, 2021, p.2).

From the time entrepreneurship education was proposed, it has rapidly developed. Recent studies have shown that entrepreneurship education actively stimulates entrepreneurial intention (Piperopoulos & Dimov, 2015; Walter & Block, 2016) and entrepreneurial competence can be promoted (Jiang et al., 2017; Byun et al., 2018).

However, there is scholarly literature that disagrees with the positive impact entrepreneurship education has on entrepreneurial intention. Goksel and Aydintan's (2011) conducted a study of 175 business administration students in Turkey and it was concluded that entrepreneurship education has no significant relationship with entrepreneurial intentions. Abdullahi, Zainol, Daud and Yazid (2017) conducted a study among final-year university students and an analysis was completed using the structural equation modeling approach; the results were that there is a negative relationship between entrepreneurship education and entrepreneurial intentions. Additionally, research completed by Efrata, Hadiwidjojo, Solimun and Aisjah (2016) amongst 209 management and business students at universities in Indonesia, and Oosterbeek, van Praag, and Ijsselstein's (2008) research, concluded that there was no relationship between entrepreneurship education and entrepreneurial intention.

Further to this, some scholars advise that business plan activities and competitions, and entrepreneurial projects, can develop entrepreneurial ability, promote entrepreneurial consciousness and improve entrepreneurial willingness (Zhang, Duysters & Cloudt, 2014). However, only theoretical construction supports this claim, which has not been proven by experience (Lv, Chen & Sha, 2021). Therefore, this study will specifically explore the influence entrepreneurship education has on entrepreneurial intentions.

In South Africa, and many other countries globally, the focus is on developing entrepreneurs in small and medium enterprises (SMEs), due to the positive impact they have on the economy (Keat et al., 2011). As such, policymakers see the significance of entrepreneurial activity as a lever to develop the economy, and hence support initiatives in the form of entrepreneurial training have been established to promote entrepreneurship (Fayolle, Gailly & Lassas-Clerc, 2006). Farashah (2013) explains that entrepreneurship education grows the intention to establish a business, whereas Martinez et al., (2010) argue that entrepreneurship education has a role to play in influencing skills, attitudes, and culture. Paray and Kumar (2020) also add that entrepreneurship education has a positive impact in stimulating start-up intention. To measure the effectiveness of entrepreneurship training, the participant's actual enterprise start-ups should be evident because strong intention ought to result in starting a new business venture (Mandengenda, 2016).

By contrast, in a study conducted by Chen, Hsiao, Chang, Chou, and Chen (2013), with the aim of understanding whether an entrepreneurship course could improve entrepreneurial intentions, the findings showed that there was better learning efficacy in, and higher satisfaction with, the entrepreneurship education teaching and curriculum design; but there was no improvement in entrepreneurial intention. This indicated that, through the implementation of the entrepreneurship training, students gained a better understanding that they were not suited to pursuing a career in entrepreneurship (Chen et al., 2013).

3.4. GENERAL EDUCATION ON ENTREPRENEURSHIP

Supported by the findings of various studies, the conventional view has traditionally assumed that

higher levels of education will directly lead to higher levels of entrepreneurship, for example, those of Bates (1995); Reynolds (1997); and Delmar and Davidsson (2000). Results from numerous studies reveal that secondary and tertiary education increases level of formal entrepreneurship as a result of lower perceived risk, increased self-confidence, and enhancement of human capital (Schultz, 1959; Shane & Venkataraman, 2000; Davidsson & Honig, 2003; DeTienne & Chandler, 2004).

By contrast, tertiary education negatively impacts informal entrepreneurship as it enhances sensitivity and awareness of the possibility of negative repercussions from these types of activities (Gössling, 2003; Bitros & Karayiannis, 2010). However, secondary education has no significant impact on informal entrepreneurship. Although secondary education also increases the awareness of the possible negative repercussions informal entrepreneurship carries, this impact is counteracted by a lack of planning, organizational, leadership, bureaucratic, administrative, or human resource management skills (Lazear, 2005; Levie & Autio, 2008), resulting in some entrepreneurs joining the informal sector as a last option (Günther & Launov, 2012).

In a study conducted by Mahohoma (2018) on the effect of entrepreneurial competencies on the performance of SMEs in the eThekweni region, KwaZulu-Natal, it was found that there is no significant relationship between the level of education of owners of SMEs and the success of their enterprises.

However, GEM's research shows that there is a correlation between an individual's level of education and their ability to initiate and sustain a business beyond the nascent stage of development (GEM, 2019). The likelihood of entrepreneurs perceiving that they have the required skills (perceived behavioural control) for running a successful business increase with their level of education (GEM, 2019). This suggests that the higher the person's education, the higher the levels of entrepreneurial intention they may show.

Additionally, most successful entrepreneurs are well-educated. This signifies that, through

education, entrepreneurship can be developed and learned (Nieman & Nieuwenhuzen (2009). Teaching and learning that focuses on learners as employers, and not just employees, will further contribute to a society with increased entrepreneurial activities (Nieman & Nieuwenhuzen (2009). However, Minniti and Bygrave (2003) have argued that individuals with more education are not essentially more entrepreneurial. Maheshwari (2021) also argues that educational support does not influence entrepreneurial intentions. Some researchers are of the view that what can be taught and learned in entrepreneurship is limited (Kunene, 2008); and therefore Freeman (2000) argues that the best way to learn entrepreneurship is through personal experience.

3.5 FACTORS INFLUENCING ENTREPRENEURIAL INTENTION

Policy-makers argue that entrepreneurship is instrumental in economic growth and technological development (Fellnhöfer & Kraus, 2015). Therefore, understanding the factors that lead people to engage in entrepreneurial activities is crucial to create good policies that are in support of start-up activities (Nowinski & Haddoud, 2019). Barkovic and Kruzic (2010) also agree that it is vital to understand what factors shape and influence students' intentions about initiating a business, to develop the policies and programmes necessary to encourage entrepreneurial behavior. Therefore, investigating which factors establish entrepreneurial intention is crucial in entrepreneurship research, and for entrepreneurship education.

3.5.1 The role of gender in entrepreneurial intention

Díaz-García and Jiménez-Moreno (2010) suggest that gender plays a role in entrepreneurial intention. Gender may result in changes in the antecedents of entrepreneurial intentions and therefore may impact intentions indirectly. Numerous studies have revealed that females, compared to males, view entrepreneurship to be less desirable than other career options and reveal that males show a higher preference for establishing business. Research studies propose that career paths vary between the genders and, that despite the increased participation of women in entrepreneurship, there are still nearly twice as many males in the enterprise sector (Shirokova et al., 2016; Zampetakis et al., 2017; Zhao et al., 2005). While women generally display lower entrepreneurial intentions, they gain more from entrepreneurship education than men do (Nowinski et al., 2017).

Díaz-García and Jiménez-Moreno's study (2010) supports the core entrepreneurial intention model, indicating that men have a higher predisposition to think about establishing a business. Also, Sánchez-Escobedo et al. (2011) discovered that women have fewer business intentions in comparison with men. "There is, however, no clear understanding or agreement on the cause of this male predominance among entrepreneurs" (Kibuka, 2011, p.34). Other studies find that there is no significant relationship between gender and intention (Vamvaka et al., 2020). Nonetheless, both females and males, with a strong entrepreneurial intention, view successful entrepreneurs as possessing feminine attributes (Díaz-García & Jiménez-Moreno 2010).

3.5.2 The role of family, role models, and society in entrepreneurial intention

The propensity for entrepreneurship increases when one has exposure to entrepreneurial activities from members of the family or role models (Nieman & Nieuwenhuzen (2009). Children who are raised in families that have businesses, or where family members are entrepreneurs, are more likely to establish their enterprises or involve themselves in family businesses (Nieman & Nieuwenhuzen, 2009). In a study conducted by Georgescu and Herman (2020), it was found that students who had family entrepreneurial backgrounds demonstrated a higher entrepreneurial intention when compared to those who had no such background. Georgescu and Herman (2020) also add that those that have a family background that is entrepreneurial exhibit a much higher entrepreneurial intention when compared to those that do not.

Other cultural and social factors influence entrepreneurial intentions, besides the opinions of families, friends, and relatives (Taun et al., 2019). For example, Ahmed et al. (2021, p183) explains that: "As the poor countries have low income, culture not supporting creativity and lack of infrastructure, it is expected that these economic conditions will influence micro (family roles) levels negatively; thus, the families will not be supportive toward entrepreneurial ventures". Exposure to entrepreneurship role models has been noticed to have an influence on decisions to embark on entrepreneurial careers (Nowinski & Haddoud, 2019). Bosma, Hessels, Schutjens, van Praag, and Verheul (2012) attest that over 50% of entrepreneurs were influenced by a role model before or after initiating their enterprises, and one-third would have not started their enterprise without the role model.

Naturally, entrepreneurial behaviour is an intentional, free-willed choice, a self-identified and self-efficacious behaviour that is based on society and culture (Kirkley, 2016), which could lead an entrepreneur to start a business (Kautonen et al., 2013). Yet some studies find that there is no link between social norms and entrepreneurial intentions (Taun et al., 2019). In a study conducted in Turkey, it was concluded that there was a weak relationship between social norms and entrepreneurial intentions (Ozaralli & Rivenburgh, 2016).

However, notwithstanding the positive impact of role models as outlined in the aforementioned studies, several studies failed to identify the positive impact. In a review by Zapkau, Schwens, and Kabst (2017), opposing findings were established. For instance, Brenner, Pringle and Greenhaus (1991), and Gird and Bagraim (2008), could not identify a significant relationship between exposure to entrepreneurial role models and an increase in entrepreneurial intention. Empirical evidence pertaining to the relationship between entrepreneurial family background and entrepreneurial intention is mixed. There are studies that explain that there exist negative parental role models (Zhang et al., 2014), or ones that are insignificant for entrepreneurial intention (Giacomin et al., 2016). Mungai and Velamuri (2011) also attest that the positive influence of parents might not exist from parents who failed in self-employment; and choosing an entrepreneurial career is determined by how self-employed parents performed in their choice of entrepreneurial career.

3.5.3 Emotional intelligence's relationship with entrepreneurial intention

Emotional intelligence has been found to be a striking concept in entrepreneurship studies. Research shows that people with a high EQ also have a high level of entrepreneurial intention, and they display high levels of entrepreneurial attitude. According to numerous studies, a positive correlation is found between EQ and entrepreneurial intention (Zampetakis et al., 2009; Mc Laughlin, 2010; Zakarevičius & Župerk, 2010; Ahmetoğlu et al., 2011; Uslu, 2015; Timuroğlu & Akpınar, 2017; Tiwari et al., 2017). “The positive characteristics of people with high EQ may demonstrate much more enterprising attitudes” (Bigilseven & Kasimoglu, 2019). Individuals with

high EQ are known to be more creative. Creativity is found to be a vital characteristic of entrepreneurship; therefore, it can be said that EQ has a crucial role in entrepreneurial attitude (Cin & Günay, 2013).

3.6 ENTREPRENEURSHIP EDUCATION'S IMPACT ON SKILLS, ATTITUDES AND KNOWLEDGE

Entrepreneurship education should be aimed at instilling the mindset, skills, knowledge, and attitudes, and developing the abilities, to identify, assess and exploit business opportunities (Ayou et al., 2017; Jones & English, 2004; Wardana et al., 2020). Following this, entrepreneurship education will develop the skills and attitude to recognize opportunity and form the intention of starting a business (Vidal-Suñé & López-Panisello, 2013). Internal or endogenous factors, such as individual attitudes and mindsets, also importantly influence EI (Franke & Lüthje, 2004; Guerrero et al., 2018).

Researchers Ajzen (2005), Rauch & Hulsink (2015), and Kautonen et al., (2015) argue that, by strengthening the capabilities and intentions, entrepreneurship education would most likely contribute to entrepreneurial activity. Certain scholars believe that entrepreneurship education and encouraging creativity can cultivate entrepreneurial qualities, for instance, entrepreneurial skills, attitudes, and knowledge (Otache, 2019). Gibb et al., (2012) further reiterate this by arguing that entrepreneurship education provides foundation knowledge and stimulates the required entrepreneurial thinking.

However, there are opposing views in some studies. A study was conducted by Cheng et al. (2009), to evaluate the development of entrepreneurship education in the country of Malaysia and trace its level of effectiveness and limitations. The aim of the study was to assess the students' perceptions of how effective entrepreneurship education was at their institutions. The findings of the study concluded that entrepreneurship education did not successfully align the skill expectations of the students with their skills acquisition. In addition to these findings, it was also discovered that students' knowledge about entrepreneurship and their level of understanding was very poor.

3.7 ENTREPRENEURIAL INTENTION AND ENTREPRENEURSHIP EDUCATION

Entrepreneurship intention and entrepreneurship education have a significant and positive relationship, as the effects of entrepreneurship have an impact on the need for achievement, locus of control, and risk-taking propensity, which are factors in entrepreneurial intention (Ndofirepi, 2020). This section gives an overview of the concept of entrepreneurial intention, the perceived effects of entrepreneurship education, the formation of entrepreneurial intention, and lastly, it presents the literature on entrepreneurial intention's relationship with business performance.

3.7.1 Entrepreneurial intention

Entrepreneurial intention is critical in the performance and establishment of small businesses (van Vuuren & Nieman, 1999). A major indicator of a behavior can be its intention. Entrepreneurial intention is a personal characteristic that impacts action that results in business creation (Ajzen 2011). Remeikiene, Startiene and Dumciuviene (2013) define it as a conscious decision that an individual makes to invent a new venture. Drnovšek et al., (2010) further describe entrepreneurial intention as a mental condition that influences how one acts in achieving a particular goal or establishing a venture. The better and more positive the intention to perform the behaviour, the higher the chance that the behaviour will be executed. This, then, implies that if one receives social support and has a positive attitude, the likelihood of establishing a business is high, because the determination in that person pushes them to behave in a particular way (Ajzen, 1991).

The South African government has committed itself to promoting entrepreneurial education in the anticipation that it will increase learners' entrepreneurial intentions (Solesvik, 2013). This implies that, if small businesses are to be trained, then it should be training that increases their entrepreneurial intention, which would lead to an increase in entrepreneurial activity, since entrepreneurship is perceived as the pillar of the economy, as it assists in poverty alleviation and employment creation in communities (StatsSA, 2018).

Bandura's model of social learning argues that an increase in learners' self-efficacy, means they become more engaged, motivated, and successful. Bandura (2010) contends that there are four sources of self-efficacy that are responsible for entrepreneurship intentions. The first one is the enactive mastery experience (Shinnar, Hsu & Powell, 2014), which is also called "performance accomplishments". It is creating a situation where an individual becomes successful in something minor, which gives them motivation to achieve a major goal. The second source is a vicarious experience; this is when you gain knowledge in other ways besides your own experience directly. Social persuasion is the third source, where actions and thoughts are directed by what other people do, their attitudes, and their ideas. The affective and physiological state is the fourth source of self-efficacy. This is a phase where an individual is conscious and aware of what occurs in their surroundings. All four self-efficacy sources must be achieved through curriculum design.

3.7.2 Perceived effects of entrepreneurship education and the formation of entrepreneurial intention

The effects of entrepreneurship education (EE) can be assessed by taking into consideration the students' perceptions of the learning from the EE programme. This is termed 'the perceived effects of entrepreneurship education' (PEE) (Souitaris, Zerbinati & Al-Laham, 2007; Zhao et al., 2005). There are different aspects of PEE, such as the growth of entrepreneurial skills; entrepreneurial cognitions; the development of creativity; the ability to be innovative; knowledge and skills for initiating and managing a business; and the ability to identify opportunities and mechanisms that assist with dealing with environmental uncertainties (Franke & Lüthje, 2004; Souitaris et al., 2007; Keat & Nasiru 2015; Abdulrasheed, Suleiman, Bolaji, Tunbosun & Abubakar 2019; Wei, Liu & Sha, 2019; Chen et al., 2020; Bian, Wu, Meng & Tsai, 2021; Lopez et al., 2021). Prior research has found that innovation abilities and creativity are stimulated by EE which is perceived as effective (Keat et al., 2015; Wei et al., 2019). Thus, students' perceptions of learning from entrepreneurship education programmes can stimulate entrepreneurial intention and have a positive effect on its antecedents. For example, students' perceptions of learning have an association with entrepreneurial self-efficacy (Zhao et al., 2005).

In a study that was used to test and develop a model that explains the relationship between the

participants' perceptions of learning EI and EE, PEE was discovered to have a positive relationship between EI, attitude to behaviour (ATB), subjective norms (SN) and perceived behavioural control (PBC) (Lopez, Alvarez, Martins, & Perez, 2021). Furthermore, Rengiah (2013) and Nasiru et al. (2015) established that there is a relationship between PEE and EI. In a research study completed by Mahlaole & Malebana (2021) to assess the effects of EE on the students' EI, it was concluded that there is a positive relationship between EE and entrepreneurial intention and perceived behavioural control. The researchers further found that there was, statistically, no relationship between ATB and SN. On the other hand, Souitaris et al., (2007) argue that there is no significant relationship between perceived learning from entrepreneurial education and entrepreneurial intention, SN, PBC, and attitude.

There has been an increased interest in entrepreneurship education since entrepreneurs became significant drivers to grow businesses worldwide (Bhat & Singh, 2018; Munawaroh, 2018; Yildirim, Trout, & Hartzell, 2019). A research study conducted by Peterman and Kennedy (2003) states that entrepreneurial education is a significant factor that influences the students' perceived desirability and feasibility for wanting to become entrepreneurs. Krueger (1993) postulates that perceptions of desirability and feasibility are instrumental in developing entrepreneurial intentions that are positive. Perceived desirability is the level of attractiveness an individual finds in starting their own business (Krueger (1993). Perceptions of desirability for entrepreneurship are what Krueger (1993, p.58) refers to as "attitudes towards entrepreneurship". The attitudes that one has to entrepreneurship have a direct and significant effect on intentions. Krueger (1993) tested entrepreneurial intention using Shapero's conceptual model and the results were that perceived desirability has a direct and positive impact on entrepreneurial intentions. When entrepreneurs have confidence in their abilities to complete tasks associated with creating a new venture, they have a good chance of performing a certain task and continually attempt to succeed in it (Cardon and Kirk, 2015).

3.7.3 Entrepreneurial intention and business performance

Business performance can be described as the company's ability to produce output that has been targeted in order to satisfy the needs of targeted consumers (Laitinen, 2002). This definition can also be used to describe the business performance of small and medium-sized enterprises

(Radipere & Ladzani, 2014). Assessing the business performance of small and medium-sized enterprises can be challenging, especially when there are no objective measurements of the enterprise's performance. In a study conducted by Amaliawati et al. (2019), on micro, small, and medium enterprises (MSME) owners, it was concluded that entrepreneurial education has a significant and positive relationship with entrepreneurial intentions. Entrepreneurial education also has a positive relationship with business performance; and the same authors further noted that entrepreneurial intention has a significant and positive influence on the performance of a business. However, "although entrepreneurship education received by individuals can help in carrying out their business, it does not necessarily guarantee that the business will be successful" (Amaliawati et al., 2019, p.162).

Bandura (2001), cited in Radipere and Ladzani (2014), states that "high levels of entrepreneurship will yield enhanced effort and persistence, increased planning, and increased intention toward business start-up" (p212). Entrepreneurs that have high levels of entrepreneurial intention tend to set themselves difficult goals to attain for their businesses and themselves. In a study conducted by Radipere and Ladzani (2014), the researchers focused on factors that quantify business performance: business profit; business income; market share; number of employees; return on the investment product line; and number of employees. Radipere and Ladzani (2014) further explain that some of these factors do not influence business performance. However, the independent variable of entrepreneurial intention positively influences the performance of a business. These findings support those of the study conducted by Hisrich, Peters and Shepherd (2010) who discovered that the intention of an entrepreneur for business development impacts business performance positively.

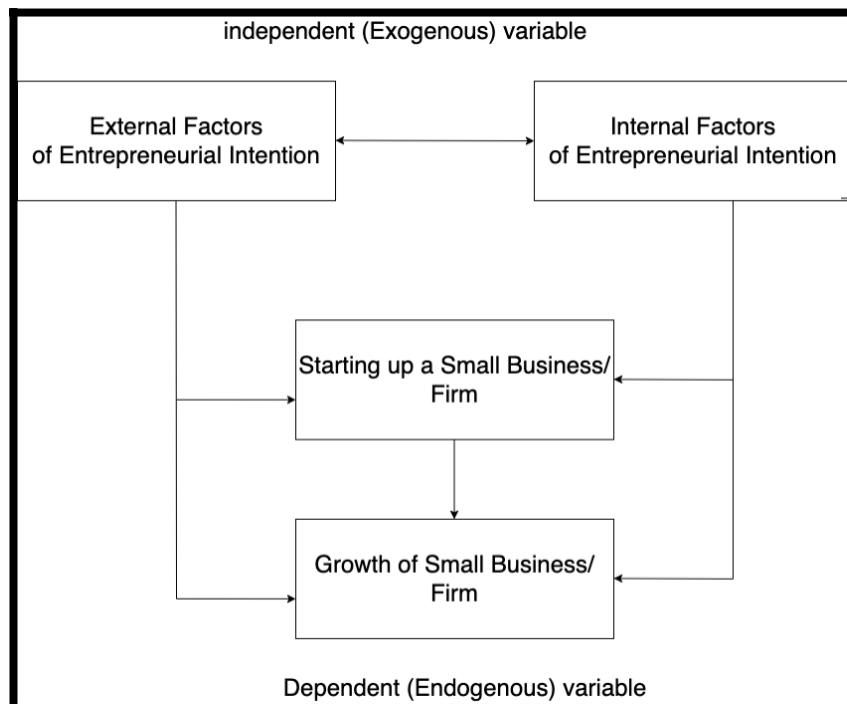
There are several other factors that impact the performance of an enterprise that have been highlighted by Cooper and Gascon (1992). These factors are the entrepreneur's goals; education; experience; parents' occupation; age; gender; and race. Li, Huang and Tsai (2009) suggest that measurements that are both financial and non-financial provide a more comprehensive assessment of a business's performance. Non-financial measurements include factors such as the business's perceived sales growth; the business's perceived market share; brand equity; loyalty; and levels of

customer satisfaction (Li et al., 2009).

As a business owner, possessing entrepreneurial knowledge is crucial, it can be applied to control resources that could lead to the business's competitive advantage and better performance (Radipere & Ladzani (2014). Entrepreneurial knowledge is gained from the entrepreneur's education and past work experience, and it includes advice acquired from experts. Radipere & Ladzani (2014) further reiterate that the previous experience of an entrepreneur is crucial for the performance of the business.

Additionally, Mappigau and Maupa (2012) conducted a research study on small enterprises in Indonesia. They found that there are internal and external factors in entrepreneurial intention that positively and directly influence small enterprises' growth. Internal factors include access to starting capital; support from close people; work experience; and skill. External factors refer to the availability of support services, government assistance and market opportunities; technology; and raw materials. The researchers then developed a theoretical framework, as shown below:

Figure 3: Factors of Entrepreneurial Intention for Small Business Growth



Source: Radipere & Ladzani (2014)

The figure, above, indicates a causal relationship amongst variables which are both external and internal factors of entrepreneurial intentions that are the independent variables (cause), and the growth of small businesses/firms as the dependent variable (result). The external and internal factors of entrepreneurial intention support each other and influence the start-up of a business, which in turn grows the small business.

This further emphasizes the importance of entrepreneurial intention to small business growth, especially considering that SMMEs and entrepreneurs in South Africa contribute very minimally to GDP growth, with under 1% for the year 2020, as in the Global Entrepreneurship Monitor South Africa (GEM SA) 2019/2020 report.

Examining the performance of SMMEs is problematic especially as objective measurements of the enterprise's performance not always available to the public (Radipere & Ladzani, 2014). Collecting financial data through surveys, items of revenue on sales, and net profit, are left unanswered as the business owners are reluctant to disclose the information (Hallak, Assaker & O'Connor, 2012).

3.8 ENTREPRENEURSHIP TRAINING PROGRAMMES: CURRICULA AND STRUCTURE

The appropriateness, relevance, and nature of entrepreneurship education have been increasingly scrutinized (Lee & Wong, 2005). Therefore, it is critical to assess entrepreneurship education's curricula, content, and structure when evaluating the impact of an entrepreneurship training programme. The following section reviews entrepreneurship training curricula and entrepreneurship training structures.

3.8.1 Entrepreneurship curricula

The entrepreneurial curriculum comprises information on how students can identify opportunities; evaluate business concepts; create operational plans; fund and launch ventures; and grow new businesses; as well as case studies which should be analyzed in the classroom to provide

students with a platform to examine entrepreneurial strategies and learn about the successes and failures of new enterprises (OECD, 2010). Arasti et al. (2012) are of the view that, in successful entrepreneurship education, the key is to find the most suitable way to incorporate the teachable skills and establish the best match between the needs of students and teaching techniques. According to Borchers and Park (2010), the main objective of entrepreneurship education is to develop leaders who possess an entrepreneurial mindset and strong skills.

In African countries, governments have focused on upgrading the educational curricula to incorporate entrepreneurship training programmes to support students in growing entrepreneurial attitudes and skills, and become motivated to establish a business (Akyeampong, Rolleston & Ampiah, 2010). This was also the case with the new democratic South African government after 1994. The South African government was responsible for ‘decolonizing curricula’ by providing relevant, appropriate, tailored education (Kunene, 2021). Decolonizing curricula refers to “the dismantling of the colonial hold on education and replacing it with one's context and reality” (Kunene, 2021, p. 294).

The meaning of the word curricula has evolved. The term curriculum has roots in the word *currere* from Latin, meaning running a course (Etymonline, 2020). Wojtczak (2002, p. 216) explains curriculum as “an educational plan that spells out which goals and objectives should be achieved, which topics should be covered, and which methods are to be used for learning, teaching and evaluation”. The term curriculum is also defined as academic content and the lessons that are taught in a course (Edglossary, 2015). Tanner and Tanner (2017, p.12) refer to the curriculum as “that reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience”. Lastly, the term curriculum is explained by (Ride, 2022) as “a standard-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills”.

It is important to evaluate these definitions when working on ‘decolonizing curricula’ in South Africa’s post-apartheid era. The objective of this research paper is to evaluate whether if the SMME training

programmes curriculum offered by eThekwin municipality develops entrepreneurial intention, through following these definitions.

Table 3: Strategies for designing entrepreneurship training curricula

Strategy	Definition
Integrated Teaching	<ol style="list-style-type: none"> 1. learning research procedures and processes. 2. learning the industry norms. 3. translating theory into practical information.
Formal Lectures	<ol style="list-style-type: none"> 1. Content and theory delivery. 2. enhance discipline and respect in students. 3. promote critical thinking as they sit, think, and reflect on what I say.
Use of Teaching Aids	<ol style="list-style-type: none"> 1. They are convenient; accommodate the visual learner and allow them also to learn. 2. It provides students with the graphics for that which they are learning.
Class Discussions	<ol style="list-style-type: none"> 1. Improve research skills. 2. Promote teamwork. 3. Introduce the culture of peer evaluation and use of critiques to develop. 4. Enhance professionalism.
Small-Group Activities	<ol style="list-style-type: none"> 1. working together (teamwork). 2. managing conflict and still managing to reach required outcomes (contract methodology, recording meetings, declaration provisions that include individual contributions).

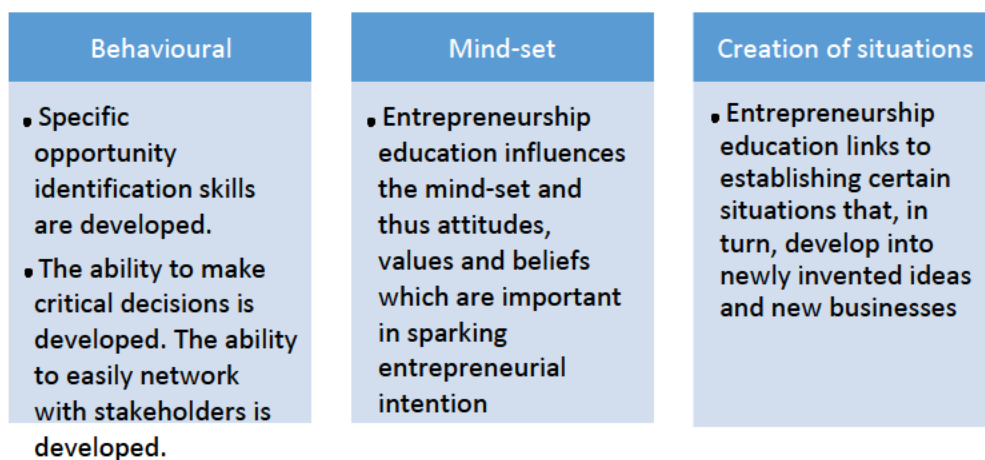
Feedback of Learning	1. to ascertain if students have acquired the knowledge required and whether it meets the quality required, by using an assessment strategy.
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Source: Learning Facilitation Discussion at Teaching and Learning Workshop, Innovation Centre-Durban, October (2016).

3.8.2 Entrepreneurship training structure

Fayolle and Klandt (2006) point out that, for entrepreneurship education to be effective, it should be structured in a three-dimensions, as illustrated in Figure 4 below, linking it to behaviour, mindset, and the creation of specific situations.

Figure 4:Entrepreneurship education structure



Source: Adapted from Fayolle and Klandt (2006)

In recognizing this, Mapfaira and Setibi (2014) emphasized that entrepreneurship education is structured in a way that equips students with the skills of business identification through starting up and operating a business. McStay (2008) agrees that entrepreneurship education evolves from the focus on drawing up a business plan and the characteristics of an entrepreneur, to entrepreneurial behaviours and attitudes being investigated, and self-confidence instilled, to be able to create and start a business. These views suggest that entrepreneurship education should mainly focus on the development of an entrepreneurial mind-set, or hone entrepreneurial intention, as it could be the epicenter for other hidden entrepreneurial actions.

There are two types of entrepreneurship education, as identified by Dugassa (2012): learning that is about entrepreneurship and learning that is for entrepreneurship. As explained by this author, learning about entrepreneurship is formal learning and learning about theories. The second type of entrepreneurial education equips students for real-life entrepreneurship (Daly, 2001; Wee 2004). Bridge and Hegarty (2016) argue that these two concepts are not the same and this needs to be taken into consideration when creating a curriculum to avoid creating content that focuses on being an entrepreneur (learning for entrepreneurship), while disregarding other critical aspects of learning about entrepreneurship, which develop leadership skills and innovation.

These concepts are further reiterated by Kunene (2021), who is of the opinion that when curricula for entrepreneurship development are designed, there must be a distinction made between being entrepreneurial and being an entrepreneur. She maintains that, in South Africa, the entrepreneurship development curriculum neglects to teach being entrepreneurial. Kunene (2021) also adds that, to not fail in developing entrepreneurship intention, curricula should include teaching on both being an entrepreneur and entrepreneurship. Entrepreneurial curricula that should be implemented should develop soft skills and build creativity and innovation (Bridge & Hegarty, 2016).

To promote an entrepreneurial education curriculum, it is critical to understand the characters or factors that influence entrepreneurial intention (Wathanakom, Khlaisang & Songkram, 2020). This will, in turn, aid lecturers, instructional designers, and subject experts in designing training material more efficiently and effectively. Entrepreneurship education requires both an employable skills curriculum, and lecturers or educators that possess an exceptional understanding of entrepreneurship (Zenner et al., 2017).

According to Holden and Nabi (2008), the entrepreneurship education curriculum consists of four phases that swiftly follow each other. Holden and Nabi (2008); Ndedi (2009); and Farrington,

Neethling and Venter (2012), in Musetsho and Lethoko (2017, p.80), explain that these phases include:

- 1) **The education phase:** This is the consolidation, and design of the contents of the programme, including awareness of the education.
- 2) **The training phase:** It involves teaching/lecturing the entrepreneurship education courses or contents and remains the easiest part of entrepreneurship education. Accordingly, this phase complements the early/first phase by providing the practical skills that entrepreneurs require when they are ready to set up their businesses.
- 3) **The intention phase:** This is the phase where personal skills, attributes, and behaviour are developed or capacitated through education.
- 4) **The actual career phase:** This is the final phase and entails the behaviour of starting a business venture. Owing to a limited understanding of the attributes and the decision processes that lead a person to become an entrepreneur, this phase remains the most complex of the phases outlined above.

However, Kunene (2021) argues that it is important that curricula designed for entrepreneurship education concentrate on teaching its recipients about being entrepreneurial, and how to be entrepreneurs. Students should be taught to draw robust business plans and learn all necessary compliance processes to be able to start operating their businesses, which is part of being an entrepreneur (Kunene, 2021). The same author further explains that content on soft skills is vital. Other critical skills like running a sustainable and ethical business are also important, especially for an entrepreneurship business. In entrepreneurship learning the element of continually being innovative as an entrepreneur is of the essence in being entrepreneurial.

There are several entrepreneurship training programmes offered in South Africa and internationally. eThekweni municipality in South Africa, for example, has offered numerous training programmes for SMMEs which include the following: brand management; digital marketing; costing and pricing training; business management; bead making; and painted jewelry making (Mbunquka, personal communication, June 07, 2022). SEDA offers five-day entrepreneurial training courses which are aimed at empowering small business owners with the required skills that will enable

them to develop and grow their enterprises (SEDA, 2022). The U.S. senate committee provides a network of entrepreneurial development programmes which includes small business training (SBC, 2022). However, generally, in the field of entrepreneurship, little is known about entrepreneurship training effectiveness (Astebro & Hoos, 2021), despite the efforts put to foster entrepreneurship.

There is a lack of evaluation of how effective entrepreneurship training is. Isaacs, Visser, Friedrich and Brijal (2007) note that there is little research that assesses the content and influence of training programmes. There is a disparity in entrepreneurship education between its content and quality. This includes the curriculum design, delivery, and assessment methods (Matlay, 2006). Swarupa and Goyal (2020) also agree that less prominence is given to assessing the effect of entrepreneurship education and the intention to become entrepreneurs. Yet according to Greenbaum and Rycroft (2014), entrepreneurship attributes and intention are connected to the entrepreneurship education curriculum and, with the focus on entrepreneurship training from the South African government, it is well-timed to evaluate the extent to which it stimulates the intentions of its participants. The aim of this research is to investigate, using the Theory of Planned Behaviour, whether the curricula design of municipal training programmes for SMMEs in eThekweni influences entrepreneurial intention.

3.9 THE RIGHT ENTREPRENEURSHIP EDUCATION CURRICULUM

The nature and diversity of entrepreneurship demand that the contents found in an entrepreneurship education curriculum are rich enough that it contains all necessary topics that will assist in developing students' entrepreneurial skills, behaviours, and attitudes (Moses & Mosunmola, 2014), which are two of the three constructs that, it is argued, describe entrepreneurial intention (Ajzen, 1991). This is important, as the contents of the curriculum determine the methods to be used in teaching (Neergaard, Robinson, Tanggaard & Krueger, 2012). Therefore, the contents should include idea generation; identification of opportunity; acquisition of resources; leadership and management; entrepreneurship and economic theories; innovation and creativity; stress management; negotiation skills; social entrepreneurship entrepreneurial succession; family business; technology entrepreneurship; cyberpreneurship; etc. (Moses & Mosunmola, 2014). The

list is exhaustive. “The emphasis of the curriculum should be on enterprising attitude and Behaviour” (Moses & Mosunmola, 2014, p.3). This implies that the content of the curriculum must be such that it will favorably dispose students to actively practicing entrepreneurship (Dreisler, 2007).

A recommendation offered by Moses and Mosunmola (2014, p.3) is “to captivate the interest of students and for effective delivery of entrepreneurship education, the contents of the curriculum over the years must be consistent, properly co-ordinated, and in constant review”. This study aims to evaluate the entrepreneurial development of municipal training programmes offered to SMMEs.

3.9 CONCLUSION

This chapter examined the importance of SMMEs in South Africa and globally, how entrepreneurship education influences entrepreneurial intention, and different factors that influence entrepreneurial intention. A review was also conducted on entrepreneurship training programmes’ curricula and structure. It was discovered that entrepreneurship training programmes’ curricula and training structure are crucial in developing the entrepreneurial intentions of its recipients.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This section provides an overview of the research methodology. Research methodology involves finding a solution to a specific problem, which is also called a research problem (Farquhar, 2012; Williams, 2011). A researcher uses different philosophies to search for a given problem (Williams, 2011). Vosloo (2014) also agrees that researchers can use different methods to solve a problem.

The section discusses the research approach, research methodology, research design, and data collection methods used in this study. Due to the nature of the research, the use of three data samples, two data collection techniques, and a triangulation approach is employed. This approach strengthens the credibility of the findings and provides a better understanding of the phenomenon as the two data sets will be synthesized. A researcher makes use of different approaches to understand a complex phenomenon (Williams, 2011). Different sources make use of different methods to solve the problem (Industrial Research Institute, 2010). It is crucial to establish a research design that should provide information and data that is meaningful to the research problem and research questions. Due to the nature of the thesis, the research methodology will take the form of triangulation.

The research study is based in eThekweni Municipality in Durban KwaZulu-Natal and sought to determine the entrepreneurial intention development of SMMEs in municipal training programmes. To this end, data were collected and analyzed with the aim of responding to the research questions, which are outlined in Section 1.5.3.

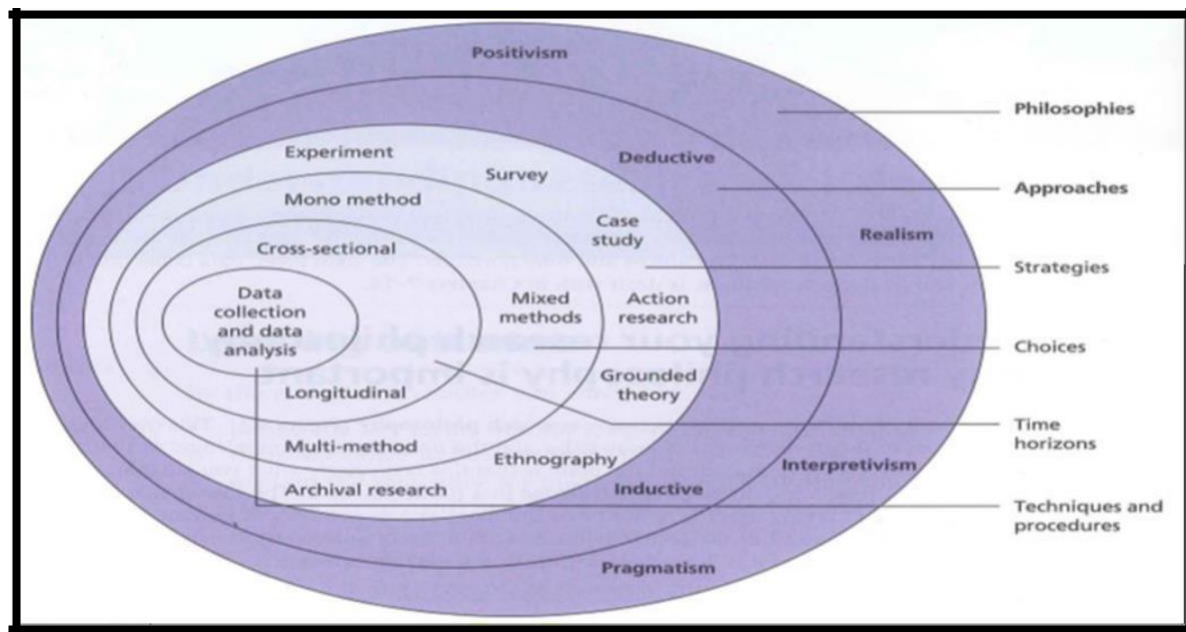
4.2 RESEARCH METHODOLOGY

The aim of this section is to enhance the understanding of the approach followed in the study. Lewis, Saunders and Thornhill (2012a; 2009) explain the research process as being an onion. Figure 5, below, illustrates the different layers, beginning with philosophy and research approach, then followed by strategy, choices, time horizon, and lastly, the center are data collection techniques and procedures.

To give direction to this research study, the researcher opted to utilize the research onion guide which is adopted from Smith (2017); and Lewis et al. (2012a; 2009). This approach outlines crucial considerations that the researcher needs to review. Each layer of the onion has a topic for consideration, from the philosophical direction of the researcher; the research approach to be followed; adopting a research strategy that is appropriate to implement; the choice of a research method; the research timeline; and data collection techniques, to be adopted by the researcher.

The diagram in Figure 5 illustrates the research onion, but does not depict the three philosophies, namely, ontology, epistemology, and axiology. It has been argued as imperative to incorporate these three elements on the outside of the core onion (UKEssays. 2017; Lewis et al., 2012a; 2009). The three additional elements on the onion play an important role in clarifying the importance of understanding and choosing a particular philosophy when planning and conducting research.

Figure 5: The research onion



Source: Lewis, Saunders, and Thornhill (2009, p. 108)

There are three philosophical assumptions that guide academic research: ontology, epistemology, and axiology. The ontological philosophy focuses on what occurs naturally to things that are real (Makanyeza, 2014). The term ontology can be defined as the “science of being”. It constitutes everything that exists (Busse, Lübbert, Rei, Reibold, Rewald & Zeh, 2015). This philosophy was inappropriate as it studies concepts that relate to being, elements of being, existence, and how they relate (Woolgar & Lezaun, 2013). The element of epistemology philosophy reveals the relationship that exists between the participants taking part in the research and the acquisition of knowledge (Edirisingha, 2012). It also examines how knowledge was acquired and then delivered to other people (Scotland, 2012). This study was guided by this philosophy as it focusses on the relationship that exists between the researcher, reality, and how reality is captured. The axiology philosophy’s focus is on ethics and aesthetics. It also emphasizes the quality or value of research (Khan, 2015). The axiology philosophy argues that the foundation of social projects and other knowledge-producing structures is valued (Tomar, 2014). Ethics and morals are dealt with and addressed when conducting all research activities, following guidelines and professionalism. Ethical clearance received from the university also supports an ethical view of research. Thus, the axiology philosophy was taken into consideration in this study, as the researcher’s focus was to get unbiased results when conducting the research study, by maintaining ethics and values

throughout the research process.

In Figure 5, the first, outer layer of the onion is positivism which suits studies that are mathematically presented and can be mathematically proven (Saunders, 2007). Positivism decrees that it is only through science that information about the truth can be obtained. Information should be obtained through reliable observations and reliable measurements (Saunders, 2007). In the process of collecting data, positivism explains that the interaction between the researcher and participants should be minimum, for all participants to answer questions independently and honestly (Wilson, 2010). The positivism philosophy was used in this study because the researcher understood and considered the nature of reality. SMMEs' entrepreneurial intentions might not immediately develop after completion of training. Participants of this study were encouraged to answer independently and honestly, which is required in this philosophy.

Forkner (2013) explains that realism philosophy highlights that the universe has no interest in focusing on existence and the theory further elaborates that things exist independently without other people being involved. This philosophy was not suitable and was not used in this study, as it follows the idea of disconnection of reality from a human's mind (Dudovskiy, 2011).

Interpretivism studies highlight the interpretation of meaning, and the use of several methods to display several aspects of an issue (Saunders et al., 2012). The use of interpretivism to collect data has the advantage of having a high level of validity, and data collected in studies using this philosophy is trustworthy and honest. An interpretivist philosophy was used as the main philosophy.

4.3 OBJECTIVES OF THE STUDY

The study was guided by the following objectives, constructed in alignment with the research questions outlined in Section 1.5.3. for this study:

1. Determine if municipal training programmes offered to SMME owners increase their entrepreneurial intention.
2. Explore if the curricula design of municipal training programmes influences the attitude of SMME owners to increasing entrepreneurial intention.
3. Determine if the curricula design of municipal training programmes influences the social norms of SMME owners regarding increasing entrepreneurial intention.
4. Identify whether the curricula design of municipal training programmes influences perceived behaviour control of SMME owners regarding increasing entrepreneurial intention.

4.4 RESEARCH APPROACH

In order to fulfil the objectives of the study, data collection was an important tool in gathering data if the variables affecting the entrepreneurial intention development of municipal training programmes on SMMEs in eThekweni were to be determined. A mixed method approach is used in this study, that is, quantitative and qualitative approaches. Sekeran and Bougie (2013) explain quantitative research as social research that uses empirical statements and empirical methods as a way to measure the variation found in a problem or a phenomenon, whereas qualitative research adds conceptual understanding, describing experiences, viewpoints, and actions and better understanding them (Sekeran & Bougie, 2013). Therefore, a quantitative approach was used when collecting data from SMMEs through questionnaires which were administrated using a random sampling technique. The qualitative approach was utilized for the Small Business Support Unit (SBSU) in eThekweni municipality and interviews were conducted.

To analyze the findings from the data harvested from the qualitative and quantitative studies, a mixed-method approach was utilized. It has been argued by Makanyeza (2014) that following a mixed methods approach allows the researcher to obtain a comprehensive understanding of the

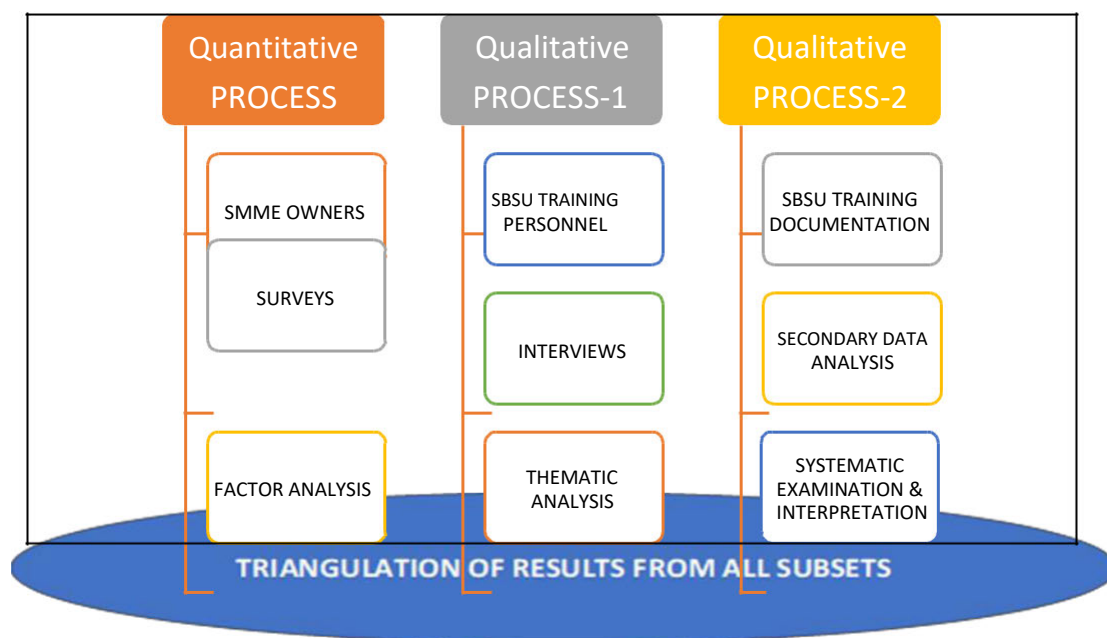
data enshrined in the research findings. Mixed-methods research has the advantage of offering the possibility of triangulation. Foodrisc (2016) defines triangulation as using several data sources, methods, and/or researchers to evaluate the same phenomenon, allowing different perspectives to rise.

4.4.1 Convergent parallel mixed method approach (CPMMA)

A researcher, in a convergent parallel design, performs all activities at the same time and runs them concurrently (Demir, 2018). In this type of research, quantitative and qualitative data are collected in the same phase in the research process. Both methods are weighed equally, the two components are analyzed independently, and the interpretation of the results is completed together (Creswell, 2017).

To ensure validation and corroboration, the researcher's aim was to triangulate the two methods by comparing the quantitative results and qualitative findings. Three datasets have been collected in this research process, separately analyzed, and compared. Based on this research design, the strategy used in this study is shown in the figure below.

Figure 6: Convergent Parallel Mixed Method Approach -CPMMA



Source: Researcher's own

4.5 RESEARCH SETTING AND STUDY SITE

The research setting is the setting where the actual research takes place. In this research study, the study site is eThekweni municipality, KwaZulu-Natal. The SMME owners operate in different areas in eThekweni. The SBSU offices are based in Durban, in eThekweni. Documents have been retrieved from the SBSU office in Durban and other documents have been retrieved on eThekweni municipality's official social media pages, Facebook and Instagram.

The study site for all three data samples: SMME owners, the SBSU, and the documents, is eThekweni municipality. eThekweni is on the east coast of South Africa in the KwaZulu-Natal province. eThekweni includes Durban, the second-biggest metropolitan area in South Africa, and the third-largest city in the country, with an area of 2 556km² (Cogta,2020). eThekweni is one of the eleven (11) districts in KwaZulu-Natal, and the only metro in the province of KwaZulu-Natal. eThekweni has a population of 3 987 648 (eThekweni Municipality, 2022). A total of 88 986 residents of eThekweni have had no schooling; 1 035 280 hold matric qualifications and 133 330 have matric and degree qualifications. Of the population of eThekweni, 50.3% are females, and 49.7% are males (eThekweni municipality, 2022). eThekweni's GDP was R468 billion in 2018 (an increase from R233 billion in 2008). This constitutes 59.88% of KwaZulu-Natal's provincial GDP in 2018 (eThekweni municipality, 2018). eThekweni accounts for 9.59% of the national GDP. It achieved an annual growth rate of 0.94% in 2018, which was greater than the national rate of 0.79%. eThekweni municipality is the location of industries, which include agriculture; electricity; construction; transport; trade, manufacturing; community services; and finance (eThekweni municipality, 2018).“The eThekweni municipal area remains the gateway of the Province of KwaZulu-Natal. Hence, the municipality plays a critical role to promote economic growth, thereby benefitting the entire province.” (eThekweni Municipality, 2022, p.4).

The map displays the eThekweni Metropolitan Municipality, which is outlined in black. Major roads are shown in red, including the N3 and N2. Surrounding municipalities are labeled in green: iLembe to the north, iMungundlovu to the west, and Harry Gwala to the south. Other municipalities shown include Pietermaritzburg, Umhlanga, and Durban. The map also shows the Indian Ocean to the east and the KwaZulu-Natal province boundary. A legend in the bottom left corner defines the symbols for Local Municipal Boundary, District Municipal Boundary, and Provincial Boundary. A scale bar in the bottom right indicates distances up to 20 km. An inset map of South Africa in the bottom right corner shows the location of eThekweni within the country.

4.6 RESEARCH DESIGN

Miller and Salkind (2002, p.3) explain that “a researcher must be able to apply the research design and be able to evaluate the approach at the end”. The research design should indicate the nature of the problem, the objective of the research theory used, and the technique.

The complexity and nature of a research problem, the research objectives, and the research questions, need a research design that is purposeful and will satisfy the requirements of the researcher (Vosloo, 2014). To ensure that the research adequately addresses the research questions and objectives the study intends to answer, it is vital to use exploratory research, especially when the researcher is uncertain about the specific nature of the research problem and how to best define it (Algozzine & Hancock, 2006). However, it should also be noted that the flexibility that explorative research allows does not imply that there is an absence in direction; it means the research focus is originally broad and as the research progresses, it becomes narrower (Lewis et al., 2012a; 2009).

In describing an explorative study, Mabuda (2009) explains that it is research conducted with the intention of discovering and learning new ideas, gaining new insights, and increasing knowledge. Therefore, in investigating the entrepreneurial intention development of SMMEs, the researcher opted to utilize both qualitative and quantitative data collection methods.

This research will focus on the opinions of the individuals and on the data sampled: from SMME owners; the SBSU at eThekweni municipality, which consists of management and facilitators of SMME training programmes who manage and facilitate the training process; and training documentation used by the SBSU for SMME training. Various methods can be used by researchers to solve a problem by applying different methods (Vosloo, 2014; Industrial Research Institute, 2010). To ensure that the research responds adequately to the research objectives and research questions this thesis intends to answer, the use of an exploratory study was vital. This study uses explorative mixed methods to harvest comprehensive data for analysis purposes. Van Wyk (2012) explains that explorative research is used to explore and investigate a problem at different levels. The aim is to explore the research and deliver more knowledge pertaining to entrepreneurial intention development in entrepreneurial training programmes in South Africa.

4.6.1 Exploring SMMEs

The research objectives and questions of this study required the responses of SMME owners in eThekweni who had attended SMME training offered by eThekweni municipality in the three years from 2019 to 2021. The questionnaires were created to find out and explore whether the research questions could be answered.

4.6.2 Exploring the SBSU

With the aim of obtaining evidence that allowed the researcher to unambiguously answer questions, the SBSU personnel were identified as suitable participants with the knowledge, information, and opinions, to provide crucial insights into the research questions (Algozzine & Hancock, 2006).

4.6.3 Exploring Documents

Documents were used as secondary data to support the quantitative data. The SBSU training documentation was systematically examined and interpreted to explore whether the research questions could be answered.

4.7 TARGET POPULATION

According to Hildebrand (2010), the target population can be defined as the total number of people or units that share common characteristics in relation to the research problem, and in which the researcher intends to conduct research. In this study, the population (N) consisted of two hundred and ninety-five SMME owners in the eThekweni municipality, from whom quantitative data was harvested. The qualitative data consisted of the findings from interviews with SBSU personnel from the eThekweni municipality. The targeted population was twelve SBSU personnel in the eThekweni municipality, consisting of one head, one deputy head, four programme managers, and six facilitators. SBSU training documentation also formed part of secondary data for qualitative data.

4.7.1 Questionnaires from SMME owners

A population (N) of one thousand two hundred SMMEs were trained in the years from 2019 to 2021 by the SBSU in eThekweni municipality (Mbuquka, personal communication, October 18, 2022). The three most recent years were the preferred time as they aligned with the Total Early-Stage Entrepreneurial Activity (TEA), which is defined by the Global Entrepreneurial Monitor (GEM). It assumes that these businesses would have ‘crossed the chasm’ and are on a growth trajectory. According to the Global Entrepreneurial Monitor (GEM), TEA’s focus was on enterprises that had been in operation for three-and-a-half years or more (IGI Global, 2017). A population (N) of two hundred and ninety-five SMMEs was sampled. The researcher made use of the Sekeran table (2003) for the sampling formulae to pre-determine the sample size. Quantitative questionnaires with a Likert scale were used to collect data.

4.7.2 Interviews with the SBSU

The SBSU consists of (N) twelve members, which include the head of department, deputy head, four programme managers, and six facilitators. However, qualitative data was only harvested from eight members using interviews that followed open-ended questions. The head of the department, deputy head of the department, one programme manager, and one facilitator, were not available for interviews during the study.

4.7.3 SBSU training documentation

Three types of documentation used by the SBSU for training were collected. These included SMME training manuals, SMME training tender documents, and eThekweni municipality social media posts from official pages on Facebook and Instagram.

4.8 SAMPLING METHOD AND SIZE

Sekeran and Bougie (2013) define sampling as “the process of nominating the correct individuals, objects or events as representatives of an entire population”. Yin (2009) defines a sample as a small part of the total population that represents the targeted population. Yin (2014) further explains that a sample size is the units or number of individuals that have been nominated to be included in a

research study. There are two types of sampling strategies: probability and non-probability sampling.

4.8.1 Quantitative questionnaires with SMMEs

Random probability sampling was used to harvest quantitative data. Random probability sampling is based on the premise that every unit in the population has an equal chance of being selected (Lamont & Swidler, 2014). A random sampling technique was applied with SMME owners trained by eThekweni municipality and based in eThekweni. Sekaran's (2003) sampling table indicates that, for a researcher to attain a level of confidence in their findings, the results should fall in the $\pm 5\%$ error margin of the actual population percentage. The study, therefore, used a sample of 295 participants to reach a 95% confidence level and 5% margin of error, who were selected randomly from the 1200 SMMEs who had attended SMME training offered by eThekweni municipality in the years from 2019 to 2021 (Mbuquka, personal communication, October 18, 2022).

4.8.2 Qualitative Interviews with SBSU

All twelve personnel from the SBSU were targeted for purposive sampling technique, for qualitative data to be harvested. However, the researcher managed to only conduct eight interviews due to the unavailability of the head of department, the deputy head of department, one programme manager, and one facilitator. Purposive sampling is appropriate when the researcher selects participants based on their ability to provide specific information (Sekeran & Bougie, 2013) as with the case with the SBSU, as they manage and facilitate the process of the SMME training they offer as a unit. The researcher conducted interviews with three programme managers and five facilitators from the SBSU. All interviews were conducted face-to-face.

4.8.3 Quantitative Data with Documentation

Purposive sampling was appropriate for the collection of documentation as the researcher wanted to assess documentation that directly relates to SMME training, to extract specific information from the documents that answered the research questions of this study (Flick, 2018). Secondary quantitative data included SMME training manuals, SMME training tender documents, and

eThekwini municipality's official social media pages on Facebook, and Instagram. All documents were from 2019 to 2021, which were the years under investigation. There were four factors that the researcher considered before selecting the documents: the significance of the document (meaning); authenticity; representativeness; and credibility (Kridel, 2015).

4.9 INSTRUMENT DEVELOPMENT

Motlohi (2015) argues that selecting the correct tool for data collection is important to improve the value of the study, as this is a strategy used for fact-finding. The reliability and validity of this study depended on how appropriate the instruments that were used are. Procedures followed by the researcher must be critically analyzed to evaluate the extent to which they are most likely to produce expected, versus unexpected, findings (Godfred, 2017).

The researcher chose to use primary data and secondary data. Primary data refers to first-hand information collected on a variable chosen in a study, gathered through the researcher's instrument developed to collect data (Motlohi, 2015). Secondary data means data that was previously collected by someone else and not the researcher. It is information that is already in existence (Chivaka, 2018).

The researcher chose to gather data from the sample frame using a questionnaire. A questionnaire is explained as a tool used to collect data in a form that is systematically prepared and structured to deliberately elicit responses from participants aimed at providing insight into the problem of the research study (Godfred, 2017). A questionnaire was designed for the sampled respondents to answer. The researcher made personal contact with some respondents, while other respondents were sent an online link to contribute to the research data collected. This type of data collection instrument can be created differently, depending on the type of data required. It can be designed as either unstructured or structured questionnaires.

Unstructured questionnaires are open-ended and give the respondent the option to use their own words. Structured questionnaires control or guide how the answers are framed. It may be short answers, with a 'Yes' or 'No' answer. These questions are referred to as dichotomous questions or multiple questions (Godfred, 2017). Data was collected using structured questionnaires and only two questions were unstructured.

4.9.1 Quantitative Instruments for SMMEs

Questionnaires were used to collect data from this sample. The questionnaire can be found in Appendix IV. An approach of closed-ended questioning was used to harvest quantitative data. Some questions used a Likert scale, while other questions were dichotomous (Abawi, 2013). The approach to questioning was designed to gather answers that relate to the research objectives and questions of the study. The targeted respondents were SMME owners in eThekweni who attended SMME training offered by eThekweni municipality in the years 2019 to 2021. The researcher made personal contact with some respondents, and other respondents were sent an online link to complete the questionnaire. The questioning adopted a closed-ended style by using multiple choice questions and Likert-scale questions to gather answers to research questions (Mpofu, 2010).

Conducting a pilot study is crucial to detect possible flaws, including in instructions, time limits, measurement procedures, and so forth (Erwin, Fedewa & Ahn, 2017). Calitz (2009) also emphasized the importance of a pilot study as it can warn where the actual research project could fail; and it specifies where the research protocols might not be followed correctly.

To detect misunderstanding, weaknesses, and ambiguity, the researcher conducted a pilot study of the instrument. After the researcher received the gatekeeper's letter, five SMMEs were selected randomly from the database of SMMEs trained in the years 2019 to 2021 to take part in the pilot study and a link to the questionnaire was sent to them to answer from their responses, it was established that it took 10 to 15 minutes to complete the questionnaire. The five SMMEs who took

part in the pilot study were not included in the actual study. The researcher learned that there was a repeated question, and this was corrected. Completing the pilot study helped correct ambiguity, and tested participants' understanding of the questions asked. The researcher corrected ambiguity in two statements and inspected the collection technique used. Through running the pilot phase, the clarity and precision of the questionnaire were confirmed.

The researcher, with the assistance of the SBSU facilitators, established that most SMMEs preferred completing an online link rather than coming to the municipal offices or being visited in their respective business settings to complete the questionnaire.

4.9.2 Qualitative instruments for SBSU

The researcher opted to self-administer the data collection instrument for purposes of efficiency, due to time and cost. Open-ended interviews were conducted to collect qualitative data from SBSU personnel (Mpofu, 2010). The interview schedule is provided in Appendix V. The questions can either be structured or unstructured, or both in open-ended interviews. In structured interviews, the ordering of questions is systematic. The researcher can intervene by clarifying the question or asking the respondent to elaborate or provide more information, following vague answers that might be given (Abawi, 2013).

4.9.3 Qualitative Documentation Instruments

The researcher self-administered the data collection instrument for the documents. Tender documentation and training manuals were requested from the SBSU, and other documents were accessed online on social media posts from eThekweni municipality's official pages on Facebook and Instagram. The researcher reviewed the documents, in order to the research questions in this study. Annexure VI provides the framework the researcher used in examining the documentation.

4.10 DATA COLLECTION INSTRUMENTS

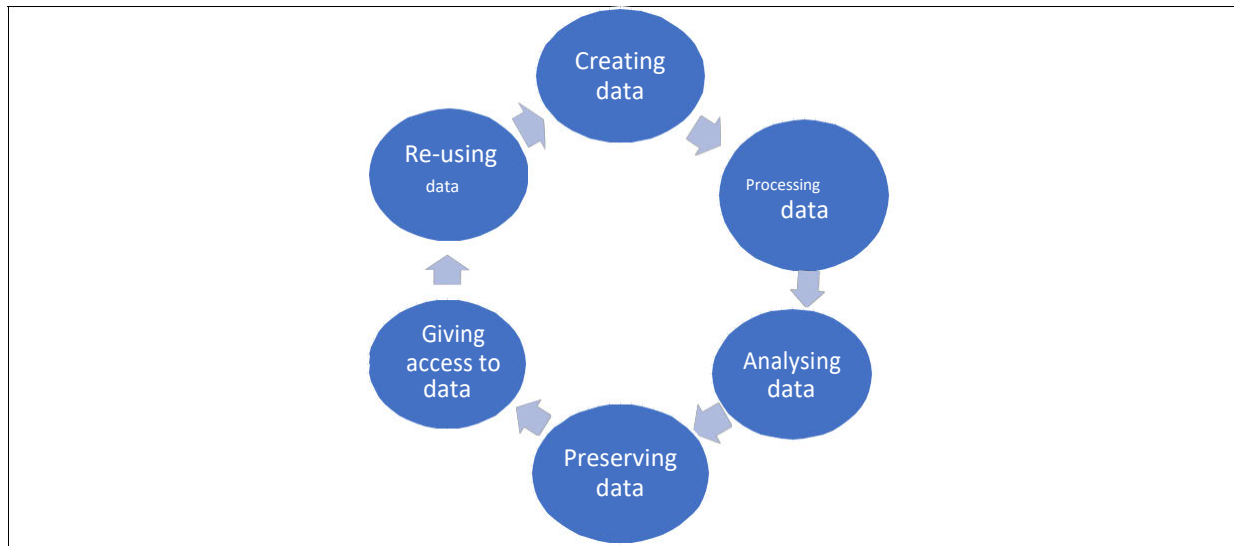
Data collection is understood to be a process of collecting and measuring the variables of interest in a systematic and scientifically established manner to allow the researcher to answer research questions, test hypotheses and assess outcomes (Mouton, 2001). There are two methods to collect data required for research from participating data sources: quantitative and qualitative methods. The quantitative approach seeks to address the ‘What’ component of the research study. On the other hand, the qualitative approach seeks to answer the ‘How?’ and ‘Why’ elements of the research question. These approaches are standardized and systematic in the research process.

The researcher opted to make use of both quantitative and qualitative methods to collect data for this study. Thereafter, triangulation was employed to understand the phenomenon better. The use of triangulation was implemented to strengthen the study’s credibility (Salkind, 2010). Data can be manually collected. In this study, the researcher chose to design a questionnaire. Some questionnaires were collected manually and others electronically using Google forms. Interviewing respondents and capturing of data was also done by the researcher. Interviews are another data collection method that can be used. The interview is completed either face-to-face or telephonically. During the interview, the conversation can either be semi-structured, structured, or in-depth. The researcher opted for semi-structured for this study. Documents were collected both manually and electronically. The collection of data can be done either by telephone or email (Kadam, Shaikh & Parab, 2013).

A data management plan was used by the researcher as a guideline and strategy for the collection, storage, sharing, and curation of the data generated for this study (Appendix VII). It describes how data will be managed, stored, and protected during the study and after completion.

Figure 8 illustrates the data lifecycle that has been described in the data management plan. This model illustrates the different stages in data management and illustrates how data flows through a research project from its start to finish.

Figure 8: Data lifecycle



Source: Research data lifecycle (UK Data Archive, 2023)

4.10.1 Data collection from SMMEs

Quantitative data was acquired from SMME owners. A population of one thousand two hundred (1200 SMME owners had been trained by the SBSU in the years from 2019 to 2021 by the eThekweni municipality (Mbuquka, personal communication, October 18, 2022).

The use of questionnaires to collect data can be an effective means to measure the intentions, attitudes, and behaviour of many subjects quickly, compared to other data collections methods (McLeod, 2018). Considering the research objectives, as stipulated above in Section 4.2, and the sample size discussed in Section 4.10.2, the use of questionnaires to collect quantitative data was a suitable tool.

A sample of 295 SMME owners became the respondents who were randomly sampled using the questionnaires which had been distributed manually, or through an online link to the questionnaire, to collect quantitative data. The administration of questionnaires was completed by the researcher for cost-effectiveness and to prevent. The researcher had to elaborate on, and clarify, some questions to respondents who were not fluent in English, as the questionnaire was written in English.

Questionnaires were distributed to SMME owners both face-to-face and electronically by sending a link to complete a Google form.

4.10.2 Data collection from the SBSU

The researcher made use of an interview guide when collecting quantitative data from the SBSU. The one-to-one engagement was conducted with the SBSU by capturing responses using a well-structured interview guide. Interviews with SBSU personnel were face-to-face, using closed- and open-ended questions. The success of the interview was reliant on the personality and experience of the interviewer, as well as being able to establish relationships (Malehahlo, 2015).

4.10.3 Data collection from documents

SBSU training documentation was collected both physically from SBSU offices and on official social media pages of the eThekweni municipality SBSU, on Facebook (eThekweni Municipality) and Instagram (@ethekwinim). Prior to the actual document analysis, the researcher ensured that the results were reliable. As O’Leary (2014) recommended, an eight-step process was followed:

- 1) Generate a list of documents to explore.
- 2) Consider how documents will be accessed.
- 3) Recognize and address any biases.
- 4) Develop the skills required for research.
- 5) Consider strategies to ensure credibility.
- 6) Know the data the researcher is looking for.
- 7) Take into account ethical issues like confidentiality.
- 8) Compose a backup plan.

4.11 DATA ANALYSIS

Data analysis is explained by Saunders et al. (2013) as a method to understand the information that you have gathered. Saunders et al. (2013) further explain that data analysis involves understanding the information that one has. For this study, data was collected through interviews for the qualitative approach; and the data collected through questionnaires used the quantitative approach.

Triangulation is defined by Nightingale (2020) as a technique used to analyze the results of a study of the same phenomenon by utilizing different methods of data collection. Triangulation is a good approach to reap the benefits of both quantitative and qualitative methods (Yeasmin & Rahman, 2012).

Two data types were collected concurrently from three population samples. Makanyeza (2014) notes that collecting two data types provides the researcher with a more comprehensive understanding of the phenomenon and Roller (2015) also argues that it is advisable to make use of a mixed-method approach to a complex phenomenon to gain a comprehensive understanding. The qualitative data was collected from the SBSU in eThekweni municipality. The quantitative data was collected from SMME owners of eThekweni municipality who has undergone entrepreneurship training offered by the SBSU. The personnel in SBSU manage and facilitate the process of SMME training offered by the unit. The secondary qualitative data for the research was collected from SBSU training documentation.

Qualitative data was collected using interviews and data was analyzed using thematic analysis. Questionnaires were used to collect quantitative data and factor analysis was used to analyze the data. Systematic examination and interpretation were used when analyzing the content of documents.

A cross-verification of the information collected from the three data sources was completed by the researcher to strengthen the validity of the study. It is established practice to utilize triangulation, or combine different methods, to verify the credibility and trustworthiness in a social science study (Yeasmin & Rahman, 2012).

4.11.1 SMMEs' data analysis

The quantitative data received from SMME owners were analyzed using factor analysis (FA) which is a multivariate analysis technique (MVA). Alkarkhi and Alqaraghuli (2019) argue that factor analysis is used to describe relationships among different variables that are found in the study. Factor analysis executes this by reducing a high number of variables to fewer factors. MVA is a statistical procedure used to analyze data from more than one form of measurement (Great Learning, 2020). “The advantages of factor analysis are as follows: Identification of groups or inter-related variables, to see how they are related to each other” (IPL,2020, p.1). The researcher chose to use this technique, as a conclusion drawn from it is very accurate, and close to the real-life situation; with the understanding that more than one variable is probably responsible for understanding a phenomenon being studied.

The Statistical Package for Social Scientists (SPSS) computer software was used to analyze the quantitative data. Quantitative data collected was converted into a numeric, machine-readable format in the form of a spreadsheet so the computer programme SPSS could analyze it. The interpretation of this quantitative data analysis is presented in the next chapter, using descriptive statistics, which summarize the basic elements of the data collected in the study.

4.11.2 SBSU data analysis

The qualitative data retrieved from the SBSU in eThekweni municipality was analyzed using thematic analysis. This technique is used to analyze qualitative data and it is predominantly used for interviews (Caulfield, 2021). The thematic analysis provides themes and patterns from qualitative data (Sekeran & Bougie, 2011).

The data was triangulated to understand the phenomenon better. Salkind (2010) explains that the practice of triangulation is using various approaches to analyze data to improve the research study's credibility.

4.11.3 Documents data analysis

Document analysis is a type of qualitative research. It is the systematic procedure followed when reviewing or evaluating documents, in both electronic and printed form (Bowen, 2009). "Documents provide supplementary research data. Information and insights derived from documents can be valuable additions to a knowledge base" (Bowen, 2009, p.45). For the purposes of this study, SMME training documents were analyzed as secondary data to understand the phenomenon better.

There are two issues to consider when starting document analysis. The first major issue is bias, by both the researcher and the creator/author of the document (O'Leary, 2014). The researcher must consider any personal bias they may bring to the research, as well as the subjectivity of the author of the document. The researcher must complete an evaluation of the original purpose of the document, like the target audience (Bowen, 2009). The researcher must also consider if the creator was a direct witness, or if it used secondhand sources. Bowen (2009) further explains the importance of determining if the document was edited, solicited, or anonymous.

The second major issue, as introduced by O'Leary(2014), is the latent content or "unwitting:" evidence found in the document. Latent content refers to the tone, style, agenda, opinions, or facts that exist in the actual document. Documents should also be evaluated for their completeness, meaning how comprehensive or selective their data is (Bowen, 2009). What is also very important to consider when assessing documents is that the document might not necessarily be accurate, precise, or a complete recording of how events unfolded (Bowen, 2009).

The abovementioned issues were summed up in an eight-step process introduced by O'Leary (2014):

- 1) Gather relevant texts.
- 2) Implement an organization and management system.
- 3) Make copies of original documents to make notes.
- 4) Evaluate documents' authenticity.
- 5) Discover agenda and bias of documents.
- 6) Explore the background of the document (e.g., purpose, style, tone).
- 7) Ask questions about the document (e.g., the author, its purpose, when, type of data?).
- 8) Explore the content of the document.

The researcher of this study followed these eight steps in exploring the documents from the SBSU. Step eight entails the process of exploring the actual content found in documents. O'Leary (2014) provides two techniques, one is an interview technique, which is when the researcher treats the document like an informant or an interview respondent who provides relevant information to the researcher (Karppinen & Moe, 2012). Questions are “asked” by the researcher and then answers are highlighted in the document. The second technique is taking notes on occurrences, or content analysis, which is when phrases, words, and concepts are quantified by the researcher (O'Leary, 2014). The researcher of this study used the interview technique. A systematic examination and interpretation then took place which will be discussed in the next two chapters.

4.12 DATA QUALITY CONTROL

Data quality control is the process of statistically and scientifically evaluating data in order to establish if it meets the required quality for the intended purposes (Simpson, 2015). In this research, the researcher applied two different quality control tools for both the qualitative data and the quantitative data. The section below outlines the tools the researcher used to ensure the validity and reliability of this study. The assessment of trustworthiness in any research approach is necessary (Anney, 2014).

Seigle (2018), and Guba and Lincoln (1985), stress the importance of the trustworthiness of a research study in evaluating its worth. Roberts, Priest and Traynor (2006) further explain the significance of the trustworthiness of findings from academic research and emphasize that academic research needs to demonstrate and communicate the rigour of the research process that was followed and how trustworthy the findings from the study are.

The trustworthiness and credibility of the research study can be achieved if harvested data is valid and reliable. Heale and Twycross (2015), and Dlamini (2010), contend that, to achieve validity and reliability, results from the harvested data should produce the same results, even in a case where a different researcher uses them.

4.12.1 Quantitative data on validity and reliability

In a quantitative study, researchers consider the validity, reliability, and objectivity of research findings to ensure trustworthiness (Shenton, 2004). In a quantitative study, validity refers the accuracy of the measurement (Heale & Twycross, 2015). There are three main types of validity found in quantitative research: content validity, criterion validity, and construct validity. The content method was ensured by issuing questionnaires to the same SMME owners twice, under similar conditions.

The second type of validity, also referred to as rational validity and logical validity, which means the extent to which a research instrument correctly measures all the elements of a construct (Shuttleworth, 2009). It is the criterion which measures how one could accurately predict the result for another measurement (Golafshani, 2003). According to Heale and Twycross, (2015), there are three ways to measure criterion validity. It uses variable divergent, convergent, and predictive validities.

The last type of validity is a construct, according to Brown (2000). The researcher needs to first understand what construct means, which is referred to an ability, attribute, skill, or proficiency that

occurs in the brain and is defined by well-established theories. Therefore, construct validity is explained as the degree to which research measures what it declares and claims (Brown, 2000).

To reach the objectivity of data, and individuality of results in quantitative research, a scientifically confirmed measurement of validity and reliability must be taken into consideration (Rasila, 2007). In quantitative research, reliability is regarded as a test that different researchers can use under constant, steady conditions to retrieve consistent results (Machela, 2018). Reliability indicates the consistency and reliability of a measurement (Heale & Twycross, 2015). Even though it may not be possible to provide the exact calculation to reach reliability, an estimate can be made of reliability using numerous types of calculation (Heale & Twycross, 2015), which are discussed in Section 4.12.1.2.

4.12.1.1 Validity

Validity refers to the degree to which a research study measures what it intends to measure; the same way, every time, under similar circumstances, using the same subjects (Denzin & Lincoln, 2005). Heale and Twycross (2015) further explain that validity tells us how accurately a research method measures something, and its results closely resemble real-world values.

According to McLeod (2013), internal and external validity apply when validating qualitative data. Validity has two vital parts in research: internal (credibility) and external (transferability). However, it should be noted that strategies employed to measure validity and reliability in qualitative research are different from those used in quantitative research (Machela, 2019).

Gunawan (2015) explains internal validity as guided options in which a research study permits the respondent to confidently select the most correct option. This confidence originates from the possible elimination of confounds that can be found within a study. External

validity refers to the extent to which theories and data derived from one study can be employed in another study (Gunawan, 2015).

In addressing construct validity, Heale and Twycross (2015) used the following three types of evidence:

- 1) homogeneity test
- 2) convergence
- 3) theory evidence

The homogeneity test illustrates that relationships between variables should be the same for all tests (van der Gaag, de Ruiter & Kunnen, 2016). Convergence construct validity evidence occurs when different tools measure similar concepts, or as explained by Bland (2008), convergent validity probes if the measurement relates to the variables that ought to be related if the instrument used were valid. Theory evidence, the last construct test, explains whether the construct being measured displays similar behaviour to the proposed theory (Heale & Twycross, 2015).

4.12.1.2 Reliability

Reliability can be defined as the degree to which a study yields the same results, even when the same study is performed by a different researcher (Phelan & Wren, 2006). Heale and Twycross (2015) further explain that reliability is defined as the consistency, repeatability, and stability of results acquired by a researcher in different conditions, but identical situations (Creswell, 2014). In this study, reliability's three attributes were evaluated using the following:

- 1) The measurement of equivalence reliability was done by the correlation of scores from the three different questionnaires. This was done for one questionnaire, to be able to be reproduced by the other questionnaire. Heale and Twycross (2015) report that equivalence reliability is assessed using inter-rater reliability, which is a process that qualitatively decides the level of agreement amongst two or more observers.

- 2) Test-retest reliability is used to measure reliability by administering the same test, twice, to a group of individuals, at different times (Heale & Twycross, 2015). The researcher conducted test-retest reliability when the same SMME owners were given the questionnaire more than once, in similar conditions. The scores retrieved from Time 1 and Time 2 can be correlated to assess the test for stability over time (Phelan & Wren, 2006).
- 3) Homogeneity refers to the extent to which all items found on a scale measure one construct. Tang, Cui and Babenko, (2014), and Byle (1991), contend that, for homogeneity to be completed, it needs a statistical technique procedure. According to Tang, Cui, and Babenko (2014), the following methods can be used to determine homogeneity in reliability:

- 1) Kuder-Richardson coefficient
- 2) Split-half method
- 3) Cronbach's alpha.

Cronbach's alpha is often used to determine internal consistency between variables. It is mostly used in scales that are multi-item scales for measurement procedures, like a survey, and Likert scales. Cronbach's alpha reliability test was applied in this study to test reliability.

4.12.2 Qualitative data trustworthiness and dependability on SBSU

To achieve reliability in data gathered from the SBSU, a trustworthiness examination was conducted with findings gathered from a setting in the real world, where the phenomenon of interest unfolds naturally (Burkhalter & Wood, 2015). The objective of trustworthiness from data harvested qualitatively is to support the inquiry's findings and establish if they are "worth paying attention to" (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs, 2014).

Shenton (2004) proposes four aspects that qualitative researchers should incorporate in pursuit of trustworthiness in a study, namely credibility, transferability, dependability, and confirmability. Gunawan (2015) further adds to the definition of trustworthiness by explaining the following:

- 1) credibility (a form of internal validity that asks the question of how congruent reality with the findings is)
- 2) transferability (concerning external validity)
- 3) dependability (relating to reliability or trust in trustworthiness)
- 4) confirmability (the degree to which others could confirm findings).

Qualitative data collected through interviews with the SBSU personnel used internal validity, which is a concept used in collecting data from participants because of the importance of the data and its value in reaching reasonable conclusions from the collected data (Lund Research, 2013).

Lincoln and Guba (1985) (cited in Schwandt, Lincoln and Guba, 2007) maintain that there are strategies to ensure a study is credible: the use of triangulation (which is the case with this study) and the researcher becoming familiar with the culture of the organization by participating in it before collecting data. The researcher had two brief interactions with the SBSU personnel via email and face-to-face to understand the processes of SMME training and the structure of the unit, and to set appointments, before collecting data. To further achieve trustworthiness, reflexivity was used as a tool, as it provides a detailed process of how the research was conducted (as explained in this chapter).

To achieve reflexivity, Davis (2020) explains that the researcher needs to be transparent about their personal views by revealing their perspective on the phenomenon. “Qualitative researchers can engage in reflexivity through jotting notes about participants’ comments and researcher’s thoughts during the interview; making notes as soon as possible after an interview; and developing and continually editing researcher’s subjective statements.” (Marshall & Rossman, 2016, p.118). These processes are embedded in the analysis process and not separate from it. All three processes were followed by the researcher for this study.

Fontana (2004) argues that reflexivity is one of the important pillars of qualitative research and refers to the extent that the researcher has influence, unintentionally or intentionally, on the research findings.

4.12.3 Qualitative data trustworthiness and dependability on documentation

When evaluating the trustworthiness and dependability of documents, the quality must be evaluated. Numerous factors are crucial, such as completeness, accuracy, or consistency (Tilley et al., 2021; Andi and Minato, 2020). The definition offered by Watermeyer (2018) is suitable and takes into consideration the range of features and characteristics that are relevant when evaluating documents. According to Watermeyer (2018), quality is the totality of a product's or service's features and characteristics that have an impact on the ability of the product or service to satisfy stated or implied needs. The qualities (or indicators) that affect the quality of documents have been developed and have served as the main standards for judging document quality. The indicators are listed in the table below:

Table 4:List of indicators

Indicators:
Accuracy
Clarity
Completeness
Relevance
Standardization
Certainty

Source: Watermeyer (2018)

All these indicators were taken into consideration to maintain the trustworthiness and dependability of the documents.

4.13 ETHICAL CONSIDERATION

After obtaining the gatekeeper's letter from eThekweni municipality (Appendix II) and submitting it, ethical clearance was received from the university, protocol reference number: HSSREC/00004296/2022 (Appendix I). The researcher had an obligation to treat all participants respectfully and respect their privacy. This study respects the basic human rights of individuals:

the option to choose, or refuse, to take part in the study was communicated by the researcher. The researcher protected all information shared under the University of KwaZulu-Natal's protection procedures (Hair et al., 2007). The researcher did not entice respondents to participate for monetary gains or other gains. Participation in the study was of their own free will. The details of participants remained confidential and private throughout the research process (Hair et al., 2007). Upon obtaining documents as secondary data for qualitative research, the researcher considered that there were documents that were confidential, and these were not considered (O'Leary,2014).

4.14 CONCLUSION

This chapter has discussed the strategies and steps of the methodology that were used in addressing the objectives and aim of this study. The methodology described the process the researcher followed for all data to be collected and analyzed, as will be discussed in the following chapter.

CHAPTER FIVE

DATA ANALYSIS AND RESULT PRESENTATION

5.1 INTRODUCTION

The preceding chapter explained the research methodology that this study followed. This chapter will present the research findings. A triangulation framework was used, where quantitative data and qualitative data were acquired concurrently, and analysis was completed separately. Following that this research was a mixed method study, the researcher collected quantitative data (questionnaire data), qualitative data (interview data), and secondary qualitative data (documents) to fulfill the objectives of this study.

Quantitative data was collected using questionnaires from randomly sampled SMMEs. Qualitative data was harvested using in-depth interviews from purposively sampled SBSU personnel and purposively sampled documentation.

5.2 PRESENTATION OF QUANTITATIVE DATA

Quantitative data and qualitative data were harvested simultaneously in this study. Quantitative data was collected from the SMMEs in eThekweni trained by the eThekweni municipality. The questionnaire used to harvest quantitative data was designed using the following sections: Section A of the instrument covered demographics. Section B had questions addressing the entrepreneurial intentions of SMME owners and consisted of nine questions. The third section consisted of questions covering the attitude of SMMEs. Section D had questions addressing the social norms of SMMEs. Questions on the perceived behavioural control of SMME owners were addressed in Section E. This was then followed by section F, which comprised questions that covered perceptions about the training from the SBSU at eThekweni municipality. The last section of the instrument consists of questions pertaining to the curricula design of the SMME training.

5.3 PRESENTATION OF DESCRIPTIVE DATA

The aim of the researcher was for quantitative data to be presented using a descriptive statistical model. This entails summarized measurements and samples, using simplified graphical analysis, and by simplifying data in a sensible manner.

5.4 THE SMME OWNERS' FREQUENCY DISTRIBUTION

The quantitative data was collected from SMME owners in eThekweni municipality's Durban area, specifically those that had attended SMME training between the years 2019 and 2021. Random sampling was applied, and thus each SMME owner had an equal opportunity of being asked to complete the questionnaire.

The quantitative data analysis was conducted using SPSS version 27.0. The normality of the data was determined through the Shapiro-Wilk test. Results were presented in frequency and percentage distributions. Principal components analysis (factor analysis) was used to identify the most influential factor(s) for social norms and perceived behavioural control changes after attending the entrepreneurship training.

5.4.1 Demographics of Respondents

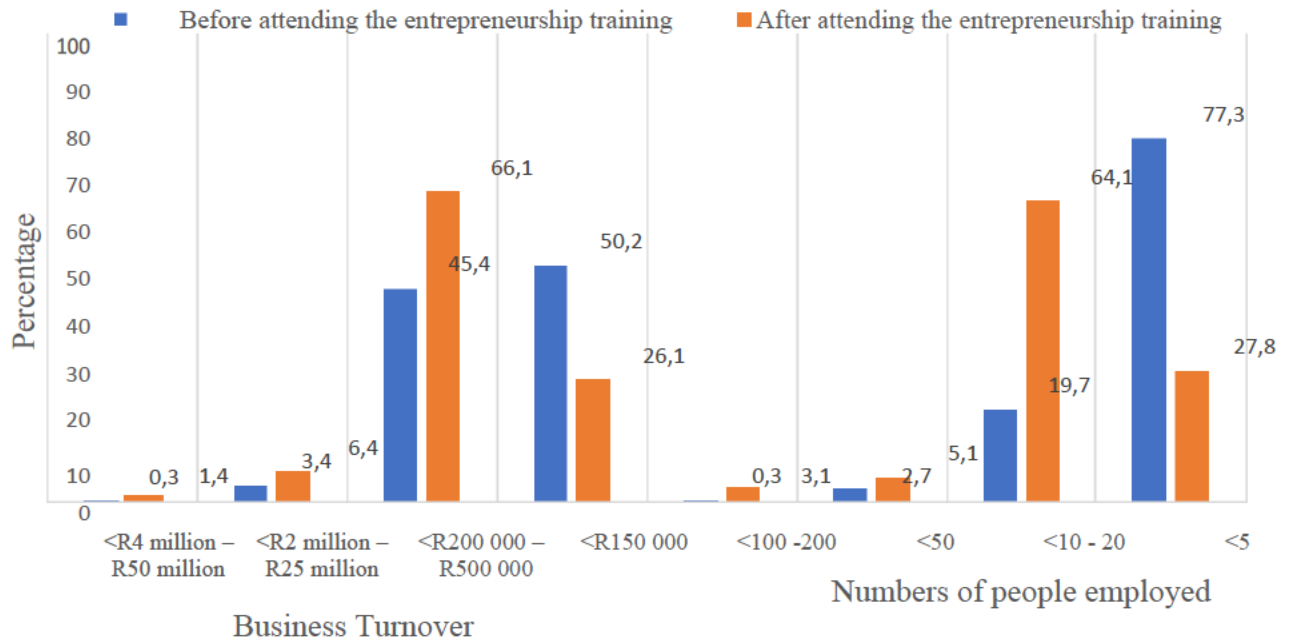
Table 5, below, shows that most (54.2%) of the respondents were male, and 45.8% were female. Most (82.4%) were adults under 45 years old. The largest (30.5%) proportion of the respondents had a diploma as their highest educational qualification. Most (67.8%) of the respondents were early entrepreneurs, having operated their businesses for less than five years. Manufacturing and wholesale/retail were the dominant business sectors among the respondents.

Table 5: Demographic Characteristics of Respondents

Characteristics	Responses (n=295)	Freq (%)
Gender	Male	160 (54.2)
	Female	135 (45.8)
Nationality	Black	259 (87.8)

	White	5 (1.7)
	Indian	4 (1.4)
	Colored	25 (8.5)
	Other	2 (0.7)
Age (years)	18–24	22 (7.5)
	25–34	67 (22.7)
	35–44	154 (52.2)
	45–54	44 (14.9)
	55–64	6 (2.0)
	+65	2 (0.7)
Educational Level	Below Matric	61 (20.7)
	Matric	40 (13.6)
	Certificate	26 (8.8)
	Diploma	90 (30.5)
	Degree	68 (23.1)
	Post-graduate	10 (3.4)
Duration of business existence (years)	0 – 2 years	76 (25.8)
	3 – 5 years	124 (42.0)
	6 – 10 years	83 (28.1)
	>10 years	12 (4.1)
Business sector	Agriculture	14 (4.7)
	Mining	2 (0.7)
	Manufacturing	66 (22.4)
	Transportation	19 (6.4)
	Wholesale/Retail	77 (26.1)
	Information/Communication technology	6 (2.0)
	Finance	5 (1.7)
	Personal services	26 (8.8)
	Administrative services	2 (0.7)
	Health, education, government & social services	14 (4.7)
	Personal/consumer services	7 (2.4)

Figure 9: Business turnover and numbers of people employed before and after attending the entrepreneurship training from the Small Business Support Unit



The proportion of entrepreneurs with a business turnover of more than R200,000 before the entrepreneurship training from the Small Business Support Unit increased significantly after the training. In contrast, the proportion of those who reported less than R150,000 turnover dropped dramatically after the training. Similarly, more entrepreneurs significantly increased their staff strength after attending entrepreneurship training in the <10-20 number of people employed bracket; yet in the <5 people employed, the number drastically dropped. (Figure 9).

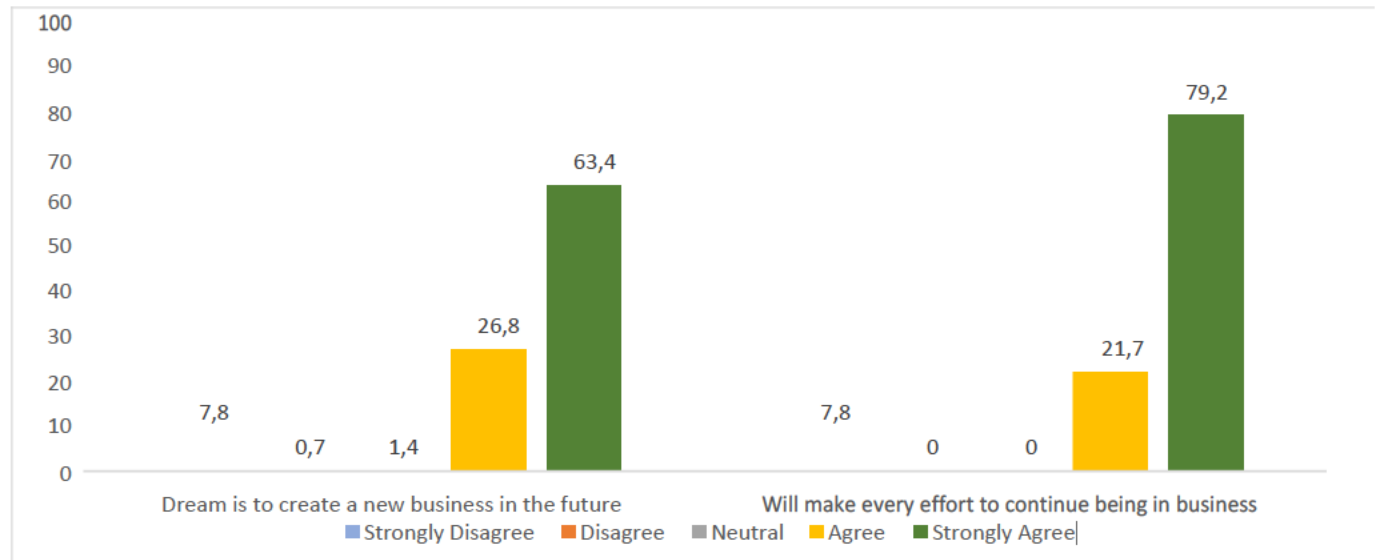
5.4.2 Responses on entrepreneurial intention of SMME owners

The dominant entrepreneurial intentions of attending the entrepreneurship training were using innovation in business and intending to transform business offerings (Table 5.2). Also, most (79.2%) of the respondents strongly agreed that they would make every effort to continue being in business, and more than 60% dream of creating new businesses in the future (Figure 10).

Figure 10:Entrepreneurial Intention

Intentions	Yes, n (%)
Use innovation in business	214 (72.5)
Intend on transforming business offerings after attending the entrepreneurship Training	207 (70.2)
Became innovative in business after attending the entrepreneurship training	199 (67.5)
Business offering transform after attending the entrepreneurship training	117 (39.7)

Figure 11:Entrepreneurial intention after entrepreneurship training



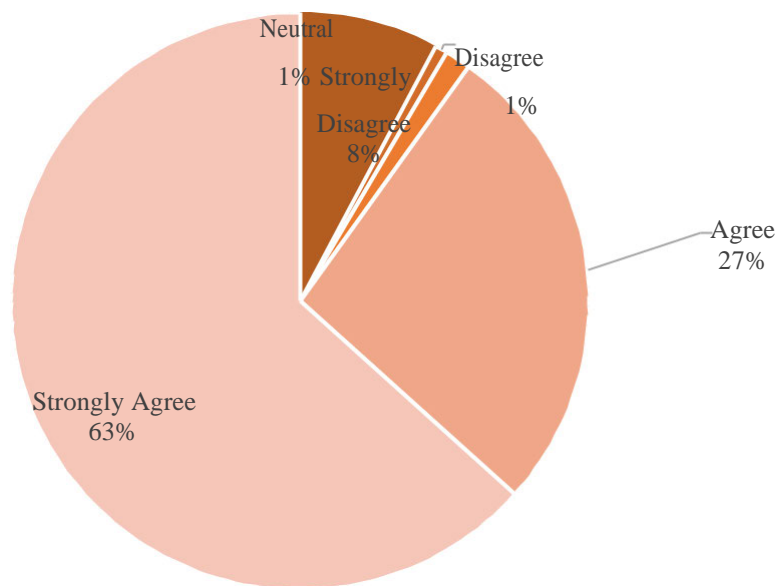
5.4.3 Responses on the attitude of SMMEs owners

Table 6: Attitude

Attitude	Yes, n (%)
Willingness to implement what learned in their business after attending the entrepreneurship training	173 (58.6)
Intend to grow their business in future	290 (98.3)

Table 6 shows that the majority (98.3%) of the respondents intended to grow their business in the future. Also, a reasonable proportion (58.6%) of them expressed a willingness to implement in their business what they had learned while attending the entrepreneurship training. After attending the entrepreneurship training, 63% of the entrepreneurs strongly agreed that being an entrepreneur presented more advantages than disadvantages (Figure 12).

Figure 12: Attitudinal change after attending the entrepreneurship training.

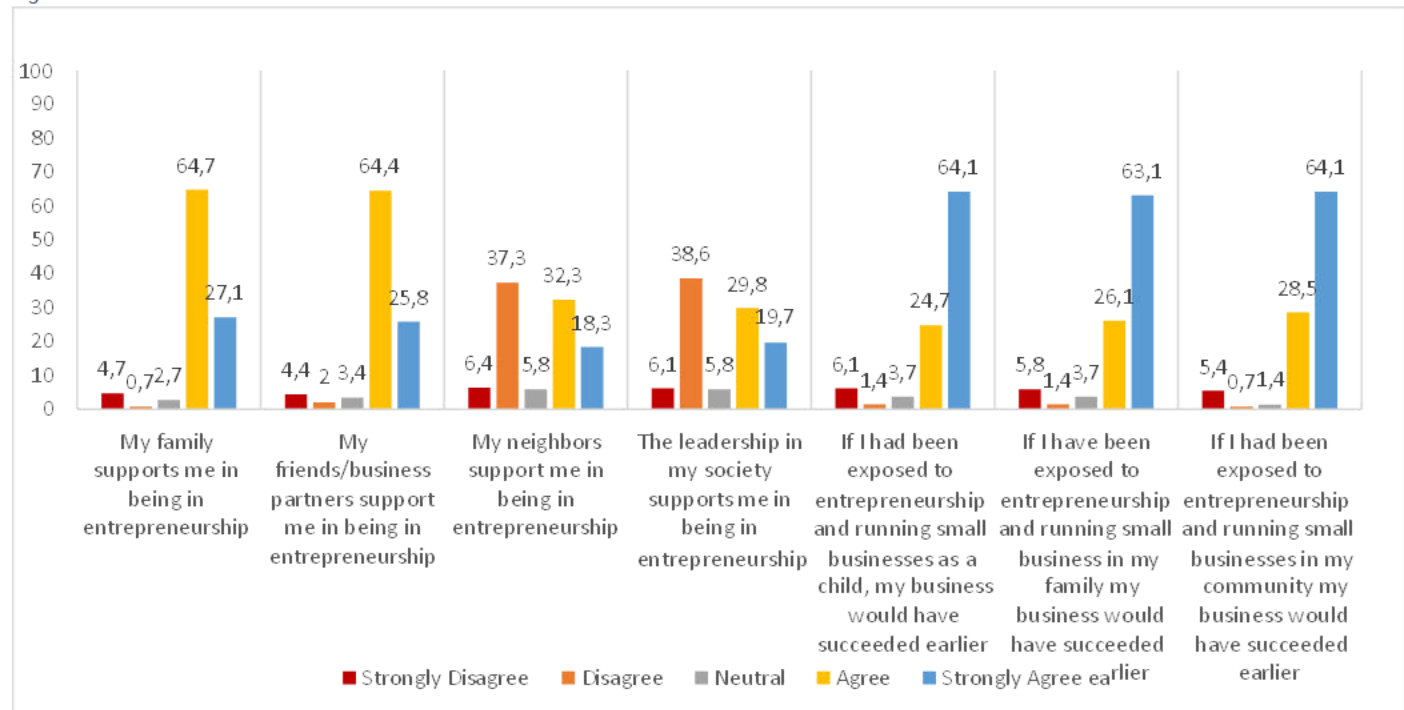


Entrepreneurship training presented more advantages than disadvantages

5.4.4 Responses on social norms of SMME Owners

A reliability test was first conducted on the items in this domain to determine their reliability to adequately estimate the social norms relating to entrepreneurship training among the respondents. The Cronbach's alpha value of 0.918 indicated a high internal consistency level for the items in the domain.

Figure 13: Social Norms



Overall, the respondents agreed with all the items measuring the social norms relating to entrepreneurship training. On items of neighbours and leadership in society support for being in entrepreneurship, over 37% strongly disagreed. More than 60.0% of the respondents strongly agreed that if they had been exposed to entrepreneurship and running small businesses as a child, in the family and community, their business would have succeeded earlier (Figure 13).

5.4.4.1 Principal component (factor) analysis for social norms (factor analysis)

KMO and Bartlett's tests were conducted to determine the suitability of the social norm items for factor analysis. The KMO value of 0.796 obtained indicated high suitability (Table 7).

Table 7: KMO and Bartlett's tests

KMO and Bartlett's Tests	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.796

Bartlett's Test of Sphericity	Approx. Chi-Square	2332.820
	Df	21
	Sig.	.000

As shown below, two components having eigenvalue value greater than 1 were identified through the principal component (factor) analysis (Table 8). The eigenvalues were also represented on the scree plot (Figure 14). This component was further subjected to the component matrix to determine the most correlated item(s) to the identified components.

Table 8: Total Variance

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total Variance	%	Cumulative
1	4.344	62.060	62.060	4.344	62.060	62.060
2	1.772	25.309	87.369	1.772	25.309	87.369
3	.468	6.680	94.049			
4	.156	2.226	96.274			
5	.122	1.736	98.010			
6	.075	1.071	99.081			
7	.064	.919	100.000			

Extraction Method: Principal Component Analysis.

In the component matrix shown in Table 8, the first components with an eigenvalue greater than 1 correlate strongly with all the components measuring social norms except ‘support from neighbours’ and ‘support from community leaders.’ However, the two items correlate strongly with the second identified component. Thus, all social norm factors measured strongly influence social norms relating to entrepreneurship training (Table 9).

Figure 14:Scree plot

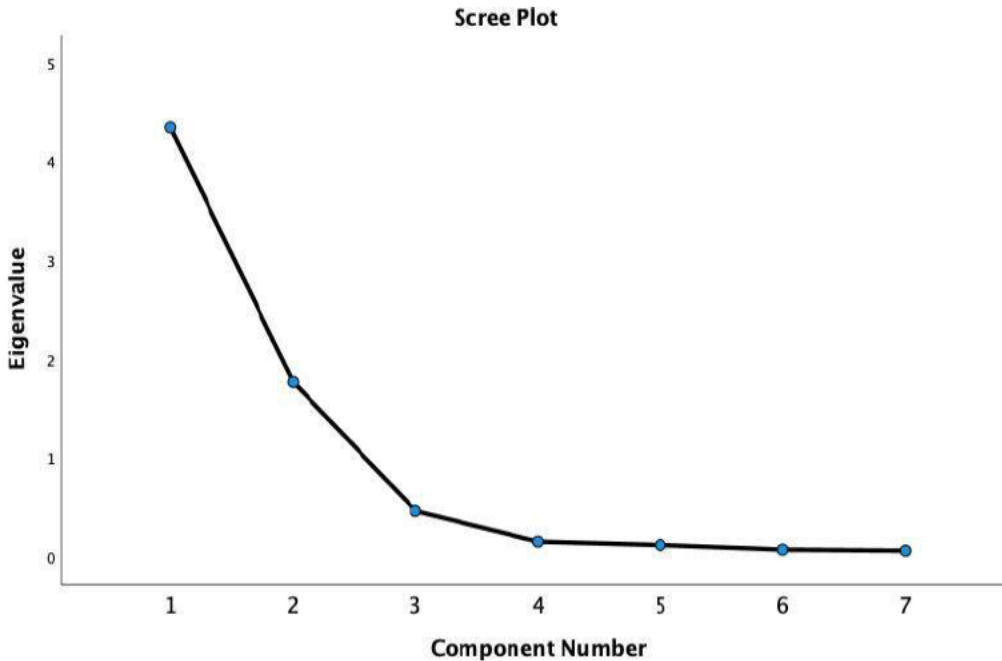


Table 9:Component Matrix

Component Matrix	Component	
	1	2
My entrepreneurship career choice is supported by my family	.867	.144
My entrepreneurship career choice is supported by friends/business partners	.879	.101
My entrepreneurship career choice is supported by my neighbours	.537	.794

My entrepreneurship career choice is supported by the leadership (counselor/chief/ pastor) in my community	.504	.796
If I had been exposed to entrepreneurship and running small businesses as a child, my business would have succeeded earlier.	.871	-.409
If I had been exposed to entrepreneurship and running a small business in my family, my business would have succeeded earlier.	.874	-.392
If I had been exposed to entrepreneurship and running small businesses in my community, my business would have succeeded earlier.	.869	-.395

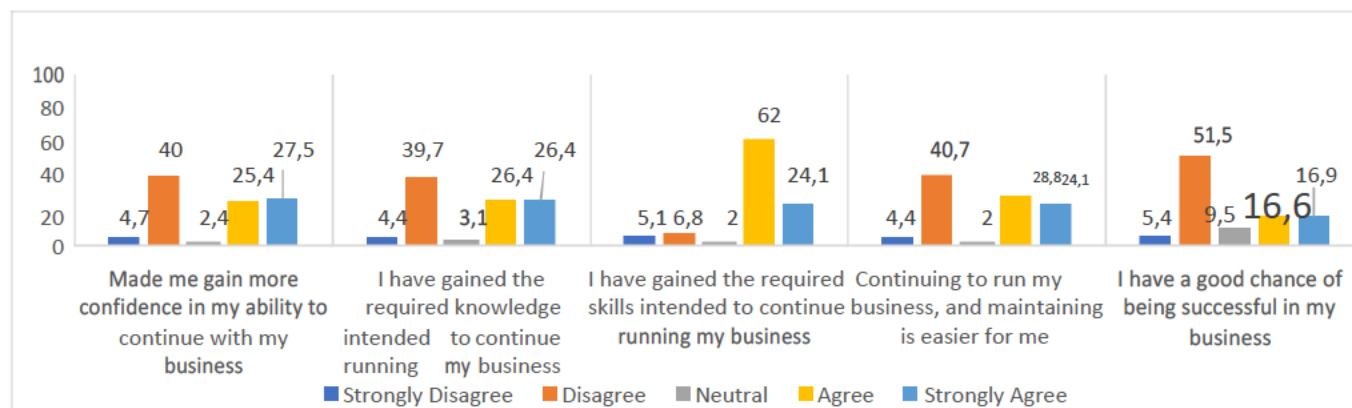
Extraction Method: Principal Component Analysis.

a. 2 components extracted.

5.5 RESPONSES ON PERCEIVED BEHAVIOURAL CONTROL

A reliability test was conducted on the items in this domain to determine their reliability to adequately estimate the perceived behavioural control relating to entrepreneurship training among the respondents. The Cronbach's alpha value of 0.900 indicated a high internal consistency level for the items in the domain.

Figure 15: Perceived Behavioural Control (By attending the entrepreneurship training)



Most (62.0%) of the respondents agreed they had gained the required skills intended to continue running their business by attending entrepreneurship training (Figure 14). However, a large

proportion (51.5%) of them disagreed that they had a good chance of being successful in their business (Figure 15). After attending the entrepreneurship training, most respondents (93.9%) declared they gained new skills to help them run their businesses; while 59.7% said they gained new knowledge to help run their businesses (Table 10).

Table 10: Behavioural impact of attending the entrepreneurship training

Behaviour	n (%)
I have gained a new skill to help me run my business	277 (93.9)
I have gained new knowledge to help me run my business	176 (59.7)

5.5.1 Principal component (factor) analysis for perceived behavioural control (factor analysis)

KMO and Bartlett's tests were conducted to determine the suitability of the perceived behavioural control items for factor analysis. The KMO value of 0.816 obtained indicated high suitability (Table 11).

Table 11: KMO and Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.816
Bartlett's Test of Sphericity	Approx. Chi-Square	1497.054
	Df	10
	Sig.	.000

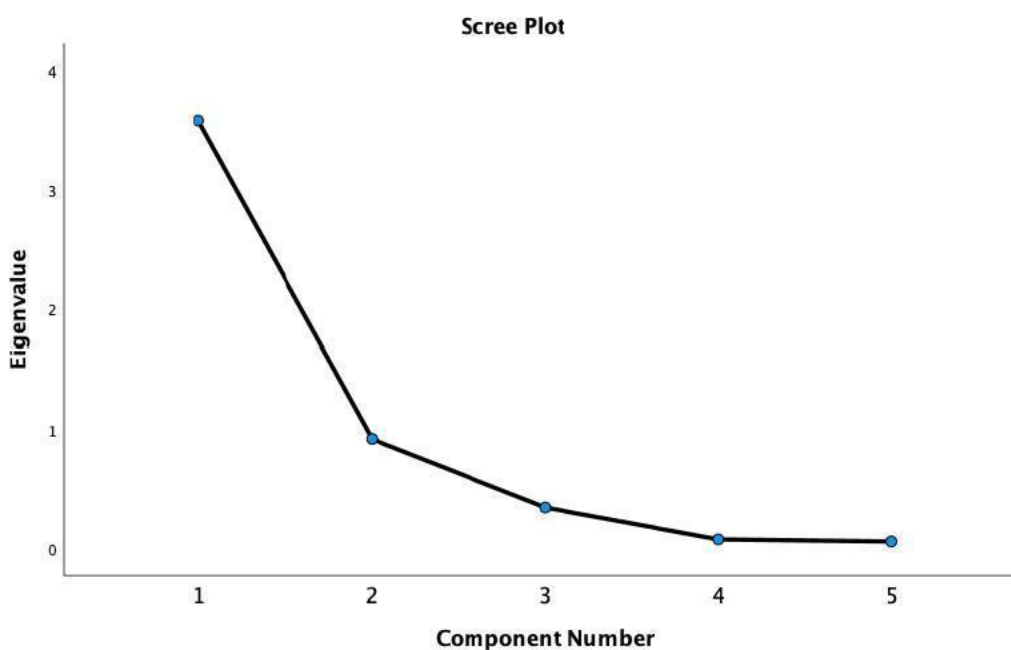
As shown below, a component having an eigenvalue value greater than 1 was identified through the principal component (factor) analysis (Table 12). The eigenvalue values are also represented on the scree plot (Figure 16). This component was further subjected to the component matrix to determine the item(s) most strongly correlated with the identified component.

Table 12: Total Variance

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.584	71.681	71.681	3.584	71.681	71.681
2	.924	18.471	90.152			
3	.348	6.970	97.122			
4	.081	1.615	98.737			
5	.063	1.263	100.000			

Extraction Method: Principal Component Analysis.

Figure 16: Scree Plot



The component matrix shown in Table 13 indicates that the component identified, above,

correlates strongly with ‘confidence in the ability to continue with business (0.933)’; ‘gained the required knowledge to continue running business (0.940)’, and ‘easily continue running and maintaining business (0.940)’. Thus, attending the entrepreneurship training had a positive impact on the entrepreneurs' confidence, knowledge, and ease of doing business.

Table 13: Component Matrix

Component Matrix	
	Component
	1
The entrepreneurship training received from the Small Business Support Unit has made me gain more confidence in my ability to continue with my business	.933
After attending the entrepreneurship training offered by the Small Business Support Unit, I have gained the required knowledge to continue running my business.	.940
After attending the entrepreneurship training offered by the Small Business Support Unit, I have gained the required skills intended to continue running my business.	.792
From attending the entrepreneurship training from the Small Business Support Unit, continuing to run my business and maintaining is easier for me	.940
I have a good chance of being successful in my business	.565

Extraction Method: Principal Component Analysis.

- a. 1 component was extracted.

5.6 PERCEPTIONS ABOUT THE TRAINING FROM THE SMALL BUSINESS SUPPORT UNIT: ETHEKWINI MUNICIPALITY

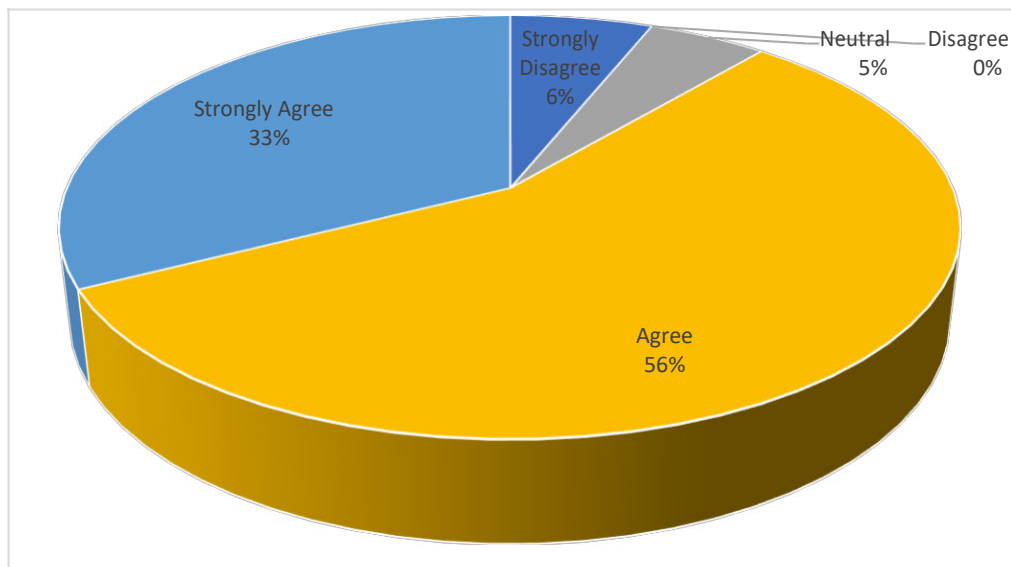
The majority (more than 99.0%) of the respondents had positive perceptions about entrepreneurship training from the small business support unit of eThekwini municipality (Table

14). The highest proportion (99.3%) of the respondents felt the training helped increase their intention of wanting to start/continue running a business.

Table 14: Perceptions about the training from the small business support unit

Perception	Yes, n. (%)
Entrepreneurship training is very important for the successful establishment of SMMEs.	292 (99.0)
Do you agree that people who start businesses should have entrepreneurship knowledge and skills?	292 (99.0)
Do you think entrepreneurship training helps increase the intention of wanting to start/continue running a business?	293 (99.3)

Figure 17: Lack of entrepreneurship education is one of the causes of SMME' failure



Most respondents agreed (56%), and 33% of respondents strongly agreed, that the lack of entrepreneurship education is one of the causes of SMME failure (Figure 17).

Similarly, many respondents reported that the training helps reduce low economic growth, poverty, the high unemployment rate, and the failure of SMMEs (Figure 18). Just over half of the respondents (52%) were very satisfied with the training received; and just 9% were satisfied (Figure 19).

Figure 18: Perceived impact of entrepreneurship training

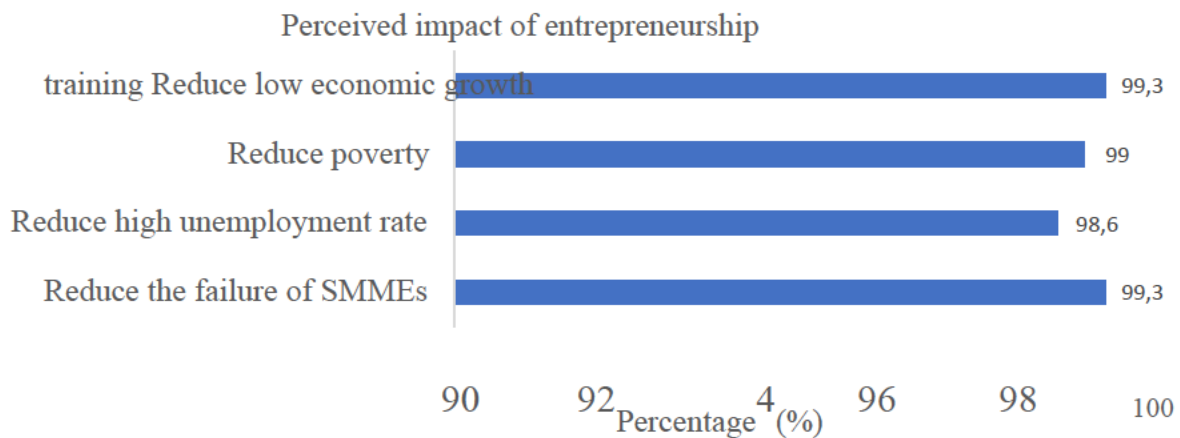
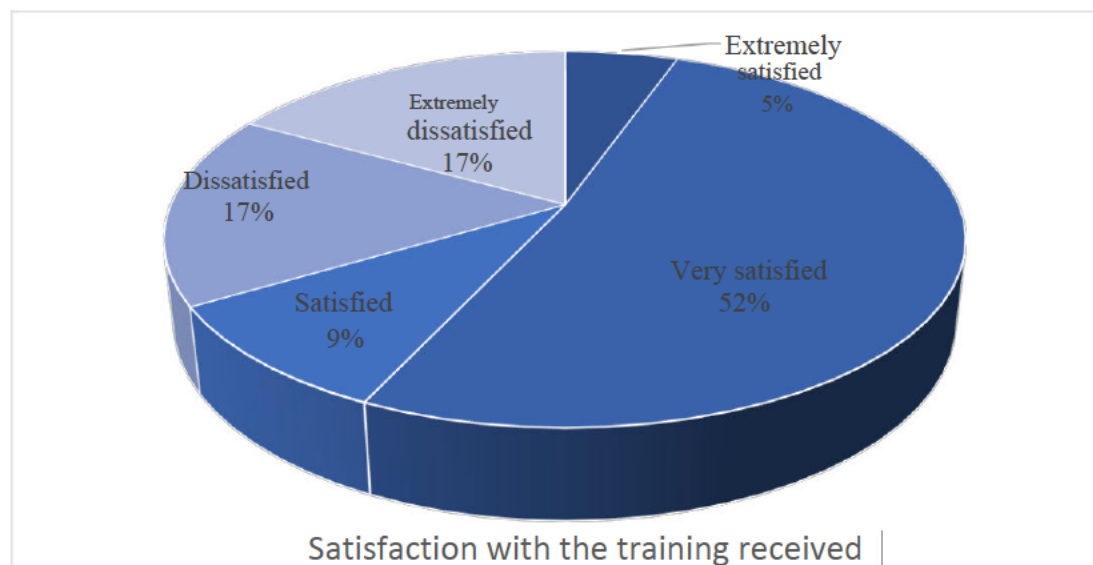


Figure 19: Satisfaction with the training received



Curricula Design

Table 15:Curricula Design

Perception	Yes
	n. (%)
Management function	
Planning	73 (24.7)
Organizing	74 (25.1)
Staffing	52 (17.6)
Directing	53 (18.0)
Controlling	52 (17.6)
Co-ordinating	54 (18.3)
Co-operation	54 (18.3)
Soft skills	
Leadership	50 (16.9)
Negotiation	52 (17.6)
Network	57 (19.3)
Communication	54 (18.3)
Creativity	58 (19.7)
Problem solving	54 (18.3)
Time management	49 (16.6)
Sustainable Management	
Were you taught how to ensure your business is sustainable?	51 (17.3)
Were you taught about being ethical in your business?	51 (17.3)
Principles of Entrepreneurship	
Were you taught about business registration and CIPC processes?	48 (16.3)
Were you taught about business tax (SARS)?	51 (17.3)
Were you taught about transforming an idea into an entrepreneurial firm?	50 (16.9)
How to manage an entrepreneurial firm.	162 (54.9)
How to grow an entrepreneurial firm.	163 (55.3)
Operations Strategy	

Were you taught about operations strategy?	56 (19.0)
Were you taught about layout strategy?	55 (18.6)
Were you taught about location?	52 (17.6)
Technology Strategy	
Were you taught about technology strategy in your business?	163 (55.3)
Were you taught technological innovation for your business?	181 (61.4)
Supply chain and logistics	
Were you taught how to manage the flow of goods/services in your business?	62 (21.0)
Were you taught how to acquire raw materials?	54 (18.3)
Were you taught how to store raw materials?	49 (16.6)
Were you taught how to transport raw materials?	45 (15.3)
Creativity, Innovation, and Economic Development	
Were you taught techniques of creativity for your business?	56 (19.0)
Were you taught techniques of innovation for your business?	181 (61.4)

Planning and organizing skills were the mostly taught management functions, while all the soft skills listed were taught equally (Table 15). ‘How to manage an entrepreneurial firm’ and ‘how to grow an entrepreneurial firm’ were the most taught principles of entrepreneurship. Most (61.4%) of the respondents said they were taught about technological innovation and innovation techniques for their business (Table 15).

5.7 TRAINING STRATEGY

Table 16: Training Strategy

Strategy	n (%)
Formal education	200 (67.8)
Traditional teaching	41 (13.9)
Inquiry	15 (5.1)
Self-Assessment	36 (12.2)
Facilitator provides examples to guide learning	41 (13.9)
Group work	79 (26.8)
Brainstorming	42 (14.2)

Use of videos	24 (8.1)
Assignments/Projects	33 (11.2)
Assimilations (practical/play games)	19 (6.4)
Discussion	150 (50.8)
Presentation	65 (22.0)

The major training strategies reported by most of the respondents were formal education (67.8%) and discussion (50.8%) (Table 16).

5.8 PRESENTATION OF QUALITATIVE DATA

Qualitative data was collected from the SBSU at eThekweni municipality and secondary qualitative data was collected from documentation used for SMME training by the SBSU. Qualitative data was collected through interviews with SBSU personnel, who consisted of programme managers and business support facilitators who manage and facilitate the training process of SMME training at eThekweni municipality. The interview protocol used to collect qualitative data included the following sections: Section A of the interview protocol consisted of demographic information. Section B covered questions on SMME training. Questions on entrepreneurial intention were covered in section C. Section D comprised questions on attitude. Section E contained interview questions on social norms. Perceived behavioural control questions were found in Section F; and lastly, Section G covered post-SMME training questions.

This section's objective is to present the qualitative study findings in a way that is valuable to the reader and is both meaningful and instructive (O'Leary, 2017). Thematic analysis was used to extract the qualitative data from the SBSU. The themes and sub-themes that developed from the data gathered during the semi-structured individual interviews will be used to present the research findings, which are based on the replies of the study participants to the research questions.

The second section will present the documentation findings of this study based on a systematic examination done on SMME training documentation used by the SBSU, which includes SMME

training manuals, SMME training tender documents, and eThekwini municipality social media posts from official pages; Facebook and Instagram.

The objectives of the study were:

1. Determine whether municipal training programmes offered to SMMEs increase their entrepreneurial intention.
2. Explore whether the curricula design of municipal training programmes influence the attitude of SMME owners to increasing entrepreneurial intention.
3. Determine if the curricula design of municipal training programmes influence social norms of SMME owners towards increasing entrepreneurial intention.
4. Identify whether the curricula design of Municipal training programmes influence the perceived behaviour control of SMME owners regarding increasing entrepreneurial intention.

5.9 OPERATIONALIZATION OF DATA COLLECTION

The objective of the research study was to explore the entrepreneurial intention development in the municipal training programme of eThekwini SMMEs. Therefore, data was collected in that regard. The research participants were middle and senior management in the SBSU eThekwini municipality, with vast knowledge and experience in SMME training and local economic development. The biographic information of the research participants who were interviewed is presented in Table 17 below.

Rich and valuable data was collected. The individual semi-structured interviews were used as a vehicle to collect data from the research participants about their perceptions and experiences related to the entrepreneurial intention development in municipal training programmes for eThekwini SMMEs.

5.10 BIOGRAPHICAL INFORMATION

According to Hammer (2016), at a minimum, participants' age, gender, race/ethnicity, educational level, and languages spoken must all be disclosed. Nevertheless, depending on the populations examined and the study questions posed, more information can be relevant to certain investigations. This data may include, but is not restricted to, participant demographics, including their cultural background and immigration status. Researchers run the risk of adopting an 'absolutist' perspective without this data, which holds that the phenomena of interest are the same, independent of culture, race, ethnicity, and socioeconomic status. Furthermore, a full description of participants makes it possible for readers and researchers to decide to whom research findings can be applied and enables comparisons to be made between studies that have been replicated. Additionally, it offers details required for study synthesis and secondary data analysis.

This section presents details of the type of organization that the targeted population represented in the interviews. The findings in the study reveal that there was a total of eight people who participated in individual interviews. These participants were affiliated with one organization – the SBSU at eThekweni municipality, as indicated in the table below. This study focused on the municipality of eThekweni, selected as the key participant in the study.

Table 17:Biographic Information

Pseudonym names	Gender	Age	Years of Experience	Qualification
Jabulani	Male	36 years	Eight years	Master's Degree
Noyise	Female	58 years	Fifteen years	Honours Degree
Ziningi Khumalo	Female	43 years	Three years	National Diploma

Thembelani	Male	33 years	Four years	Bachelors' Degree
Noncedo	Female	34 years	Five years	Honours Degree
Kholiwe	Female	56 years	Six years	National Diploma
Londeka	Female	35 years	Two years	National Diploma
Lungile	Female	36 years	Three years	National Diploma

Table 18 represents the type of organization and job designation. The table reflects that there was a fairly diverse group of participants, drawn from various positions in the SBSU at eThekwini municipality, which also includes the deputy head of department and head of department (who did not participate in this study). The designation of the participants, as programme managers and facilitators, suggests that they possess the necessary skills and knowledge regarding the facilitation of the SMMEs' training. Hence, they were important as participants in the study's sample.

Table 18: Type of Organization versus Job Designations

Type of organization	Job Designation	Number
Municipality:		
	Business Support Facilitators	6
	Programme Managers	2
Total:		8

The findings in the study also reveal details on the educational qualifications of the participants, as listed in Table 19. The table indicates that four participants hold a national diploma certificate; two have acquired their Honours degrees; one has a Master's degree; and one has a Bachelor's degree. Employees at this level often know about the interaction and engagement between SMMEs, the local municipality, and other key stakeholders.

Table 19: Type of organization versus educational qualification

Type of organization	Educational Qualification	Number
Municipality		
	National Diploma	4
	Honours Degree	2
	Masters' Degree	1
	Bachelor's Degree	1
Total		8

5.11 THE INTERVIEWS

The researcher introduced herself to the research participants before beginning the interview sessions. Consent letters were handed to the participants to read, and each agreed to participate in the study and signed to indicate agreement. The goals of the study were explained, as well as what was expected from both the research participant and the interviewer. Various rooms were used in the SBSU eThekweni municipality offices in the Embassy building in Durban for the semi-structured individual interview sessions, depending on the accessibility for the research participants and their room preferences.

The interview sessions were completed effectively because they were performed in an environment that was congenial, without interruptions, and with minor impact from the audible background noises. The interview sessions went smoothly, as the research subjects were at ease.

Each research subject's interview session lasted a different amount of time. It was not always possible to stick to the pre-arranged times and dates, due to the nature of the participants' work, which at times required them to attend to urgent SMME and municipal matters. It was preferable to conduct the interviews in private where the study participants felt at ease and comfortable. All eight interview sessions were productive, owing to the environment in which they were held. After the interviews, the voice recorder was turned off, and the researcher took time to thank the research participants for being willing to share their experiences.

5.12 DATA ANALYSIS

The investigation of this study revealed five themes and six sub-themes, as shown in Table 20, below. The themes are the training and development of SMMEs; key entity collaboration to improve the critically lacking skill/s in SMMEs; monitoring and evaluation strategies; and the influence of curriculum design and delivery on entrepreneurial attitude and social construction as an enabling factor in entrepreneurial success.

Table 20: Identified Themes and Sub-themes

THEMES	SUB-THEMES	CATEGORIES
1. The training and development of SMMEs.	1. The importance of training and developing SMMEs.	<p>“I think by using strategies from national and the functions that we do to capacitate the SMMEs. The fact is we always must learn to empower them through training. Then looking at gaps that SMMEs have.” – Ziningi, p1.</p> <p>“Personally, because I always go to the communities, I always encourage them to come to us in the unit and advise what gaps they have as SMMEs and add them to the database and I’d identify where the majority has a gap, so they advise on their different gaps.” – Noncedo, p26. (SMME-centered strategy)</p> <p>“Yes. If there is a project of construction in the area, we ask them to work so as to practise skills learnt.” – Noncedo, p32.</p>

	<p>2. Barriers to collaboration in designing and developing training manuals and implementation of curriculums.</p>	<p>“I do an exercise which I call the capacity building. The capacity building, what then do we do? I first assess what is required, what is the market need, what is my SMMEs or CTOs/SMMES because we take members that are our number.” – Jabulani, p35. (strategies to improve SMMEs)</p> <p>So, let me make an example: there is SETA accredited trainings which are standard one. So, you can’t design them from scratch, but you can look at trainings expectations and see which one will be suitable for which group. Being part of SMME development, you will know which training they have done and how was it received; you will then know if they need to do another training as a top-up. So being part of the planning and a</p>
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		<p>facilitating team you will know, based on that." Ziningi, p1</p> <p>“We have no involvement at all of designing the curricula of the trainings.”</p> <p>Noncedop2.</p> <p>" It's not that much... they will call the service provider and give the service provider a brief then a service provider will put a brief through together then I will read it. In some programmes, I have access. In some programmes I don't have access to it, and then read through that and then from there be able to say yes. I'm trying to remember a situation where I actually had that level input and nothing comes to mind generally, if have appointed a service provider we take it if they are skilled in what they do”</p> <p>Kholiwe p3.</p>
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2. Key entity collaboration to improve the critical lacking skill/s in SMMEs.	1. Advancing knowledge and skills through partnerships.	<p>“It’s the same as growing businesses. You assist them to grow their businesses, you know that it’s the demanding times now and you need to manage your funds very well. So, finances is always critical as it’s always mentioned as one of the lacking skills. It’s the number one, because if you speak to any SMME who is not growing they will always say it’s money. But do they know how to manage money? So, that why we work with the banks to come although you have to manage them because they come and promote their products. It’s not something we want, if you want to promote them at least empower them with knowledge and once they are empowered...”. – Ziningi, p2</p>
		<p>“What then can we do better, but how can we improve, ensuring that your business is safe? Some will say we need to go digital. We’re not quite</p>

		<p>equipped in terms of digital marketing in terms of aligning with the Fourth Industrial Revolution. Then we'll say, as a point of departure, we need to create a page for each... What do you call this...The SMME. We need to align whatever programmes that were having in a particular city, to reflects in digital platforms. Maybe we then need to top it up and use influencers and then select whether are we using a mega, because you've got a your mega, you've got your..." – Jabulani, p36.</p>
3. Monitoring and evaluation strategies.	1. Participants illustrated the lack of monitoring and evaluation measurements for SMME training.	<p>"Remember, I mostly do workshop but with the trainings I have done or my colleague has done, we have never done any measurements. We train and leave, we train again and leave." – Noncedo, p32.</p> <p>"I need to be there and see that during their implementation, I need to be there for portfolio of</p>

		<p>evidence purposes and I need to be there that the clients' needs are met because they are my stakeholder, I can't leave them. I need to be there to see that everyone is satisfied so that I will get close-off report. Because it's start on the terms of reference that what do you want so I must be involved from start to finish." – Jabulani, p37.</p> <p>"Yes, most of the time we conduct interviews after training, one-on-one interviews and assess them in that way; and we then invite them for the next ones." – Thembelani, p50.</p>
4. The influence of curriculum design and delivery on entrepreneurial attitude.	1. A passion-induced ambition is a determinant for a progressive and non-progressive drive.	<p>"Well, I wouldn't say there is something that we add. Remember that when we pick them, they write a motivation letter as part of the selection criteria, 9 out of 10 of them well there is 20, probably 18 of them already view this as an</p>

		<p>opportunity to grow themselves within the space of entrepreneurship. So, already it's something that is in their mind, it's something that they want to do, so all they need is the skill to enhance and better understand and to ensure that what they are starting does not fail.” – Nondumiso, p68-69.</p> <p>” You come to training not having money to start a business, then we will open up your mind and you will realize that there are all these avenues where you can access finance as a SMME. You come with no business plan. Who is going to look at you with no business plan? Then we point you in the direction of SEDA and Chamber who can assist you with developing your business plan. So, yes positively it does.”</p> <p>-Kholiwe , p.6</p>
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<p>5. Social construction as an enabling factor to entrepreneurial success.</p>	<p>1. Family support inclusion as an intervention tool for progressive entrepreneurship.</p>	<p>“Mmh (laughs) With my trainings, I ensure that when it is graduation time, we request each person to come with a 'plus one' so that the family can encourage them, either their partners, kids, or anyone from the family. We also request feedback from but on a sample of them. Let’s say they were 30 of them, we request feedback from five families”- Thembelani, p.52. “Honestly speaking, out trainings are designed for people that already somewhat with the fashion industry. Already the family have bought into the idea and there is no additional push that we need to do or intervention that is required from us because the family is in support of that.” -Nondumiso, p.7</p>
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5.13 DATA QUALITY CONTROL

As described in Chapter Four, the study achieved trustworthiness by adhering to principles of credibility, transferability, dependability, and confirmability. To achieve credibility the use of triangulation was followed in this study. Reflexivity allowed for trustworthiness to be reached, by

recording the interviews with the upon participant's consent and transcribing and making notes after each interview.

The qualitative data presented in this section was linked with the interview sessions' environment and context to ensure transferability. This allows the reader to almost 'live' in the day when the participants stated their views. To increase confidence in the outcomes of this study, triangulation was used, thus increasing the result's transferability (Honorene, 2017).

5.14 PRESENTATION OF SECONDARY QUALITATIVE DATA: DOCUMENTS

Documentation from 2019 to 2021 that was examined consisted of SMME training manuals, SMME training tender documents, and eThekwin Municipality social media posts from official pages on Facebook and Instagram. However, there were issues with some documents on the list that the researcher had hoped to explore, due to their non-availability in the public domain; for example, their official website and training manuals, which, the researcher was advised, were held by the different service providers. Thus, the documentation collected included SMME training manuals, SMME training tender documents, and eThekwin Municipality social media pages. Bowen (2009) suggests that a wide range of documents should be used. However, it should be more about quality found in the documents, than quantity.

5.14.1 Documents analyzed

There were three SMME training manuals from 2019 to 2021 that the researcher had access to. In the table, below, are listed the training manuals that were analyzed.

Table 21: Training manuals

Type of documentation	Documents retrieved
Training Manuals	Retail training
	Costing and pricing training programme
	Entrepreneurship training

The researcher accessed four SMME training tender documents issued from 2019 to 2021. The tender documents reviewed are listed in the table below:

Table 22: Tender documents

Type of documentation	Documents retrieved
Tender Documents	
	Provision of business management training Services
	Provision of product development potter training
	Facilitate GAS distribution training
	Co-ordinate and conduct model training

For the years under investigation (2019-2021) there were only three social media posts pertaining to SMME training on the SBSU social media platforms on Facebook and Instagram. Other

SMME posts concerned SMME workshops; mentorship programmes; conferences; information sharing; and funding opportunities, which were not relevant to this study. The same SMME training posts were uploaded on both Facebook and Instagram. These SMME training posts included:

- 1) Ethekekwini/NCI contractor development programme
- 2) Productivity awareness training
- 3) Business empowerment workshop and training

5.14.2 Authenticity of documents

Assessment of the authenticity of documents is a crucial step (O'Leary, 2014), as not all data is accurate or a complete record of the events that have unfolded (Bowen, 2009). The retrieved SMME training manuals were original, typed copies. Tender documents were copies of originals that were filed in boxes and kept in the storeroom. The documents were typed, and other sections were handwritten, for example, signatures. Social media posts were on official eThekekwini municipality pages and were found to be authentic.

5.14.3 Background of documents

The background to the documents describes the content the researcher found in the SMME training manuals and the tender documents, and on the social media posts. These documents were then systematically examined with the aim of answering the research questions of this study.

5.14.3.1 SMME training manuals

Training manuals included the following documents:

- 1) Training presentation in which all training was face-to-face
- 2) Training objectives: only two of the three training programmes evaluated included training objectives
- 3) Training content (curriculum): dates of training, topics covered

5.14.3.2 Tender documents

Tender documents consisted of the following:

- 1) Advertisements for SMME training requesting quotations from service provider were included. A brief description of the training is included, and the closing date and email address to send quotations were in the document. The advertisement was compiled by the SBSU facilitator and the deputy head. The hand-written signature of the deputy head was found on the documents.
- 2) A copy of an email sent to various service providers with the advertisement for SMME.
- 3) Different service providers' quotations with SARS tax compliance letters were included.
- 4) A pro-forma service order form with the names of the different suppliers who are bidding; their prices, and the date of quotations, was found.
- 5) A supply chain management (SCM) checklist, used to select and appoint a service provider, was included.
- 6) A recommendation to appoint a service provider, including purpose; background; the tender process followed; the evaluation process; an acknowledgment of the evaluation process; and recommendations, was included.

5.14.3.3 Social media posts

Social media posts found on Facebook and Instagram included the following information:

- 1) Brief description of training (content covered).
- 2) Requirements (eligibility to participate).
- 3) How to apply and the closing date.
- 4) Training dates, time, venue, and contact details for enquires.
- 5) Online link to apply for the training programme

5.15 DOCUMENT 'INTERVIEW' QUESTIONS

For the researcher to be able to systematically examine the documents, interview-type questions were 'asked' (O'Leary, 2014). The interview questions were divided into two sections: section A consisted of open-ended questions, which comprised three questions on attitudes, social norms, and perceived behavioural control. Section B comprised closed-ended questions with 'yes' or 'no' answers. The questions related to the scope of work found in documents pertaining to the entrepreneurship curriculum.

Section A had the following questions:

1. What explicit and /or implicit references are found in the document regarding the attitudes of SMME owners to entrepreneurial intention?
2. What explicit and /or implicit references are found in the document about the social norms of SMME owners regarding entrepreneurial intention?
3. What explicit and /or implicit references are found in the document about perceived behavioural control of SMMEs regarding entrepreneurial intention?

Section B was made up of questions relating to the entrepreneurship curriculum. An examination of the training curricula design was conducted on the different documents to gauge whether suitable content in the training curricula was included. The suitable content for entrepreneurship education includes the following content:

- 1) **Management functions:** planning; organizing; staffing; directing; controlling; co-ordination and co-operation.
- 2) **Soft skills:** leadership; negotiation; networking; communication; creativity; problem solving and time management.
- 3) **Sustainable Management:** Business is sustainable, business is ethical.
- 4) **Principles of entrepreneurship:** business registration and CIPC processes;

business tax (SARS); transforming an idea into an entrepreneurial firm; how to manage an entrepreneurial firm; how to grow an entrepreneurial firm.

- 5) **Operations Strategy:** layout strategy and location.
- 6) **Technology Strategy:** technology strategy and technological innovation.
- 7) **Supply Chain and Logistics:** Manage the flow of goods/services in the business; acquire raw materials; store raw materials; and transport raw materials.
- 8) **Creativity:** innovation and economic development; creative techniques for your business, innovative techniques for your business.

5.16 DOCUMENTS RESPONSES

The following section presents the results of the secondary quantitative data collected from three documents under examination that are used by the SBSU for SMME training. Quotations and/or phrases found in the documents that relate to the three attributes of entrepreneurial intention according to Ajzen TPB (1991); attitude, social norms, and perceived behavioural control are highlighted.

5.16.1 Responses on Attitude

Explicit and /or implicit references found in training manuals, tender documents, and social media posts regarding the attitudes of SMME owners to entrepreneurial intention are quoted in Table 23 and Table 24.

Table 23: Responses from SMME training manuals on attitude

Type of training	Quote/phrase within the text
Retail training	“Professional behaviour in a work environment-unpacking attitudes and behaviour in the workplace”p.4
Costing and pricing training programme	*None found
Entrepreneurship training	“Opportunity seeking and initiative” p.11
	“Does things before being asked or forced to by circumstances” p.11

Table 24: Responses from training tender documents on attitude

Type of training	Quote/phrase within text
Business management training	"The conduct of self and attitude in business - analyses of readiness." - p19
Product development potter Training	*None found*
Facilitate GAS distribution Training	*None found*
Co-ordinate and conduct model Training	"Having the necessary drive and attitude in pursuit of less common fields." -p8

Table 25: Social media posts on attitude

Social media post	Quote/phrase within text
eThekwini/NCI contractor Development programme	*None found
Productivity awareness training	Too late for #WCW? We don't think so, because with Women Empowerment, anytime is a good time"
Business empowerment workshop And training	*None found

5.16.2 Responses on Social Norms

An examination yielded explicit and /or implicit references in training manuals, tender documents, and social media posts, pertaining to the social norms of SMME owners regarding entrepreneurial intention. These are quoted and presented in Tables 26, 27 and 28, below.

Table 26: Responses from SMME training manuals on social norms

Type of training	Quote/phrase within text
Retail training	“Provide referrals to appropriate government resources and quality development services providers, including assistance with business plans, access to finance, business skills, and marketing” p.1
	“Cultural factors and how they can affect customer expectations” p.4
Costing and Pricing training programme	*None found
Entrepreneurship training	“Consults experts for business or technical advice” p. 12

Table 27: Responses from training tender documents on social norms

Type of training	Quote/phrase within text
Business management Training	"Assistance with business proposal. Also, understanding value of customers and culture.” -P19
Product development potter training	*None found
Facilitate GAS distribution training	*None found
Co-ordinate and conduct model training	*None found

Table 28: Social media posts on social norms

Social media post	Quote/phrase within text
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eThekwini/NCI contractor development Programme	*None found
Productivity awareness training	“#Productivity SA have teamed up to give you not one, but TWO, productivity awareness trainings during the #GEWDurban”
Business empowerment workshop and Training	*None found

5.16.3 Responses on perceived behavioural control

Presented in the three tables below (table 29, table 30, and Table 31) are explicit and /or implicit references found in training manuals, tender documents, and social media posts on perceived behavioural control of SMME owners regarding entrepreneurial intention.

Table 29: Responses from SMME training manuals on perceived behavioral control

Type of training	Quote/phrase within text
Retail training	*None found
Costing and pricing training programmeme	“Participants to evaluate their strengths and weaknesses in terms of their knowledge and practical understanding of this topic” p.5
	“Maintaining a well-groomed personality as a cashier” p.4
	“How the reputation and image of organizations” p.4
Entrepreneurship training	“Increase personal power” p.5

	“Develop self-responsibility and full ownership for achieving concrete objectives and goals” p.5
	“To reinforce participants’ self-confidence” p.5
	“Attribute to themselves and their behaviour the causes of their successes and failures” p.4

Table 30: Responses from training tender documents on perceived behavioural control

Type of training	Quote/phrase within text
Business management training	"Develop effective business communication. Increased confidence in adaptability." - p19
Product development potter training	"Enhanced learning of new skills, confidence, resilience." - p5
	"Demonstrated skills for self-reliance, and resilience." - p5
Facilitate GAS distribution training	*None found
Co-ordinate and conduct model training	"Enhancing participants’ competitiveness, and talent." - p8

Table 31: Social media posts on perceived behavioural control

Social media post	Quote/phrase within text
eThekwini/NCI contractor development programmeme	*None found
Productivity awareness training	*None found
Business empowerment workshop and training	*None found

5.17 CONCLUSION

Data harvested from quantitative data showed that most respondents were males, and 'black' was the dominant racial group. Most participants had diploma-level education. Qualitative data from the SBSU indicated that more females participated in the interviews, and all participants were from black African ethnic groups. Most had national diplomas as their highest qualification.

Based on the findings of this study, SMMEs have good entrepreneurial intentions and will put every effort into continuing in business. There was a good attitudinal change in SMMEs after the training, which influenced entrepreneurial intentions. However, there was a lack of business offering transformation in their entities after attending the training.

The findings from the SBSU indicated that the personnel aim to capacitate SMMEs through training for their businesses to develop. The element of collaborating with other stakeholders was highlighted as a tactic to improve the critically lacking skill/s in SMMEs and thus develop entrepreneurial intention. The participants implied that entrepreneurial attitude did not influence their curricula design. Based on the results, it was indicated the SBSU is not involved in the designing of curricula for the SMME training. This task is left to the service provider, or SETA. There is also a lack of monitoring and evaluation by the SBSU, after the SMME training, to assess entrepreneurial intention development.

The examination of the SMME documentation used by the SBSU indicated that the attributing of attitude and perceived behavioural control are well covered in most documents that were assessed. The tender document on 'Facilitate Gas distribution training' did not carry any explicit or implicit content on any of the three attributes of entrepreneurial intention, according to Ajzen's TPB: attitude, social norms, and perceived behavioural control. It was also found that the social media posts do not include content on the three constructs of entrepreneurial intention under investigation in this study.

The quantitative data were analyzed using the SPSS package; and thematic analysis was used to analyze the qualitative data, and the secondary qualitative data. Documentation was systematically examined. The following chapter discusses the findings and results and takes into consideration all aspects from the three data samples, for each objective of this study.

CHAPTER SIX

DISCUSSION OF RESULTS

6.1 INTRODUCTION

This chapter discusses and compares findings, in line with each objective of this study, with the aim of understanding the importance and meanings of the findings. Triangulation was used to achieve this. Triangulating these results and findings is aimed at strengthening the overall study by providing an in-depth understanding of the research analysis, derived from data collected simultaneously, for the conclusions to be reached.

Every society's development depends in large part on entrepreneurship. Because of this, it is reasonable to presume that entrepreneurship is important and, occasionally, to assert that it is the only factor that matters. For each objective of this study, the findings from the quantitative and qualitative findings will be discussed to provide an in-depth understanding of the phenomenon.

The quantitative results from SMMEs explain and provide context for the qualitative findings from the SBSU and documents. To support the findings from the SBSU, each theme, and sub-theme is discussed and supported with actual quotes from the research participants and observations made during interview sessions (du Plooy-Cilliers, 2016). Documentation findings are discussed as secondary qualitative data.

6.2 TO DETERMINE IF CURRICULA DESIGN OF MUNICIPAL TRAINING INCREASES SMME ENTREPRENEURIAL INTENTION

A key factor that determines the success of a small business is entrepreneurial intention (Chen et al., 2015). SMME training plays a crucial role in developing entrepreneurial intention, as the

knowledge and skills required to start and grow a business is provided (Chen et al., 2015). The total entrepreneurial activity (TEA) in South Africa has, over the years, not been growing as quickly as in other African countries, according to the Global Entrepreneurship Monitor (GEM). This indicates that South Africa is not as entrepreneurially active; yet the South African government has initiated various programmes, including municipal training programmes, to develop small businesses. The high failure rate of SMMEs is a threat to the economy, as SMMEs' contribution to the economy is immense, and this led to evaluating whether the municipal training programmes offered to SMMEs develop their entrepreneurial intention.

The research study aimed at exploring the entrepreneurial intention development of municipal training programmes offered to eThekweni SMMEs, in KwaZulu-Natal. Amankwah-Amoah et al. (2021) emphasize that SMME training could be used as an effective tool to develop entrepreneurial intention.

The study has found that the majority of SMMEs that have attended the municipal trainings have developed good entrepreneurial intentions. The SBSU highlights the importance of training and development of SMMEs. The SBSU has alluded to being key role players in addressing SMMEs gaps, with the aim of offering effective training that capacitates and develops the entrepreneurial intentions of SMMEs. However, the lack of evaluation and monitoring by the SBSU could impede the efforts to develop SMMEs. Documentation used for SMME training lacks the inclusion of explicit content, or implicit references, to entrepreneurial intention development.

6.2.1 SMMEs perspective

The study discovered that SMMEs in eThekweni had good entrepreneurial intentions, even before attending the SMME training offered by the SBSU. They would put in every effort into their businesses, to bring about innovation. "The lifetime of an entrepreneurial business, besides being affected by environmental factors, also lies in the strength of the entrepreneur's intentions" (Ndovela & Chinyamurindi, 2021, p.149). The key finding was that entrepreneurship training helps the SMMEs instill new ways of doing business. The SMMEs have the intention to transform

their business after attending the training, but the business offering did not transform; suggesting that their businesses will not transform and grow. Obstacles, including a lack of finance and skills, limit small business growth and prevent them from competing in big marketplaces as suppliers to markets or large enterprises (Mashingaidze, Bomani & Derera, 2021). Small businesses, especially those in rural areas, do not receive the crucial support they require to grow and thrive after their initial launch (Bomani & Derera, 2018; Madzivhandila, 2014; Small Enterprise Development Agency (SEDA), 2016). The relevance of entrepreneurship development and its connections to LED is, however, well-documented in the literature reviewed (Stam & Spiegel, 2022; Tambunan, 2018).

Through analyzing responses to determine if municipal training programmes offered to SMMEs increase their entrepreneurial Intention, the following questions were asked:

Question 14: I will make every effort to continue being in business?

The responses from the SMMEs suggest that they are willing to put every effort into continuing as entrepreneurs. They have good entrepreneurial intentions, and this is also displayed in their attendance at the entrepreneurship training. Seventy-nine percent strongly agreed with this question. This is confirmed by Ndovela (2017), who explains that: “for an individual to embark on entrepreneurial education, one would have a desire to be an entrepreneur and, therefore, will be regarded as having entrepreneurial intentions” (p.74).

To determine whether there was an intention to transform the business offering after attending the training, and whether a new way of doing things was instilled after attending the training, the following questions were asked:

Question 19: Did you intend to transform your business offering after attending the entrepreneurship training from the small business support unit?

Question 20: After attending the entrepreneurship training from the small business support unit, I instilled a new way of doing things in my business?

Seventy percent of SMMEs intended to transform their business offering after attending the training, and 67% of participants agreed that they implemented a new way of doing things in their business after attending the training. The responses to these questions concurred with a research study by Yan et al. (2022), of ten Chinese institutions, which evaluated the relationship between EE and EI. They concluded that the EIs scores of participants drastically increased after attending EE.

Question 21: Did your business offering transform after attending the entrepreneurship training from the small business support unit?

This question was posed to SMMEs to understand whether their business offering transformed, after attending the entrepreneurship training. The majority of SMMEs intend to transform their business after the training (as explained above in question 19). However, most SMMEs' business offerings did not transform after attending the entrepreneurship training. This indicates that SMMEs have the intention to transform their business offering, but implementation lacks, as only 39.4% of businesses transformed after the training. It is argued by Vuba (2019) that many SMMEs are grasping the crucial elements essential for a business (sales processes, operations, financial management, etc.), but there is no implementation into the business due to skills and time shortages, and lack of ability. They continue to explain that, despite having access to training, coaching, and mentoring on important aspects of business, SMMEs do not implement these into their businesses. To optimize the entrepreneurial intention drive, and thus transform business offering, it is crucial that attention is given to ensuring that the curriculum and course content is adequate and relevant (Iwu et al.,2021).

In analyzing the responses to SMMEs' intention to create a new business in the future, the following question was asked:

Question 22: My dream is to create a new business in the future?

The responses from SMMEs indicated that their dream is to venture into a new business in the future. Of the SMMEs, 90% dream of creating a business in the future: 63% of respondents strongly agreed, and 26.8% of respondents agreed. This is in line with Xero's State of Small

Business report (2023), which indicates that small business owners in South Africa display optimism about the future through a show of confidence in their businesses and other future business ventures.

6.2.2 SBSU perspective

Any form of entrepreneurship is essential for economic growth, poverty reduction, job creation, and economic inclusion (Mader, 2017; Ajide, 2020). In rural and other marginalized communities, where severe poverty, unemployment, and economic marginalization are pervasive, the role of entrepreneurship is even more crucial (Ali, 2017; Erlando, Riyanto, & Masakazu, 2020). Although the literature emphasized the importance of entrepreneurship for economic development, it is troubling to see that most efforts to promote entrepreneurship are concentrated in metropolitan regions. Although there are many social and economic development s designated for rural areas, Masuku and Jili (2019) observed that these projects are poorly implemented, since people lack entrepreneurial skills. Therefore, the lack of entrepreneurial abilities in local governments is a significant barrier to development in these communities (Akinola, Kaseeram & Jili, 2018). Therefore, if the urgently required economic development in local municipalities is to be accomplished, entrepreneurial development in local municipalities is crucial. There are numerous methods for entrepreneurship development that consider a variety of entrepreneurial contexts. However, in South Africa, it appears that the approach is one-size-fits-all (Sheik & Kader, 2022). Rural, and urban areas do not experience the same difficulties, or enjoy the same resources (Song, Yeung & Zhu, 2022). The lack of infrastructure support poses extra difficulties for the majority of local entrepreneurs (Tian, Qian & Wang, 2021).

In the SBSU findings on whether their municipal training programmes offered to SMMEs increase their entrepreneurial Intention, the following themes were found:

Theme One underlines the importance of training and development of SMMEs. In Theme Two, the participants described the importance of identifying key entities or key role players in addressing some of the gaps perceived, in order to deliver effective and efficient training services.

Theme Three has been identified as inadequate evaluation and monitoring initiatives to ensure the effectiveness of SMME training programmes. The first three themes resonate with the first objective, which was *to explore the municipal training programmes offered to SMMEs to increase their entrepreneurial intention.*

Theme One: The training and development of SMMEs.

Sub-theme 1: The importance of training and development in SMMEs.

The participants shared their perceptions on training and developing SMMEs, identifying that various SMMEs are not aware of the valuable contribution they make to LED; and their lack of knowledge acts as a hindrance to them seeking knowledge, guidance, and skills to improve their entrepreneurial skills to better equip them for economic development. SMMEs do not know that to be better equipped with the relevant skills, they need to be in contact, or engage, with their relevant SETA, where the basic information and further developmental tools for their enterprises will be provided. The SMME can begin participating in skills development after locating their SETA by contacting the SETA and registering a skills development facilitator (SDF), who may be an outside consultant or someone from within the business. The SDF oversees creating a schedule for the training that has to be completed; for a report on the training that has already been completed; and for finishing the paperwork and sending it to their SETA. Below are the perceptions of participants on the role of training in developing of SMMEs:

“I think by using strategies from national and the functions that we do to capacitate the SMMEs. The fact is we always must learn to empower them through training. Then looking at gaps that SMMEs have.” – Ziningi, p1.

“Personally, because I always go to the communities, I always encourage them to come to us in the unit and advise what gaps they have as SMMEs and add them to the database and I’d identify where the majority has a gap, so they advise on their different gaps.” – Noncedo, p26.

It is said that SMMEs with training support have higher entrepreneurial intentions and perform better in their businesses and the environments they work in, than SMMEs without training help (Denby, 2010; Ahmad & Xavier, 2012).

The participants have indicated, and given a descriptive narrative of, how the SMME training they offer increases entrepreneurial intention and the impact that the trainings have; also emphasizing the integral and integrated support that is fundamental to the development of SMME leaders, and the enterprise at large.

"Honestly, it's to empower them. To give them information because it's the key. Well, being in this field, we have learned that you think some people know something, but they don't. So, it is always ideal to learn something from every different level of your business for the growth of your business. So, training like productivity training, finance training, soft skills, or technical training will always need whether you involve the new or existing group of SMMEs. Sometimes you will receive a request from a particular group, that they've heard or seen a certain group and can you do that for them. The aim is to ensure that our SMMEs are empowered with skills and knowledge. That's basically because, as a business support, we said our aim is to provide integrated business support services. So, the main aim is training as we don't fund anything we don't have money. We work with financial partners who then come to us to take over." – Ziningi, p5.

"It is to capacitate them and they can run their businesses with more skills and hoping it is skills that would give them more money, new ways of operating economically, and less expenses and more outcomes." – Noncedo, p26.

The process of developing the mentality, abilities, and practice essential for starting a new business is known as entrepreneurship education (EE) (Neck & Corbett, 2018, p.2). For a variety of reasons, education is thought to be a key factor in encouraging entrepreneurship (Reynolds et al., 1999; Sánchez 2010). First and foremost, education fosters a sense of freedom, autonomy, and self-assurance in people. Secondly, education makes people aware of more employment options. Thirdly, education broadens a person's perspectives, enabling them to spot chances; and fourthly, education equips a person with knowledge that may be applied to create and seize new business prospects. (do Paco et al., 2013). One could gain the expertise required to create and start a new business through a pertinent entrepreneurship school (Paco et al., 2013).

It has been discovered that entrepreneurship education helps foster entrepreneurial intent, develops human capital, and exercises a favorable influence on entrepreneurial activity, which includes business start-ups. (Renko & Chace, 2020).

Sub-theme 2: Lack of involvement in designing and developing training manuals and implementation of curricula.

An intriguing perception of collaborative roles, in designing and developing training curricula to enhance the training of SMMEs, was illustrated. Participants were not involved in designing the SMME training curricula. This key task, required to ensure that the content of training develops entrepreneurial intention, is delegated to the service providers of the training. The responses of the participants in this regard were as follows:

“We have no involvement at all of designing the curricula of the trainings.” -Noncedo p2.

" It's not that much... they will call the service provider and give the service provider a brief, then a service provider will put a brief through together. Then I will read it. In some programmemes, I have access. In some programmes, I don't have access to it and then read through that and then from there be able to say yes. I'm trying to remember a situation where I actually had that level input, and nothing comes to mind generally. If have appointed a service provider, we take it if they are skilled in what they do" - Kholiwe p3.

Theme 2: Key entity collaboration to improve the critical skill/s lacking in SMMEs.

Sub-theme 1: Advancing knowledge and skills through partnerships.

Similar to how it is in a formal organization, the nature of entrepreneurship and entrepreneurs is essential for the survival and development of regions and rural communities. Thus, it is clear that entrepreneurship and local economic development (LED) are related. One of the prevalent concepts that was described by participants during the discussions is collaborative governance. In collaborative governance, the public, corporate, and non-profit sectors collaborate to accomplish goals that would be impossible for any one of them to accomplish alone. The ultimate objective is to create a contingency approach to co-operation that can highlight

circumstances in which collaborative governance will be more or less successful as a strategy for formulating policies and managing the public. Both informal and formal interactions in issue-solving and decision-making are included under collaborative governance. By fostering collaboration across the public, commercial, and community sectors, traditional government policy processes can be included in broader policy processes. Three elements are necessary for collaborative governance: support; leadership; and a venue. The support pinpoints the problematic policy issue. The researcher also found that co-operation between partner organizations and the municipality helps identify previously unknown, distinctive business sectors that have the potential to boost the economy of the eThekweni region. Therefore, the participants stressed the significance of officials from diverse partner organizations communicating with one another and exchanging information on these business sectors. The results of the study show that collaboration amongst partner organizations helps to produce better results for economic development. Participants' remarks, which are listed below, help to clarify this viewpoint:

"It's the same as growing businesses. You assist them to grow their businesses. You know that it's the demanding times now and you need to manage your funds very well. So, finances is always critical, as it's always mentioned as one of the lacking skills. It's the number one, because if you speak to any SMME who is not growing they will always say it's money. But do they know how to manage money? So, that's why we work with the banks to come, although you have to manage them, because they come and promote their products. It's not something we want. If you want to promote them, at least empower them with knowledge and once they are empowered..." – Ziningi, p2

"What, then, can we do better? But how can we improve, ensuring that your business is safe? Some will say we need to go digital. We're not quite equipped in terms of digital marketing in terms of aligning with the Fourth Industrial Revolution. Then we'll say, as a point of departure, we need to create a page for each... What do you call this... The SMME. We need to align whatever programmes that were having in a particular city, to reflect in digital platforms. Maybe we then need to top it up and use influencers, and then select whether are we using a mega, because you've got a your mega, you've got your..." – Jabulani, p36.

Local initiatives to support the growth of small businesses and entrepreneurship are becoming more diverse, numerous, and widespread. The belief that new owners in established businesses not only correct prior inequalities, but also open new economic channels with multiple advantages, is the source of this interest in promoting entrepreneurship in local development.

The findings showed a connection between local governments and other organizations that work in the same field and have the same goal of fostering SMMEs' entrepreneurial intention. Additionally, it was shown that co-operation improves relations between district municipalities and local municipalities and SMMEs.

To further assess the entrepreneurial intention development of the SMME training, the following question from Section C was asked to the SBSU:

Question 3: How do you assess/evaluate the entrepreneurial intention development of participants that attend SMME training?

The third theme was then highlighted from this question, which highlights the negative experiences in relation to the monitoring and evaluation of training delivered.

Theme 3: Inadequate plans for monitoring and evaluation

Sub-theme 1: Participants illustrated the lack of monitoring and evaluation measures for SMMEs training.

This topic was inferred from the participant-provided data. Although the participants were not specifically questioned about their monitoring and evaluation knowledge, they stated that they did not often check up on the training of SMMEs to see if their implementation was having the desired effect on entrepreneurial intention development. Participants stated that their capacity to provide SMMEs with full support was negatively impacted by a lack of monitoring and assessment abilities. The effectiveness of monitoring and evaluation procedures in ensuring SMME improvement is recognized (Tuan & Rajagopal, 2022). This sentiment is aptly supported by a participant as follows:

“The most crucial component, in my opinion, is self-monitoring, which most of us struggle with. You need to be aware of how crucial it is to monitor and adhere to the business plan.” – Nondumiso, p70.

Dipela and Mohapi (2021), who caution that monitoring and evaluation (M&E) needs to be carried out by persons and organizations that are competent in utilizing the information to impact training curricula, support the aforementioned thoughts. These authors go on to say that one of the difficulties is that M&E is conducted by staff who lack the necessary skills and have weak ties to the important decision-making processes (Persaud & Dagher, 2021). This causes SMMEs to lose out on the chance to discover what works and what does not, sometimes even losing out on funding opportunities.

A literature search revealed that programme managers, business development/support facilitators, and others, face numerous obstacles when implementing monitoring and evaluation; as well as creating suitable tools and designs (Segawa & Muzinda, 2021). These obstacles may make monitoring and evaluation less effective, which is a concern, because SMME objectives may only be truly advanced and transformed as desired if monitoring and evaluation methods produce the data necessary for improvement. However, there is a knowledge gap in South Africa about the factors that influence monitoring and evaluation. Monitoring is evaluating a or project's development over time in relation to the set goals, as outlined in the training curriculum. The proper application of monitoring and evaluation aids the assessor by giving continuing input on the project's operations and helps to identify potential obstacles and successes. The failure of SMME training initiatives is unfortunately hampered by the fact that the role of monitoring is little understood in many local municipalities, or by other entities (Rodgers, 2021). Participants emphasized the idea that team members frequently end up half-heartedly meeting monitoring and evaluation criteria, only for the sake of reporting, due to the repetitive nature of monitoring and evaluation of SMME development initiatives, as well as the processes and pressure to meet deadlines and departmental expectations. One participant's point of view, which claimed that the service providers were negligent in carrying out the monitoring and evaluation methods, is best expressed in the following excerpt:

“to be honest, no, some s are not necessarily intended to help SMMEs, but a tick box exercise. No one cares about SMMEs here, everyone is worried their pockets.” – Noncedo, p31

Evaluation of the efficacy of entrepreneurship training programmes is lacking. There is minimal data, according to Ratten and Usmanij (2021), that evaluates the effectiveness and substance of training programmes. There are differences in entrepreneurship education’s quality and substance, as well as in the way that it is taught and assessed. Swarupa and Goyal (2020) also concur that evaluating the impact of entrepreneurship education and SMME intent to become entrepreneurs receive little attention. However, according to Herwati, Warsono and Farizky (2022), entrepreneurship attributes and intention are connected to entrepreneurship education curricula and given that the South African government is focusing on entrepreneurship training, it is timely to assess the degree to which it stimulates participants’ intentions. The purpose of this study is to determine whether the curriculum design of municipal training programmes for SMMEs in eThekweni influences entrepreneurial intention, by applying the theory of planned behaviour.

6.2.3 Institutionalisation and practice through documentation

A systematic examination was completed of the SMME training manuals, tender documents, and social media platforms, with the aim of answering the first research objective of this study. The scope of work and curricula/content delivered by the different service providers was assessed for the researcher to gauge whether the content covers the proposed teaching and learning curricula design for entrepreneurship development by Kunene (2021), which develops entrepreneurial intentions.

There were two dominant functions that were included in most documents. Firstly, the management function includes planning; organizing; staffing; directing; controlling; coordinating; and co-operation. The second function that was incorporated in the training documentation was soft skills, which include leadership; negotiation; networking; communication; creativity; problem-solving; and time management. Technology innovation and creativity; innovation and economic development; and sustainable management, were the three least incorporated functions in the scope of work and curriculum of the documents. It is argued that the entrepreneurship education

training offered by the government fails to include content on innovation and creativity (Pretorius et al, 2005).

The current structures used by eThekweni municipality in their curricula design for their training programmes, and entrepreneurial intention, cannot succeed, as creativity, innovation, economic development, and sustainable management are not covered in their curricula. Some scholars argue that encouraging creativity and innovation in entrepreneurship education can nurture essential qualities in an entrepreneur, like entrepreneurial knowledge, skills, and attitudes (Otache, 2019).

6.3 TO DETERMINE IF THE CURRICULA DESIGN OF MUNICIPAL TRAINING INFLUENCES SMME ATTITUDES TO INCREASING ENTREPRENEURIAL INTENTION

Ndovela (2017) found that there was “a direct relationship between attitude towards entrepreneurship and entrepreneurial intentions (p.73). One would believe that, to embark on entrepreneurship, the right mindset and attitude to pursue such a career is required. Lowe's (2015) views are also along the same lines and explain that entrepreneurship needs to be nurtured in individuals from a young age, if they are to become pioneers with the necessary willingness to engage in entrepreneurial activities, participate in entrepreneurship education programmes, and set long term goals. In every economy's lifetime, entrepreneurs are required for the economy to survive and for job creation (Ndovela, 2017).

6.3.1 SMMEs perspective

In the study, it was noted that SMMEs' attitudes were positively influenced by entrepreneurship training to develop entrepreneurial intentions. These findings were in line with Lowe (2015), who mentioned that the right mindset, wanting to pursue entrepreneurial activities, is the main driver for entrepreneurship to take place, which, in turn, would lead to self-employment.

The objective of this study was to explore how the curricula design of municipal training programmes influences the attitude of SMME owners to increasing their entrepreneurial intention. To answer this, the participants were asked to agree or disagree with the following statement:

Question 23: After attending the entrepreneurship training from the small business support unit, being an entrepreneur presented more advantages than disadvantages for me.

The SMMEs' responses to this question indicated that their attitudes were positively affected, and they viewed entrepreneurship as a favorable asset in being in entrepreneurship (Liñán & Chen 2009). A positive attitude drives one to perform a behaviour.

To identify the SMMEs' attitudes to the implementation of what was taught in the training, the participants were asked to agree or disagree with the following statement:

Question 25: After attending the entrepreneurship training offered by the Small Business Support Unit, I was willing to implement what I had learned into my business.

The SMMEs' responses to this question indicated that a reasonable number of SMMEs (58.6%) were willing to implement what had been learned in the training. This is in line with most literature. For example, Upton et al. (1995) argue that 40% of those who took part in entrepreneurship courses established their business entities. Liñán (2008) also posits that entrepreneurship education can foster a participant's attitudes and intentions, and the establishment of a new business.

To further explore the attitudes of SMMEs in participating in entrepreneurial activities and growing their businesses in the future, the participants were asked to agree or disagree with the following statement:

Question 26: I intend to see my business become more profitable and scale up (grow) in the future.

Almost all SMMEs intend to grow and become more profitable in the future. This was shown by the 98.3% 'yes' responses from the SMMEs to the abovementioned question. Their positive attitudes to entrepreneurship signify good entrepreneurial intentions, which are regarded as the key ingredient for future entrepreneurial ventures to be formed (Nguyen et al., 2019). This study's findings concur with the view that students' attitudes can be enhanced through entrepreneurship

education (Sampene et al., 2022).

6.3.2 SBSU Perspective

One important indicator of an entrepreneur's behaviour and performance is their level of entrepreneurial enthusiasm. Any teaching or pedagogical approach that integrates entrepreneurship into education to support participants' knowledge, skills, attitudes, and competencies, is reflected in an entrepreneurship curriculum. The findings from the SBSU on the attitudinal impact of the curricula design of the SMME training indicated that the curricula have no direct influence on SMME attitudes.

The following theme addresses the second objective, which is aimed *at exploring whether the curricula design of municipal training programmes influences the attitude of SMME owners to increasing entrepreneurial intention.*

Theme 4: The influence of curriculum design and delivery in entrepreneurial attitude.

Sub-theme 1: A passion-induced ambition as a determinant for a progressive and non-progressive drive.

Participants in this theme shared a strong sense of the importance of having a passion for what one seeks training for. It is not entirely the training facilities, nor the design and delivery of the curriculum, which facilitate a positive entrepreneurial attitude. Rather, the participants' passion, ambition, and drive allow better comprehension and delivery of the curriculum. This sentiment is supported by a participant as follows:

"Well, I wouldn't say there is something that we add. Remember that when we pick them they write a motivation letter as part of the selection criteria. None out of ten of them, well there are 20, probably 18, of them already view this as an opportunity to grow themselves within the space of entrepreneurship. So, already it's something that is in their mind. It's something that they want to do, so all they need is the skill to enhance and better understand, and to ensure that what they are starting does not fail." – Nondumiso, p68-69.

Ireland, Hitt and Sirmon (2020) define the entrepreneurial mindset as a growth-oriented perspective through which people foster flexibility, creativity, ongoing innovation, and renewal. McGrath and MacMillan (2019) define it as the capacity to sense, act, and mobilize under uncertain conditions. Despite the existence of various definitions, Naumann's (2018) comparison of eight definitions of the entrepreneurial mindset suggests that they are more or less comparable to one another in terms of emphasizing that a cognitive perspective is closely related to the ways of thinking or acting. Furthermore, while some academics view the entrepreneurial mindset as having just one dimension, others break it up into several. McMullen and Kier (2018), for instance, presented four separate mindset dimensions (regulatory focus, action phase mindset, deliberative mindset, and implemental mentality), and discovered that their combined influence was connected to goal pursuit. Additionally, Davis (2021) created the entrepreneurial mindset scale, which consists of 14 dimensions and 72 items, divided into two main categories (personality traits and skills). In addition, Cui (2019) proposed four cognitive aspects of the entrepreneurial mindset that are internally connected and include alertness to opportunities; risk propensity; ambiguity tolerance; and dispositional optimism. It was also confirmed that these important aspects of the entrepreneurial mindset are influenced by entrepreneurial education. One of the crucial factors in Kuratko's (2018) description of the components of an entrepreneurial mindset is the cognitive aspect.

According to Ajzen's (2022) Theory of Planned Behaviour, and Shapero and Sokol's (2019) Entrepreneurial Event Model, the entrepreneurial intention still dominates impact indicators for entrepreneurship education, including the curriculum, even though research on the impact of entrepreneurship education, including the curriculum, examines various types of impact, such as entrepreneurial attitude, knowledge and skills, and feasibility. According to the participant who was quoted, research has shown that, because of its metacognitive nature, the entrepreneurial mindset can be strengthened through instruction, practice, and reflection. It can also be changed from a novice mindset to a more expert mindset through transformative learning and crucial developmental experiences, which are frequently offered in university- and municipality-based entrepreneurship programmes.

The response, below, has a negative reference that proves that one's mindset, and attitude to entrepreneurship, is a vital component that encourages comprehension and success factors to develop SMMEs. The participant illustrates how a lack of critical thinking and drive can hinder one from accessing opportunities to develop entrepreneurial skills and knowledge. As indicated in the literature, the shortcomings within the design and delivery of entrepreneurial curricula should not be stumbling blocks to allowing one to think beyond and above the presented shortcomings.

"I don't know whether it is trust from them or what eeh like they will say please give us training on financial management, on business management, but once I say to them that I will be working with a certain stakeholders then the interest changes." – Thembelani, p50.

A theoretical, practical and important impact indicator of entrepreneurship education is entrepreneurial attitude. The attitude of an entrepreneur one factor that leads to the development of EI.

6.3.3 Institutionalisation and practice through documents

To find out if the documentation contained any reference that had an attitudinal element the following question was asked:

Question 1. What explicit and /or implicit references are found in the document regarding attitudes of SMME owners towards entrepreneurial intention?

The 'responses' in all three documents included explicit and implicit references to the attitudes of SMMEs, as quoted in Table 5.9 in the previous chapter. Content in entrepreneurship education requires the incorporation of topics on the attitudes and behaviours of entrepreneurs in order to nurture their minds (Moses & Mosunmola, 2014). This inclusion signifies that SMME training plays a role in developing the attitudes of SMME owners.

6.4 TO DETERMINE IF THE CURRICULA DESIGN OF MUNICIPAL TRAINING INFLUENCES SMME SOCIAL NORMS REGARDING INCREASING ENTREPRENEURIAL INTENTION

In entrepreneurship, social norms are the apparent social pressure and influence from family, society, friends, and significant others, that lead to individuals engaging in entrepreneurial activities (Ajzen, 1991). These important reference groups' views are an underlying factor in whether to perform a certain action or not. Platteau (2015) asserts that social norms are viewed as rules pertaining to a behaviour that a certain community or group of people share.

6.4.1 SMMEs' perspective

The study found that SMMEs have good social support in entrepreneurship, which is contrary to some studies that have found no relationship, or a weak relationship between social norms and entrepreneurial intention (Taun et al., 2019; Ozaralli & Rivenburgh, 2016). According to the findings of this study, the dominant social support is received from family and friends, while support from neighbours and leadership in society is lacking. Lacking support from neighbours and leadership could stifle the entrepreneurial intention of SMMEs as they might feel discouraged from pursuing their entrepreneurial goals. If support from leadership lacks, this can impede access to resources like networking, funding, and training. Without this support, entrepreneurs might struggle to start their SMMEs, or face challenges in growing their ventures. Ndovela (2017) explains that entrepreneurial activities do not happen in a vacuum; developing entrepreneurship requires economic conditions and social support that motivate and stimulate entrepreneurial activity and productive businesses.

Prior exposure to entrepreneurship activities is a crucial aspect in models of entrepreneurial intention. Past experiences of individuals can help one better understand why people's goals are not the same (Miao et al., 2022). Exposure to entrepreneurial expertise early in life, for example, growing up with self-employed parents, enhances the chances of following entrepreneurial activities in the future (Yan et al., 2022). Such exposure as a child (Iqbal et al., 2020) is important

in developing the entrepreneurial knowledge and behavioural abilities required to embark on entrepreneurship later in life.

The results of this study confirm that SMMEs believe that prior exposure to entrepreneurship in family and community positively influences entrepreneurial intention and the success of a business. However, a study done by Zhang et al. (2014) showed that prior exposure to entrepreneurial activities has a negative effect on intentions to follow an entrepreneurial journey. This can be the result of negative experiences and exposure that participants had experienced, which result in insecurities and fears about entrepreneurship.

6.4.2 SBSU Perspective

These findings highlighted the support of family as an enabling factor for successful entrepreneurial activities. However, elements of friends/business partners, the eThekweni community support, and the learning community at eThekweni municipality, were not addressed by the SBSU as part of the social norms that could develop the entrepreneurial intentions of SMMEs.

Theme 5: Social construction as an enabling factor to entrepreneurial success.

Sub-theme 1: Family support as an intervention tool for progressive entrepreneurship.

In today's culture, the concept of family has evolved beyond its original meaning. People of any gender living together in a family, whether they are married or not, is possible. The identified patterns in relation to the social construction as an enabling factor to entrepreneurial success were those of family as an integral part of the social structure. Family support was emphasized as important to driving, and being a pillar, in successful entrepreneurial development, as it provides fundamental of support for one's confidence, ambition, emotional intelligence, and psycho-social drive, to navigate the day-to-day challenges that are faced by entrepreneurs. The participants spoke of the support the families have, not only for the SMME owners, but also for the training facilities. Identifying that the family is in support of one's business venture eliminates the need for training facilities/facilitators to design and deliver interventions that will elicit that strength.

What is being done in the current curriculum, is strengthening the already-existing channels. The following participant support that:

“Honestly speaking, our trainings are designed for people that already somewhat with the fashion industry. Already the family have bought into the idea and there is no additional push that we need to do or intervention that is required from us because the family is in support of that.”
– Nondumiso, p71.

The literature supports the family embeddedness perspective. Aldrich and Cliff (2018) describe how traits in the family system affect the processes involved in starting a business. Business outcomes (such as survival, business success, and performance) are consequently influenced by these processes. The family embeddedness concept explains how the family and entrepreneurship are connected and emphasizes the importance of the family domain in affecting both business decisions and the entire entrepreneurial process (Webb, 2019). Based on this notion, researchers have proposed that the family can function as a source of embeddedness that is conveyed to the business sector. The ability to build firms (Edelman, 2016), acquires funding for company start-up operations (Chua, 2019); to grow social networks (Ge et al., 2019); and to maintain performance (Kansikas et al., 2021). All can be benefits of embeddedness. From a relational perspective, family embeddedness can assist business owners in maximizing the resources of family members to increase entrepreneurial operations, resulting in knowledge sharing, collaborative problem-solving, and trust development. According to research, entrepreneurs frequently suffer financial constraints due to societal hurdles (Mastercard, 2020; Panda, 2018; Xu, 2020). The family domain can promote access to resources through assistance from family members. Hence, the family embeddedness perspective is crucial for these entrepreneurs. Research has specifically shown how different combinations of family support can be helpful for company performance, while taking into account that male and female entrepreneurs may need different combinations of assistance, mostly because of how their professional duties intersect with the family domain.

Two of the most important spheres in life are work and family (Greenhaus et al., 2019). However, developing entrepreneurs frequently see these domains as non-mutual, exclusive systems that concurrently affect one another and frequently lead to work-family conflict (Aldrich & Cliff, 2018; Jennings & Brush, 2019). According to studies, family support can help to resolve this dispute (Zhang et al., 2018). Everybody's family is important to them; they can help them through all stages of life, including childhood, adulthood, and numerous endeavors (Imbaya, 2019).

The statement, below, refers to the concept of family support as an active tool and encourages families to assume their position in support of SMME owners. In the contextual setting of eThekweni municipality, it is feasible for the training facilitators to invite close family members and friends of those graduating, to give an emphasis on creating and building a conducive and sustainable environment that allows and encourages growth for the entrepreneurs.

“Mmh (laughs) with my trainings, I ensure that when it is graduation time, we request each person to come with a 'plus one' so that the family can encourage them, either their partners, kids or anyone from the family. We also request feedback from but on a sample of them, let's say they were 30 of them, we request feedback from 5 families” – Thembelani, p52.

The participants were asked the following question:

Question 5: Does the learning community at eThekweni municipality enable the participant to engage successfully in training? (for example: the learning environment; learning tools; qualified facilitator; assessor; and moderator).

The responses indicated that the learning facilities and learning tools for the SMME training programmes are not conducive to effective training. For example, one of the participants responded that:

“Well, ours as the business support, I think we are the key department that support the businesses and we don't have right resources because our facility is supposed to have training areas that are in a right standard, aircons, projectors, laptops and so on. We don't have all those things” – Nondumiso, p10.

To stimulate entrepreneurship and promote quality learning of entrepreneurship, it is crucial to have a suitable learning environment (Tajpour, 2018). Thus, it is important that facilitators and educators of entrepreneurship programmes ensure that they make the learning environment favorable (Hynes, 1996).

6.4.3 Institutionalisation and practice from documents

There was little about social norms in the content of the documentation used in this study. The absence of a mention of social norms could mean there has been insufficient consideration of the significant role they play in shaping an entrepreneur's behaviour. It is argued that social norms are one of the greatest predictors of intention (Fara & Newman, 2010).

6.5 TO DETERMINE IF THE CURRICULA DESIGN OF MUNICIPAL TRAINING INFLUENCES SMME BEHAVIOUR TO INCREASING ENTREPRENEURIAL INTENTION

Perceived behavioural control is regarded to be one of the key functions of entrepreneurial intention (Ajzen, 2012). Stronger entrepreneurial intention is influenced by the greater perception that an individual will perform an entrepreneurial activity. It has been argued that knowledge gained by an individual improves perceived behavioural control and, in turn, positively impacts entrepreneurial intention (Uygun & Kasimoglu 2013).

6.5.1 SMME perspective

The responses on perceived behavioural control in this study demonstrated that SMMEs are likely to start/continue with their businesses, as they have gained confidence, knowledge, and skills in running their businesses. To determine if the design of the training programme curricula influences perceived behavioural control to increasing entrepreneurial intention, the following statements were made for the participants to consider:

Question 35: The entrepreneurship training received from the small business support unit has made me gain more confidence in my ability to continue with my business.

Question 36: After attending the entrepreneurship training offered by the small business support unit, I have gained the required knowledge to continue running my business.

Question 37: After attending the entrepreneurship training offered by the small business support unit, I have gained the required skills to continue running my business.

The responses to the three abovementioned statements indicated that the majority of the SMMEs had gained considerable confidence, knowledge, and skills, to continue running their ventures. Scholars have supported the link between perceived behavioural control and entrepreneurial intention. Sun et al. (2020) are also of the view that “perceived behavioural control is essential background of entrepreneurial intention” (p.29). This has also been empirically verified by Hou et al. (2019).

To further establish whether SMMEs see a good chance of achieving success in their business, the following statement was made for their consideration:

Question 41: I have a good chance of being successful in my business.

The responses to the abovementioned statement were unexpected, when compared to the other findings on perceived behavioural control. The responses indicated that just a small fraction of SMMEs believe they have a good chance of being successful in their ventures. This could be aligned with the findings of the skills taught in the training programmes. It was established that, on average, only 18% of SMMEs said they were taught soft skills, including leadership, negotiation, creativity, and problem-solving. This indicates that the training curriculum is not designed to positively influence SMMEs to perceive that they have a good chance of being successful in their businesses.

This concurs with the findings of a study completed by Ahadi and Kasraie (2020), where SMMEs indicated that the lack of training on soft skills like creativity, decision-making, futurism, and

desire to develop and grow, impacted their entrepreneurial intention. In the same study, it was mentioned that there is “no existence of entrepreneurship knowledge and related skills in the educational curriculum” (p. 649) and this impedes their growth and success in entrepreneurship. Nasrullah et al. (2016) argued that recipients of entrepreneurship education should be able to confidently evaluate and create successful entrepreneurial opportunities.

SMMEs could think it is beyond their control to be successful in their businesses and could become hesitant due to other factors beyond their control, like increasing fuel and electricity costs; crime rates in the communities that they operate in; increasing transportation costs; and difficulty in accessing finance (Mthimkhulu & Aziakpono, 2015).

6.5.2 SBSU perspective

It was discovered that SBSU makes a good attempt to ensure that SMMEs’ perceived behavioural control is well developed. This is evident from their responses. According to the participants, they ensure that the content is easy to comprehend, by hiring multilingual training facilitators. SMMEs that attend the municipal training are also encouraged to practise their skills and knowledge learned by being part of eThekweni municipal events, like conferences, tours, and exhibitions.

The following question was asked to understand what efforts are made to ensure that the SMMEs find the content easy to understand.

Section E, Question 1: How is the training designed to ensure participants find it easy to understand the content?

"All our facilitators, not all but majority, are Zulu or they are black" – Noncedo, p7

"The content is discussed in their language" – Noncedo, p7

Other participants mentioned that they encourage SMMEs who have attended training to practise the knowledge and skills they have learned by attending exhibitions where they are exposed to the market, especially those that have businesses in arts and crafts. This also builds their confidence. Perceived behavioural control plays a key role in increasing confidence (Utami, 2017).

One of the participants alluded to the fact that the trained participants are included in the database of SMMEs who are hired for eThekwin Municipality events like tours. Below is the response of one of the participants, when asked how the SBSU enables or encourages participants to practise the skills learned in the training:

“We tell them that if the eThekwin partners with them it's become part of return on investment that if we invest on a certain amount of money on a conference, we want those one that we have invested on via training. Then tourism will invest money and we will come in and sit at the Local Organising Committee (LOC) that we have tour operators of which we will share our database with you. Let's say that maybe they needed 30 and then they will take 10 from our database” - Jabulani, p9.

6.5.3 Institutionalisation and practice in documents

The documents included implicit and explicit references to perceived behavioural control. The emphasis on building confidence and resilience was found in different documents. This indicates an understanding and recognition of the importance of an individual's belief in their ability to deliver particular behaviour that relates to entrepreneurship. The training documentation aims at instilling confidence and resilience in SMMEs so that they can take the necessary action, and overcome obstacles, to be successful entrepreneurs. It is important to incorporate content on self-motivation, including confidence; resilience; motivation; determination; and perseverance in entrepreneurship education to enhance these SMMEs' trained skills (McClelland, 1987; Henry et al., 2003).

6.6 CONCLUSION

This chapter discussed each objective from the perspective of the SMMEs, the SBSU, and documentation. The analysis gives a comprehensive overview through triangulation and demonstrates the validity and reliability of the data gathered for this study. The conclusions of the study will be based on the three harvested data sets, yielding recommendations that are reliable and valuable.

CHAPTER SEVEN

PROPOSED EMERGING MODEL

7.1 INTRODUCTION

Developing entrepreneurial intention is critical, as it has been demonstrated to be an effective way of addressing the issue of poor entrepreneurial productivity in the eThekweni municipality. This study's research findings revealed that the major goal of entrepreneurship education programmes is to develop leaders with strong abilities and an entrepreneurial mindset. Nevertheless, the researcher asserts that entrepreneurship training programmes for SMMEs must strive to increase SMME owners' entrepreneurial intention. The application of this model is likely to assist in the curricula design of municipal training programmes. This proposed framework may also play an important role in shaping SMME productivity in the economic development of the eThekweni municipal area.

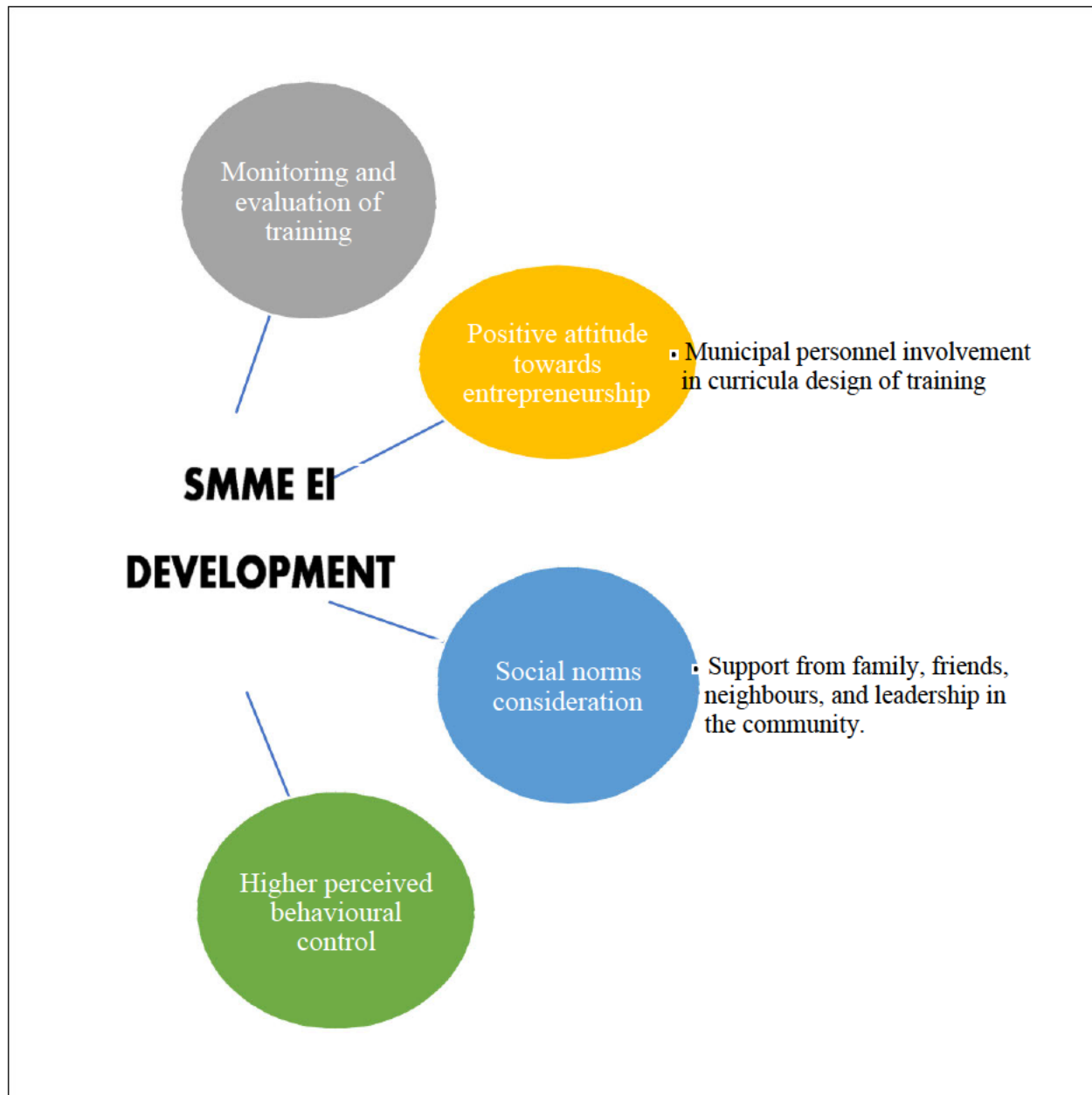
The study found that there were few gaps missing to achieve EI as intended by the municipal training programs. The study revealed that SMMEs struggled to implement transformative changes in their businesses following the training. This challenge was attributed to barriers in execution faced by SMMEs and the absence of sufficient follow-up support to facilitate successful business transformation. The study indicated that the municipality's efforts in fostering entrepreneurial intention through the SBSU appear incomplete due to the absence of a monitoring and evaluation system to gauge entrepreneurial intention development in SMME training programs. The assessment of impact is crucial to determine whether the training's intended objectives have been met.

SBSU's involvement in the design of training curricula is minimal. There is no comprehensive entrepreneurship curriculum jointly designed by the SBSU and service providers or a standard curriculum for the municipality, which could effectively impact SMMEs' attitudes and foster entrepreneurial intention. The research identified that social norms significantly shaped the entrepreneurial intentions of SMMEs, particularly through strong support from family and friends. However, it also highlighted the absence of support from neighbors and community leaders,

potentially constraining collaboration opportunities that could otherwise be extended by these community figures.

The diagram, below, focuses on four areas that future researchers, policymakers, and curricula developers would need to consider when designing SMME training programmes. These include the monitoring and evaluation of SMMEs' entrepreneurial training programmes by the SBSU; developing a positive attitude to entrepreneurship, which should involve the municipal personnel in the curricula design of SMME training programmes; a consideration of social norms (support from family, friends, neighbours, and leadership in the community); and ensuring higher PBC for SMMEs. These are briefly discussed in the subsequent paragraphs. The diagram, below, is the proposed framework (Figure 20).

Figure 20: An emerging model for effective SMME EI development of municipal training programmes



Source: Researcher's own

7.2 THE PROPOSED MODEL

The emerging model is intended to educate future decision-makers and curriculum designers by incorporating the concept of EI in eThekweni SMME training programmes. Monitoring and evaluating; a positive attitude to entrepreneurship; and consideration of social norms and higher perceived behavioural control, were identified as the four aspects that should be considered when curricula are designed for SMME municipal training programmes.

7.2.1 Monitoring and evaluation

Monitoring and evaluation is required to determine whether SMME and entrepreneurship policies are fulfilling their objective. Monitoring and evaluation is necessary to ensure successful development of SMMEs' entrepreneurial intention. Monitoring and evaluation play a key role in measuring the impact and effectiveness of SMME training programmes. Simply conducting training for SMMEs, without properly evaluating them, might result in a missed opportunity to understand their effectiveness and impact. The researcher notes that evaluation must be rigorous and methodical, utilizing control groups and allowing for comparison across programmes.

7.2.2 Positive attitude to entrepreneurship

This study's findings revealed that positive attitudes to becoming an entrepreneur influence EI. However, there is no direct contribution from the SBSU that influences the attitudes of SMMEs. There is no involvement of the SBSU in the curricula design of the training programmes. This important task is left to be completed by service providers. The utilization of this framework should remind policymakers and other executive government officials of the need to instill a positive attitude when conducting entrepreneurial training for SMMEs. This framework should influence the attitude of SMME owners to increase their EI.

7.2.3 Social norms consideration

This study demonstrated that social norms influence entrepreneurial intentions positively. Therefore, when the government provides SMMEs training programmes; it is vital to have prior knowledge about the social norms that influence SMMEs behaviour. These include support from family, friends, neighbours, and the leadership in the community. This study found that the curricula design of municipal training programmes does not significantly influence the social norms of SMME owners to increase their EI. Therefore, the researcher is of the view that the application of this framework will assist researchers and policymakers in considering the importance of social norms, especially the support of neighbours and community leaders, when designing SMME training programmes. The suggested methodology may help predict the influence of SMME training on EI development in different cultural situations. According to the study's findings, attitude to conduct, social norms, and perceived behavioural control can properly predict intention and explain various types of behaviour.

7.2.4 Higher perceived behavioural control

The study found that the curricula design of municipal training programmes develops SMMEs' PBC well. This needs to be maintained when designing SMME training programmes. It is critical for entrepreneurs to think that they have the necessary talents to complete a task. The researcher asserts that, when SMME owners have confidence in their skills and abilities and can spot business prospects, they are more likely to want to start a new business and engage in activities aimed at developing new ventures. Therefore, it is vital for policymakers to consider the importance of perceived behaviour control of SMME owners to increase their EI. There must be properly designed entrepreneurship training programmes that will develop SMMEs' EI. Utilization of this framework should ensure that perceived behavioural control continues to influence entrepreneurial intentions positively in eThekweni municipality.

7.3 CONCLUSION

In conclusion, the study's findings have raised significant concerns about the lack of effective entrepreneurial education training programmes for SMMEs within the eThekweni municipal area. To gain a deeper knowledge, and set the foundation for future advances in SMME EI, governance, and small business development, further investigation of these issues is required. To maintain a continual supply of entrepreneurs, researchers and practitioners must understand how potential entrepreneurs' early-stage intentions develop, as well as what circumstances drive entrepreneurship. The researcher's methodology is intended to ensure that SMME training curricula are geared to foster SMME entrepreneurial intention, by informing future decision-makers and curriculum designers how SMME entrepreneurial aspirations are established through training in eThekweni.

CHAPTER EIGHT

CONCLUSION AND RECOMMENDATION

8.1 INTRODUCTION

This study aimed to investigate the entrepreneurial intention development of the SMME training offered by eThekweni Municipality. SMMEs significantly contribute to the economy through job creation, economic growth, and poverty alleviation, and thus the government and the municipalities in South Africa offer training programmes to SMMEs as a tool to enhance their entrepreneurial intention and knowledge, thereby increasing their chances to develop and grow. It is, therefore, crucial to constantly monitor and improve these programmes to ensure they deliver on their objectives.

Many studies have investigated the entrepreneurial intention development of entrepreneurship programmes offered to university students and other stakeholders in South Africa; but not much investigation has been conducted on SMMEs. Due to this paucity of research studies, the researcher opted to explore the SMME entrepreneurial intention development achieved by the SMME training programmes in eThekweni municipality.

To achieve a comprehensive overview and have an in-depth understanding of the phenomenon being investigated in this study, two types of data were collected: quantitative data was collected from the SMME owners, and qualitative data retrieved from the SBSU personnel, with secondary qualitative data drawn from documentation. The data harvested was analyzed in parallel to the literature review, presented in Chapter Three of the study. From the findings presented, this study was able to address the research objectives of this study. A triangulation process was followed to address the objectives.

8.2 STUDY CONCLUSIONS

This study's aim was to investigate the entrepreneurial intention development in municipal training

programmes offered to SMMEs at eThekwin. The intention was to analyze this phenomenon from three angles, to develop a comprehensive view. Quantitative data was gathered from SMMEs; and qualitative data was collected from the SBSU, with secondary qualitative data drawn from documentation used for the training programmes. This section will discuss the study's conclusions, drawn from the results presented, with the aim of addressing the research objectives of this study. To address the objectives, an integrated summary derived through triangulation is completed.

8.2.1 Curricula design of municipal training increases SMME entrepreneurial intention

To determine whether the municipal training programmes presented to SMMEs increase their entrepreneurial intention, the study identified several factors. SMMEs' entrepreneurial intentions were well developed by the training programmes offered by eThekwin municipality. The SMMEs indicated that they would make every effort to continue running their enterprises. SMMEs became more innovative and had intentions of transforming their businesses after attending the training. The respondents indicated that they wanted to establish new businesses in the future. The literature also reveals that, if an individual wants to establish more businesses in the future, it shows good SMME entrepreneurial intention, as it sets a positive mindset and foundation for future entrepreneurial endeavours.

However, the study found that SMMEs failed to transform their businesses after attending the training. This finding was linked to barriers in implementation that SMMEs face, and limited follow-up or ongoing support, which could ensure the successful implementation of business-offering transformation.

The study discovered that the SBSU personnel train SMMEs with the aim of developing them and building capacity. This is achieved through ensuring that the training creates an awareness of the valuable contribution SMMEs make to local economic development (LED), as this lack of knowledge hinders them from seeking the knowledge and skills to develop their entrepreneurial skills; and, in turn, develop entrepreneurial intentions. The integrated support that the SBSU offers to SMMEs through partnering SMMEs with other stakeholders to help their businesses develop was

also highlighted as fundamental to developing SMMEs' entrepreneurial intentions.

The study found that the SBSU's role in developing entrepreneurial intention suggests an incomplete effort by the municipality, as there is no monitoring and evaluation to assess the entrepreneurial intention development in the SMME training programmes. Assessing impact helps determine if the intended objective of the training has been achieved or not. Through assessing and monitoring, the SBSU could gauge whether the SMME's business offering is indeed transformative, as indicated in the findings in Section 5.4.2. Such shortcomings or gaps could be identified in the training programmes – whether it is the content, methods of delivery, or any additional support that SMMEs could require, like mentorships, and adjustments can be made for future SMME training programmes.

There was little content that implicitly or explicitly addressed entrepreneurial intention development in theory, or in practice, in the documents. Creativity, innovation, and sustainable management were the least-mentioned topics in the scope of work and curricula, in the documents. This finding corresponds with the SMME quantitative data finding, that only 39.7% of SMMEs' businesses were transformed after the entrepreneurs had attended the training. A lack of knowledge about creativity, knowledge, and sustainability impedes SMMEs from being fully able to transform their business offerings.

8.2.2 Curricula design of municipal training influences SMMEs' attitudes to increasing their entrepreneurial intention

In the study, it was discovered that the curricula design of the SMME training had a positive impact on SMMEs' attitudes, and thus the development of entrepreneurial intentions. Acquiring new knowledge and/or skills boosted SMMEs' confidence and willingness to implement what was learned. Exposure to the training led to an expanded mindset, with SMMEs intending to grow their businesses, and viewing entrepreneurship more positively. The exposure to the training led SMMEs to be more positive, with a stronger intention to pursue entrepreneurial opportunities. It was found that the main training strategies used were discussions, this means

exposure to business success stories of other entrepreneurs can inspire SMMEs and a positive attitude to entrepreneurship can be instilled.

The study found that there was no direct evidence that the SBSU had had an impact on the attitude of SMMEs to increasing entrepreneurial intention. Firstly, the SBSU does not directly engage with SMMEs during training. Service providers are contracted to facilitate the actual training. At times it is a mere five-minute ‘meet and greet’ engagement from the SBSU personnel to the SMMEs in training. Secondly, the SBSU is not involved in the curricula design of the training. A brief outline of what they need the service provider to cover as content is given at the tender advertisement/documentation and signing stage, and it ends there. Lastly, there is no detailed entrepreneurship curriculum that is designed in collaboration (SBSU and the service provider), or a standard one for the municipality, which could ensure an impact on attitudinal changes of SMMEs, in turn developing entrepreneurial intention.

Since the SBSU has no direct link to developing the attitudes of SMMEs, the SMMEs’ attitude development, as indicated in Section 7.4.1, could be influenced by other factors like personal motivation, the external environment, and their educational level, as most of the respondents (65.8%) had post-matric qualifications. Also, the inclusion of the attribute of attitude is well covered in practice in the documents. The inclusion of attitudes, following Ajzen’s Theory of Planned Behaviour, signifies that the attitudes of the recipients of the SMME training are influenced by, and guided towards, entrepreneurship; and this plays an important role in shaping the SMMEs’ behavioural intentions and subsequent entrepreneurial actions.

8.2.3 Curricula design of municipal training influences the SMMEs’ social norms to increase entrepreneurial intention

This study found that the influence of social norms on SMMEs developed their entrepreneurial intention, especially good social support of family and friends. The lack of support from neighbours and leadership in the community was, however, highlighted. This drawback

could potentially limit collaboration opportunities that community leaders and neighbors could provide. This can be linked to the findings of this study, that the number of SMMEs who had reported less than R150,000 turnover had dropped dramatically after the training. Also, the number of SMMEs who employed fewer than five people also dropped after the training.

The factors of reduced visibility and market outreach, stigma, and negative perception of entrepreneurship in the whole community can lead to discouragement and a negative attitude, which can dampen the spirit of entrepreneurship and hinder SMMEs' development of entrepreneurial intentions.

This study also established that SMMEs are of the view that exposure to entrepreneurship in an individual's younger years has a positive influence on developing entrepreneurial intentions and being successful as an entrepreneur.

The study discovered that the SBSU emphasized the support of family as a crucial factor for entrepreneurial intention development. Other important aspects of social norms like support from the eThekwin community and a conducive learning environment at eThekwin municipality were not highlighted. Focusing on having learning facilities and tools that are conducive could foster an environment that enhances the entrepreneurial intentions of SMMEs.

The study discovered that there was minimal inclusion in the content/scope of work of social norms (explicit and implicit referencing) in the theory and practice in the documents. It is, thus, understandable why the aspect of social norms has been highlighted as not being adequately addressed in the SMME training, as discovered from data collected from SMMEs and the SBSU. By not incorporating social norms in training documentation, the SMME training is overlooking the influence social norms have on entrepreneurial intentions.

8.2.4 Curricula Design of Municipal training influences SMME behaviour toward increasing entrepreneurial intention

The research discovered that SMMEs' perceived behavioural control regarding developing entrepreneurial intention is good. SMMEs have more confidence, and better knowledge and skills, to run their businesses after the training; and these findings tie in with the findings of this study of the increased entrepreneurial intentions of SMMEs, and the large proportion of entrepreneurs who increased their turnover after attending the training programmes.

The SBSU works well in ensuring that their curricula design develops the SMMEs' perceived behavioural control. The content of the training is easy to understand, and facilitators of the training are multi-lingual to accommodate all participants speaking different languages. Trained SMMEs are invited to participate in different eThekweni municipality events where their knowledge and skills are put into practice. Such initiatives contribute to the entrepreneurs' individual belief that they can execute a behaviour successfully. SMME confidence and self-efficacy are boosted, which was also evident in the SMME data discussed in the section above. The increase in confidence enhances their belief that they can perform well in future entrepreneurial activities. This study found that 98.3% of the SMMEs who participated in this study want to grow their businesses in the future.

Implementation and practice in the documents indicated inclusion of the element of perceived behavioural control. This demonstrates an understanding of the importance of confidence and self-belief in entrepreneurial endeavours. The focus on developing perceived behavioural control of SMMEs improves the likelihood of translating the entrepreneurial intentions of SMMEs into actions, which is one of the objectives of entrepreneurship education.

8.3 STUDY RECOMMENDATIONS

- 1) Literature and research findings have demonstrated that entrepreneurship is good for economic expansion, employment development, and the reduction of poverty. As a result,

nations work to encourage young people to be entrepreneurial. While the literature emphasizes the importance of entrepreneurship for economic growth, it is troubling to see that efforts to promote entrepreneurship tend to focus less on creating, developing, and using efficient training curricula. To achieve the urgently required economic development in municipalities, entrepreneurship training development in local municipalities and metros is crucial. The absence of municipal employees in developing curricula is troubling. The municipal SBSU personnel could collaborate with accredited training providers, entrepreneurship academics, and entrepreneurship experts from various sectors in the industry, to provide expertise and valuable insights into their SMME training curricula to develop SMME entrepreneurial intentions.

- 2) The growth of municipal entrepreneurial training in communities might be significantly improved by LED strategies. In order to fulfill their constitutional duty to encourage entrepreneurial intention development, towns must adopt LED strategies. Ultimately, fostering entrepreneurship in towns requires a supportive environment. Participation of the community is crucial, particularly when formulating development plans and passing legislation. These are essential for co-ordinating municipal aims with the initiatives and pursuits of the local communities. Additionally, partnerships and collaborations with educational institutions like colleges, universities, schools, and other training facilities, to provide training and knowledge are essential for the development of entrepreneurship in municipalities, where it is known that a lack of skilled workers hinders the growth of entrepreneurship.

The training strategy followed by eThekweni municipality's SMME training programmes focuses largely on formal education and discussion; and other very effective training strategies like brainstorming, the use of videos, and assimilations are not used, which could be incorporated to develop entrepreneurial intentions. Videos are dynamic and can showcase real-life examples of successful entrepreneurial practices and practical strategies. Simulated scenarios allow SMMEs to practice knowledge and skills learned. This also allows participants to learn from mistakes in a setting that is risk-free, and to develop confidence in their entrepreneurial capabilities. Using a balanced combination of multiple

training strategies provides a comprehensive learning experience that is both theoretical and practical, which contributes to developing entrepreneurial intentions and all the necessary skills and knowledge required to succeed in an entrepreneurial journey.

- 3) The municipality needs to put in place monitoring and evaluation systems for SMME training. Evaluation of training offered must be both methodologically sound and operationally effective for SMMEs to be sustainable. To guarantee that monitoring and evaluation operations are appropriately scoped and planned, requires a significant amount of expertise, skills, knowledge, and effort, during the planning stages. One of the main obstacles to properly administering local economic development units and other developmental projects is the lack of monitoring and assessment competence among local governments. The public sector may be able to examine and identify problems and gaps in service delivery results with the proper implementation of M&E systems.

8.4 LIMITATIONS OF THE STUDY

Limitations are defined by Gentles et al., (2015) as shortcomings that the researcher cannot control, that have restricted the methodology of the study and the conclusions. Limitations that are acknowledged by the study have had an impact on the results of the study. Time constraints would be the first limitation. SMME owners are busy during weekdays. The researcher was willing to come in on weekends to accommodate participants. The second constraint was that the only participants who were included in the study were those who had attended SMME training between the years 2019-2021; thus, excluding participants from previous years.

- 1) SBSU personnel have very tight schedules, long meetings, and appointments, and are not easily available for interviews. The researcher was willing to wait and reschedule appointments to accommodate participants. The top management of the SBSU, the head and deputy head, were not available for interviews, and they could have contributed immensely to the qualitative data by giving input from a strategic management angle.

- 2) Owing to the SBSU being a government entity, access to documents from the SBSU was difficult, as most personnel refrained from providing the documents, or did not have any documents available; for example, training manuals and tender documents for the different SMME training programmes offered. The SBSU website has limited information on SMME training and the South African Local Government Association (SALGA), to which the municipalities account, has no information on SMME training programmes offered by eThekweni municipality.
- 3) There is a lack of academic research on entrepreneurial intention, particularly on SMMEs, which makes literature hard to find.

8.5 VALUE OF THE STUDY

The value of the study is in providing an understanding of the effectiveness of the SMME training offered by eThekweni municipality. It is an evaluation of the impact of training programmes on SMME entrepreneurial development, which includes their attitudes, social norms, and perceived behavioural control. This evaluation can assist in identifying strengths and weaknesses in the training programmes offered, and in apprising future improvements.

The study can be of value to the development and design of more impactful and effective SMME training programmes, by improving programme design. The findings of this study play a role in informing policymakers on policy decisions that relate to economic development and entrepreneurship in South Africa. Lastly, the study can play a role in knowledge dissemination and can contribute to the wider body of knowledge of SMME training and entrepreneurial development.

8.6 RECOMMENDATIONS FOR FUTURE STUDIES

Conducting longitudinal studies to evaluate the long-term impact of SMME training on developing entrepreneurial intentions is necessary – a follow-up of participants over an extended period to assess the sustained results on the SMMEs' intentions, attitudes, and business outcomes. This would provide insights into the efficiency and effectiveness of the training programmes and identify factors that contribute to long-term success.

Completing a comparative analysis of the level of effectiveness of different training approaches employed in SMME training would also be a recommended; for example, an analysis of the outcomes of participants who were trained through different formats – online, face-to-face, and blended learning. This analysis would help establish the most effective training strategies for different SMME groups and in different contexts.

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APPENDIX I – ETHICAL CLEARANCE APPROVAL LETTER



28 November 2022

Silindile Samkelokulungileyo Mkize (210534221)
School Of Man Info Tech & Gov
Westville Campus

Dear SS Mkize,

Protocol reference number: HSSREC/00004296/2022

Project title: The entrepreneurial intention development of municipal training programs: The case of eThekweni small, medium and micro enterprises

Degree: Masters

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 23 November 2022 has now been approved as follows:

- Change in research instrument

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Best wishes for the successful completion of your research protocol.

Yours faithfully



Professor Dipane Hlalele (Chair)

/dd

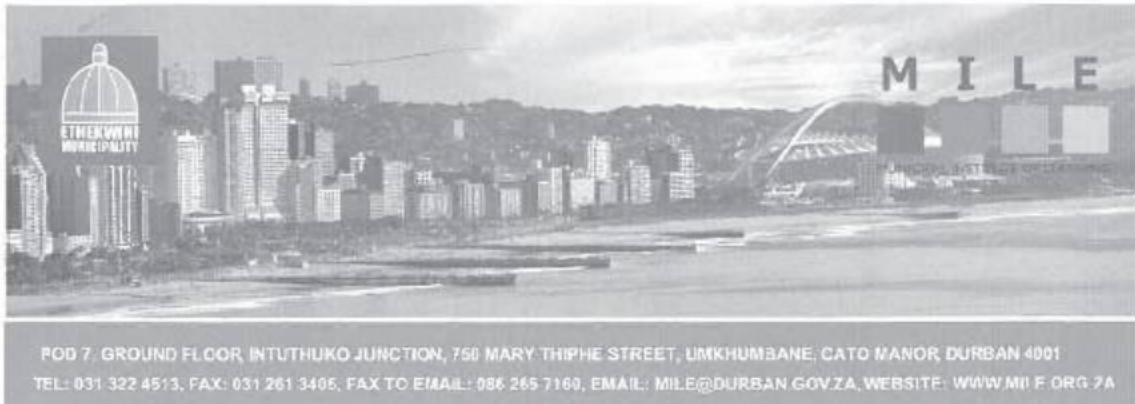
Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587

Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX II – GATEKEEPER LETTER FROM ETHEKWINI MUNICIPALITY



For attention:
Chair of Research Ethics Committee
School of Management, IT and Governance
College of Law and Management Studies
University of KwaZulu Natal
Durban
4001

4 March 2022

RE: LETTER OF SUPPORT TO S. MKHIZE, STUDENT NUMBER 210534221 - GRANTING PERMISSION TO USE ETHEKWINI MUNICIPALITY AS A STUDY SITE

The Business Support, Markets and Durban Tourism Unit (BSMTU) and Municipal Institute of Learning (MILE) in eThekweni Municipality, have considered a request from **Silindile Mkhize (Ms)** to use eThekweni Municipality as a research study site for the purposes of undertaking a research study entitled: " **The Entrepreneurial Intention development of municipal training programs: The Case of eThekweni SMMEs** " in fulfilment of Master of a Commerce (M. Comm) degree.

We wish to inform you of the acceptance of this request and hereby assure the student of our utmost cooperation towards achieving his/her academic goals; the outcome which we believe may help the eThekweni Municipality improve its services. **The student will be guided by Ms Nonkululeko Mthembu from our BSMT Unit. The student is reminded of the ethical considerations and the Disaster Management Act, Act 2020 Regulations when conducting this research.** The student must take all necessary measures to ensure her personal safety during the research period as eThekweni Municipality indemnifies itself from any incidental claims that may arise. In return, we stipulate as mandatory that the student contacts Dr Collin Pillay to present the preliminary results and recommendations of this study to the related unit/s.

Wishing the student all the best in her studies.



Mr. Oswald Ntama
Head: BSMT Unit
eThekweni Municipality



Dr Collin Pillay
Program Manager: MILE
eThekweni Municipality

I, **Silindile Mkhize**, hereby accept as conditional that I will comply fully as per the conditions stipulated above.

Signed:  Date: **10/03/2022**

APPENDIX III- INFORMATION AND CONSENT LETTER

INFORMED CONSENT DECLARATION



Date: 30 November 2022

Dear potential research participant

My name is Silindile Mkize, a Masters student from the University of KwaZulu-Natal, College of Law & Management in Westville campus. My contact details:
078 844 2155
210534221@stu.ukzn.ac.za

You are being invited to consider participating in a study that involves research of **Entrepreneurial intention development of municipal training programs of eThekweni SMMEs**. The aim and purpose of this research is to investigate if eThekweni municipal training programs offered to SMMEs increases SMMEs' entrepreneurial intention to start a business, continue running a business and growing their current businesses. The study will involve the following procedures: data will be collected using questionnaires for SMME owners and interviews will be conducted with personnel from the Small Business Support Unit at eThekweni municipality. The duration of your participation if you choose to enroll and remain in the study will be three months if you choose to enroll.

The study will not involve any risks and/or discomforts. With your participation in the study I hope that I will find out if training offered to SMMEs develops entrepreneurial intention or not, if not, I should be able to investigate what contribute to that phenomenon, I will also find out if SMMEs need training to increase entrepreneurial intention. The results of the study will have a good contribution towards determining if SMME training develops entrepreneurial intention.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number: HSSREC/00004296/2022).

In the event of any problems or concerns/questions you may contact the researcher at 0788442155 or 210534221@stu.ukzn.ac.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building

APPENDIX IV – QUESTIONNAIRE

The Entrepreneurial Intention development of municipal training programme:

The Case of eThekweni SMMEs

SECTION A: DEMOGRAPHICS

Complete the following basic information on the entrepreneur/business owner:

Please tick (v) the appropriate box

1. Gender: Male	
Female	
2. Nationality: Black	
White	
Indian	
Colored	

3. What is your age? Please tick

(v) 18-24	
25-34	
35-44	
45-54	
55-64	
+65	

4. Where are you from?

5. What is your education level? Please tick (v)

Below Matric	
--------------	--

Matric	
Certificate	
Diploma	
Degree	
Post-graduate	

6. Did you grow up in a family that owned a business?

Yes		No	
-----	--	----	--

7. Were you exposed to the family business when growing up?

Yes		No	
-----	--	----	--

8. How long has your business been in existence? Please tick

(v) 0 – 2 years	
3 – 5 years	
6 – 10 years	
>10 years	

9. What was the turnover of your business before attending the entrepreneurship training from the Small Business Support Unit? Please tick (v)

Annual turnover	
<R4 million – R50 million	
<R2 million – R25 million	
<R200 000 – R500 000	
<R150 000	

10. What was the turnover of your business after attending the entrepreneurship training from the Small Business Support Unit? Please tick (v)

Annual turnover	
-----------------	--

<R4 million – R50 million	
<R2 million – R25 million	
<R200 000 – R500 000	
<R150 000	

- 11.** How many people were employed before attending the entrepreneurship training from the Small Business Support Unit? Please tick (v)

Number of employees	
<100 -200	
<50	
<10 - 20	
<5	

- 12.** How many people were employed after attending Small Business Support Unit entrepreneurship training? Please tick (v)

Number of employees	
<100 -200	
<50	
<10 - 20	
<5	

- 13.** What is your business sector (industry)? Please tick (v)

Agriculture		Finance	
Mining		Personal services	
Manufacturing		Administrative services	
Transportation		Health, education, government, and social services	

Wholesale/Retail		Personal/consumer services	
Information/Communication technology		Other	

SECTION B: ENTREPRENEURIAL INTENTION

For each question, please select the ONE option that best applies to you

14. I will make every effort to continue being in business

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

15. I provide a new product/service in my area

Yes		No	
-----	--	----	--

16. I serve a new market in my area

Yes		No	
-----	--	----	--

17. My business provides an entirely new product/service

Yes		No	
-----	--	----	--

18. Other businesses do not offer the product/service I am offering in my area

Yes		No	
-----	--	----	--

19. Did you intend to transform your business offering after attending the entrepreneurship training from the Small Business Support Unit?

Yes		No	
-----	--	----	--

- 20.** After attending the entrepreneurship training from the Small Business Support Unit, I instilled a new way of doing things in my business.

Yes		No	
-----	--	----	--

- 21.** Did your business offering transform after attending the entrepreneurship training from the Small Business Support Unit?

Yes		No	
-----	--	----	--

If yes, please explain?

- 22.** My dream is to create a new business in the future

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

SECTION C: ATTITUDE

For each question, please select the ONE option that best applies to you

- 23.** After attending the entrepreneurship training from the Small Business Support Unit, being an entrepreneur presented more advantages than disadvantages for me.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- 24.** After attending the entrepreneurship training from the Small Business Support Unit, being an entrepreneur presented more disadvantages than advantages for me.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

25. After attending the entrepreneurship training offered by the Small Business Support Unit, I was willing to implement what I had learned into my business.

Yes		No	
-----	--	----	--

26. I intend to see my business become more profitable and scale up (grow) in future.

Yes		No	
-----	--	----	--

27. I intend to run my business purely for sustenance (feed my family) in my household and for no other reason

Yes		No	
-----	--	----	--

SECTION D: SOCIAL NORMS

For each question, please select the ONE option that best applies to you

28. My entrepreneurship career choice is supported by my family

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

29. My entrepreneurship career choice is supported by friends/business partners

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

30. My entrepreneurship career choice is supported by my neighbors

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

31. My entrepreneurship career choice is supported by the leadership
(counselor/ chief/ pastor) in my community

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

32. If I had been exposed to entrepreneurship and running small businesses as a child,
my business would have succeeded earlier.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

33. If I had been exposed to entrepreneurship and running a small business in my family,
my business would have succeeded earlier.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

34. If I had been exposed to entrepreneurship and running small businesses in my
community, my business would have succeeded earlier.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

SECTION E: PERCEIVED BEHAVIOURAL CONTROL

For each question, please select the ONE option that best applies to you

- 35.** The entrepreneurship training received from the Small Business Support Unit has made me gain more confidence in my ability to continue with my business

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- 36.** After attending the entrepreneurship training offered by the Small Business Support Unit, I have gained the required knowledge to continue running my business.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- 37.** After attending the entrepreneurship training offered by the Small Business Support Unit, I have gained the required skills intended to continue running my business.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- 38.** From attending the entrepreneurship training from the Small Business Support Unit, continuing to run my business and maintaining is easier for me

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- 39.** After attending the entrepreneurship training offered by the Small Business Support Unit, I have gained a new skill to help me run my business.

Yes		No	
-----	--	----	--

- 40.** After attending the entrepreneurship training offered by the Small Business Support Unit, I have gained new knowledge to help me run my business.

Yes		No	
-----	--	----	--

- 41.** I have a good chance of being successful in my business

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Please explain

**SECTION F: PERCEPTIONS ABOUT THE TRAINING FROM THE SMALL BUSINESS SUPPORT UNIT:
ETHEKWINI MUNICIPALITY**

Tick the one that applies to you (v)

42. How satisfied are you with the training you received?	Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Extremely dissatisfied

- 43.** Entrepreneurship training is important for the successful establishment of SMMEs. Please tick one (v)

Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Extremely dissatisfied

- 44.** Do you agree that people who start businesses should have entrepreneurship knowledge and skills? Please tick one (v)

Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Extremely dissatisfied

45. Do you think entrepreneurship training helps increase the intention of wanting to start/continue running a business? Please tick one (v)

Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Extremely dissatisfied

46. In your opinion, is the lack of entrepreneurship education one of the causes of SMMEs failing?

Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Extremely dissatisfied

47. Can Entrepreneurship training help reduce the following? Please tick (v)

	Yes	No
Failure of SMMEs		
High unemployment rate		
Poverty		
Low economic growth		

SECTION G: CURRICULA DESIGN

Please answer the following questions based on the entrepreneurship training you attended from the Small Business Support Unit. Tick the one that applies to you (v)

Management functions

48. Were you taught functions of planning

Yes		No	
-----	--	----	--

49. Were you taught functions of organizing

Yes		No	
-----	--	----	--

50. Were you taught functions of human capital management

Yes		No	
-----	--	----	--

51. Were you taught functions of directing

Yes		No	
-----	--	----	--

52. Were you taught functions of controlling

Yes		No	
-----	--	----	--

53. Were you taught functions of operations management

Yes		No	
-----	--	----	--

Soft skills

Which of the following soft skills were you taught?

54. Were you taught leadership skills?

Yes		No	
-----	--	----	--

55. Were you taught negotiation skills?

Yes		No	
-----	--	----	--

56. Were you taught networking skills?

Yes		No	
-----	--	----	--

57. Were you taught communication skills?

Yes		No	
-----	--	----	--

58. Were you taught creative skills?

Yes		No	
-----	--	----	--

59. Were you taught problem-solving skills?

Yes		No	
-----	--	----	--

60. Were you taught time management skills?

Yes		No	
-----	--	----	--

Sustainable Management

61. Were you taught how to ensure your business is sustainable?

Yes		No	
-----	--	----	--

62. Were you taught about being ethical in your business?

Yes		No	
-----	--	----	--

Principles of entrepreneurship

63. Were you taught about business registration and CIPC processes?

Yes		No	
-----	--	----	--

64. Were you taught about business tax (SARS)?

Yes		No	
-----	--	----	--

65. Were you taught about banking for your business?

Yes		No	
-----	--	----	--

66. Were you taught about CSD?

Yes		No	
-----	--	----	--

67. Is your business expected to adhere to any industry bodies? Like CIBD for construction.

Yes		No	
-----	--	----	--

If yes, what is it?

If you have answered 'Yes' on question 67, please answer question 68

68. Have you received training on the industry body you are expected to adhere to?

Yes		No	
-----	--	----	--

69. Were you taught about transforming an idea into an entrepreneurial firm?

Yes		No	
-----	--	----	--

70. How to manage an entrepreneurial firm?

Yes		No	
-----	--	----	--

71. How to grow an entrepreneurial firm?

Yes		No	
-----	--	----	--

Operations Strategy

72. Were you taught about operations strategy?

Yes		No	
-----	--	----	--

73. Were you taught about layout strategy?

Yes		No	
-----	--	----	--

74. Were you taught about location?

Yes		No	
-----	--	----	--

Technology Strategy

75. Were you taught about technology strategy in your business?

Yes		No	
-----	--	----	--

76. Were you taught technological innovation for your business?

Yes		No	
-----	--	----	--

Supply chain and logistics

77. Were you taught how to manage the flow of goods/services in your business?

Yes		No	
-----	--	----	--

78. Were you taught how to acquire raw materials?

Yes		No	
-----	--	----	--

79. Were you taught how to store raw materials?

Yes		No	
-----	--	----	--

80. Were you taught how to transport raw materials?

Creativity, innovation, and economic development

81. Were you taught techniques of creativity for your business?

Yes		No	
-----	--	----	--

82. Were you taught techniques of innovation for your business?

Yes		No	
-----	--	----	--

Training Strategy

83. Which way(s) were you taught in your training? Please tick (v)

Formal education	
Traditional teaching	

Inquiry	
Self-Assessment	
The facilitator provides examples to guide the teaching and learning	
Group work	
Brainstorming	
Use of videos	
Assignments/Projects	
Assimilations (practical/play games)	
Discussion	
Presentation	

APPENDIX V- INTERVIEW GUIDE

The Entrepreneurial Intention development of municipal training programmes: The Case of eThekweni SMMEs

Section A: Demographics

1. Please fill in the following:

Age		Gender		Ethnicity	
-----	--	--------	--	-----------	--

2. Level of education. Please tick (v)

No Formal education (1)	Grades 1-7 (2)	Grades 8-11 (3)	Matric (4)	Diploma/Certificate (5)
	Undergraduate degree (6)	Honour's degree (7)	Master's degree (8)	Doctoral degree (9)

3. What is your role in the Small Business Support Unit?

.....

- 4.

Strategic (Top) management		Tactical (Middle) Management		Operational (Lower) management		Functional supervisor	
----------------------------	--	------------------------------	--	--------------------------------	--	-----------------------	--

5. How long have you been working in this role?

.....

Section B: SMME Training

1. How is the knowledge/skills gap of SMMEs in eThekweni measured?
2. How have you been involved in designing the curriculum of SMME

3. What informs you of the choice of content for the SMME training?
4. What is the aim of SMME training?
5. Describe a typical activity pathway of a participant, i.e. learner tasks (for example; attending training, completing formatives, completing summative/practical activities, submitting to facilitators, completing a reflection form, etc.)
6. What are the intended business outcomes of the SMME training programmes?
7. What do you expect the learners to achieve by the end of the training?

Section C: Entrepreneurial intention

1. How is the SMME training intended to increase entrepreneurial intention?
2. How do you think the SMME training increases entrepreneurial intention?
3. How do you assess/evaluate the entrepreneurial intention development of participants that attend SMME training?
4. How do you assess/evaluate the entrepreneurial intention development of participants that attend SMME training?

Section D: Attitude

1. Do you think the curricula design of the SMME training influences the participants to view entrepreneurship as having more advantages than disadvantages? Explain
2. Do you think the curricula design of SMME training influences the participants to continue being entrepreneurs? Explain
3. Do SMME training participants intend on using the knowledge and skills gained in their businesses? Explain
4. Do participants intend on growing their business after attending the SMME training? Explain
5. Are the participants that attend the training keen on attending more SMME training in the future? Explain

Section E: Social Norms

1. How do you enable the participants that attend SMME training to receive support from their families?
2. How do you enable participants that attend SMME training to receive support from friends/business partners?

3. How do people in the eThekweni community support the idea of being an entrepreneur?
4. Do you think eThekweni Municipality has enough support intended to help SMMEs? Explain
5. How does the learning community at eThekweni municipality enable the participant to engage successfully in training? (for example; the learning environment, learning tools, qualified facilitator, assessor, moderator)

Section F: Perceived Behavioural Control

1. How is the training designed to ensure participants find it easy to understand the content?
2. How do you enable/encourage participants to practice the skills learned from the training?
3. How do you promote participants to practice the knowledge learned from the training?
4. Do you ensure participants gain more confidence to continue with their businesses? Explain

Section G: Post - SMME Training

1. Do you measure the success of the SMME training? If yes, how? If not, why?
2. After completing the SMME training, does the SBSU empower SMME further? If yes, how? (for example; offer mentorship, coaching)
3. What are the main problems/challenges with the SMME training?
4. What are your recommendations or possible solutions to these problems/challenges with the SMME training?
5. What are the main problems/challenges with the participants of SMME training?
6. What are your recommendations or possible solutions to these problems/challenges with the participants of SMME training?

APPENDIX VI- DOCUMENTATION INTERVIEW SCHEDULE

The Entrepreneurial Intention development of municipal training programmes: The Case of eThekweni SMMEs

Documentation interview questions.

Type of document, please tick one:

SMME training manual	
Tender document	
Social media post	

Section A: Attitudes, Social norms and perceived behavioural control

1. What explicit and /or implicit references are found in the document regarding attitudes of SMME owners towards entrepreneurial intention?
2. What explicit and /or implicit references are found in the document regarding social norms of SMME owners towards entrepreneurial intention?
3. What explicit and /or implicit references are found in the document regarding perceived behavioural control of SMMEs towards entrepreneurial intention?

Section B: entrepreneurship training curriculum

4. Does the scope of work in the document include an entrepreneurship curriculum that consist of the following: Please tick "Yes" or "No"

Management functions	Yes	No
Planning		
Organizing		
Staffing		
Directing		
Controlling		
Co-ordination		
Co-operation		
Soft Skills		
Leadership		
Negotiation		
Networking		
Communication		
Creativity		
Problem solving		
Time management		
Sustainable Management		
Ensure business is sustainable		
Ensure business is ethical		
Principles of entrepreneurship		
Business registration and CIPC processes		
business tax (SARS)		
Transforming an idea into an entrepreneurial firm		
How to manage an entrepreneurial firm		
How to grow an entrepreneurial firm		
Operations Strategy		
Operations strategy		
Layout strategy		

Location		
Technology Strategy		
Technology strategy		
Technological innovation		
Supply Chain and logistics		
How to manage the flow of goods/services in your Business		
How to acquire raw materials		
How to store raw materials		
How to store raw materials		
How to transport raw materials 6		
Creativity, Innovation and economic development		
Techniques of creativity for your business		
Techniques of innovation for your business		

APPENDIX VII- DATA MANAGEMENT PLAN

University of KwaZulu-Natal Data Management Plan

Institution Full Name: University of KwaZulu-Natal

Institution Abbreviation: UKZN

This Data Management Template is to establish guidelines for the collection, storage, sharing, and curation of research data generated by a specific research project done at the University of KwaZulu-Natal.

Question 1

Main Researcher's contact information:

Ms Silindile Samkelokulungileyo Mkize

School of Management, Information Technology and Governance

College of Law and Management Studies

Mixed method research study

Question 2

Are there any related policies?

-Research Ethics Policy, Open

-Open Access Policy

- Intellectual Property

-Commercialisation Policy

Question 3

Proposal Name: What is the name of the proposal/project for which this data management plan is being created?

The entrepreneurial intention development of municipal training programmes: The case of eThekwin small, medium and micro enterprises

Question 4

Data created: What data will you create?

Raw data: The original, unprocessed data collected through questionnaires, interviews and documentation.

Question 5

Data collected: How will the data be collected?

Quantitative data will be acquired from SMME owners through questionnaires.

Interview guide will be used to collect quantitative data from the SBSU.

Training documentation will be collected both physically from SBSU offices and on official social media pages of eThekwin municipality SBSU; Facebook and Instagram.

Question 6

Documentation and Metadata: What documentation and metadata will accompany the data?

Data collected in this study will be stored on One drive which is a cloud under the University of KwaZulu-Natal. The data will be stored for five years and the supervisor of this study Dr Lindiwe Kunene will also have access to the stored data on one drive.

Question 7

Ethics and Legal Compliance: How will you manage any ethical issues?

A gatekeeper letter will be obtained from eThekweni municipality the Small Business Support Unit. The gatekeeper letter will be submitted for ethical clearance and received the ethical clearance approval letter from the university.

The researcher has an obligation to respectfully treat all participants and respect their privacy. This study respects basic human rights of individuals, an option to choose to take part or not in the study was clearly made known by the researcher.

The researcher will protect all information shared under the University of KwaZulu-Natal's protection.

The researcher will not entice respondents to partake for monetary gains or other gains. Participation in the study was on their own free will.

The details of participants remain confidential and private throughout the research process.

Upon obtaining documents as secondary data for qualitative research, the researcher will consider that the documents are confidential and maintain their confidentiality.

Question 7

How will you manage copyright and Intellectual Property Rights (IPR)

issues?

Access to the data will be governed by the University of KwaZulu- Natal Policy on Research Ethics, Open Access Policy and Intellectual Property policy.

Question 8

Storage and Backup: How will the data be stored and backed up during the research?

All information provided by the respondents remained confidential. A consent form Will be signed before data collection. The data will be kept in a safe in the School of Management, Information and Governance at the university for five years. A back up of the data will be stored in the university's One drive cloud on outlook and the researcher only has access through a username and password.

Question 9

Storage and Backup: How will you manage access and security?

Authentication through usernames and passwords is required to access stored and back up data, to restrict unauthorized access to data files. To mitigate from the risks of loss, theft or destruction, data will be stored in a safe.

Question 10

Selection and Preservation: Which data are of long-term value and should be retained, shared, and/or preserved?

All data generated for all University of KwaZulu-Natal research projects has the potential for future research purposes may be deemed of long-term value. Data that can be utilized by other researchers or for different research questions has a higher chance of being considered of long-term

value. The data will be managed, stored, and curated using a safe and a cloud system.

Question 11

What is the long-term preservation plan for the dataset?

The dataset will be preserved through the University of KwaZulu-Natal using Figureshare-powered repository Yabelana.

Question 12

Data Sharing: How will you share the data?

The data generated is suitable for sharing. Data sharing will however be guided by the Policy on Research Ethics at the University of KwaZulu-Natal.

Question 13

Are any restrictions on data sharing required?

The University of KwaZulu-Natal, guided by the Policy on Research

Ethics, may impose restrictions or delays on data sharing to ensure compliance with legal, ethical, or scientific considerations.

The restrictions or delays to sharing that may arise due to legal, ethical, or scientific considerations, and the planned actions to limit such restrictions, such as the creation of anonymized datasets, or the selection of appropriate embargo periods.

Question 12

Responsibilities and Resources: Who will be responsible for data management?

The researcher of this study will be responsible for data management using guidance from the University of KwaZulu-Natal policy guidance.

University of KwaZulu-Natal Library is responsible for:

- Study-wide data management
- Metadata creation
- Data security
- Quality Assurance

APPENDIX VIII- EDITOR'S LETTER

ETHEL ROSS

English language editing and proofreading

11 October 2023

To whomever it may concern:

This letter serves to confirm that I worked as the proofreader and language editor on Silindile Samkelokulungileyo Mkize's Master's thesis:

The entrepreneurial intention development of municipal training programmes: The case of eThekweni small, medium and micro enterprises

In no way did I change the content.

Yours faithfully



Ethel Ross (BA Hons; H Dip Ed)

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