

UNIVERSITY OF KWAZULU-NATAL

**Entrepreneurship Education in the Technical Vocational
Education and Training (TVET) College sector: A supply side
perspective**

By

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DECLARATION

I, Ntokozo Dominic Gwala, declare that:

- i. The research reported in this dissertation, except where otherwise indicated, is my original work.
- ii. All citations, references and borrowed ideas have been duly acknowledged.
- iii. None of the present work has been submitted previously for any degree or examination in any other University.

Ntokozo Dominic Gwala (Candidate)

30 October 2016

Date

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ABSTRACT

Formerly known as Further Education and Training Colleges, (TVET's) Technical Vocational Education and Training colleges play a key role in providing vocational education for skilling the youths in various trades thereby contributing to economic growth while reducing unemployment. TVET colleges also play a centrifugal role in equipping the South African youths towards entrepreneurship. The purpose of the study was to assess entrepreneurship education in TVET college sector from a supply side perspective with a view to ascertain the level of preparedness to offer the entrepreneurship skills at some selected TVET colleges. The study employed a quantitative methodology using a structured questionnaire to collect data. The study was conducted on three TVET colleges of Durban, South Africa. The target population was 1 122 educators from which a sample of 106 lecturers were selected using the random sampling technique. The study found that TVET colleges were in an ideal position to invest in entrepreneurship courses mindful of the fact that entrepreneurship was offered as an element in the majority of business courses offered by the Colleges. Further, the staff compliment that taught entrepreneurship and business studies were perceived to be appropriately qualified since they had competent management and as well as the necessary teaching resources available. The findings also demonstrated that, despite TVET colleges being prepared and able to offer entrepreneurial courses, there were some challenges that TVET colleges faced. These include financial resources, management buy-in and lack of enthusiasm by some students among other things. The study recommended the need to introduce entrepreneurship courses at the elementary level of tertiary education rather than treating it as a short course or a single module. TVET Colleges should also consider making entrepreneurship a core discipline and not merely as accessory to other business courses. This could be achieved via a consultative process with external entrepreneurship experts with the establishment of terms of reference that include conducting research of curriculum content of entrepreneurship colleges offered in recognised institutions.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The role played by Technical Vocational Education and Training (TVET) colleges (Ex FET's) towards the provision of intermediate level skills that the country so requires in order to advance the National Development Plan has attracted national attention from the Government and Department of Higher Education.(Akoojee 2008). Consequently, TVET lecturers are under a microscope, of sorts, in terms of their abilities to empowering students under their moulding. As the country faces a severe unemployment challenge (especially among youth), it is imperative that young South African citizens be empowered to be self-sustaining. The focus of this study, therefore, is to assess the level of preparedness by TVET college business studies lecturers in the Durban area towards entrepreneurship education. The study also aims at assessing the state of staff members' awareness of entrepreneurial offerings at TVET Colleges.

This chapter lays down the foundation for the study. It provides a motivation for the study, problem statement, objectives and research questions. Under this chapter, a brief research methodology is outlined. The chapter winds off by providing the structure of the entire study.

1.2 Motivation for the Study

Motivation for this study is twofold. At first instance, the study is motivated by the high unemployment in South Africa particularly amongst the youth. The second lies in the central role that TVET Colleges play in bridging the "grey area" of education between secondary and tertiary education gap. The grey area is the provision of entrepreneurship skills as a means of empowering South African youths so that they may start up small businesses that could lead to employment creation. As the chief machinery driving TVET Colleges, the responsibility to effectively provide entrepreneurship education in the form of skills and preparedness to start small businesses rests on the shoulders of lecturers at these colleges. If lecturers and the respective lectures manage to impact, entrepreneurship skills this could lead into

generation of business ideas that could lead into the creation of some small businesses, which could contribute positively towards employment creation, economic growth and alleviating poverty and socio-economic disparities, which have rocked the nation. Since Entrepreneurship is relatively new and is, yet to become a legitimate academic field of study in the sector, very little knowledge exists on Entrepreneurship offerings and the perceptions of staff (Management) on the role and importance of the subject. Therefore, this study could bridge this gap by assessing staff members' perceptions of entrepreneurship and to evaluate their awareness of existing entrepreneurship offerings at TVET Colleges.

It is therefore important to note that entrepreneurship is a subject of great importance and relevance to any economy, because it involves the formation of companies, which supply people with goods and services they need and results in the creation of jobs. The purpose of the entrepreneurship course or module is to encourage and stir the entrepreneurial spirit in the learners, so that they can go into their communities and form new companies, develop existing businesses and create the much-needed jobs for their countries. There are many definitions on entrepreneurship. The most comprehensive definition is by Magida and Saba (2013:123) who define 'entrepreneurship as the creation and building of something of value from practically nothing. That is, entrepreneurship is the process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled. According to Igberadja (2015), entrepreneurship entails the creation and distribution of value and benefits to individuals, groups, organisations and society. Entrepreneurship is very rarely a get-rich-quick proposition; rather it is one of building long-term value and durable cash flow streams.

The stance by the South African government to mandate TVET colleges to formalise the process of skilling the youth towards entrepreneurship is a noble idea. The emphasis in entrepreneurship as taught course in colleges is that entrepreneurship involves creating and building something of value such as a business enterprise or company from very little resources. Whilst resources are important, their absence does not necessarily stop entrepreneurship, hence the teaching at TVET colleges need to fill this gap (Igberadja, 2015).

The main reason for entrepreneurship in colleges is that entrepreneurship benefits individuals, groups, organisations and society through the provision of goods and services. It is also important to note that entrepreneurship is about building long-term value and durable cash flow streams and the most fascinating thing is that entrepreneurship could be developed. People can be stimulated and activated to be venturesome, creative and dynamic (Magida and Saba, 2013:123). This is why TVET colleges need to inculcate entrepreneurship among the youths, so that the entrepreneurial spirit can be developed throughout the country. In the overall, entrepreneurship has benefits for the economy, society and the entrepreneur. The benefits to the economy and society and entrepreneur include:

- The establishment and management of small businesses.
- The sale of products, services, and the creation of employment.
- Benefits to the entrepreneur from self-fulfilment by doing what they enjoy, reaping profits, contribution to society to recognition for his/her efforts.

The study, therefore, is intended to benefit TVET colleges as institutions as the feedback received from lecturers can be used to identify shortcomings of current entrepreneurial offerings. This can then be used by the colleges to strategies around staff empowerment initiatives and student offerings. The study will also benefit TVET Lecturers by enhancing the capacity and awareness towards entrepreneurship education. The feedback received from lecturers could be used to identify shortcomings of present entrepreneurial offerings, which could serve as basis for empowering lecturers in this regard.

TVET Students will also benefit By virtue of the colleges acting on the findings of the study. Students could end up receiving entrepreneurial resources from government, which could motivate them towards starting their own business upon completion of studies. The South African Government is intended to benefit immensely from the study. The findings of the study could also assist the Government in identifying shortfalls in its drive to promote and encourage entrepreneurship amongst South African youths contributing to economic growth. The study focuses on TVET College lecturers around Durban, it is likely to be generalised to broader TVET College sector. Furthermore, the study provides the platform for further studies on the subject.

1.3 Focus of the Study

The study focuses specifically on assessing the level of preparedness of TVET college business studies lecturers in the Durban area towards entrepreneurship education. It also aims at assessing the state of staff members' awareness of entrepreneurial offerings at TVET Colleges. Staff perceptions were assessed based on their personal attitudes and perceptions towards it; their state of awareness of entrepreneurial offerings at their institutions; and their perceptions of how entrepreneurship offerings are received and / or perceived by students.

1.4 Problem Statement

Entrepreneurship is one of the most important aspects of the South African economy and public TVET Institutions could play a significant role by providing entrepreneurial level skills that the country so requires in order to advance the National Development Plan (Akoojee 2008). Unfortunately, there seem to be limited knowledge from the respective lecturers about entrepreneurship offerings as an academic subject capable of inculcating the entrepreneurship spirit to the student of present South Africa. The study thus, intends to assess the level of preparedness of the TVET business studies lecturer regarding entrepreneurship education offerings in the Durban area.

1.5 Objectives

The following objectives were developed to address the study problem:

- To determine entrepreneurship offerings at TVET colleges in the Durban area;
- To determine the challenges that TVET colleges face in offering entrepreneurship education;
- To evaluate the solutions proposed by the Durban TVET college business study lectures towards enhancing entrepreneurship education and;
- To provide recommendations on how the Durban TVET college lecturers could enhance the offerings on entrepreneurship education

1.6 Research Sub-Questions

The following questions were developed to address the above objectives:

- What are the entrepreneurship offerings at TVET colleges in the Durban area?
- What are the challenges faced by TVET colleges in offering entrepreneurship education?
- To what extent do the solutions proposed by the Durban TVET college business lecturers enhance entrepreneurship education?
- What recommendations can be made to the Durban TVET colleges towards enhancing offerings of entrepreneurship education?

1.7 Limitations of the Study

The study was limited by accessibility to staff and campuses, as it was a challenge to conduct fieldwork at some of the identified campuses, amongst other reasons due to student strikes (boycotts) and campus management resistance. This negatively affected accessibility to staff. To ensure data collection, the study required a huge amount of patience, thus the researcher had to exercise patience by waiting for a clam day where strikes and boycotts were minimal. A careful observation regarding such strikes and boycotts revealed that weekends were quieter than midweek days; hence, the researcher utilised weekends to collect data. This approach seemed to work although the data collection process was delayed at some campuses. However, the ultimate goal was fulfilled as the data was finally collected.

The study was also limited by Logistical challenges. The logistical challenges included operational issues such as students writing end of term assessments. That posed challenges in that staff were sometimes inaccessible as they were busy moderating and executing other administrative and / academic duties that go with examinations and day-to-day activities. To minimise this limitation the researcher made plans in advance by communicating to the academics concerned that he would be collecting data during busy schedules, particularly at the end of the examination session. While logistical challenges could have limited the successful collection of data, the researcher viewed this as an opportunity where the majority

of lectures could be found housed in one location such as exam venues, hence easier to distribute the questionnaire.

Time constraints were also a serious challenge. The study was conducted during assessment time and management allowed lecturers few minutes to attend to my questionnaire, which might have compromised their thought through time to questionnaires, as they had to rush through. The researcher knew ahead of time that time constraints could be a matter of concern. Even those with time will always indicate to the researcher that they are busy. Thus, the researcher designed the questionnaire in such a way that it would not take much time to complete. For instance, the pilot study for this questionnaire showed that the instrument could be completed in less than 10 minutes. Further, the researcher collected the data personally and in the process, he clarified grey areas without necessarily violating ethical rules. In the overall, there was a remarkable improvement in the data collection despite time limitation.

1.8 Brief on research Methodology

The study employed the positivism philosophy using the quantitative methodology in which the questionnaire was used as the data collection instrument. The rationale for selecting a quantitative approach was because the approach allows for inferences for generalizability to the greater part of the TVET Durban population. Further, due to the large samples (106) normally associated with a quantitative research approach the findings are more representative than other research approaches (Saunders et al., 2012)

1.9 Structure of the Study

The study is presented in five chapters, which includes the following:

1.9.1 Chapter One – Introduction

Chapter one of the study introduces the study by providing the background to the study to successfully contextualise the problem at hand. The chapter presents the problem statement as well as the objectives, research questions and significance of the study. The chapter also presents a brief methodology for the study as well as the overall structure of the study. Finally, the chapter winds off by a brief conclusion highlighting the key points raised by the chapter

1.9.2 Chapter Two – Literature review

Chapter two presents literature related to the study. Thus, the chapter defines key concepts underpinning the study – entrepreneurs. The chapter attempts to align the literature to the three objectives developed in this chapter. The chapter also presents a theoretical framework underpinning the study.

1.9.3 Chapter Three – Research methodology

Chapter Three presents the overall research methodology for the study. The sections covered in this chapter includes the research philosophy, methods, the research strategy, the population, sampling, pilot study, the administration of questionnaire, data analysis, ethical considerations and matters related to validity and reliability.

1.9.4 Chapter Four – Presentation of Results, Discussion and interpretation

This chapter presents the findings of the study and proceeds to provide an analysis of the results. The results are presented in line with the study objectives

1.9.5 Chapter Five - Conclusions and recommendations

Chapter five presents the conclusions and recommendations based on the findings presented in chapter four. The contents of the chapter includes the summary of the study, the conclusions drawn from the findings, the recommendations and scope for further research

1.10 Conclusion

This chapter introduced the study by setting the stage through background to the study. Based on the background to the study, the chapter developed a problem statement and the objectives in order to address the problem. It is clear from the background presented those TVET colleges in the city of Durban experience huge challenges in the area of entrepreneurship offerings by the business management lectures and educators. Improving entrepreneurship offerings by TVET colleges could inculcate a sense of entrepreneurship to the youth that are currently studying through these colleges, which could lead to employment creation, but this seem not to happen now. The Chapter gave an oversight on rationale for the study.

Highlighted is the study's focus and objectives, limitations and overall structure of the study. The next Chapter two presents the literature aligned to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the study by providing a detailed background regarding the supply side of entrepreneurship offerings as an academic programme or module to the South African youths in TVET colleges of Durban. The facts presented in this chapter may suggest that TVET colleges in particular the lecturers and educators could be encountering huge challenges in the offering of entrepreneurship education, hence the need for the study to find out the nature of the challenges, their perceptions and way forward. This chapter presents the literature related to the study. For the chapter to be appropriate and focused, the chapter begins by defining the key term underpinning the study "entrepreneurship". Thereafter, an overview of status of entrepreneurship in South Africa, an overview of TVET sector, entrepreneurial alignment and entrepreneurial education and the role of the Government in promoting entrepreneurship is reviewed. It is important to note that the chapter is guided by the objectives developed in chapter one. These include:

- To determine entrepreneurship offerings at TVET colleges in the Durban area;
- To determine the challenges that TVET colleges face in offering entrepreneurship education;
- To evaluate the solutions proposed by the Durban TVET college business study lecturers towards enhancing entrepreneurship education and;
- To provide recommendations on how the Durban TVET college lecturers could enhance the offerings on entrepreneurship education

2.2 Defining and Clarifying the Key Concept – Entrepreneurship

According to Magida and Saba (2013), entrepreneurship entails creating and building of something of value from practical nothing. For example, example a

business enterprise or company from just an idea without necessarily amassing huge amount of resources. Jean (2013) highlights that the quantity of resources to engage in entrepreneurial activities has little bearing on entrepreneurship successes while the ideas and knowledge on entrepreneurship remains key. Abdullahi (2011) indicates that entrepreneurship benefits individuals, groups, organisations and society. Entrepreneurship is about building long-term value and durable cash flow streams as opposed to getting rich overnight (Magida and Saba, 2013). Entrepreneurship therefore, refers to the ability to create an enterprise where none existed before and is important to every economy the world over. According to Aftab and Mohd (2013), entrepreneurship entails producing a combination of ideas, skills, equipment and markets that form a successful enterprise. The emphasis on this definition is the creation of an enterprise that will create job while contributing the economic growth.

According to Ayonmike, Igberadja, Igberaharha and Okeke (2015), entrepreneurial success require certain skills, expertise and aptitude, which could be developed by tertiary education. The South African higher education has TVET colleges mandated to develop such skills but the question that remains unanswered is whether the TVET colleges are prepared enough and equipped to do such. Ogbunaya and Ekerobong (2015) warns that TVET college may not be able to offer certain personal qualities that are useful for entrepreneurship. These qualities include persistence, commitment to the enterprise, involvement in the enterprise, willingness to take risks, sound human relationships, creativity and a positive attitude to life. Such qualities are usually inborn qualities, which may not be transferrable through entrepreneurship education (Umar and Maaji, 2010)

Magida and Saba (2013) argue that entrepreneurship ideas have changed the world. Entrepreneurship leads to the invention of new products and services, new technology, new knowledge, improved products or services. All this happens because entrepreneurship has its strength in learning quickly to provide what the community needs (Magiga, Saba and Namkere, 2013). Ayonmike (2016) highlights that the ability for individuals to learn quickly is linked to the ability to develop new ideas and to discover new ways of looking at problems and opportunities. According to Ayonmike (2016), ideas can be generated through everyday activities by

identifying needs or from other sources and then applying creativity. Creativity is useful in helping entrepreneurs think in a particular way so that they can generate business ideas.

Entrepreneurship requires constant listening and looking around for business ideas to satisfy consumers by improving existing products and services or producing new inventions (Awraris, 2013). Business ideas are thoughts or intentions with a potential to be turned into a business and to generate business ideas requires good entrepreneurial skills such as creativity (Jean, 2013). Creativity is a way of thinking which could be developed by TVET colleges depending on the readiness, awareness and preparedness of business management lectures.

2.3 The importance of entrepreneurship education

According to Ayonmike (2016), entrepreneurship practice is key to a country's economy and the world at large. Awaris (2013) highlights that entrepreneurship and or small business enterprises development and support is critical for a country's economic and social welfare with entrepreneurship education play a role in inculcating the entrepreneurial spirit to reach greater heights.

Ayonmike hint that entrepreneurial education is broad in terms of skills that can be taught and the characteristics that can be engendered on individuals to manifest new and innovative plans. In a paper on vocational and technical education in the West Africa region, Abdullahi (2011) revealed that entrepreneurship education prepares learners with relevant skills and far-reaching conceptualisation of business resolves, organisation, and inter-relationship with socio-economic factors.

Ogbunaya and Ekenbong (2015), in their paper on vocational and technical education, found out that business studies carried out at basic school grades has a positive influence on many students who could be very keen to consider entrepreneurship upon completion of the respective business management courses. In Hong Kong, entrepreneurship education programmes in secondary school were effective in improving students' alertness of the commercial world and in developing personal qualities (Cheung, 2008). The South African TVET colleges were not given the necessary focus to prepare the youths towards entrepreneurship

(Ashmore, 2012). Entrepreneurship education programmes have been seen to be very helpful in Europe as well as in the United States of America (Ashmore, 2012).

In acknowledgement of the importance of entrepreneurship studies, a study by Solomon et al. (2012) suggests that entrepreneurship and small business education could be offered in as many as 1,200 post-secondary institutions in the USA alone leading to the creation of jobs. The unemployment rate of USA stands at under 5% with such low rates attributable to high levels of entrepreneurship education offered by high school and universities as well as vocational colleges in the American economy (The Economist, 2016). If other countries could make gains from entrepreneurship education, what then could stop South Africa from engaging in similar entrepreneurship education programmes, argues (Solomon et al., 2012).

Jean (2013) highlight that nurturing entrepreneurship education in societies has the potential to stimulate the attractiveness of starting own business ventures. According to Mohan and Revath (2012), for a genuine inclusive economic transformation to happen in South Africa, there is urgent need to re-look at the level, content on the entrepreneurship education proffered by the vast TVET, before the colleges become wasted effort. An increasing necessity to revamp or re-consider the entrepreneurship offerings by TVET colleges could be an answer South Africa (Mohan and Revath, 2012).

Business revolution, which could be brought into reality by TVET colleges, will bring about job opportunities (ISBC, 2012). Stimulation of business mind-set through entrepreneurship education and behaviour will realistically, to a greater degree create employment, which is needed and anticipated for by multitudes of unemployed youths in most African countries (Aftab and Mohd, 2012). Largely, entrepreneurship is an engine that propels commercial growth and its welfares in the greater parts inclusive of South Africa (Awaris, 2013). Igberadja (2015) highlights that improved commercial activity brought by entrepreneurship education is an enabler of universal economic development throughout various economies.

According to Ayonmike (2016), entrepreneurship education provided as part of the higher education package brings about a renewed keenness towards starting self-

reliant small business that could in the future occupy the mainstream economy. Such small enterprises can contribute significantly in any countries economic growth with South Africa taking serious strides towards encouraging the youths to embark on small business ventures (Alberti 2010).

The South African government, through the Enterprise Development Department has recognised the importance of entrepreneurship education by establishing entrepreneurship schools around the country with their first schools in Gauteng and Western Cape Provinces respectively as part of the departments' contribution in inculcating the culture of entrepreneurship especially amongst youth, women and citizens in rural areas. The department has also identified certain TVET Colleges with the intention to establish Centres for Entrepreneurship (CfE) programmes. This programme's aim is to grow a percentage of alumnae eager to starting businesses as an option.

Ayonmike (2016) highlights that the majority of young and old people across Africa are still in the mode of believing that seeking employment from government and large corporations is best and secured career to route. According to Mohan and Revath (2012) self-reliance and self-confidence is very low amongst most South Africans when it comes to starting their own enterprises and it is a result of this belief that entrepreneurship education offered by some TVET colleges is ignored. On the other hand Umar and Maaji (2010) argue that resistance by citizens to embrace entrepreneurship is attributable to the type of education that most previously marginalised people received and the family career culture that was adopted then. In the case of South Africa, the blame of lack of entrepreneurship could be levelled against the Apartheid regime Bantu education (Mohan and Revath, 2012)

As expounded in sections above, entrepreneurship education can contribute significantly in a countries economic growth and in attempting to help in addressing many social-ills like poverty and unemployment and in the process reduce crime, hence its importance (ISBC, 2012). Public TVET Colleges are best positioned to groom and produce entrepreneurs through entrepreneurship programmes that endeavour to instil the right attitude, values and culture of starting businesses. Bukula (2012) suggest that educators and young people at primary, secondary and

tertiary levels, for the purposes of steering them towards business direction and self-reliance (ISBC, 2012)

According to Gibbs (2011), entrepreneurship education is a purposeful intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business. Entrepreneurship education's design is to prepare learners and motivate them to be passionate entrepreneurs, innovative entrepreneurial thinkers and expose them to real business environments so to gain the necessary experience and practical learning (Gibbs, 2009). TVET College entrepreneurship subject syllabi at level 2 has an assessment task that is compulsory and learners need to identify businesses of interest to them and visit those business entities with a set of question that are designed to answer key business questions so for them to understand the challenges and operations. However, this is not enough and learners focus is on getting assessment mark more than actual learning out of the exercise and there is no strict supervision of the assignment, which puts some doubts to the authenticity of work done by the learner.

Umar and Maaji (2010) defines entrepreneurship education as “the structured formal conveyance of entrepreneurship competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. According to Aftab and Mohd (2012) the influence of entrepreneurship as an up-coming academic field and as a life option – highly admired , respected and sought after by youth around the world has been profound and continue to expand worldwide.

A study by Igberadja (2015) revealed that prosperous businesses are directly linked to education the nature of the education they received then. TVET colleges are best positioned to add necessary entrepreneurial education capacitation, especially to those who show passion and enthusiasm to be entrepreneurs (Ogbunaya and Ekerobong, 2015). Research discoveries dictate that best entrepreneurship knowledge and skills is and can be acquired through learning. An emphasis on educating learners to aspire to be job creators will add to increased spirits of entrepreneurship in society.

Devoid of accentuating explanation on objectives, aim and definition of entrepreneurship education as stated above, Learners at TVET Colleges in South Africa, are far from being enthused by the prospects to be authors of jobs (Nieman et al.2010). That is attributed to the fact that entrepreneurship is taught as a subject to fulfil the quota of subjects required towards a business management course.

Government has come up with many initiatives through various structures and agencies such as Small Enterprise Development Agency (SEDA), National Youth Development Agency (NYDA) in an attempt of supporting and promotion entrepreneurship education in South Africa. According to Gibbs (2011) entrepreneurship, education is learning for entrepreneurship, learning about entrepreneurship and learning through entrepreneurship. Therefore, business education is a technique of learning as well as being a subject matter in learning (Gibbs, 2011).

In sharp contrast, the government through the Department of Education's 2014 paper, plans are more on creating employees than employers and job creators (Gibbs, 2009). The paper says nothing on the development of entrepreneurs. However, it is noted that the Governments concern is on the shortage of certain specialised skills in the country (Gibbs, 2011)

Council (2012) illustrates a distinct difference from enterprising behaviour and entrepreneurial behaviour in the latest South African environment. Entrepreneurial activity is generally referred and regarded as business action, whereas enterprising is the ability to evolve, create and think opportunities (Gibbs 2009). The objective is for students to develop a sense of ownership of their entrepreneurial education (Gibbs 2011). In essence, students should first be in a position to listen and feel of their internal locus of control (Trading Economics, 2013).

Across the world, with South Africa included, entrepreneurship is struggling to claim educational acceptability and recognition as a valuable independent discipline (Jean, 2013). Entrepreneurship should be a faculty or a school within an institution, not be viewed as just an addition to business studies and or part of inter-disciplinary

programme (Gibbs, 2009). Entrepreneurial seminars and talks are equally good and relevant as they offer that interaction with people who are already practicing; however, that alone is not adequate (Jean, 2013). Students need close mentoring and guidance by academics who are in a position to challenge their thinking on a daily basis so to teach them the fundamental business skills and challenge or inculcate creativity. Subject matter should concentrate on business skills and understanding that would enable them to be better entrepreneurs tomorrow. TVET Colleges are well placed to develop and enhance that perspective complemented by other business related courses and subjects that are offered at these institutions. Another ideal view in support of Governments plan to promote entrepreneurship amongst young people, to make it compulsory.

2.4 The TVET Colleges and entrepreneurship education offerings

TVET courses are vocational or job-related in design aimed at preparing students for workplace readiness (Trading Economics, 2013). Learners are taught and fortified to focus on a particular job skill and or job opportunities (Council, 2012). Learners are predestined to make available a pool of workforces and not to essentially train and kit them as soon-to-be entrepreneurs.

Independent private business institutions sight entrepreneurship education as their private space. Entrepreneurship, nonetheless, has yet to get the respect and emphasis adored by the more recognized disciplines (Council, 2015). The idea that entrepreneurship be offered, as a full discipline in Technical Vocational Education and Training Colleges is not adequately deliberated (Hussain, 2007). Furthermore, a significant need on education and training for entrepreneurs and anyone with an interest in entrepreneurial activities was acknowledged by previous researchers (Hussain, Millman et al. 2007). In retrospect, little empirical researches have been put out on entrepreneurial teaching abilities and tools in the milieu of technical and vocational education (Pihie and Bagheri 2010). To provide some feedback on this challenge, research study is endeavouring to close the gaps by scrutinising entrepreneurial attitude and entrepreneurial efficacy amongst TVET lecturing staff.

DHET (2013) stated that entrepreneurship education is of vital importance for social socio-economic development and cohesion. Entrepreneurs are obligated to be ever

evolving and competitive in businesses leading to new jobs and have a positive ripple or snowballing effect on the economy (Trading Economics, 2013). Citizens with entrepreneurship spirit, are a biggest contributor to the economy of any emerging market countries in order to move forward and integrate into global economies (Gibbs 2009).

There have been two major players in the South African economy viz., corporate and the public sector. Before democracy was ushered in, South African economy glaringly displayed no possibilities of small enterprises in the economic arena (Syden and Shaw, 2014). The aftermath of South Africa's General election in 1994, brought about economic and business reformation, shedding of jobs and a rebirth of economic activity that was informal and unstructured (Trading Economics, 2013). This shift led to growth in the informal sector, which was epitomised by an increase in small medium enterprise (SME's).

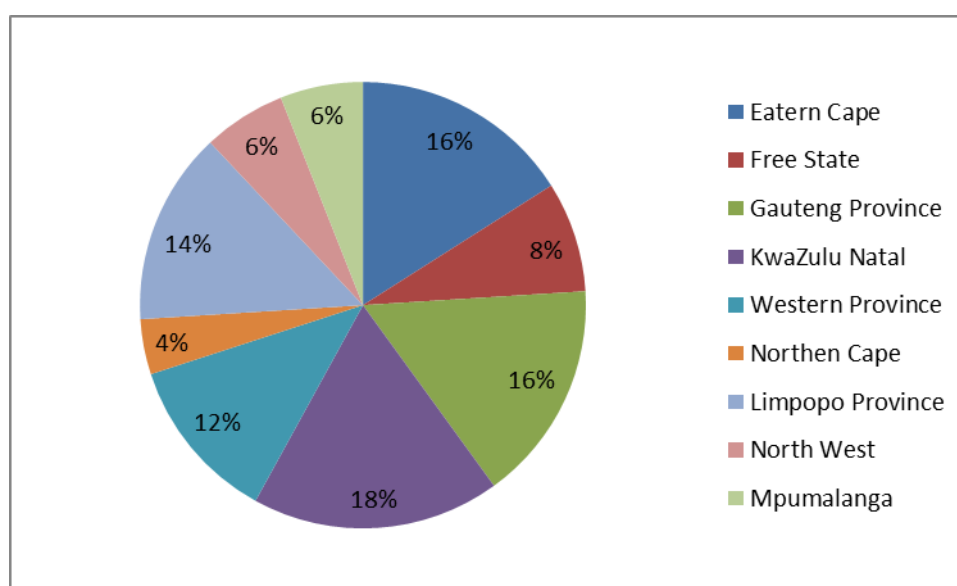
According to DHET (2013) TVET education NCV programmes begin from Level 2 to 4 which is equivalent to Grades 10 to 12 offered by basic education schools- which according to National Qualification Framework (NQF) equivalent to levels 2 to 4 and National Technical Certificates 1 to 3. The merger of all Technical colleges in 2002 brought about 50 TVET Colleges (FET's then) nationwide. Each college has satellite campuses across defined catchment areas. TVET colleges aim to provide relevant skills teaching, theory, practical skills appropriate to market, and occupational upskilling (Sydney and Shaw, 2014).

The DHET (2013), emphasize that the development of efficiencies and capacitating at TVET colleges is a key strategic plan. Government has set the target to increase student intakes by TVET Colleges by encouraging young people to study vocational subjects (Sydney and Shaw). The 2013/14 budget for TVET colleges of R34.3 - 13824 was to increase to R42 billion in 2016/17. This is a clearly indication of South Africa's Department of Higher Education's intention to capacitating TVET Colleges with R1.3 billion allocated to salaries of TVET lecturers (DHET, 2016).

Through National Student Financial Aid Scheme (NSFAS), beneficiaries are those students who cannot afford to pay fees, and it is in a form of a grant to TVET College

students (DHET, 2016). In the National Skills Development Strategy III (NSDS3), and in the Economic Growth Policy, it is stipulated that those learners presently in the system and living below poverty lines, qualify for financial aid in order to gain access to public TVET institutions and register. According to the DHET the vision for TVET colleges is to see them become multi-purpose centres of excellence, being in operation and not to operate parallel to basic education calendar. Currently TVET colleges operate parallel to basic education providers while competing with universities in terms of student intake (Council 2012).

Figure 2.1 TVET Colleges % Spartial Availability by Province



Source: Adapted from Overview of South Africa’s Technical Vocational Education and Training Sector – The New Landscape 2002

Figure 2.1 above depicts TVET Colleges’ spread Nationally amongst Provinces. KwaZulu Natal with a larger share of TVET Colleges (18%) followed by Eastern Cape at (16%).

Table.2.1 : Landscape of TVETs in South Africa

Province	Categories	Public TVET Colleges
Eastern Cape	Learners	76 811
	Lecturers	1 384
	Institution	8

Free State	Learners	57 415
	Lecturers	764
	Institution	4
Gauteng	Learners	167 237
	Lecturers	2 114
	Institution	8
KwaZulu Natal	Learners	136 241
	Lecturers	2 401
	Institution	9
Limpopo	Learners	90 097
	Lecturers	1 123
	Institution	7
Mpumalanga	Learners	23 875
	Lecturers	470
	Institution	3
Northern Cape	Learners	13 882
	Lecturers	201
	Institution	2
North West	Learners	52 796
	Lecturers	628
	Institution	3
Western Cape	Learners	84 032
	Lecturers	1 755
	Institution	6
South Africa	Learners	702 383
	Lecturers	10 842
	Institution	50

Source: Post-School Education and Training statistics in South Africa: 2014

Table 2.1 above indicates there are fifty public TVET Colleges across South Africa. In 2014, learner populace was above 702 383 with a lecturing staff of approximately 10 842 plus. On average, each Province has from 2 to 9 public TVET colleges with

Gauteng and KwaZulu-Natal having a bigger chunk of students enrolled respectively. Northern Cape and Mpumalanga have smaller numbers.

2.5 TVET College challenges towards entrepreneurship education offerings

Entrepreneurship education outputs have been under scrutiny and this was done overlooking the processes that generate such outcomes, which is the teaching methodologies employed in carrying out the teaching and learning of entrepreneurship (Gibbs, 2009). According Kourilsky and Walstad (2010) entrepreneurship education has three key components: 1) self-oriented, 2) internal and 3) external entrepreneurship. Self-orientated entrepreneurship denotes a person's self-alignment conduct and attitude (Gibbs, 2011). Self-oriented entrepreneurship is the cornerstone or foundation in developing intrinsic and extrinsic entrepreneurship. Intrinsic entrepreneurship covenants with entrepreneurial and enterprising conduct. Extrinsic entrepreneurship means being out there practicing business (Ristimäki, 2012: 6).

It is clearly from the above that the focus of entrepreneurship education is multi-faceted and not only on developing factors related to motivation, self-awareness and creativity and responsibility for learning, but also on teamwork and beneficial engagements and debates, which talks to external development. In comparison to TVET context, external entrepreneurship education is about developing innovation, entrepreneurial concepts, and solidification of synergies between schools and real world, this involves programmes like in-service training and apprenticeship (Gibbs 2009:48). Incubation support is also critical important to the development and growing of small enterprise sector and to groom young and up and coming entrepreneurs who have just started.

Higher Education institutions such as TVET Colleges and Universities are faced with a challenge of a lack of an academic faculty structure, with entrepreneurial capacity and people with correct credentials to make the subject comprehensible and worthy to students. Unlike in comparison with other faculties, entrepreneurship has a challenge of attracting qualified people to teach entrepreneurship and this is because of original perceptions created of the field. Those that teach

entrepreneurship do it without much understanding, passion but to be in employment and this is very prevalent with most TVET Colleges.

According to Pihie and Bagheri (2010), the TVET curriculum and development committee at the Department of Higher Education National office draws the syllabus. Responsibilities of this committee is to guarantee the success of TVET syllabi by giving necessary backing on its execution (Syden and Shaw, 2014). The Support includes observing and evaluation, synchronisation, compilation of reports, approval of learning material, lecturer's up-skilling through workshops (DHET, 2103). TVET colleges run two programmes namely The National Certificate Vocational (NCV L 2-4) and the NATED (N2-6). NCV entry requirement is from Grade 11; NATED needs a pass in Grade 12. (DHET, 2014). Both programmes have different content and approach. NCV has 7 subjects, 3 of which are fundamentals and 4 are vocational and practical in nature (DHET, 2013). NATED has theoretical content. After reaching N6, learners need to acquire experiential training for a specified period thereafter be eligible to obtain a Diploma qualification (DHET, 2013) Experiential training is Self-initiated or college initiated (DHET, 2013). Currently colleges are mandated by the government to have placement officers whose function is to ensure that these students are placed for workplace training (DHET, 2013). Occupational and skills programmes are also offered by these Colleges in conjunction with relevant Skills Education Training Authorities (SETA) (British Council, 2012).

According to Hussain (2007) it has been proven beyond reasonable doubt that entrepreneurship skilling is a discipline of interest for many institutions of higher learning. This interest has brought about the development of curriculum for entrepreneurship education, advanced and debated (DHET, 2013). The thinking behind the developing and fine-tuning of the syllabi is informed by pragmatic proof (Syden and Shaw, 2014). Current syllabi is about preparing students towards the "take-a-job" option rather than "create-a-job" option but also that venture creation is a possible and a desirable option (Kourilsky and Walstad, 2010). According to Akoojee (2008), personal character influences one's influence desire to pursue entrepreneurship as a career and those characteristics are Independence, self-actualization, values, attitudes, personal goals, creativity, risking tendencies, and locus of control. The challenge for educators in TVET colleges is to develop creative

curricula that meet the consistencies of academia whilst keeping a reality based focus and entrepreneurial climate in the learning experience environment. (Kourilsky and Walstad, 2010).

According to Brown Syden and Shaw (2014), a series of questions on curricular issues are obvious, and one of the question is that: “How is entrepreneurship education explained? What defines it differently from business education or business management training (DHET, 2013).

One main fundamental task for TVET academics is to continuously test the relevance of the curricula and training programmes (Gibbs, 2009). Sydney and Shaw (2014) advances the similar question that the concern is with “emergence of graduates who have the ability of being innovative but lack government support to even offer the smallest amount of resources (Trading Economics, 2013).

Based on research, Alberti, *et al.* (2010) recognise 5 key concerns in evaluation on how to improve enterprising using education, i.e. Choice of audiences and purposes, the subjects of entrepreneurship courses, pedagogies and assessment criteria, Conversely, academic and or scholars believe deliberations on intended addressees and purposes has reached a consensus. The five concerns are graphically shown below in Figure 2.3.

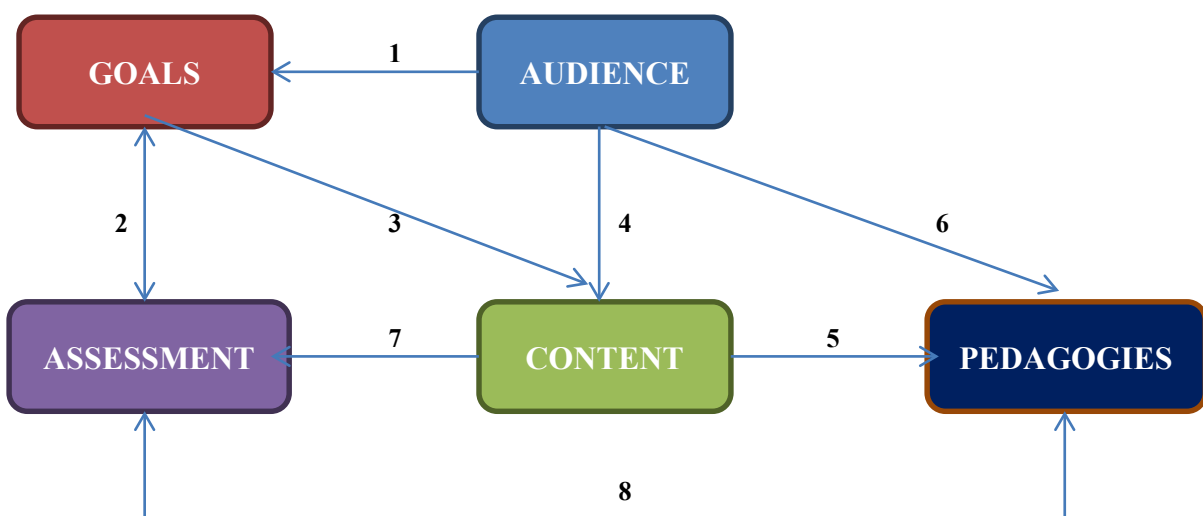


Figure 2.2: “The relationships among the five issues in entrepreneurship education”

Source: Alberti, F., Sciascia, S., and Poli, A. 2010. Entrepreneurship Education: Notes on an Ongoing Debate

It is evident from Figure 2.3 that all of the five concerns are inter-linked. Alberti, *et al.* (2010) mentions that educational objectives hinge on the learning audience (1); assessment can only be performed if the goals are secured (2); contents can only be explained once all goals are clearly secured (3); and reliant on audience (4); pedagogies can be selected depending on contents (5) and audiences (6); assessment depends on both contents (7); and pedagogies (8). Alberti *et al.* (2010) accomplish that the five essential research subjects in entrepreneurship education and their association have important inferences for the development of a real learning process.

Entrepreneurship education teaching in TVET Colleges mostly takes very traditional routes. Syden and Shaw (2013) notes that educational institutions are moving towards more of a knowledge-sharing role where class discussions and guest speakers are becoming more popular. Gartner (2008) uses stories of entrepreneurship and suggests that more attention should be paid to the stories that entrepreneurs tell about themselves. Neck and Greene (2011) point out that a classroom discussion, as engaging as it may be, is not the same as a case study discussion, and it does not necessarily lead to the accomplishment of learning objectives.

Solomon (2007) identified a wide range of teaching methods, such as role-play, learning diaries, guest speakers, case studies and simulations. All these methods were applied in the classroom. By nature TVET sector was designed to provide a balance between theoretical and practical or experiential learning unfortunately majority of the colleges fail to achieve the balance (Syden and Shaw, 2014). Solomon (2007) encourages exploring teaching pedagogies employed both inside and outside of the classroom setting. Previous researches have positively established that learning outcomes and teaching experiences in projects undertaken out in close cooperation with businesses (Cooper *et al.*, 2004; Frank, 2007; Hynes and Richardson, 2007; Pittaway and Cope, 2007). These tasks link to

real life and are prepared in conjunction with business enterprises. Similarly, activities outside of the classroom (Fayolle, 2008) are stated to have widened learners' perceptions of their possibilities to be active citizens and to operate, and clarified the role of different actors in society.

According to (Jones, 2007; Neck and Greene, 2011) entrepreneurship education could become very tense to deliver due to the nature the teaching strategies. Learning games that simulate the real world seem to be gaining ground in entrepreneurship education. Jones (2007) points out that learning game provide access to the entrepreneur's way of life. Neck and Greene (2011) concur and suggest that serious games and simulations allow students to play in virtual worlds that mirror reality playing, observing, creating and thinking about entrepreneurship. Entrepreneurship education could also be influenced, informed and guided by societal oriented goals (Blenker *et al.* 2011).

The use of Outcome – based Education (OBE) pose as challenges to entrepreneurship education (DHET, 2013). TVET Colleges should also use the same approach as they were originally designed to be practical in their approach. According to Syden and Shaw, 2014), outcomes are unambiguous learning results that students are to reveal at the end of important learning experiences. They are not principles, opinions, attitudes, or psychosomatic states of mind. However, outcomes are what learners can practically demonstrate with the knowledge and skill they have acquired. Therefore, outcomes are engagements and performances that exemplify and reflect learner proficiency in understanding and interpretation of content, information, thoughts, and tools successfully. "Practice is the best teacher".

Syden and Shaw (2014) highlights that the entrepreneurship course should demonstrate those outcomes from the learner/students, students must be in a position to finish and leave TVET College and go implement their learning in the working world. According to DHET (2013), OBE is about converging and consolidating every-thing in an educational system around ensuring the desired outcomes that are critical for all students to in their quest for success at end of their learning experiences and post learning. The DHET (2013) provides the tips to a favourable OBE as follows:

- Formulating clear set of learning outcomes about which all of the system's modules can be focused
- Make the learning environment be conducive and provide opportunities within the organisation that enable and stimulate all students to achieve those important outcomes (Syden and Shaw, 2014).

Mammen (2015) provides the other view of entrepreneurship which presents as challenges to educational entrepreneurship [E-Ship] is a personal characteristic consisting of innovativeness, accountability, and change promoter, calculated risk taking and bearing attitude (Mammen, 2015). Education entrepreneurs as an alternative establish organizations that strive to enhance the capacity of the current educational system where experimentation and ongoing learning are encouraged (Mammen, 2015). According to (Smith, 2006), at this critical point in public education, entrepreneurs have three critical roles:

- As change agents
- As venues for new skills sets and mind-sets
- As developers of learning laboratories

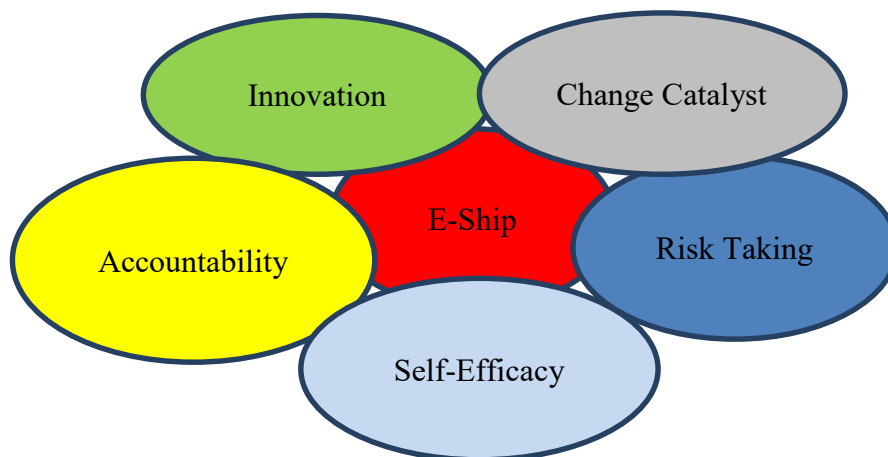


Figure2..1: Attributes of E-Ship

According to Mullins (2010), Training is a systematic process of acquiring work related knowledge, skill and attitude that enables one to perform with effectiveness and efficiency at an organization. Mullins further suggested that the attainment of knowledge and skills during training is not preferred for the sake of it or time out from work in industrial and commercial businesses; however, it is a function that inclines a company to invest financial and material resources in training.

Mohan and Ravathi (2012), state that entrepreneurial development is an organized and systematic development. The challenge of entrepreneurial development is to motivate a person for entrepreneurial career and to make him capable of perceiving the opportunities and exploiting them successfully for setting up his own enterprise. One trained and successful entrepreneur can set right example for others to follow. Trained entrepreneurs thus become catalysts of industrial development and economic progress. EDP is a comprehensive programme involving the following process.

- Enhancing the motivation, knowledge and skills of the potential entrepreneurs.
- Arousing and reforming the entrepreneurial behaviour in their day-to-day activities.
- Assisting them in the development of their own enterprises

The myth that entrepreneurs are born and not made. This myth emanates from a belief that only those people who are fortunate and have family business background stand to become successful entrepreneurs. Contrary viewpoint says a person with appropriate knowledge, skills, attitude and good training can become entrepreneur. Mohan and Ravathi (2012) identified the following key competencies, which present as a challenge for entrepreneurship

Initiative - It aids the person to be a bold entrepreneur who initiates a business activity.

- **Looking for opportunities** - Assist that individual to be focused and continuously search for opportunities.
- **Information seeker** – “knowledge is power”. In order to achieve your business goals an individual needs to be a constant learner.
- **Persistent** – perseverance and taking failures as learning curve not to be repeated, trains an individual to face failures and how not to be intimidated by failure.
- **Quality Conscious** - The essence of excelling in quality and to change status quo for the better is inculcated.
- **Commitment to work** – sense of dedication is instilled.
- **Efficiency seeker** – Ability to accomplish tasks effectively and cost effectively with ease.

- **Proper planner** – “If you don’t plan, you plan to fail” develop believing in meticulous planning and proper execution of the plan.
- **Problem Solver** – at all times strive to provide solutions than problems.
- **Self-confidence** – Individual that understand its strengths and abilities and be in a position to use them to his advantage.
- **Assertive** – Speaks firm with conviction.
- **Persuasive** - Building up a convincing ability and to make people do what he wants them to do.
- **Employee’s well-wisher** – Displaying great concern in staff wellbeing.
- **Effective strategists** – Having the ability to conjure effective strategies that assist in driving the objective of an enterprise

2.6 The TVET business management Lecturer and preparedness to offer entrepreneurship education

Lecturing staff at Public TVET Colleges took more than half of the staff complement in 2014. For the learner intake of 702 000, therefore the Lecturer: Learner ratio should be 1:47 in 2014. but, the probability of getting varied ratios across individual TVET Colleges and their programmes is there (DHET 2013).

Table 2.4 Number of full-time equivalent (FTE) enrolments per three colleges for the study: 2014

Name of the college	NC(V) L2 – L4	Report 191 N1 – N3 Engineering Studies	Report 191 N4 – N6 Engineering Studies	Report 191 N4 – N6 Business Studies	Total
Coastal	6 337	1319	2850	442	10948
Elangeni	4726	421	1304	263	6714
Thekwini	1703	1234	2292	352	5581

Source: Post-School Education and Training Statistics in South Africa: 2014

2.6.1 TVET Lectures and entrepreneurial experience

Operative entrepreneurship training is meant to impart explicit know how, skills and express a mind-set that is characterised by a determination to succeed. According

to the DHET (2013), a greater number of lecturers at South African Universities and TVET colleges have never been entrepreneurs; others have attempted and failed as entrepreneurs (Syden and Shaw, 2014). Therefore, they are not the best of persons to express such a mind-set (Gibbs, 2009). Social studies classes would sometimes address entrepreneurship as an economic fact, but do not involve students in personal career exploration — and other academic classes rarely if ever address the subject at all (Ashmore, 2012).

Entrepreneurship learning is pragmatic and calls for students to perform actual roles and tasks of an entrepreneur (simulate) and address all the encounters associated with managing a new venture (Richardson and Hynes, 2008; Heinonen, 2007; Heinonen and Poikkijoki, 2006). Learners should also be involved in participatory and collaborative activities in which students, academics, and entrepreneurs incorporate in the process of entrepreneurship learning (Pittaway and Cope, 2007; Heinonen and Poikkijoki, 2006; Smith *et al.*, 2006; Gibbs, 2009). Lecturers / educators play key roles in creating such a pragmatic and social interactive environment, which improves students' entrepreneurial self-efficacy through theoretical experiences, second-hand learning, verbal persuasion and social support (Syden and Shaw, 2014).

2.6.2 Entrepreneurial attitude and efficacy

In entrepreneurship context, attitude has been defined as the extent to which one perceives entrepreneurial behaviour and its consequences as valuable, beneficial and favourable (Trading Economics, 2013). Gibbs (2011) identified four dimensions for entrepreneurial attitude including need for achievement, personal control over behaviour, innovation and self-esteem. Recent studies on the impacts of entrepreneurship education revealed that graduates lack the motivation and competencies required for new venture creation (Oosterbeek *et al.*, 2010; Matlay, 2008). Students' motivation, learning and achievement can highly be influenced by teachers' tendency and ability to teach effectively (Bayraktar, 2011). To improve students' entrepreneurial learning and competencies, therefore, there should be taught by qualified lectures who have a positive attitude toward entrepreneurship and a strong sense of entrepreneurial self-efficacy (Adedovin, 2010). However, there is little knowledge about Entrepreneurial attitude and entrepreneurial efficacy

of TVET lecturers in general (Bayraktar, 2011; Adedoyin, 2010). In addition, the importance and necessity of Technical Vocational Education and Training education for entrepreneurs and those who are involved in entrepreneurial endeavours has been identified by previous studies (Hussain and Matlanday, 2007). Hitherto, few empirical studies have been published about entrepreneurial competencies in the context of TVET education (Pihie and Bagheri, 2010).

Founded on the theory of planned behaviour (Pihie and Bagheri, 2010), attitude is one of the foremost factors that affects one's behaviour. TVET Lecturers / educators attitude toward a subject not only affect their choice to teach that subject and the quality of their instructional performance (Bayraktar, 2011), but also influences students' attitudes toward the subject, their motivation to learn the subject, and their achievement (Chong *et al.*, 2010). Notably, environmental and contextual factors such as teacher education programs can improve a positive attitude toward a particular subject among educators (Bayraktar, 2011). Lastly, self-esteem indicates ones' supposed confidence in their entrepreneurial competence (Pihie and Bagheri, 2010),

Each of the entrepreneurial attitude aspects is measured in three dimensions including affection (feeling and emotion), cognition (thought and belief), and conation (action and behaviour). It is the mixture of all these measurements that makes individuals' general attitude toward entrepreneurial behaviour. Lecturers / educators should have an entrepreneurial attitude to improve students' entrepreneurial enthusiasm and competencies (Peltonen, 2008). Yet, research on entrepreneurial attitude has been generally focused on gaging students' attitudes toward entrepreneurship (Harris and Gibson, 2008) and there is less information about entrepreneurial attitudes of teachers.

Peltonen (2008) stresses that it is critical for educators to become entrepreneurial so for entrepreneurial learning to be improved among students. Mostly, teachers need to performance in an entrepreneurial approach in realising business prospects and innovatively exploiting them (Heinonen and Poikkijoki, 2006). Entrepreneurship educators should apply ground-breaking teaching methods, handle various tasks of teaching entrepreneurship and involve students in the process (Adedoyin, 2010).

Past research discoveries point to that self-efficacy assist teachers to adopt innovative teaching methods, engage students in challenging learning opportunities, endure obstacles, and increase students' tenacity in dealing with the complexities and difficulties of learning process (Adedoyin, 2010). Moreover, entrepreneurship educators should have a desire to teach and keep their motivational levels high throughout the whole process of teaching and learning. Self-efficacy highly improves teachers' motivation and abilities to teach (Adedoyin, 2010).

2.7 Ways to enhance TVET education towards entrepreneurship education

According Adedoyin, (2010) there are two areas of entrepreneurship education, which includes education about entrepreneurship and education for entrepreneurship. These two areas forms the dichotomy on entrepreneurship education, which places lectures in TVET colleges in between.

According to Ayonmike (2016) education about entrepreneurship entails the development, creation and learning the theories that underpin entrepreneurship, the steady creation, the contribution to economic growth, the entrepreneurial process and the small and middle-sized firms. It also takes into consideration undergraduate, masters, PhD students, policy creators, and researchers. It interprets entrepreneurship as a social occurrence (Aftab and Mohd, 2012). Therefore, TVET college lectures who take this view of lecturing are theoretical driven with the hope of producing a learner who score a high mark at the end of the semester or school term.

The education for entrepreneurship entails that TVET colleges focuses on the current and prospective entrepreneurs with the aim of growing and stimulating the entrepreneurial practise, affording all the trappings needed for the start-up of a new ventures (Igberadja, 2014). Education for entrepreneurship is purpose driven purpose (Abdullahi, 2011). The purpose of entrepreneurship education is mainly about transference of acquired knowledge on entrepreneurship, at the same time, education for entrepreneurship emphasizes on the learning experience and the enhancement of competencies, skills, abilities and beliefs (Okeke 2015).

According to Magiga, Saba, Namkere (2013) techniques that are usually and regularly used in teaching and learning of entrepreneurship include textbooks and journals reading, lectures, guest speakers, case studies, on-site visits, research papers, thesis/dissertations, and workshops. With special reference on educating about entrepreneurship, Jean (2013) states the following techniques are commonly utilised: consulting services by students and researches although educating for entrepreneurship includes using techniques such as: videos, practical work, writing business plans, computer imitations, role playing games, working with entrepreneurs, and joining a students' entrepreneurial groupings

According to the DHET (2015) TVET sector, education system in South Africa offers learning, which helps the desires of the tattered industry. The TVET sector produce a workforce that is confined ,disenchanted ,too relaxed to think outside the box and be creative, working for a 'boss' mentality (Trading Economics, 2013). The type of education that is currently offered by current TVET sector is to instil in students the impression that one should be skilled and then look for employment in big corporates, in well-established businesses other than being self-starting and choose to be innovative and creative as self-employment individual (Sydney and Shaw, 2014).

According to Sydney and Shaw (2014), the Department of Higher Education and Training needs to review and refocus the links on education and training, so that young people become relevant and confident when going out to the working world. Seamless flow between colleges, universities, the Skills Education and Training Authorities (SETA's), This requires a structured interface between universities, colleges, the Sectoral Education and Training Authorities (SETA's), South African Qualifications Authority (SAQA) and other training institutions, so to interrelate with one another in ensuring the provision of content and skills is relevant and benefit the society.(DHET, 2015).

Entrepreneurship and enterprise is offered in some programmes as a compulsory subject and in others on a college-by-college basis. Coastal KZN TVET College – Durban Campus is the only campus out of eight campuses that offers Entrepreneurship as a subject for the NCV program level 2 only. Ethekewini and

Elangeni TVET Colleges only offer Entrepreneurship as a subject under NATED program (DHET, 2015).

Small, Medium Enterprises (SMEs) have a contribution to make in the South African economy. Therefore, TVET Colleges are to come into the party by refocusing their role in the South African economy. TVET Colleges should now align themselves by ensuring to instil entrepreneurial spirit amongst their students. Most TVET's exist within their communities therefore they should also start to be involved in research activities on local economic activities and identify challenges and opportunities and support local entrepreneurial education initiatives in conjunction with Local Economic Development desk within municipalities. Government must fully support such initiatives and promote holistic education at all levels and help to establish entrepreneurial ventures (Trading Economics, 2013). It is clear from the available literature that education including entrepreneurship is critical as it contributes to job creation and helps considerably to reduce poverty (Syden and Shaw, 2014).

Higher Education institutions have faculties for all other disciplines but the challenge is that they do not have enough academics with the ability and the necessary qualifications to make entrepreneurship intelligible and meaningful to students. There are no experienced and adequately qualified academic staff to teach entrepreneurship, if they are, they lack practical aspect of their understanding, as most of them have never been exposed to business. While some faculties have a glut of PhD academics who cannot find suitable employment, entrepreneurship has too few suitable academics (Syden and Shaw, 2014). Institutions of Higher learning like Technical Vocational Education and Training Colleges should be the promoters of entrepreneurial agenda and promulgate it as a viable course as well as the best option to being employed. Teaching should be facilitated to maximize the potential of individual students and to encourage a sense of curiosity and motivation in them and they should become alert and aware about opportunities (Kirzner, 2009).

2.8 Conclusion

The focus of chapter two was to review literature aligned to the study. Thus, the chapter attempted to review literature on the entrepreneurship offerings at TVET colleges, the challenges that TVET colleges face in offering entrepreneurship

education and the TVET business lecturer capacity to offer entrepreneurship education. Largely, the chapter noted that education and training provided by TVET institutions is meant and designed to provide education whose main objectives are to prepare students for meaningful post college life that is productive and contributing to the economy through job creation. However, the literature revealed that that the entrepreneurship education offerings falls short of what is expected. Youth unemployment in South Africa is of great concern to the government and society. Youth empowerment needs to be tackled through training them in entrepreneurial education through institutions like TVET Colleges. The introduction of entrepreneurial studies as focal and clear goal in TVET's curriculum will be to advance the South African governments program of creating opportunities for the youth and to demonstrate to the youth the importance of acquiring entrepreneurial skills. Entrepreneurship program at TVET Colleges should be competency driven than content, as the design of TVET was to be more practical in approach. It also requires the Lecturers to be up skilled on the subject. Economies of the world including South Africa are private sector driven; therefore, it is critical for the youth, which is the future of any nation to possess entrepreneurial skills to function in the global economies. In the next chapter, methodology is presented.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In the previous chapter, literature on entrepreneurship education, the challenges on offering entrepreneurship education as well as the capacity or preparedness of TVET business management lecturer to offer entrepreneurship education was reviewed. This chapter focuses on the diverse research designs and philosophies in general and those peculiar to the study. Thus, the quantitative and qualitative methods were discussed and reasons for not employing the qualitative research approach were explained. The basis for choosing the quantitative were explained too.

Specifically the chapter included the research philosophy, design, strategies, population, sample size, the research instrument, pilot study, data analysis, admiration of the questionnaire and ethical considerations.

3.2 Research Philosophy

According to Keele, (2011) research philosophies incorporate the fundamental philosophical concepts and values about the nature of reality and the scientific pursuit of knowledge. Essentially, there are schools of thought about science and knowledge - positivism and phenomenology which hold diametrically different views about the research process and research design (Gray, 2013). According to De Vaus (2010:81) research viewpoint refers to a belief or method by which data should be collected, analysed, interpreted and used. Categories of research philosophies are: positivist and phenomenological research. Positivist research philosophy is usually linked to quantitative research methodology whereas phenomenological research philosophy is related to qualitative research methodology. Each of these research philosophies are discussed below:

3.1.1 Positivist research philosophy

According to Creswell (2013:56) positivist research philosophy is concerned about seeking the truth about a research phenomenon. Positivism contends that the truth about a phenomenon is established through observation and experiment (Creswell,

2013:56). A positivist research philosophy is concerned about generating the objective truth that results in either proving or disproving a belief or a theory whatever the case might be. Positivistic philosophers “often assume scientific methods; standardize the data generation process through quantification of observed phenomena to improve accuracy in the explanation of parameters and relations among them” (Creswell, 2013:57). The outcomes of a positivist research philosophy are that falsehoods are eliminated and truths are adopted as the reality (Creswell, 2013:57).

This study adopted the positivist research philosophy because of the following reasons. A positivist philosophy generates facts that are objective in as far as leading to the understanding of lecturer readiness in teaching entrepreneurial courses in TVET colleges is concerned. Additionally it helps to either prove or disprove a belief that entrepreneurial courses can be taught by anyone.

3.1.2 Phenomenological research philosophy

The phenomenological research philosophy deals with the understanding non-numerical human experiences (Creswell, 2013:56). It is based on the belief that there are multiple realities to every situation (Wilson, 2010:21). It dismisses the notion by positivists that there is single truth out everything. Because of the fact that phenomenological research philosophies dismisses a single truth and the fact that they deal with smaller samples, they were not adopted for this study because of the fact their research findings are not representative.

3.2 Research Design

Collis and Hussey (2003) defines research design as the science and art of planning procedures for conducting research studies so as to get the most valid. The end-product of research design is a plan or blueprint for conducting the intended research (Babbie & Mouton, 2009). According to Wiid and Diggins (2010) such a blueprint or plan for the intended research study is used to guide data collection and analysis. In essence, the research design focuses on the kind of study being planned, kind of results being aimed at, and the evidence required in adequately addressing the research questions. As discussed in the subsections below, this study is exploratory and qualitative in nature approached from a phenomenological

paradigm, with the purpose of identifying and proposing factors to be considered business rescue practitioners in determining when a business rescue plan should be regarded as substantially implemented. Wilson (2010:21) explains research design as an inclusive plan of the kind of data collection to be utilised to assemble information needed in solving the research question and achieve research objectives. The four types of research designs are exploratory, the descriptive, the explanatory and the causal research designs. Each of these designs explained below:

3.2.1 Exploratory Research

Exploratory research is defined as a preliminary investigation into a hypothetical or theoretical idea in order to discover something new (De Vaus, 2010:81). An exploratory research design attempts to get an understanding of an idea that has not been previously investigated in order to make sense out of it. It normally lays the foundation for future research. According to Wilson (2010:21) an exploratory research has two dimensions that is it looks at a new angle of a topic or it explores something from a theoretical perspective. The exploratory research design was not adopted for this research because its inability to give an analytical perspective of the research topic.

3.2.2 Descriptive Research

The purpose of descriptive research design is to explain “who, what, when, where, and how” of a topic of interest (De Vaus, 2010:81). It seeks to portray the actual characteristics of a phenomenon of interest (De Vaus, 2010:86). The main advantage of a descriptive research design is that it helps create a fuller picture. Descriptive research designs are concerned with that description of the status of a phenomenon. The reason why the descriptive research design was not adopted for this study it is because it is discernment to the research topic in the sense that it does not give analysis as to the nature of lecturer readiness to teach entrepreneurial courses.

3.2.3 Explanatory Research

Paul, Gardner & Haeffele (2012:12) pointed out that an explanatory research design is defined as an approach that brings about the connection of ideas that helps the researcher to understand cause and effect that explains why things are what they are. Explanatory research looks at how the collaboration and interaction of things. Explanatory study design is also variably known as the analytical research design because its focus is on the analysis of the cause and effect scenarios Paul, Gardner & Haeffele (2012:12). It is the most suitable method to analyse lecturer readiness in teaching entrepreneurial modules in TVET colleges.

3.2.4 Causal research designs

According to Gorard (2013:43) causal research designs are concerned with establishing an empirical association or dependency between an independent and dependent variable. It is premised on scenarios that are based on conditional statements like “if X is like then Y will be like that”. Causal effect normally results when there are variations in one phenomenon that cause a change in the dependent variable. (Paul, Gardner & Haeffele, 2012:12) They are normally suited for scientific experiments as in quantitative research methodologies. However this research was not adopted because of the realization that not all relationships are causal, some two unrelated events can appear at the same time by mere coincidence.

The explanatory investigative design was chosen for this assignment because it was found to be the most suitable research design to analyse and explain the relationship between Lecturer attributes and the state of readiness to teach entrepreneurial modules.

3.3 Research Strategy

A research approach can customarily be defined as a plan of action that leads to proper answering of research questions. There are three main types of positivist research strategies namely the experimental, the quasi-experimental and the survey method.

According to Paul, Gardner and Haeffele (2012:12) experimental research design approach is generally aimed at testing the causality of a relationship between

variables in a controlled arrangement by isolating the source from the result. This is done by directing the cause to one group of subjects without doing the same to another group followed by observations of the effects to the two groups. Comparisons and analysis are made followed by the making of conclusions and documentation of findings. Since these are more related to scientific fields, the experimental research design was found to be irrelevant to business related research and was therefore discarded for use in this study.

The quasi-experimental research design is carried out in an artificial laboratory or field settings setting carried out in a non-randomized way to research a phenomenon of interest. Since quasi-experimental research designs are weak on internal validity they were not adopted for use in this study.

This form of survey method is a type of quantitative research strategy that does not manipulate or control variables but are not used to capture opinions, situations, practices, beliefs from a sample of potential respondents through a survey questionnaire. They normally semi structured interviews but rarely structured interviews.

The survey method was used for this research because of these reasons: field surveys are a cheaper and quicker way of collecting data on a wide range of issues. They are stronger in external validity and have an innate ability to study a problem from a multi perspective making the research into lecturer readiness to teach entrepreneurial modules to come up with detailed findings.

3.4 Target Population

A target population element is the single unit of the sample on which measurement and observations are taken (Saunders, Mark, Lewis and Adrian, 2012). Cooper and Schindler (2006) define a population as the full set of elements or cases from which a sample is taken. A population is thus the full group of potential participants to whom the researcher wants to generalize the findings of the study. According to the Department of Higher Education and Training (2013), these three colleges have staff compliment of 1 122 lectures. TVET college lecturers were selected as participants for the study as the purpose was to assess their readiness to teach

entrepreneurship to students at these colleges from their perspective. Thus, TVET lectures drawn from three different campuses namely Coastal, eThekweni and Elangeni in the greater Durban district. The TVET landscape in the greater Durban consists of 3 TVET Colleges namely, Coastal TVET College (8 campuses), Elangeni TVET College (8 campuses) and EThekweni TVET College (6 campuses).

3.4.2 Sampling strategy

According to Saunders, Mark, Lewis and Adrian (2012) there are two broad types of sampling referred to as probability and non-probability. Cooper and Schindler (2006:195) outlines that in probability sampling the likelihood of any one member (or element) of the population being selected, is known. If there were a thousand lectures in TVET colleges the odds of selecting one lecturer as part of the sample would be known. In non-probability sample, the exact number of elements in the population would be unknown with the result that the likelihood of selecting any one member of the population would unknown too (Saunders, Mark, Lewis and Adrian, 2012:200). For example, if a researcher does not know how many students are enrolled for the entrepreneurship module, the likelihood of any one student being selected in a market survey on the product cannot be computed.

It is important to note that, it is often not feasible or possible to study the entire population of 1 122 lectures. To contact the whole population would often be too time-consuming. Sending questionnaire or interviewing all the 1122 members would take a considerable amount of time if the researcher were undertaking the task himself/ herself. Meanwhile several changes may be occurring within the population making the data obtained during earlier phases of data collection possibly no longer applicable to the situation or representative of current thinking, hence the need for sampling (Saunders, Mark, Lewis and Adrian, 2012:200).

The two broad categories of sampling designs are probability sampling and non-probability sampling (See Table 4.3 below). Probability sampling is based on the concept of random selection – a selection procedure that ensures that each element of the population is given a known chance of selection. According Cooper and Schindler (2006:195) the following are some general concepts associated with probability sampling are listed below:

- The sample obtained should be representative of the population from which it is drawn.
- The sample must be selected randomly from the population.
- Every element/member in the population has an equal probability of being chosen once they are included in the sampling frame.
- It is possible to generalize the findings from the sample to the population.
- Probability sampling thus exists within the positivistic/quantitative paradigm as it is based on scientific assumptions of developing generalized knowledge about categories and aspects of reality and not about the individual and the unique.

(Saunders, Mark, Lewis and Adrian, 2012:200).

According to Saunders, Mark, Lewis and Adrian (2012:200) non - probability sampling, in contrast, is non-random, subjective and purposive in that the researcher may select the sample using criteria other than those associated with randomness of selection. Some general points about non-probability sampling are noted below:

- The overall aim is to select a sample that, by design, allows the researcher to capture a wide range of facets.
- Elements from the population are not selected randomly but in a deliberate, consciously controlled manner with prior design and purpose.
- Every member or element of the population does not have an equal chance of being selected from the sampling frame.
- Non-probability sampling does not have generalization beyond the sample as a critical aim.
- Non-probability sampling thus exists in the phenomenological/qualitative paradigm because of its concentration on specific cases and in-depth analysis of the specific.

Table 3.1: Types of sampling designs

1) Probability	Non - Probability
Simple random	Convenience
Systematic	Judgement
Stratified	Quota
Cluster	Maximum variation
	Snowball

Source: Saunders, Mark, Lewis and Adrian (2012:200)

Probability sampling

Simple Random Sampling

According to Wiid and Digginess (2010) in simple random sampling, each element in the population has an equal and independent chance of being selected as part of the sample. There is no bias or predetermination in the selection process. If the researcher were to choose every fifth element in the sampling frame (the actual list of elements from which sample is actually drawn, ideally the complete and correct list of population members only), then there is no independent randomness in the selection process (Wiid and Digginess, 2010). The process of simple random sampling consists of four basic steps:

- The precise definition of the population.
- Listing of all members/elements of the population.
- Numbering the elements of the population.
- Selecting the sample, using an approach that guarantees randomness.

The actual sample may be selected using a table of random numbers or computer programme to generate random samples..

Systematic sampling

Often simple random sampling is not practical, as it requires a complete population list – something not always possible. Systematic sampling is one statistically valid alternative. In this approach every n th element (eg. 5th or 8th, etc.) in the population is sampled, beginning with a random start of an element in the range of 1 to n (5 if

it is 5th or 8 if it is eighth, and so on). Systematic sampling is easier than simple random sampling though it may not be as precise as simple random sampling in the randomness and independence of the selection process.

Stratified sampling

According to Babbie and Mouton (2009) it is desirable to select a sample to assure that all sub-groups in the population will be represented in proportion to their numbers in the population itself. Stratified sampling assures that the profile of the sample matches the profile of the population. Essentially the steps in stratified sampling would be:

- Identification of the various strata in terms of the variables of interest.
- Separate sampling frames are established for each stratum with a listing of all the elements/ members who fall into that stratum.
- Each member in each group receives a number.
- The proportion of each group is established in relation to the total population and the number that will be selected from each stratum is calculated accordingly.
- Using a table of random numbers, the individual members are selected from each stratum in terms of the required numbers.

(Babbie and Mouton, 2009)

The strata samples are calculated in terms of:

- How large the total sample should be and
- The ratio by which the total sample should be allocated among the strata with both proportionate and disproportionate options available to the researcher.

(Babbie and Mouton, 2009)

Cluster sampling

In cluster sampling, the sampling unit is not the individual element or member but rather a naturally occurring group of individual members (Chambliss and Schutt, 2012). In this study, the researcher studied TVET lecturers during their teaching experiences of the entrepreneurship module. In this situation cluster, sampling would be most practical and convenient if the population is divided into groups of

elements either geographically or by some other uniform criterion. In this study, the lecturers are geographically spaced in the three colleges. Researchers are generally obliged to opt for cluster sampling when it is the most economical, efficient route in terms of time and money and when it is virtually impossible to establish a reliable sampling frame of individual elements (Kolb, 2008).

This study adopted the cluster sampling strategy, which falls under the probability type of sampling. Thus, clusters were represented by the three colleges followed by a random probability sampling method. Random sampling involves identifying and selecting respondents at random. Therefore, from the three stratum, a random selection was then done per strata to select the 106 lectures.

The overall sample size was 106 respondents. Lecturers were chosen on voluntary basis at random based on their availability, and their curriculum offering. The sampling was focused on those lecturers offering business studies and as per the guidance of the campus managers and Heads of Departments. Logistics were discussed with campus managers and a relevant educator identified to assist with ensuring that most lecturers are present during their morning briefing sessions before start of days' work.

With probability, sampling researcher bias and subjectivity is reduced or eliminated through the random selection of elements (Lietz & Zayas, 2010). There can thus be a relatively high level of confidence that the sample is representative of the population from which it has been drawn (Lincoln & Guba 1985 as cited in Lietz & Zayas 2010). In nonprobability sampling, because of the greater scope allowed to researcher subjectivity in the constitution of the sample, there is greater opportunity for researcher bias to affect the sampling procedure and so to distort the findings of the study (Babbie and Mouton, 2009). For these reasons, non – probability sampling was not considered as a suitable sample method.

3.5 The Research Instrument

Respondents were given a self-administered questionnaire for them to fill in their responses during their own free time. There are several advantages of issuing out self-administered questionnaires to respondents. One of the advantages is that respondents are more likely to apply their mind cautiously when responding to the

research questions because they will be doing so in their comfort zones like in homes when they are not under pressure. Thus responses to self-administered questionnaires are likely to reflect the true feelings or opinions of the respondents. The other advantage of self-administered questionnaires are that they can be distributed to a fairly larger number of respondents through electronic or through postage quickly over a larger geographical area. A self-administered questionnaire was advantageous because most of the respondents are dispersed over the Durban catchment area, which would have made it difficult to manage them through other research instruments. They are as fairly cheaper and less time consuming than other research instruments like face-to-face instruments, which require lots of time and effort to interview each respondent.

3.5.2 Questionnaire development

The questionnaire was created after factoring the study objectives, research questions and literature review on lecturer's readiness in teaching entrepreneurial modules at TVET colleges. The questionnaire was separated into the following four sections:

- Section A: Background information;
- Section B: TVET College Entrepreneurship offerings;
- Section C: Challenges faced by TVET Colleges in offering entrepreneurship;
- Section D: To evaluate the solutions proposed by the Durban TVET college; business study lectures towards enhancing entrepreneurship education.

3.5.3 Letter of consent

The letter of consent and questionnaire was availed to research partakers. It was in line with recommendations from Welman, Kruger & Mitchell (2009:18) that before interviewing respondents, a researcher should seek informed consent from respondents as part of research ethics. The letter contained explanations about the research aims and objectives. It further explained that participation in the research was purely voluntary and that the research participants were free to withdraw from the research any time they wished. There were clauses that assured participants that the information obtained from them would be treated confidentially in addition to protecting their identities. Letter of consent is presented as Appendix

A. As part of research ethics, permission to conduct the study was obtained from identified colleges authorities before the commencement of the research.

3.6 Pilot Study

Pilot study was undertaken so to expand reliability and validity of the study instrument. The logic behind the pilot study was to allow for the refinement of, omissions, errors, ambiguities and any other flaws that the research instrument. The pilot study involved two main methods. Firstly, sample questionnaires were given to three experts in questionnaire design for appraisal and commenting. A questionnaire appraisal form was availed to the questionnaire experts who were commented on each question and express their opinions as to whether they were satisfied or not with the nature of the questions in the questionnaire such as reading instructions, clarity of instructions, knowledge tested, sensitiveness of the questions, absence of bias, response categories and other issues. Spaces were provided on the questionnaire appraisal form for each expert to indicate whether each question has potentially problematic areas. The results of the pilot run indicated that one of the instructions needed to be rephrased to make it clearer and easy to understand by learners. The question was removed because of the perception by two of the experts that it gender insensitive to the feelings of the respondents. Secondly, 10 respondents were selected to provide answers the questions. Several grammatical errors and spellings mistakes were picked on the way with corrections made. Further, ambiguous questions as well as double-barrelled questions were corrected before the full-scale study was conducted.

3.7 Questionnaire Administration

At this phase of the study, the questionnaire was distributed to lecturing staff from 13 of 22 campuses that are a part of TVET College setting around Durban precinct. The researcher and fellow student researcher dissemination the questionnaire themselves in order to ensure maximum participation by targeted respondents gathering more organised. The questionnaire was issued to participants to answer and other participants were allowed to respond to the questions when had time so to apply their mind under no duress. Prescribed time frames were given to respondents to submit back. In essence respondents were given two options for the return of the questionnaire. Respondents were given the option to notify the

researcher upon completion of answering the questionnaire which was delivered to the Head of the Department or faculty for safe keeping prior to the researcher collecting them personally.

3.8 Data analysis

Data that collected was categorized and coded. De Vaus (2011:68) noted that there are three types of coding: open, axial, and selective coding. The collected data was analysed using SPSS software package used to analyse the data.

3.9 Validity and Reliability

Welman *et al* (2009:142) explains that reliability denotes to “the level at which the results obtained from the research could still be relevant to different measuring occasions or tests”. In simple terms reliability of a measuring instrument is ensured identical results are obtained after repeated tests are conducted under the same conditions using the same respondents (Welman *et al*, 2009:142).The following forms of reliability were performed during the consummation of this research.

3.9.2 Test-retest reliability

This method was performed in this study. This involved giving the same research to the same respondents the same questionnaire on two different occasions as a way of ensuring the solidity of the methods. The scores were analysed and the dependability was found to be high as almost similar results were obtained.

3.9.3 Parallel forms of reliability

An alternate versions of the questionnaire were developed employing synonyms words without altering the themes of the questions and were given to the same group of respondents. Results showed again a positive reliability coefficient.

3.9.4 Validity

According to Kothari (2012:89) validity talks about the level at which research tool questions assess what they actually intended to measure. Welman *et al* (2009:143) additionally explained that validity is guaranteed when the methods, approaches and techniques seek to achieve the intended objective. Misleading measurements, faulty research processes can weaken the validity of research. The following issues

of validity were taken into account during the research process as means to guarantee quality of the research conclusions. The following types of validity were taken into account:

- Internal Validity was ensured by designing and including questions in the questionnaire that measured the causal relationship between lecturer circumstances and readiness to teach entrepreneurial courses at TVET colleges.
- Construct validity assesses the level at which a research instrument is appropriate for its intended purpose (Welman, 2009:141). This was ensured by making sure the questionnaire contained questions that measured the level of teacher readiness in TVET colleges.
- Content validity assesses the level to which the research questions in the research instrument covers all the research objectives (Welman, 2009:141). Content validity was ensured in this research through incorporating all the necessary questions in the questionnaire that leads to the fulfilment of the research objectives.
- Criterion related validity talks to the ability of the measurement used in the research instrument to predict or project the likely outcomes on the same or similar research area (Welman, 2009:141). Criterion validity was ensured by including questions that enables the researcher and users of this study to predict the present and future readiness of lecturers to teach entrepreneurial courses in TVET colleges.
- External validity measures whether the findings can be generalised to findings from similar research studies.

3.10 Limitations of the study

Due to time and resource constraints to conduct out various data and testing methods. Consequently this limitation might have reduced the quantity of data gathered and may have constrained the latitude and complexity of the results. Since the research was limited to lecturing staff at the TVET campuses visited around Durban, this limited access to managerial and other staff members that may have contributed to the study on lecturer's readiness to teach entrepreneurial courses. Additionally the use of closed questions in the research instrument limited research participants in terms of explaining and elaborating on their responses so as to give in-depth explanations as to why they strongly agreed, strongly disagreed, agreed or

neutral. This limited the collection of additional information that would have enriched the findings.

3.10.2 Ethical considerations

- **Informed Consent** - This value was accommodated because all the research objectives and aims were fully disclosed to research respondents.
- **Permission to conduct study** - The researcher obtained permission from authorities from the three TVET colleges around Durban who participated in the study. This was done to eliminate possible litigations and other delays that would have derailed the study. Principals of all three TVET Colleges in Durban granted the study ethical permission to conduct the study. Ethical clearance was also procedurally granted by the University of KwaZulu-Natal's Humanities and Social Science Research Ethics Committee (UKZN HSREC).
- **Respecting confidentiality of information** - Information obtained from respondents was kept confidential and safeguarded to ensure that it does not lend into the wrong hands.
- **Protecting anonymity** - The anonymity of respondents were safeguarded by ensuring that Individuals personal details were not included in the questionnaire. This ensured that anonymity, identity and privacy of the respondent remain protected.
- **Protecting respondents from harm** - The researcher undertook precautionary measures to protect respondents from any would be potential harm by taking all necessary steps to prevent any hazards from befalling them. An example of the measures was to allow respondents the questionnaires in the comfort of their homes or offices or in secure places away from dangerous areas. The necessity to shield participants from any possible harm during the interviewing process was noted and adequate provisions were undertaken.

3.11 Conclusion

This chapter adopted the quantitative investigation methodology. This was followed by the adoption and explanation of the research design. The rationale for choosing the quantitative and explanatory research design was given in the discussion. The

chapter discussed the research instrument, questionnaire, construction and administration and discussed the various sampling methods and explained the rationale for choosing random sampling. The chapter further described the pilot study, factors that put limitations on the study, ethical considerations were taken into mind during the conduct of the study.

The following chapter presents the results, discussion and interpretation.

CHAPTER FOUR

RESULTS, ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter laid out the research design for the study. This chapter presented the results, analysis and discussion of the study. The purpose of the study was to assess TVET College sector preparedness to offer entrepreneurship education focussing on the supply side. The study therefore, relied on data gathered mainly from business management lecturer and the learners in the Durban area. The chapter begins by giving a brief overview of participants' demographic data. Thereafter, the objectives of the research are presented. A total of 106 participants took part in the study.

4.2 Response rate

A total of 106 questionnaires were distributed, with all the 106 questionnaires being completed and returned, hence an excellent response rate of 100% was achieved. The acceptable response rate for academic studies involving individuals is estimated to be 50% according Saunders *et al.* (2012:269). Taking into account that this study had 100% response rate, an indication of an excellent rate, there is every reason to suggest that the finding from this study could be a success.

4.3 Background information

In this section, the demographic information of the 106 respondents was presented. It includes participant's genders, positions held, years of experience, departments under which they are employed, the type of employment and participant distribution. Each of these is discussed in the sections that follow.

Gender

Presented in this section are the gender composition of the participants. The findings are presented in Figure 4.2.

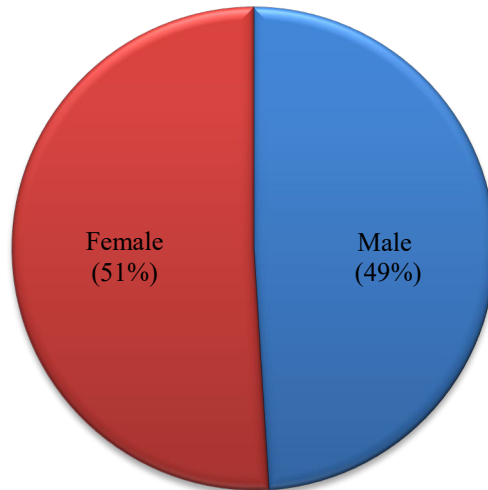


Figure 4.1. : Gender profile of respondents

As illustrated in Figure 4.1, females formed a slight majority over male respondents. Of the 106 participants that indicated their genders, 51% were female and the remaining 49% were male. With such a small degree of difference between the genders, it can be said that both genders were equally represented in the study.

Position held

Table 4.1 tabulates the lectureship positions that participants held at their respective campuses.

Table 4.1: Position held at the institution

Position	Frequency	Percent	Cumulative Percent
Lecturer	100	94.3	94
Senior Lecturer	6	5.7	100
Total	106	100	

As reflected on Table 4.1 above the vast majority of the participants held ordinary lecturership positions. Only 6 of the 106 participants held senior lecturing positions. Ninety six percent of the lecturers were employed fulltime with the remaining 4% employed as part-time lecturers (results not shown).

4.3.1 Years of experience

This section sought to establish the number of years that participants had spent lecturing. The categorical distribution of their lecturing experience is illustrated in Figure 4.2 below

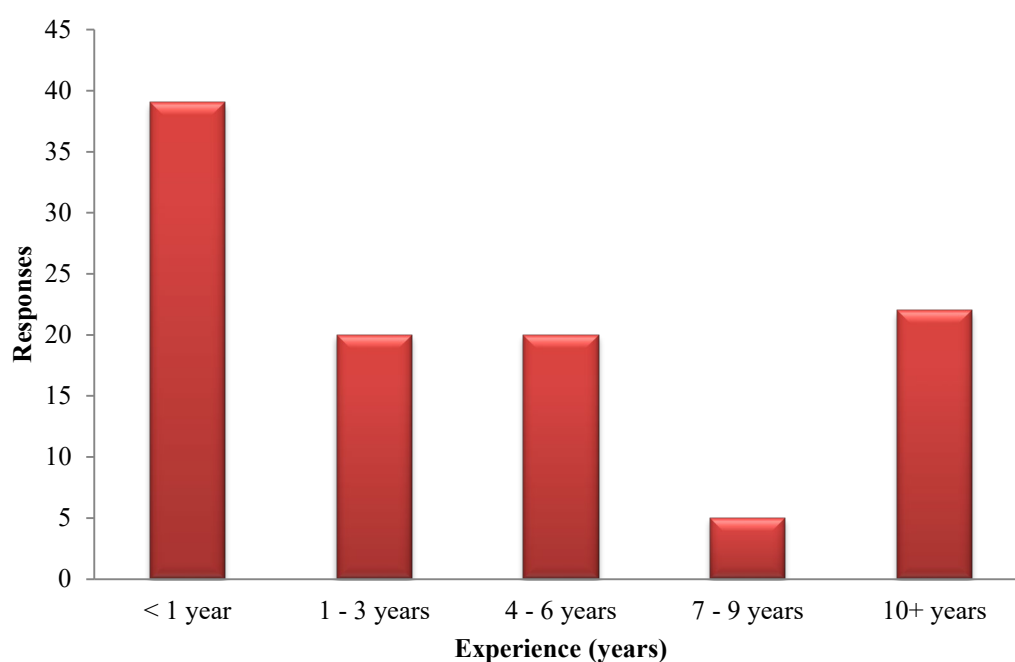


Figure 4.2: Lecturing experience of respondents

Figure 4.2 shows that most frequently, participants were new lecturers, with less than 1 year of lecturing experience. This group represented 37% of the 106 participants. This group was followed by lecturers who has at least 10 years of

experience having 21% representation. Lecturers with 1 to 3 years' experience constituted 19% participation. The same percent of lectures had 4 to 6 years' experience. The least represented group were lectures with 7 to 9 years' experience with only 5 (5%) participants coming from their ranks. This could possible mean that the new lectures lacked experience on TVET college offerings, in particular on entrepreneurship. Experience counts in any job, and the fact that the greater number of lectures were knew suggests that the product that would come out of the system would be half cooked.

4.3.2 Lecturing department

Detailed in Figure 4.3 are the departments where the participants worked.

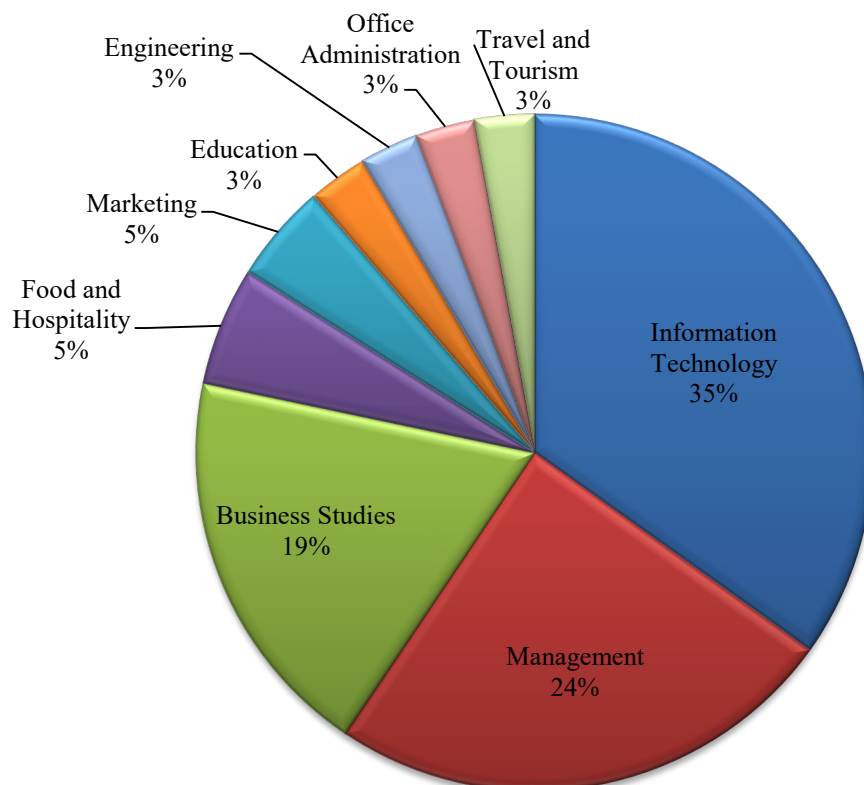


Figure 4.3: Lecturing department

Based on Figure 4.3, a significant portion of the participants were lecturers from the Information Technology Department. This department was represented by 35% of the 106 participants. The Management Department was the second highest represented department with 24% of the study participants coming from it. Business Studies formed the 3rd highest group with 19% representation. Education,

Engineering, Office Administration; and Travel and Tourism departments had the lowest representation, each with 3% of the participants representing them.

4.4 Participant distribution by campus

This section gives a summary of the distribution of participants across the three TVET colleges and campuses. In Figure 4.4 the distribution of the 106 participants are shown. Figure 4.4 details participant distribution by campuses for each college.

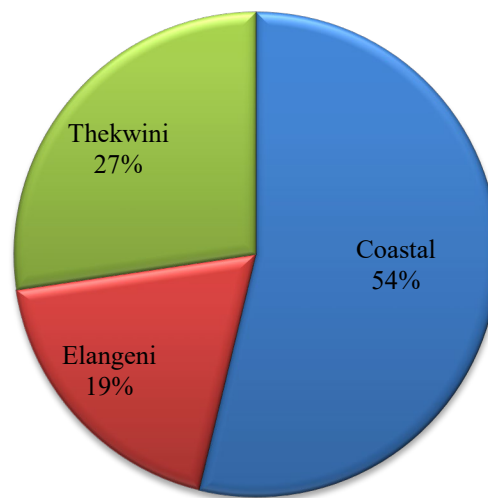


Figure 4.4: Participant distribution by campus

As illustrated in Figure 4.4 more than half of the participants came from Coastal TVET College. This college was represented by 54% of the participants. Thekwini TVET was the second most represented college having half the number of respondents as Coastal TEVT College. Elangeni campus was the least represented with 19% representation. To gain deeper depth of participation, representation was further stratified by respective college campuses. These are depicted in Figure 4.5.

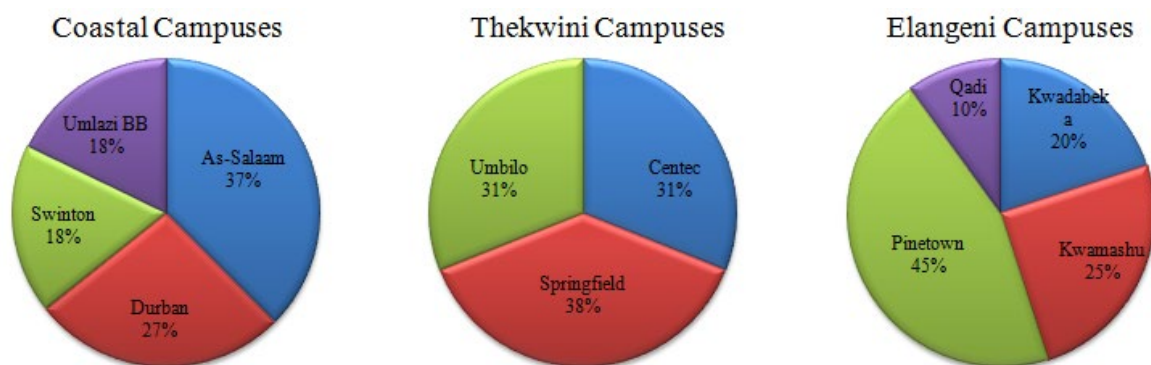


Figure 4.5 : Participant distribution by college

As shown in Figure 4.5, eleven of the 22 colleges took part in the study. Of the Coastal campuses, As-Salaam campus had the highest representation with 37% of the participants from this campus representing Coastal TVET College. This campus also had the highest representation across all 11 campuses. Durban campus had the second highest representation among the Coastal College campuses with 27% of the Coastal College participants coming from there. Lastly, Umlazi BB and Swinton campuses had 18% representation each.

Thekwini TVET college had the highest representation from Springfield campus with 38% of the participants from this college taking part in the survey. Both Centec and Umbilo campuses had 31% representation each. Elangeni College was most represented by Pinetown campus with 45% of participants from this college coming from there. This was followed by Kwamashu (25%), Kwadabeka (20%) and Qadi (10%). In terms of numbers, Qadi campus was the least represented of all the 11 campuses with only 2 participants coming from this campus.

4.5 Objective 1: To determine entrepreneurship offering at TVET Colleges

This was the first objective of the study, which sought to advance an understanding of the entrepreneurship offerings at TVET colleges. Entrepreneurship offerings refers to the teaching of entrepreneurship modules at a given college or campus. This has particular relevance in establishing where entrepreneurship education features in the larger scheme of the curricula offered at these colleges. Entrepreneurship education teaching in TVET Colleges mostly takes very traditional

routes. Solomon (2007) notes that educational institutions are moving towards more of a knowledge-sharing role where class discussions and guest speakers are becoming more popular. Gartner (2008) uses stories of entrepreneurship and suggests that more attention should be paid to the stories that entrepreneurs tell about themselves.

4.5.1 Subjects offered

In order to get an overview of the subjects that the participants' departments had to offer, each was asked to indicate as many subjects as they were aware of that their respective departments offered. Summary of these subjects is tabulated in Table 4.2 below.

Table 4.2: Subjects offered at the Durban area TVET Colleges

Subject	Frequency	Percent (n=106)	Percent (n=158)	Cumulative % (n=158)
Entrepreneurship	57	54	36	36
New Venture	19	18	12	48
Accounting	17	16	11	59
Business Management	16	15	10	69
Financial Management	12	11	8	77
Economics	10	9	6	83
Management	5	5	3	86
Computer	4	4	3	89
Marketing	3	3	2	91
Mathematics	3	3	2	92
Office Practice	3	3	2	94
English	3	3	2	96
Food and Hospitality	3	3	2	98
Travel and Tourism	2	2	1	99
Sales Management	1	1	1	100
Total	158		100	

As shown in Table 4.2, Entrepreneurship was the most frequently offered subject among the various departments. Entrepreneurship had 57 (54%) participants indicating that it was offered in their respective departments. New Venture Creation formed the 2nd most frequently offered subject with 19 of the 106 participants indicating that it was on offer in their departments. This was followed closely by accounting and business management with 16% and 15% of the 106 participants indicating that their departments offered them respectively. In terms of the overall frequency distribution of subjects presented, these four subjects represented almost 70% of the 158 hits (see cumulative % column in Table 4.2).

To gain deeper insight of the extent that entrepreneurship is offered in the various departments, an investigation was entered to see whether it was offered as a main subject or as a component of others. Table 4.3 displays the findings.

Table 4.3: Entrepreneurship offerings at the Durban area TVET Colleges

Entrepreneurship offerings	Frequency	Percent (n=106)	Percent (n=294)	Cumulative % (n=294)
Entrepreneurship is covered in at least 1 course that has other business activity focus	82	77	28	28
Entrepreneurship is taught in at least one dedicated course, module or elective	77	73	26	54
NCV certificate in entrepreneurship	40	38	14	68
NATED diploma in entrepreneurship	34	32	12	79
Short courses in entrepreneurship	33	31	11	90
Occasional seminars in entrepreneurship	28	26	10	100
Total	294		100	

As shown in the above table, 77% of the 106 participants indicated that entrepreneurship was offered in at least 1 course or subject that had a different business focus other than entrepreneurship. This was the most frequently occurring vehicle through which entrepreneurship was delivered of the 6 proposals set out in Table 4.3. Entrepreneurship being taught in more than 1 dedicated course was the 2nd most frequent method by which entrepreneurship education was speared. This is evidenced by 73% of the 106 participants indicating that this was the case. The NCV certificate in entrepreneurship was known to be offered in the departments of 38% of the 106 participants. NATED diploma, short courses and occasional seminars were the least offered entrepreneurship education packages with 32%, 31% and 26% of the 106 participants indicating that their departments offered these respectively.

The findings under this section are consistent to Pihie and Bagheri (2010) regarding the TVET offerings. According to Pihie and Bagheri (2010) and in line with the DHET committee on TVET college offering. The offering should be largely dominated by the entrepreneurship module across the board. Responsibilities of this committee are to guarantee the success of TVET syllabi by giving necessary backing on execution on entrepreneurship offerings (Syden and Shaw, 2014). The Support includes observing and evaluation, synchronisation, compilation of reports, approval of entrepreneurship learning material, lecturer's up-skilling through workshops (DHET, 2103). TVET colleges run two programmes namely The National Certificate Vocational (NCV L 2-4) and the NATED (N2-6). NCV entry requirement is from Grade 11; NATED needs a pass in Grade 12. (DHET, 2014). Both programmes have different content and approach. NCV has 7 subjects, 3 of which are fundamentals and 4 are vocational and practical in nature (DHET, 2013

4.5.2 Student enrolment numbers

This section sought to gain an insight on the number of students that attended different entrepreneurship courses, participants were asked to indicate how many students were enrolled in their departments at their respective campuses. Respondents were asked to give enrolment numbers for the 2010 / 2011 and 2012 / 2013 academic years. Enrolment numbers were averaged for each course per campus and presented in Table 4.4 below.

Table 4.4: Average student enrolment numbers for entrepreneurship courses at the various TVET Colleges

Course	Coastal		Elangeni		Thekwini		Total
	2010	2012	2010	2012	2010	2012	
	2011	2013	2011	2013	2011	2013	
Level 2 NCV – IT	126	109	76	73	30	30	443
Level 2 NCV – Mgt	67	56	40	40	90	195	488
Level 2 NCV – Mkt	72	58	30	30	60	60	310
NATED Business - N3	30	30	0	0	0	0	60
NATED Business - N4	168	266	85	1095	1007	522	3143
NATED Business - N5	98	130	39	41	148	171	627
NATED Business - N6	74	64	31	29	90	109	396
Skills Training	155	139	42	27	0	80	442

Table 4.4 depicts the average student enrolment numbers in the courses listed above at the respective campuses. As can be seen in the above table, NATED Business – N4 had the highest enrolment numbers across all campuses. The largest increase in enrolment numbers for this course was at Elangeni TVET College with numbers increasing from 85 to 1095 over the period. Thekwini TVET College’s enrolment numbers decreased by almost 50% over the same period. NATED Business – N3 was only offered at Coastal TVET College with 30 students enrolled over the period. Overall, there seemed to be no consistent trends observed in the student enrolment numbers for the courses at the colleges over the period.

The findings under this section are consistent with the DHET (2014) vision for TVET colleges. According to DHET (2014), TVET should become a multi-purpose centre

and vehicle for entrepreneurship excellence. However, the Thekwini TVET College seem to be declining as evidenced by the 50% fall.

4.5.3 Content delivery and assessment methods

This section sought to establish participants' perceptions on the main reason(s) for offering entrepreneurship-related courses at the respective colleges. The participants were required to indicate the main aims of the entrepreneurship module. Thereafter, delivery and assessment methods were presented. Participants were asked to rank 3 proposed reasons for the purpose(s) of the course. Each proposed purpose was allowed to be ranked from priority 1 through to priority 3. In other words, the delivery aims of the courses were not compared against each other, but were ranked as per the view that participants had for each proposed purpose. The findings are illustrated on 4.5 below.

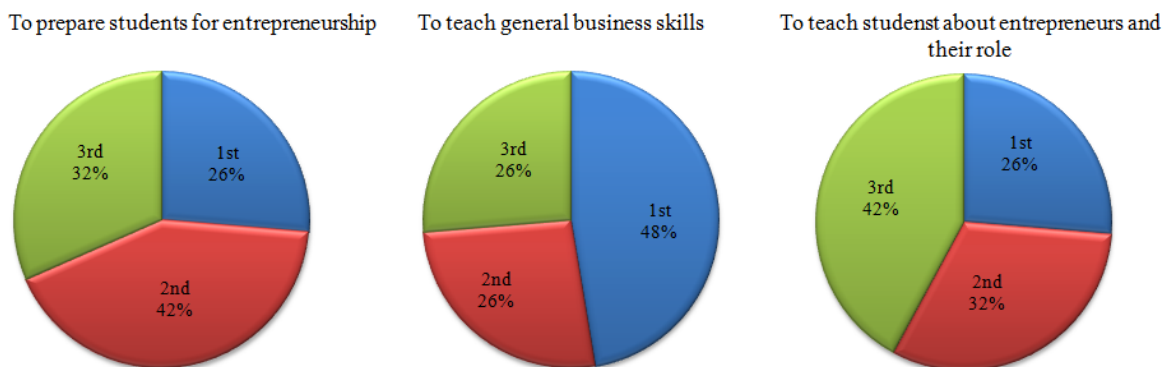


Figure 4.5: Main aim of entrepreneurship courses.

As reflected on figure. 4.5 above, preparing students for entrepreneurship ranked the least important priority as a goal or purpose of entrepreneurial education. This is evidenced by 42% of respondents ranking it as 3rd priority. The same held true for teaching students about entrepreneurs and their role. Participants most frequently viewed teaching student's general business skills as the main purpose for entrepreneurship courses.

According to Syden and Shaw (2014), outcomes are unambiguous learning results that students are to reveal at the end of important learning experiences. They are not principles, opinions, attitudes, or psychosomatic states of mind. However, outcomes are what learners can practically demonstrate with the knowledge and

skill they have acquired. Therefore, outcomes are engagements and performances that exemplify and reflect learner proficiency in understanding and interpretation of content, information, thoughts, and tools successfully. “Practice is the best teacher”.

The findings under this section are consistent with Syden and Shaw (2014) when they highlight that the entrepreneurship course in the Republic of South Africa was not taken seriously although on paper it would appear so. According to Syden and Shaw (2014), the entrepreneurship module prepares students towards understanding the business management skills in general without tapping into real entrepreneurship skills. According to DHET (2013), OBE is about converging and consolidating every-thing in an educational system around ensuring the desired outcomes that are critical for all students to in their quest for success at end of their learning experiences and post learning. With such as finding, it therefore means that the entrepreneurship modules offered by the majority of TVET colleges of Durban do not successfully prepare students to be entrepreneurs. The DHET (2013) provides the tips to a favourable OBE which includes , formulating clear set of learning outcomes about which all of the system's modules can he focused, making the learning environment be conducive and provide opportunities within the organisation that enable and stimulate all students to achieve those important outcomes (Syden and Shaw, 2014).

4.5.3.1 Content delivery

Table 4.5 presents an analysis of the methods that the participants employed to deliver entrepreneurship educational content to students. Participants were asked to select as many methods leading to tabulate frequencies as reflected on table 4.5 below. A total of 453 hits (i.e. selections) were made. The table shows both the frequencies as a percentage of the number of participants as well as a percentage of the overall hits.

Table 4.5: Content delivery methods

Content delivery method	Frequency	Percent (n=106)	Percent (n=453)
Lectures	96	90.6	21.2

Individual Projects	48	45.3	10.6
Group Projects	43	40.6	9.5
Student oral presentation	42	39.6	9.3
Role playing	36	34.0	7.9
Local case studies	35	33.0	7.7
Prescribed text	33	31.1	7.3
Readings	31	29.2	6.8
Business simulations	28	26.4	6.2
Essays	21	19.8	4.6
Guest speakers	14	13.2	3.1
Entrepreneurs interviewed by students	12	11.3	2.6
Multimedia exercises	7	6.6	1.5
International case studies	4	3.8	0.9
Videos	3	2.8	0.7
Total	453		100.0

As reflected on Table 4.5 above, formal lectures were the most frequently used method of content delivery. Of the 453 hits for this parameter (i.e. content delivery method), 21% were for lectures. In terms of the respondents who selected this choice, almost 91% indicated that this was one of the methods that they used. It can therefore be concluded that this method was the primary method of content delivery. The 2nd most frequently used content delivery method was via individual projects. This method was 50% that of lecturing and a teaching method. Group projects and oral presentations also featured as among the more popular methods used to teach students. These methods had 9.5% and 9.3% of the 453 hits for this parameter respectively. The least used methods included international case studies and videos, each with less than 1% of the total hits for this parameter. More specifically, international case studies were used by 4 lecturers, while videos were used by only 3 lecturers as an educational tool.

The finding under this section reveals the lecturing method, individual projects method, and student oral presentation method topped the list with videos and international case studies taking placed on the bottom. The findings are consisted

with Neck and Greene (2011) who reveal that entrepreneurship education in TVET colleges in Africa take a traditional approach to teaching with the lecture method being the most preferred.

However, Syden and Shaw (2014) agree that contemporary TVET colleges are gradually moving away from the lecture method to a knowledge-sharing approach where class discussions and guest speakers are becoming more popular. Gartner (2008) uses stories of entrepreneurship and suggests that more attention should be given to the stories that entrepreneurs tell about themselves.

4.5.4 Assessment Method

The frequencies of assessment methods employed by participants are depicted in Figure 4.6. Partakers were requested to select all assessment methods that they used. A total of 221 hits (or selections) were made. The chart below therefore depicts each method as a percentage of the total hits.

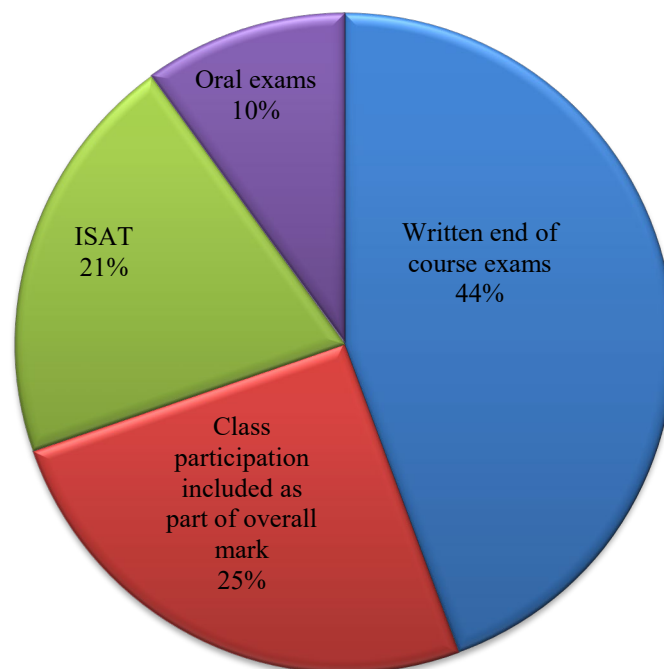


Figure 4.6: Assessment methods

As illustrated in Figure 4.6, the most frequently used method of assessment was by means of written end of course examinations. This method received 44% of the 221

hits. The next most frequently used assessment method was class participation with 25% of the overall hits. This was followed by ISAT with 21%. The least often used method was the use of oral examinations.

Neck and Greene (2011) point out that written assignments may not be as effective as one would expect, hence may not lead not lead to the accomplishment of learning objectives. Solomon (2007) identified a wide range of teaching methods, such as role-play, learning diaries, guest speakers, case studies and simulations. All these methods were applied in the classroom. By nature, TVET sector was designed to provide a balance between theoretical and practical or experiential learning unfortunately majority of the colleges fail to achieve the balance (Syden and Shaw, 2014).

4.6 Objective 2: To determine challenges that TVET Colleges are facing in offering Entrepreneurship as a programme

This was the second objective of the study, which sought to assess the challenges that participants experienced at their colleges when offering entrepreneurship programmes. Respondents were given a list of 5 potential challenges from which to select as many challenges as were appropriate to their respective institutions. The findings are presented in Table

Table 4.6: Challenges faced by TVET colleges in offering entrepreneurship education

Challenges	Frequency	Percent (n=106)	Percent (n=155)
Curriculum development	50	47	32
Students' entrepreneurial efficacy	47	44	30
College Management buy-in	27	25	17
Lecturers' entrepreneurial efficacy	19	18	12
Operational and pedagogic impediments	12	11	8
Total	155		100

As reflected on Table 4.6 above, curriculum development emerged as the main challenge affecting or hindering offering of entrepreneurship as a programme at the TVET Colleges. This is evidenced by this variable receiving most of the 155 hits for this parameter ((i.e. 32%). Students' entrepreneurial efficacy received the 2nd highest ranking as one of the main challenges faced by the colleges in offering entrepreneurship programmes. College management's buy-in did not appear to be much of a challenge when it came to offering entrepreneurship programmes. This is evidenced by this challenge being ranked 3rd as per respondents' selections. "Lecturers' entrepreneurial efficacy" and "operational and pedagogic impediments" received the lowest ranking as challenges preventing effective entrepreneurship programme offerings.

Lecturers / educators attitude toward a subject not only affect their choice to teach that subject and the quality of their instructional performance (Harlen and Holroyd, 1997), but also influences students' attitudes toward the subject, their motivation to learn the subject, and their achievement (Chong et al., 2010). This could be interpreted as lecturers claiming innocence in terms of being part of the problem that prevented entrepreneurship programmes from being effectively offered at their colleges.

The findings under this section are backed by Hussain (2007) who identify curriculum development as a major challenge for TVET colleges in South Africa and Africa at large. The focus for TVET colleges should be the development of curriculum for entrepreneurship education (DHET, 2013). The thinking behind the developing and fine-tuning of the syllabi should be informed by research (Syden and Shaw, 2014). Current syllabi is about preparing students towards the "take-a-job" option rather than "create-a-job" option but also that venture creation is a possible and a desirable option (Kourilsky and Walstad, 2010).

Brown Syden and Shaw (2014) pose a series of challenges on curricular issues as key to answering the how, and what of entrepreneurship education from business management education and training (DHET, 2013). The fundamental task for TVET academics is to continuously test the relevance of the curricula and training programmes (Gibbs, 2009).

4.7 Objective 3: To evaluate the solutions proposed by lecturing staff towards improving entrepreneurship education in TVET colleges

Empirical findings from primary data came up with suggested solutions from that Lecturing staff. According to entrepreneurial, lecturers expressed the need for more role-playing to be incorporated in the syllabus and this suggestion confirms

4.7.1 Role playing as a solution to enhancing entrepreneurship education

The purpose of this section was to ascertain if role-playing had an effect on the offering of entrepreneurship education. Figure 4.7 below provides data on this.

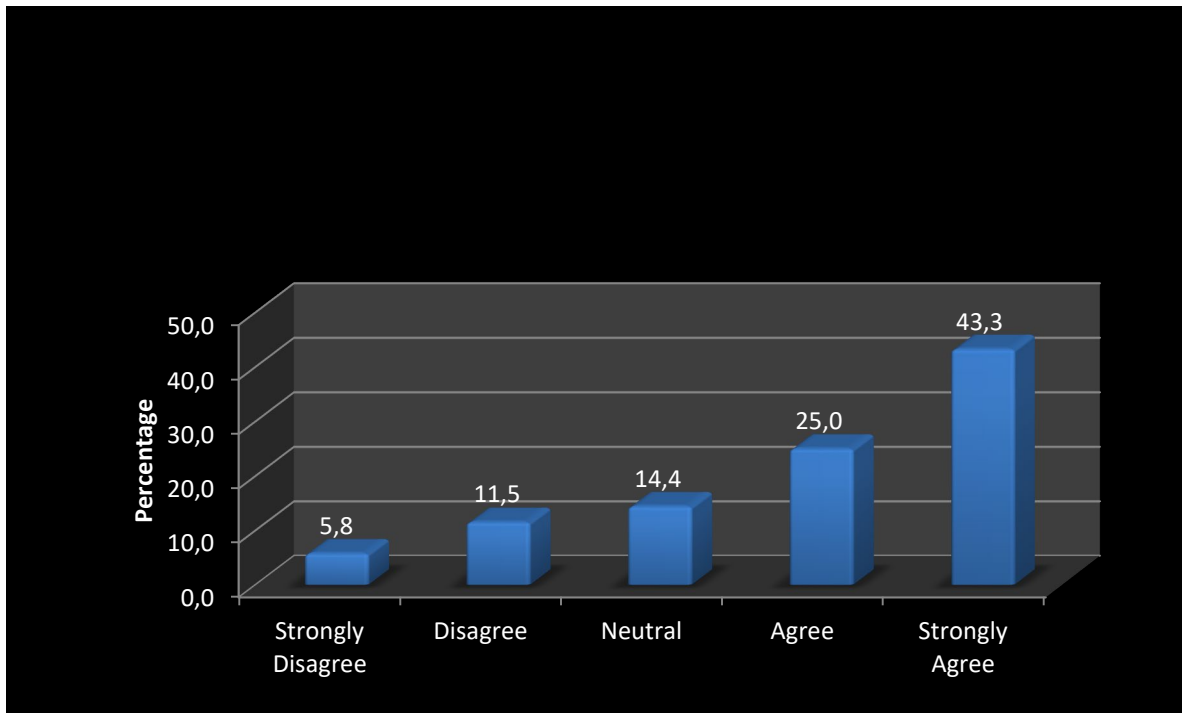


Figure 4.7 Role-playing is required for teaching entrepreneurship education

Figure 4.7 shows that 68.3% agreed that role-playing was required for teaching entrepreneurship education across TVET colleges in the Durban area. This was followed by 17.3% who disagreed with the statement while 11.5% gave a neutral response. Magiga, Saba and Namkere (2013) highlight that role-playing empowers student thinking towards the need for students to start small businesses whilst they are still in the college.

According to Neck and Greene, (2011) empirical research on entrepreneurship education in research in the UK, reveal that role-playing encourage student to start small business quicker than any other method. Thus whilst Lecturers gave prominence to more lecturing and contact hours, they stressed the need for students to be given more time and opportunity to start income generating projects and then report on their financial performance by preparing a comprehensive income statement on financial position. Though this might seem impossible from a practical point of view given the high enrolment figures of students doing entrepreneurial courses at any given time, students can form groups of reasonable sizes to identify a project to run and manage and then report on a quarterly basis the business performance in terms of the financials and sustainability. Some lecturers also recommended that entrepreneurial students should be afforded an opportunity to run the various canteens located in the college campuses. However, from a practical perspective, this might not seem feasible but this can be achieved by giving students periods to operate and give others a chance, these findings reinforce the assertions by (Magida and Saba, 2013).

4.7.2 Guest speakers as a solution to enhancing entrepreneurship education

This section sought to establish if guest speakers were effective enough to enhance entrepreneurship education in TVET colleges.

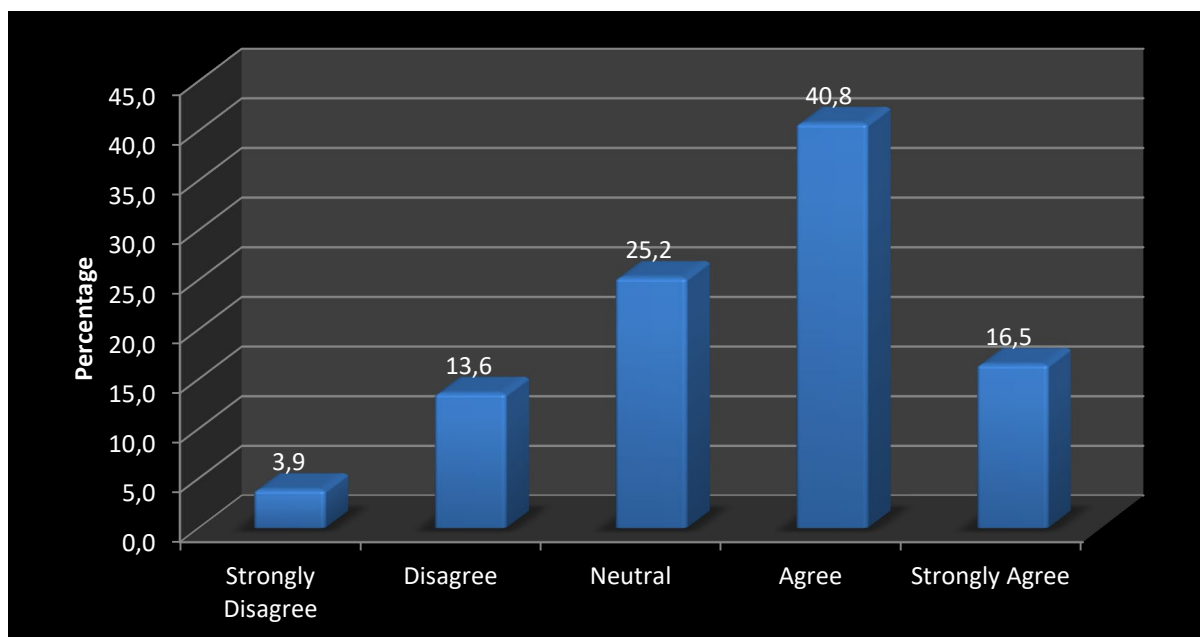


Figure 4.8 Guest speakers motivates students to start their own businesses

The focus of the question was to assess if guest speakers played a key role towards motivating students to embark of starting small businesses. Figure 4.8 above shows that 57.3% agreed that guest speaker encouraged students to start new businesses followed by 25.2% who gave a neutral response while 17.5% disagreed to the statement.

The findings are consistent with Igberadja (2014)'s observation that guest speakers help to further arouse interest in students' attention ,interest, desire and action for them to get into business rather than becoming job seekers. Entrepreneurship Lecturers suggested that guest speakers should involve successful entrepreneurs to be invited to provide valuable insights and the practicalities of running businesses as well as making students to have a proper background of the business. Lecturers pointed to the fact that guest speakers helps to arouse interest and desire in entrepreneurship by giving examples of local; success stories that can help inspire the students to emulate the same. There were also Lecturers who suggested that the Faculty of Commerce and business should invite mentors and visit different business sectors to coach, mentor and provide guidance to students on entrepreneurship. Shepherd (2004) also made a similar suggestion about the need to invite mentors to help students with direction on entrepreneurship.

4.6.3 Design implementation & shadowing of entrepreneurs as a solution to enhancing entrepreneurship education

Figure 4.8 Design implementation & shadowing of entrepreneurs by students encourages entrepreneurship

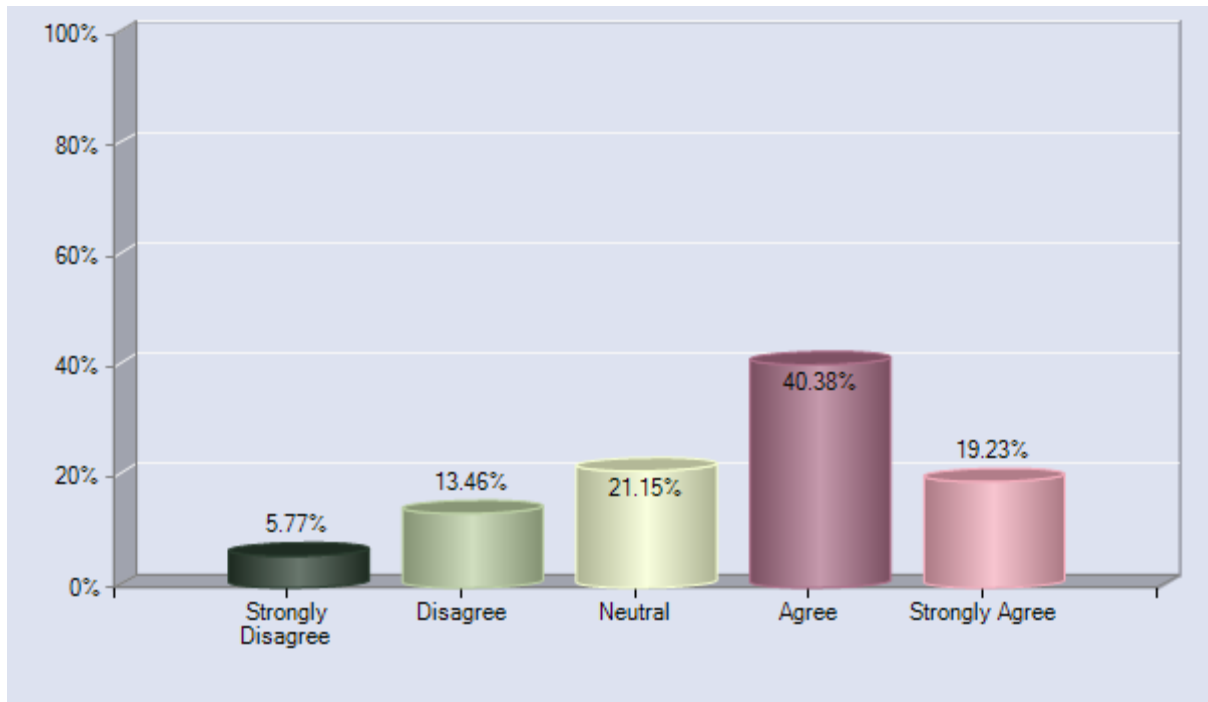


Figure 4.8 above shows the views of respondents on whether the design implementation & shadowing of entrepreneurs by students could encourage entrepreneurship. A total 59.61% agreed to the statement while 19.23% disagreed. A relatively huge percentage of 21.15% gave a neutral response.

This is consistent with DHET (2013) recommendations on the teaching and learning within TVET colleges. According to DHET (2013), there must be full support from the top echelons of TVET college administration in order to give students an opportunity to do job shadowing, that doing voluntary tasks alongside *bonafide* Job holders. This gives students an opportunity to get a feel of entrepreneurship. This may in some cases contribute to some students getting further interested (Syden and Shaw, 2014).

4.6.4 Provision of resources by TVET colleges as a solution to enhancing entrepreneurship education

Figure 4.9 Provision of resources by TVET colleges encourages entrepreneurship

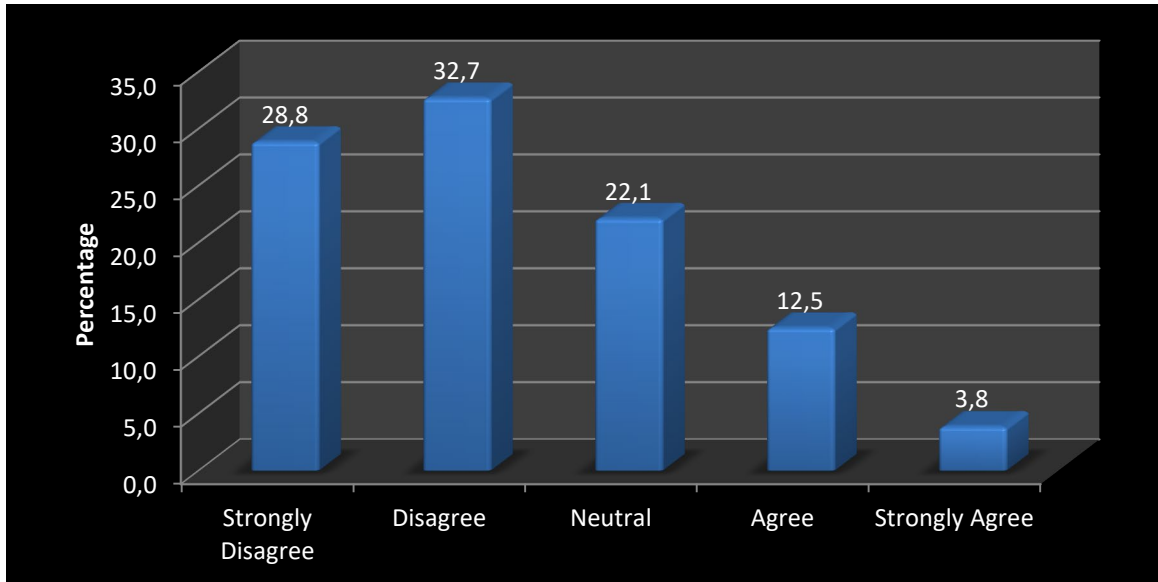


Figure 4.19 above showed that 61.5% disagreed with the statement that the provision of resources by TVET colleges encourages entrepreneurship followed 22.1% who gave a neutral position while a total of 16.3% agreed to the statement.

The findings are consistent with the DHET (2014) report. According to the report, TVET sectors were resource stricken to the extent that they do not have the capacity to provide resources. According to the Trading Economics (2013), while funding was critical for entrepreneurship, TVET colleges need to focus on the teaching component while national government through its various structures provide the funding to equip students with the much needed resources.

The negative finding could be a result of the fact that the lecturers, through their experience, they know very well the capacity of TVET colleges to provide funding. According to Syden and Shaw (2014), most colleges in South Africa cannot afford to fund basic needs of learners let alone the funding for practical experience. In reality, lectures revealed that students should be provided with full resources like funds of going to industry to research about entrepreneurship as well as providing funding for more workshops on the course that are needed for both students and

lecturers. Pursuant to this suggestion on funding, some Lecturers further suggested that there was need for the Faculties of Business and Commerce in TVET colleges to source for funding in order to provide start-up capital for business initiatives by existing students with the requirement that the funding would need to be paid back so that other students can be assisted too.

4.6.4 Offering entrepreneurship course as a solution to enhancing entrepreneurship education

Figure 4.10 offering entrepreneurship course encourages entrepreneurship

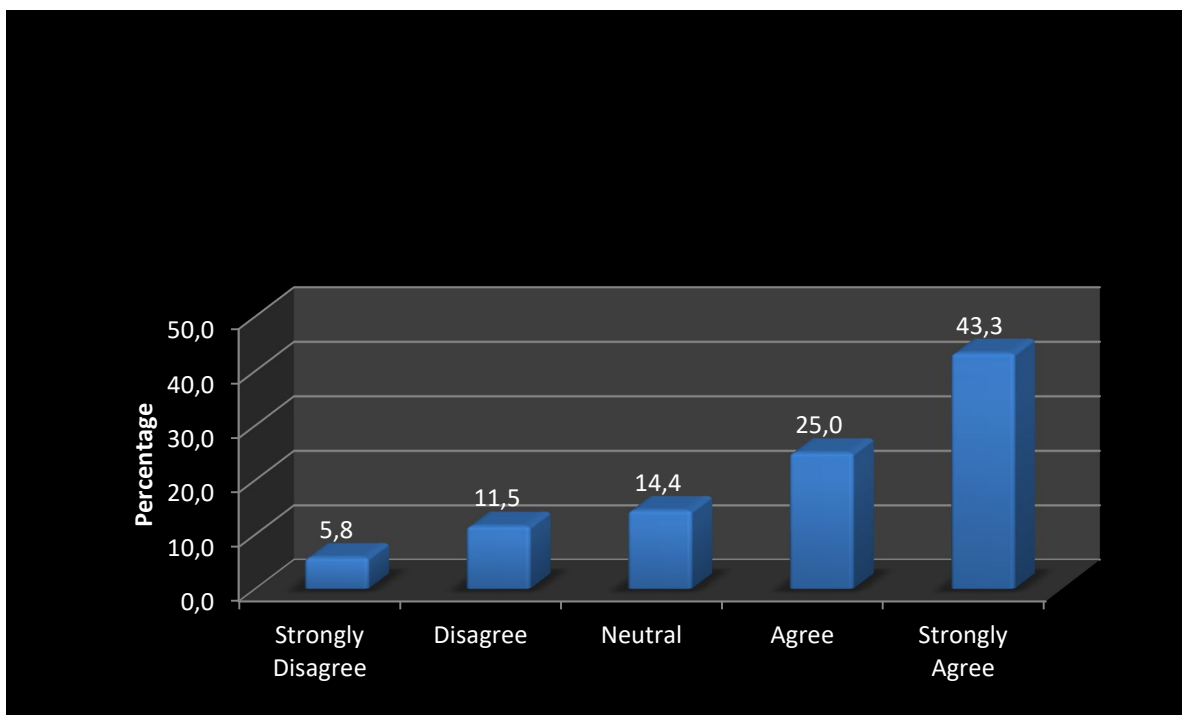


Figure 4.10 shows that 68.3% agreed that offering entrepreneurship course could encourage entrepreneurship. This was followed by 17.3% who disagreed with the statement while 11.5% gave a neutral response. There was a notable number of Lecturers who suggested that Entrepreneurship must be offered as a course not only as a subject. According to Abdullahi (2011), there is need that university and TVET colleges consider offering qualifications in entrepreneurship as opposed to a single module. Aftab and Mohd (2012) support the view by highlight that the needs of respective economies of Africa were entrenched in entrepreneurship, hence a serious approach to the teaching designing a complete certificate, diploma or degree programme on entrepreneurship instead relying on a modular approach.

From the findings one can also discern that Lecturers desired the entrepreneurship curriculum to be revised to become more practical oriented. Lastly Lecturers recommended that entrepreneurship training should be improved through the use of Audio-visual equipment for classrooms so that videos and slides to boost lesson delivery. This finding resonates with Harlen and Holroyd, 1997; Chong *et al.*, 2010 who implied that audio-visual equipment effects students' attitudes and desires toward the subject, and thereby increases student's aspirations to learn the subject, and desire to accomplish something.

4.8 Conclusion

This chapter presented the findings in line with study objectives ensuring that all the questions were addressed. The aim of the study was to assess the current entrepreneurship offerings at TVET colleges following the suspicion that TVET colleges were not doing the right things in terms of inculcating the spirit of entrepreneurship among the youths. Furthermore, the chapter discussed the findings related and proceeded to link the findings to the theory that was reviewed in chapter two. The chapter ended by presenting the findings from Lecturers' suggested solutions on entrepreneurship offering. Chapter 5, which is the next chapter, presents the conclusions and recommendations emanating from the research study.

5CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.2 Introduction

Chapter 4 presented research results, discussions and interpretation linking the results to literature. This chapter presents the conclusions and recommendations for the study in respect of the aims and objectives of the study. All the three research objectives drawn for the realisation of the study may have been fulfilled. Objectives were selected for the purposes of defining entrepreneurship offering at TVET Colleges, identify the challenges that TVET Colleges are facing in offering Entrepreneurship as a programme and to suggest strategies to improve entrepreneurship offerings at TVET Colleges. The research successfully fulfilled the above objectives. Based on these discoveries, conclusions and recommendations are proposed in this chapter. The conclusions are followed by recommendations to TVET colleges with respect to strategies for improving entrepreneurial course offering. The chapter attempts to answer the four objectives developed in chapter one to address the problem statement under investigation. Thus, the following objectives guided the chapter:

- To determine entrepreneurship offerings at TVET Colleges in the Durban area;
- To determine the challenges that TVET Colleges face in offering entrepreneurship education;
- To evaluate the solutions proposed by lecturing staff towards enhancing entrepreneurship education and;
- Provide recommendations how the Durban Business Management Lecturers could enhance the offerings on entrepreneurship education

5.2 Summary of the study findings

The purpose of the study was to assess entrepreneurship education in the TVET college sector, a supply side perspective. The study, thus sought to establish the entrepreneurship offerings, the challenges faced by TVET colleges in the provision of entrepreneurship education and solutions proffered by lectures towards the

provision of entrepreneurship by TVET colleges. Using the quantitative methodology and the questionnaire as a tool to collect data, the findings were discussed, interpreted and linked to literature as reviewed in chapter two.

5.3 Conclusions from the study

This section presents the conclusions from the study. The conclusions entail the conclusions drawn from the primary data gathered that was gathered through the questionnaire.

5.3.1 Objective 1: To determine entrepreneurship offerings at TVET Colleges in the Durban area.

The majority of TVET colleges in eThekweni municipality had, to a greater extent, a high level of preparedness in terms of offering entrepreneurial courses as indicated by the fact that 54% of the courses are entrepreneurship related. The research established that the colleges are offering a higher number of entrepreneurship courses but which are heavily skewed to business management, finance field as shown in the findings depicted in table 4.2. The enrolment figures for entrepreneurship course offering are higher for the N4 NATED category than other N categories. The research findings showed that most TVET colleges deliver entrepreneurship through the lecture method, which is the most common lesson delivery method as compared to other methods. This needs further review. Regrettably, the findings show that there is still a gap when it comes to practical entrepreneurship domains such as carpentry, metalwork, and other technical trades.

5.3.2 Objective two: To determine the challenges that TVET Colleges face in offering entrepreneurship education

The study may have successfully identified the challenges that TVET colleges face in offering entrepreneurship as a programmes in line with the objectives of the research. Of the five challenges presented for ranking, the study established that curriculum development was the most challenging issue followed by student efficacy and management buy-in. The study revealed that problems such as “lecturers’ entrepreneurial efficacy” and “operational and pedagogic impediments” were minor

compared to the other. The identification of the challenges facing TVET colleges may have successfully fulfilled the second objective.

5.3.3 Objective three: To evaluate the solutions proposed by lecturing staff towards enhancing entrepreneurship education

The research may have successfully provided the solutions proposed by lecturing staff for evaluation as per the third objective. The following solutions to entrepreneurial challenges being faced by TVET colleges;

- Benchmarking current curriculum against recognized institutions offering entrepreneurship programmes in the international sphere;
- Helping students to embark on income generating projects as a simulation to acquire practical skills and;
- Invitation of guest and motivational speakers and successful entrepreneurs to workshop students doing entrepreneurship courses.

5.4 Recommendations of the study

Based on the above findings and in line with the study objectives, the following recommendations were proposed:

- TVET colleges need to continuously recruit highly qualified and dedicated lecturers to teach entrepreneurship;
- Entrepreneurship curriculum development must be given to renowned experienced academics and industrial experts for their input so that the curriculum content reflects content from both the academic and industrial sphere. This will go a long way in empowering students in obtaining lifelong skills in preparation for self-employment. Developed curriculum should offer enough scope for the refinement of interest, skills, attitudes and appreciations. The curriculum should be characterized by newness, novelty, challenge, stimulation and creativity.
- Differentiation of teaching methods will help to ensure responsiveness to different levels at which students operate and to help to maximise participation of learners in learning activities so as to improve student efficacy.

Aspects of teaching methodologies that needs differentiation include:

- Learning materials
- Methods of presentation
- Learning activities
- Lesson organisations

TVET colleges should embark on an academic exchange programs with other renowned tertiary institutions from other countries with a view to benchmarking its entrepreneurship programs with the international best

- The management of TVET colleges must be actively involved in promoting entrepreneurial education by providing all the necessary resources for the successful implementation of the entrepreneurship course offerings.

The study findings clearly makes a meaningful and significant contribution to the scholarly fraternity because as the study identified the need to introduce entrepreneurship courses at elementary level of tertiary education rather than treating it as a short course or a single module. This serves to entrench entrepreneurship skills in TVET graduates and help them to be successful in later life. The suggested solutions/recommendations highlighted in section 5.2 are sensible and realistic and could be adopted by TVET colleges. For example TVET colleges can assemble a team of experts in entrepreneurship and give them terms of reference that includes among other things carrying out research of curriculum content of entrepreneurship colleges offered in recognised institutions like Harvard and Yale University or the University of Cape town or any other recognised tertiary institution in order to adopt some of the content for local offering. Further, the college can facilitate cheap loans and act as a guarantor so that students in the department of entrepreneurship can start viable income generating projects so that they can practice what they learn in classes and thereby acts as an inspiration to other would be students.

5.5 Scope for further research

A study on more TVET colleges offering entrepreneurship course could highlight trends concerning program content and challenges being faced and enable a comparative analysis of curriculum content and the challenges they face. There are

certain areas of focus that this study was unable to examine. However, the following topics could be considered for future studies:

- Introducing entrepreneurship at elementary high school level;
- The effect of socio-economic and cultural barriers on student uptake of learnership programs and;
- Student perceptions of the importance of entrepreneurial course in TVET colleges in KwaZulu-Natal.

5.6 Chapter Five and overall study conclusion

Conclusions and recommendations were provided in this chapter. Key findings from literature review and main research were presented in this chapter in conjunction with recommendation that the TVET colleges should play a role in promoting and supporting entrepreneurship. Chapter 1 of the study presented the background leading to the study by outlining the problem statement associated to TVET College's readiness to offer entrepreneurial courses, the purpose of the study and research questions. Chapter 1 also emphasised importance of the study and how it can assist not only TVET colleges in KwaZulu-Natal but also other TVET colleges to better understand the concept and issues surrounding entrepreneurship offering, the challenges faced, as well contribute the recommendations for improved entrepreneurial course offering for the betterment of the future of the students undertaking these courses. Chapter 2 focused on academic views and opinions linked to the study objectives. Therefore, literature review on this research study formed the basis of questionnaire, questions and objectives aimed at assessing TVET college's offering of entrepreneurship full programs, current entrepreneurship course offering, challenges faced by TVET colleges and scholarly suggestions on improving entrepreneurship course offerings for improved involvement by municipalities. Chapter 3 of the study embraced the quantitative positivist explanatory research design. The primary research tool was the questionnaire. Collected primary data for the study was analysed and illustrated using graphs and tables in presenting, interpreting, and discussion of findings in chapter 4. Conclusions and recommendations were presented in chapter 5. In chapter, 5 key research findings drawn from literature review and from primary data were presented. The research resolved by putting forward recommendations to better entrepreneurial course offering at TVET colleges founded on deficiencies

recognised from research results. Further investigations on the same or similar topic on TVET colleges is recommended from another perspective not covered by this research study.

In view of the overall discussion, analysis and interpretation of results, the findings from the study are seemingly addressed in line with the three research questions, which were formulated at the beginning of this research. The first research question was primarily concerned with finding out the readiness of TVET colleges to offer entrepreneurial courses. Indeed the research findings managed to ascertain the readiness of TVET colleges in offering entrepreneurship courses. The findings demonstrated largely that TVET colleges were ready to offer entrepreneurial courses as evidenced by the existence of qualified staff and competent management. However, the findings demonstrated that despite TVET colleges being largely ready and able to offer entrepreneurial courses, there were some minor challenges that TVET colleges face. These include, funding for resources, financial resources, management buy in and lack of enthusiasm by some students among other things.

AENDIX A

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS & LEADERSHIP

MBA Research Project

Researcher: Ntokozo Gwala(083 222 9007)

Supervisor: Dr Emmanuel Mutambara phone number 031 260 8129

Research Office: Ms P Ximba 031-2603587

Participant letter

My name is Ntokozo Gwala currently studying towards the MBA, in particular the dissertation phase. My area of study is *“Entrepreneurship Education in the Technical Vocational Education and Training (TVET) College sector: A supply side perspective”*

The purpose of this questionnaire is to solicit information from FET business studies lecturers regarding Entrepreneurship education in the FET sector. The information and ratings you provide us will go a long way in helping us identify the gaps in Entrepreneurship offering. The questionnaire should only take 10-15 minutes to complete. In this questionnaire, you are asked to indicate what is true for you, so there are no “right” or “wrong” answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself. Make sure not to skip any questions.

Thank you for participating

SECTION A: BACKGROUND INFORMATION

1. Gender: Male Female Elangeni Thekwini

2. Your position within the college Snr HOD

3. Your Lecturing Experience:

Under

1 – 3yrs

4 – 6yrs.

7 -9yrs.

10 yrs and more

4. Department you Lecture IT Other

5. About myself (please mark with X the block)

I am : 7a. Full-time faculty in this institution

7b. Part-time lecturer

7c. Graduate student

6. Please describe your past or current experience in business.

I am / have been...:

6a. Involved in a start-up business

6b. manager in new/young business

8c. a manager in medium sized or large busi

7. Subject(s) you are Offering

Entrepreneurship	Financial	New Venture
Economics	Accounting	Business Management
Other (please		

8. Name of the FET college.....

9. Campus..... Asherville As-Salam Inanda

	<input type="checkbox"/> Durban	<input type="checkbox"/> Kwadabeka	<input type="checkbox"/>
Centec	<input type="checkbox"/> Swinton	<input type="checkbox"/> Kwamashu	<input type="checkbox"/> Cato
Manor	<input type="checkbox"/> Umbumbulu	<input type="checkbox"/> Mpumanga	
Melbourne	<input type="checkbox"/> Umlazi BB	<input type="checkbox"/> Ndwedwe	<input type="checkbox"/>
Springfield	<input type="checkbox"/> Umlazi V	<input type="checkbox"/> Ntuzuma	<input type="checkbox"/> Umbilo
	<input type="checkbox"/> Ubuhle Bogu	<input type="checkbox"/> Pinetown	
	<input type="checkbox"/> Appelsbosch	<input type="checkbox"/> Qadi	

SECTION B. ENTREPRENEURSHIP OFFERINGS AT TVET COLLEGES IN DURBAN?

Please complete the following table for your college as a whole by ticking the appropriate box on each row

	Entrepreneurship Offering	Yes	No	Don't Know
10.	We offer an NCV certificate in Entrepreneurship			
11.	We offer NATED Diploma in Entrepreneurship			
12.	Entrepreneurship is covered in one or more existing courses which focus mainly on another form of business activity			
13.	We offer occasional seminars in Entrepreneurship			
14.	We offer short courses in Entrepreneurship			
16.	Entrepreneurship is taught in one or more dedicated courses, modules or electives			

Details of specific entrepreneurship course in your discipline/department.

17. Name of course.....

18. Year of Offering.....

19. Number of contact hours:.....

Please enter the number of students from each field taking this course.

	Subject area/Department of affiliation and level of students taking the course. (If the course open to anyone, please write "open".) Please use a separate row for each subject area, for example: 2nd year NCV/NATED in business studies/Management or IT, etc.	Actual number of students taking this course in 2012/13	Estimated number of students taking this course in 2010/2011
20	Level 2 NCV –IT		
21	Level 2 NCV-Management		
22	Level 2 NCV-Marketing		
23	NATED-Business – N3		
24	NATED Business N4		
25	NATED Business N5		
26	NATED Business N6		
27	Skills training		

SECTION C: THE CHALLENGES FACED BY TVET COLLEGES OFFERING ENTREPRENEURSHIP EDUCATION

What are some of the challenges you face in training/developing entrepreneurship in your

College?

- 28a College Management buy-in
- 28b Curriculum Development
- 28c Operational and Pedagogic Impediments
- 28d Students Entrepreneurial Efficacy
- 28e Lecturers Entrepreneurial Efficacy

H.FET role

Do you believe that FET sector is an appropriate institution for teaching /training

ent neurship?

29a Yes 34b No

Please elaborate:.....
.....
.....

I. Personal Position

I. How important is entrepreneurship?.

I believe entrepreneurship (is) :

- 30a important for economic development
- 30b should be a compulsory course
- 30c should be taken only by students of business

I believe that FET College students are capable of starting their own businesses?

31a Yes 36b No

Please

elaborate:.....
...
.....
.....

.....

 Is there a mechanism to track the graduates progress after finishing the course to monitor whether they are actually starting/ed their own businesses?

36a Yes b No

If 'yes' please describe this:.....

SECTION C: THE SOLUTIONS PROPOSED BY LECTURING STAFF TOWARDS ENHANCING ENTREPREURSHIP EDUCATION

Please indicate the extent to which you agree with the following statements					
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
37. Role playing is the most effective approach teaching entrepreneurship education					
38. Guest speakers motivates students towards starting their businesses					

<p>39. Design, implementation & shadowing of entrepreneurship by students encourages students to start their own businesses</p>					
<p>40. Provision of resources by TVET colleges for workshop and practical can motivate students start their small own business</p>					
<p>41. Offering entrepreneurship as a course encourages students to start up their small business</p>					

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