



University of Venda

**THE EXTENT OF ENTREPRENEURSHIP EDUCATION IN FOSTERING
ENTREPRENEURIAL INTENTIONS:
THE CASE OF SELECTED TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING (TVET) COLLEGE, LIMPOPO PROVINCE**

BY

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A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF COMMERCE IN BUSINESS MANAGEMENT IN SCHOOL OF
COMMERCE, LAW AND MANAGEMENT AT THE UNIVERSITY OF VENDA

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FEBRUARY 2024

DECLARATION

I, Livhuwani Tshisevhe, student number: 14001881, hereby declare that this research project for Master of Commerce in Business Management entitled “Investigating The Extent Of Entrepreneurship Education In Fostering Entrepreneurial Intentions: The Case Of Selected Technical And Vocational Education And Training (TVET) College, Limpopo Province ”submitted to the School of Commerce , Law and Management at the University of Venda has not been submitted previously for any degree at this or another university. It is original in design and in execution, and all reference material contained therein has been duly acknowledged.

Student: Miss L Tshisevhe

Signature

Date

As the supervisor/ promoter of the candidate, I agree with the submission of this dissertation.

Supervisor / Promoter: Prof. N. Chiliya

Signature

Date

ACKNOWLEDGEMENT

Primarily, I would like to thank God Almighty for providing me with the courage and Perseverance I needed during this process. That being said, I would want to thank and acknowledge the following individuals that supported me throughout this process:

My supervisor Prof N Chilya for his guidance and assistance as my supervisor. My Family for being there for me to during this process especially my mother Mrs Dorah Tshisevhe for her prayers and moral support. Without my family, I could not have finished my study. Mr Laster Themba Mashaba also deserves appreciation as he was my pillar of strength throughout my academic career, and he has always been there for me no matter what. Finally, I would like to express my gratitude to all the participants who were interviewed in my thesis their contributions were of utmost importance for my research.

ABSTRACT

Most political leaders place a great premium on encouraging young people to adopt an entrepreneurial mindset because they believe that doing so will help to lower the high rates of youth unemployment. To increase the number of Tertiary students who are interested in starting their own businesses or to lessen the number of young people looking for work, the government has been implementing entrepreneurship education programs to Tertiary Institutions in South Africa. The purpose of this study was to better understand how entrepreneurship education at selected TVET colleges can affect learner's entrepreneurship intentions. A qualitative research methodology was used for this investigation. Structured interviews were conducted with 8 participants from selected TVET College, . The interviews were coded for easy analysis and analysed using ATLAS, ti. Results of this study indicated that entrepreneurship education can favourably influence TVET students' aspiration to become entrepreneurs. This study showed that to develop students' entrepreneurial zeal and form entrepreneurial Competency the entrepreneurship curriculum in selected TVET College needs to be improved.

Keywords: *Entrepreneurship, Entrepreneurship education, Entrepreneurial intention, Entrepreneurial knowledge.*

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LIST OF ABBREVIATIONS

Covid 19	Corona virus disease 2019
GEM	Global Entrepreneurship Monitor
ILO	International Labor Organisation
MEE	Model of Entrepreneurial Event
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
RQ	Research Question
STATS SA	Statistics South Africa
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action
TVET	Technical and Vocational Education and Training

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CHAPTER ONE

1. INTRODUCTION

1.1 Introduction and background

South Africa, like many other nations, faces significant economic challenges, including high unemployment rates, limited job opportunities, and a struggling economy (Muftahu, 2022). However, entrepreneurship has the potential to play a transformative role in Country's economic development and address the issue of youth unemployment (Lee, Kang & Kim, 2022). Multiple nations have begun to focus on innovation growth through entrepreneurship as a primary strategy for economic development (Youn and Hyun, 2019). Promoting entrepreneurship can foster innovation, create new businesses, generate employment opportunities and stimulate economic growth (Ben Hassen, 2022).

South Africa is one of numerous countries throughout the world attempting to cope with the economic hardship and uncertainty caused by a collapsing economy and the escalating consequences of the COVID-19 pandemic (Githahu, 2020). According to Statistics South Africa (Stats SA) (2020), many employers are being compelled to consider various cost-cutting tactics to maintain business continuity, one of which may include layoffs. As a result of widespread worker layoffs, young people (students) are expected to shift away from the traditional assumption that education leads to employment and toward self-employment.

According to the Quarterly Labour Force Survey published on June 23, 2020, by Statistics South Africa (Stats SA), the unemployment rate increased to 30.1% in the first quarter of 2020. Youth (ages 15 to 34) have been disproportionately affected by unemployment, accounting for 63.3% of all unemployed people, a percentage that has remained high throughout time. According to the most recent data from the International Labour Organization (ILO) (2020), the COVID-19 economic crisis is affecting young people more swiftly and adversely than any other cohort. Since the beginning of the coronavirus pandemic, more than one in every six young people has lost their jobs, and those who do continue to work have had their hours reduced by 23%. Even in uncertain economic times, private activity is an effective way to manage unemployment difficulties.

Most political leaders prioritise developing an entrepreneurial attitude among young people since entrepreneurship is seen to reduce youth unemployment (Pinelli, 2015). Entrepreneurship involves not just educated youth, but also those who can develop and generate ideas to obtain economic independence (Pinelli, 2015).

Singh and Singh (2016) hypothesised that entrepreneurial intent is an important predictor of future entrepreneurial behavior. Entrepreneurial purpose is defined as a person's drive to effectively execute productive tasks that require them to apply and implement major new business concepts (Krueger, Reilly and Carscud, 2000). Those who have taken entrepreneurship training are considered to have a more positive mindset.

According to GEM (2019), South Africa's entrepreneurial spirit is defined by the government's ability to prepare its citizens to establish their own businesses and create jobs for themselves and others. Even though entrepreneurship is high on many governments' priorities, little study has been performed to determine how entrepreneurship education can boost students' entrepreneurial ambitions in TVET colleges.

1.2 Identification of the gap and development of the research Problem

Youth Entrepreneurship offers multiple benefits for South Africa's economic development. Entrepreneurship promotes innovation and creativity, leading to the development of new products, services and industries (Dzomonda , 2019). Krafft and Rizk (2021) hold that Youth-led businesses can generate employment opportunities, reducing the burden on the public sector and providing income for individuals and their families. Lastly, entrepreneurship instills a sense of empowerment and self-reliance among youth, fostering a culture of innovation resilience (Dzomonda, 2019).

As the digital transformation occurs, there is a broader movement from an old form of social connection to a new social relationship (Christensen, Raynold, & McDonald, 2015). The fourth industrial revolution is upending the present order and nurturing new sorts of social relationships, and some of its accomplishments, such as automation associated with disruptive technology, are intended to result in job losses. Given the projected widespread loss of employment in sectors, an examination into how investments in education and training at higher learning institutions would foster and effect entrepreneurship as a career of choice is expected (Abdullahi, Bin Jabor, and Akor, 2020). Despite the growing popularity of this field of study, a review of the literature finds that most of the entrepreneurship research has concentrated on higher education institutions (universities). There have been few studies on TVET students in South Africa to date (Ibrahim, Bakar, Asimiran, Mohamed, and Zakaria, 2015).

1.2.1 Research problem

The research problem statement is thus formulated as follows:

The South African government has been implementing entrepreneurship education policies in tertiary education with the goal of increasing entrepreneurial intention among tertiary students, which can lead to the creation of jobs or a reduction in the number of young people looking for work. This has raised the percentage of people interested in starting their own businesses while also reducing the number of unemployed in South Africa. Higher education institutions are putting more focus on entrepreneurship, but the South African labour

population lacks both entrepreneurial skills and aspirations (GEM, 2019). As a result, it is critical to have a better understanding of how entrepreneurship education influences students' entrepreneurial intents in TVET colleges (GEM, 2019).

1.3 Aim and objectives

The purpose of this study is to better understand how entrepreneurship education at TVET colleges can affect learners' entrepreneurial intentions.

The specific objectives of the study are:

1. Investigating how are the teaching method and delivery in promoting entrepreneurship as a career choice.
2. Analysing the effect of education program as when compared to entrepreneurial intent of learners.
3. Examine the attitude of the college students towards entrepreneurship as a career choice after being exposed to the entrepreneurship education programs at the TVET Collages.

1.3.1 Investigative question

RQ1: What is the relationship between the entrepreneurial intent and entrepreneurship education and training offered at TVET collages?

RQ2: What is the level of entrepreneurial knowledge of the students?

RQ3 What are the student's attitudes towards entrepreneurship?

1.4 Significance of the study

It is vital to conduct a study to evaluate how TVET colleges' teaching techniques and delivery contribute to promoting entrepreneurship as a career option, as the outcomes of this study will benefit the following stakeholders:

1.4.1 Significant to policy developers

The study's findings will assist policymakers in their efforts to support and shape entrepreneurial learning at TVET, as well as serve as a foundation for the entrepreneurial learning ecosystem. Policymakers from a variety of disciplines, including education, employment, the environment, and the economy, may be represented. In addition, policy-level organizations, such as those concerned with quality assurance and the formalization of industries or professional standards, may influence the education system.

1.4.2 Significance to teachers and trainers

Teachers and trainers will also benefit from the study. Teachers and trainers are often the most critical contributors to students' access to high-quality entrepreneurship education. As a result, the current study will assist them in understanding the fundamental entrepreneurial mindsets as well as the entrepreneurship training required to enhance these talents. It accomplishes this by focusing on experimental learning and project work, as well as identifying answers rather of providing pupils with solutions.

1.4.3 TVET governance and partnership

The study's findings will help TVET leaders build and maintain an institutional climate that encourages and facilitates entrepreneurial learning. Collaboration with the community and industry to bring the practical career perspectives and real-life relevance essential for TVET, as well as entrepreneurial learning, into the classroom.

1.5 Delimitation of the study

The study will examine the role that entrepreneurship education plays in encouraging entrepreneurial purpose among TVET students in the South African province of Limpopo.

1.6 Operational definition

Entrepreneurship: The ability and willingness to establish, organize, and manage a business initiative, including any associated risks, to profit (Business Dictionary, 2018).

Entrepreneurship Education: An educator's intentional intervention in the lives of a learner to transmit entrepreneurial values and abilities that would allow the learner to survive in the business world (Global Entrepreneurship Monitor, 2010).

Entrepreneurial intentions: A genuine desire to operate a business in the future (Gartner, 2009).

Entrepreneurial knowledge: refers to an individual's understanding of the concepts, abilities, and mindset required of an entrepreneur (Tshikovhi and Shambare, 2015).

1.7 Summary

This chapter provided background information, a problem statement, research questions, aims and objectives, study constraints and delimitations, study significance, and definitions. The chapter discusses a serious issue that is significant to both individuals and policymakers.

1.8 Structure of the thesis

Chapter One: Introduction. Containing the background of the problem, the formulation of the problem, the aim of the research, the significance of the research, delimitation of the study and operational definition.

Chapter Two: Literature Review. Will examine in more depth the existing literature on entrepreneurship, entrepreneurship education, theoretical framework for the study and will refer to other sources such as textbooks and other relevant published articles.

Chapter Three: Research Methodology. Will contain the techniques of data collection. Data collection strategies, description of research methods, instruments recording, and analysis of data will be provided in this chapter.

Chapter Four: Data presentation and interpretation of results. This chapter will present the findings which should meet the research objectives all the data collected will be analysed and interpreted in this chapter.

Chapter five: Discussion, conclusion, and results. On this chapter, researcher will explain about conclusion of research, suggestion of research, limitation of the research and recommendation for further research.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

The context of the research problem and the introduction to the research study, including its goals, objectives, research questions, methods, theoretical framework, limitations, significance, and chapters summarizing the research thesis, were the main topics of the previous chapter.

The primary purpose of this study is to gain a better understanding of how entrepreneurship education at Selected Technical Vocational Education and Training (TVET) colleges influences selected students' entrepreneurial inclinations. The literature review integrates thoughts and perspectives from numerous authors, providing a comprehensive understanding of the study at hand.

The following sections will be covered in this chapter. The significance of entrepreneurship, entrepreneurship education, and entrepreneurship intention, the usefulness of entrepreneurship education, and a summary of the study's theoretical foundation. The study will conclude by emphasizing the relevance of entrepreneurial education in TVET colleges.

2.2. Entrepreneurship

According to Gautam and Sigh (2015), the term "entrepreneurship" first became widely used in the 16th century. Furthermore, the term "entrepreneurship" originated from the French word "entrepredre," which originally referred to the organizer of musical or other entertainment events. In the 18th century, the term "entrepreneurship" was broadened to incorporate economic factors. According to Aladejebi (2018), the French economist Richard Cotillion coined the term "entrepreneurship" to describe what is now known as entrepreneurship about 1730.

According to Gedeon (2010), there is no universally acknowledged definition of entrepreneurship. Thus, different researchers characterized entrepreneurship differently. Gautam and Sigh (2015) defined entrepreneurship as "activity that encompasses creativity, innovation, and taking risks, as well as the capacity to plan and manage projects to achieve objectives." Teshome (2014) defines entrepreneurship as the art of creating and operating a profitable and sustainable firm.

As a result, academics have proposed many theories for entrepreneurship. According to Shane and Venkataraman (2000), entrepreneurship is "the study of sources of opportunities,

the process of opportunities' discovery, evaluation, and exploitation, and the group of people who do these things" (Shane and Venkataraman, 2000). Fills and Rentschler (2010) define entrepreneurship as the process of creating value for businesses and communities by combining unique public and private resources to capitalize on economic, social, and cultural opportunities in a changing environment.

Entrepreneurship is becoming increasingly essential worldwide, and it has been highlighted as a more effective means of attaining economic growth (Urbano and Aparcio, 2016). Entrepreneurship is widely recognized in modern economies as a potent tool for wealth creation and unemployment reduction (Khalifa and Dhiaf, 2016). Entrepreneurship is the most effective strategy to alleviate unemployment, especially when educated youth cannot find work (Brownhändler, 2014).

2.3 The need for Entrepreneurship

2.3.1 Economic growth and development

Developing countries have significant impediments to economic growth. This is not always due to a lack of money, labour, or land; rather, there is a lack of entrepreneurship to combine these components and create new markets and approaches (Ima Fido, 2014). Lack of entrepreneurship has hampered economic development and advancement in developing countries, particularly South Africa (Herrington et al., 2014).

A country's potential to innovate, create jobs, and achieve good economic development is entirely dependent on its level of entrepreneurship. To increase the ratio of new venture creations, the primary goal of entrepreneurship is to increase the number of entrepreneurs. Small and medium-sized businesses (SMEs) have a significant impact on a country's GDP, according to study (Cholo, Tengeh, and Iwu, 2014; SEDA, 2020). Because entrepreneurship supports economic growth and development, there is an increased demand for it.

2.3.2 COVID-19 crisis

The uncertainty surrounding the COVID-19 epidemic has fuelled a rise in entrepreneurship. The COVID-19 Pandemic was one of today's most serious crises (Alon, Farrel, & Li, 2020). This global epidemic has afflicted the vast majority of the world's regions. To combat the challenge, governments are striving to adopt entrepreneurial thinking. In times of crisis, entrepreneurship was critical because it provided a positive outlook on new circumstances and raised awareness of how innovation and forward-thinking could turn the pandemic's agony into opportunity (Donthu and Gustafsson, 2020).

2.3.3 Digital Transformation

The world is currently enduring an extended period of unpredictability. The fourth industrial revolution and technical developments had resulted in structural changes to our economy (Schwab 2015). These concerns affected all of us, but young individuals entering the workforce were especially susceptible (Christensen, Raynold, and McDonald, 2015). Artificial intelligence, robotics, blockchain, digital technology, and 3D printing are disruptive technologies that are transforming socioeconomic development processes in a global but more untrustworthy market economy.

Vial (2019) predicted that this transformation's development rate would be factorial, exponential, and unexpected. The fourth industrial revolution created opportunities for youth creativity and entrepreneurship to successfully tackle inequality and poverty. To prepare, governments must reskill their youth to foster entrepreneurship and create job possibilities. Youth must be enabled to overcome technological skill shortages and capabilities among millennials entering the work market (Schumacher, Erol, & Sihn, 2016).

2.4 Entrepreneurship Education and Training

Entrepreneurship education and training were provided experimentally at the global, international, national, regional, and local levels. Entrepreneurship education aims to familiarize students with the world of entrepreneurship, improve their knowledge and skills in business governance, marketing, and business networks, and prepare them to participate in young entrepreneurial development programs.

The development of entrepreneurial attitudes and talents was represented in entrepreneurial education and training, as well as programs that provided students with entrepreneurial outcomes (Rahyono and Alansori, 2021). People with entrepreneurial tendencies were able to generate positive judgments regarding the viability of their initiatives, which resulted in entrepreneurial activity (Darmanto, 2013). As a result, all levels of education must include entrepreneurship education in their curricula (Kurjono and Asep, 2017).

The impact of entrepreneurship education and training is a critical component in promoting and fostering entrepreneurial drive, spirit, and behavior in the younger generation (Indarti and Rostiani, 2008). Mwasalwiba (2010) stated that entrepreneurial education and training has become a recognized topic of research, with interest from both students and policymakers.

Table 1: Definitions of Entrepreneurship Education

Fayolle and Gailly (2009)	Entrepreneurship education includes activities designed to build entrepreneurial thoughts, attitudes, and competencies. These activities cover a wide range of themes, including idea formation, startup, growth, and innovation.
Mwangi (2011)	An educator provides skills to a pupil to empower that individual to challenge the corporate world, be innovative enough to take risks, and start their own businesses rather than looking for paid employment from another person or organization.
Timmons, Eisenman and O'Connor, (2015)	A sort of schooling that strives to encourage and uplift people who are capable and motivated to establish their own business.
Li and Wu (2019)	Complete an educational undertaking with the explicit objective of encouraging pupils' business aspirations.
Vias and Rivera-Cruz (2020)	Teaching and learning activities that promote entrepreneurial mindsets such as independence, creativity, and innovation, as well as taking risks and starting your own firm.
Shuaibu, Kamin, Isa and Cledumas (2021)	The process of locating, developing, and realizing a vision. The Vision could be whole new ideas, an opportunity, or simply a better technique to complete a task. The result of this process is the establishment of a new venture under risky and uncertain conditions.

According to the discussion in the table above, various authors believed that entrepreneurship education was an important tool for changing students' attitudes and behaviors so that they could understand entrepreneurship, develop entrepreneurial skills, and eventually create new businesses and job opportunities.

2.5 Importance of Entrepreneurship Education

South Africa requires people who are self-sufficient, motivated by opportunity, emotionally intelligent, and willing to learn (Gamede and Uleanya, 2017). Entrepreneurship, which creates new company opportunities, is recognized as one of the most important factors for economic success. According to Gamede and Uleanye (2017), education is critical to cultivating an entrepreneurial culture in South Africa. This accomplishment was dependent on the participation of all stakeholders, including the government, teachers, parents, and students.

Unemployment is a major issue in most countries, particularly in South Africa. One technique for reducing unemployment was to encourage people to start firms or become entrepreneurs; however, someone required to be familiar with entrepreneurship (Aladejebi, 2018). We require education. To be an entrepreneur, one must have a sound business understanding.

Entrepreneurship education is in high demand because it involves more than just teaching people how to start new businesses (Ebowo, Rugimbana, et al. 2017). It also involves providing students with the knowledge, skills, and competencies they need to engage in more enterprising, inventive, and adaptable behavior in a constantly changing environment.

According to Gamede and Uleanya (2017), major nations appear to be moving toward technological advancement. South Africa's corporate industries demand persons with the necessary entrepreneurship abilities, hence the country needs an economic science and entrepreneurship curriculum that is skill-based and career-oriented (Gamede and Uleanya, 2017).

As a result, entrepreneurship education can build knowledge and skills to foster entrepreneurship as part of educational programs at all levels of education, particularly at postsecondary institutions (Martinez, Levie, Kelly, & Mundsson, 2010). It was also stated that developing entrepreneurial knowledge and skills, which encourages the formation of well-established businesses, lessens perceptions of the problems and risks associated with entrepreneurship (Zhou, Tao, Zhong, and Wang, 2012).

According to Schoof's (2006) research, entrepreneurship education is critical for assisting young people in developing the information, attitudes, and behaviors required to understand entrepreneurship as a career option and create a positive entrepreneurial intent. The statement supports Gerald and Saleh's (2011) research, which shown that entrepreneurship education can motivate and improve students' passion for pursuing jobs in entrepreneurship. Entrepreneurship education can effectively provide students with the knowledge and abilities required to successfully navigate complex decision-making scenarios associated with a career in entrepreneurship (Gerald and Saleh, 2011).

Raising students' understanding of self-employment as a career option will give the message that they can become not only employees but also employers, as South Africans frequently rely on the public and private sectors to create work (Mathosa, 2018). As a result, having an entrepreneurial mindset is critical for shaping a person's behavior and capacity to demonstrate their entrepreneurial purpose (Mathosa, 2018). Entrepreneurship education currently encompasses all sorts of information transfer that aim to empower individuals to earn genuine wealth in the economic sector while also advancing the cause of national development (Bullock, 2015).

Entrepreneurship education allows students to perform a variety of entrepreneurial duties on a regular basis while also increasing their confidence in doing so in the future (Shinnar, Hsu, & Powell, 2014). Students conduct market research, develop firm strategies, propose concepts, and participate in other entrepreneurial activities as part of their entrepreneurship projects. This increases students' motivation to establish their own businesses as well as their self-confidence in their ability to do so (Shinnar et al., 2014). Furthermore, the research findings remain unclear because some studies reported a positive link while others found none or even a negative relationship (Shinnar et al., 2014).

2.6 Theoretical Framework

Various entrepreneurial aim theories have evolved over time; this study focuses on the two most often utilised ones. That's the Theory of Planned Behavior (TPB) and the Model of Entrepreneurial Event (MEE).

2.6.1 Theory of Planned Behavior (TPB)

Ajzen (1991) developed the Theory of Planned Behavior (TPB), which was based on Fishbein and Ajzen's Theory of Reasoned Action (TRA) (1975). The Theory of Planned Behaviour states that an individual's attitudes toward a behavior, subjective norms, and perception of behavioural control influence their behavioral intentions. Although it was not originally intended for entrepreneurship, Krueger and Casrud's (1993) study provided the framework for its evolution into a crucial conceptual lens for research on entrepreneurial purpose. According to the Theory, an individual's motivation to engage in entrepreneurial behavior, as well as their ability to make sensible decisions when presented with a choice of possibilities, must serve as the foundation for behavior.

2.6.1.1 Attitude towards entrepreneurship

Ajzen (1991) defines a person's attitude toward their action as a measure of how highly or lowly they value it. As a result, a person's attitude toward entrepreneurship reflects how they

perceive entrepreneurial behavior, whether desired or unpleasant, favourable or unfavourable. This means that if a person has a positive attitude toward entrepreneurship, they will naturally acquire a positive attitude toward entrepreneurial behavior (Malebana and Swanepoel, 2015).

2.6.1.2 Subjective Norms

Norms dictate how people of a society behave, and they frequently reflect cultural values. Because attitudes influence behavior through intentions, Ajzen (1991) discusses how expected social norms and relationships among peers, parents, friends, and acquaintances affect people's intentions to engage in or refrain from engaging in entrepreneurial activities. Parents, friends, coworkers, lecturers, and other people's values, beliefs, cultures, and practices can all influence how a person develops an attitude and intention toward entrepreneurship and education.

2.6.1.3 Perceived Behavioral Control

The term "perceived behavioral control" refers to the perceived social pressure to engage in or avoid a desired action. People are more likely to feel capable of engaging in entrepreneurial action if others in society support and value it (Linan, Nabi, & Krueger, 2013). According to Pihie and Akmaliah (2009), students who have been exposed to entrepreneurship are more likely to sense behavioral control.

2.6.2 Model of Entrepreneurial Event (MEE)

Shapero's (1982) Entrepreneurial Event Model is another intention-based explanation of entrepreneurship (MEE). The three criteria of perceived desirability (personal appeal of starting a business), perceived feasibility (degree of confidence in one's ability to start a business), and tendency to act on opportunities are used to describe a person's future readiness to engage in entrepreneurship (Ngugi, Gakure, Waithaka, and Kiwara, 2012). The model assumes that significant life changes, whether positive or negative, can influence a person's decision to establish a business. Financial resources, educational achievement, the presence of necessary skills, and a risk-taking attitude are only a few of these determinants. However, the perceived appeal and viability of an entrepreneurial action, as well as one's proclivity to act, affect the magnitude of the influence of such events. The EEM is a popular model for researching entrepreneurship. Krueger, Reilly, and Carsrud (2000) believe that the superior model can be utilized to understand an individual's entrepreneurial ambition. Because the researcher wishes to understand the entrepreneurial intentions of Vhembe TVET students, this model is applicable for the current study.

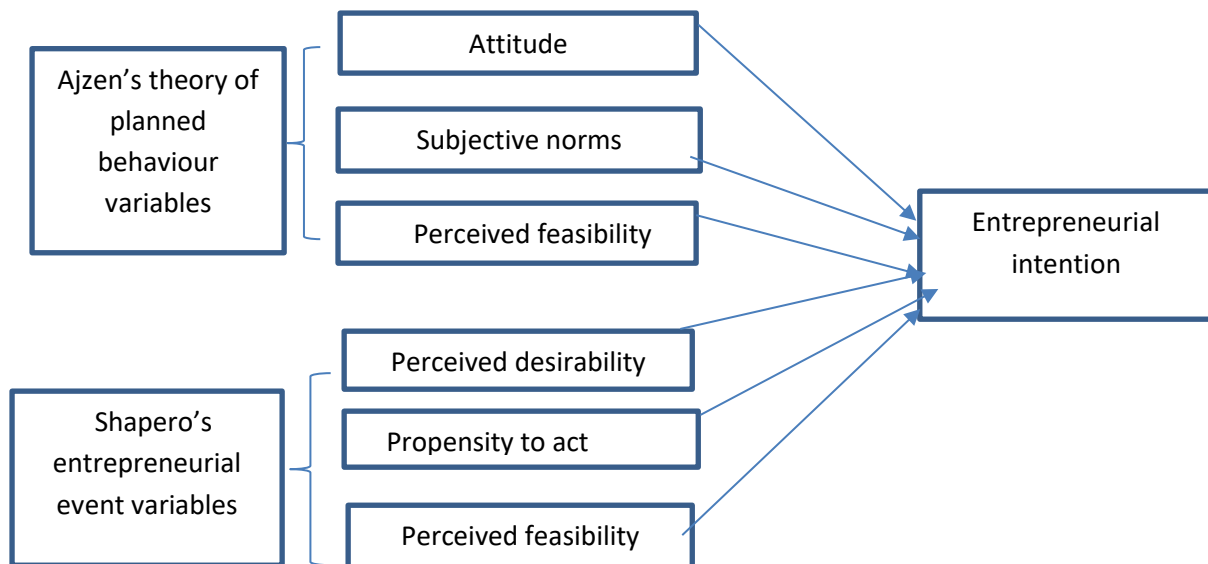


Figure 2.1: Ajzen's theory of planned behaviour and Shapero's entrepreneurial event model on entrepreneurial intention.

2.7 The role of Entrepreneurship Education at TVET colleges

Technical and vocational education and training (TVET) is a type of education and training that focuses on industrial practices and career paths (Maina and Nyambura, 2019). It aims to generate skilled workers in specific fields. According to Rwigema and Venter (2004), TVET remains a critical aspect in ensuring South Africa's economic success by producing a skilled work force. According to Pavola (2007), TVET can boost productivity and reduce poverty in South Africa.

In the modern period, technical and vocational education and training (TVET) has been recognized as one of the criteria for a person's ability to generate creative ideas and provide practical solutions to social problems. According to Moses (2016), the major purpose of TVET is to produce a sufficient number and quality of individuals equipped with the knowledge and skills required to address community issues and fulfill developmental challenges. According to Gamede and Uleanya (2019), societies expect TVET graduates to contribute to economic growth through innovation and entrepreneurship.

In first-year technical vocational education and training, where risk-taking is supported by relevant abilities in specialized occupations, carefully identifying and analyzing unfulfilled needs through creativity and meeting those needs by taking the associated risks can be extremely beneficial (Maigida, Saba, and Namkere, 2013). For this promotion to occur, innovation and entrepreneurship education must be present at all levels of the TVET system and administered sustainably (Shikalepo, 2019).

According to Nwachukwu (2014), several developed and developing countries' ministers of education have identified TVET as a priority. These priorities exist because TVET is dedicated to ending poverty and promoting national development (Nwachukwu, 2014). TVET promotes young people's growth while simultaneously providing them with a means of earning a living and addressing unemployment. TVET is thought to assist young people grow both within and outside of the classroom, and it can be used as a tool to combat the global unemployment crisis (Aring, 2011).

2.8 Conceptual Framework

According to the conceptual framework of this study, individuals who have received effective classroom entrepreneurship education have a reasonably high level of entrepreneurial knowledge, which influences their personal views (Tshikovhi and Shambare, 2015). As a result, personal attitude may serve as a mediator between entrepreneurial knowledge and entrepreneurial intention. This reveals that, while personal attitude has a greater influence, entrepreneurship knowledge is clearly more important (Mirallas, Rivera, and Giones, 2012). Tshikovhi and Shambare's study, which found that personal attitude and entrepreneurial expertise are important factors in encouraging people to act entrepreneurially, supported this. Contextual effects are roughly described as factors that relate to one's environment or how an individual interacts with the external environment. A person's environment encompasses a wide range of social, cultural, economic, political, and technological aspects. Contextual factors do influence personal attitudes and entrepreneurial behavior.

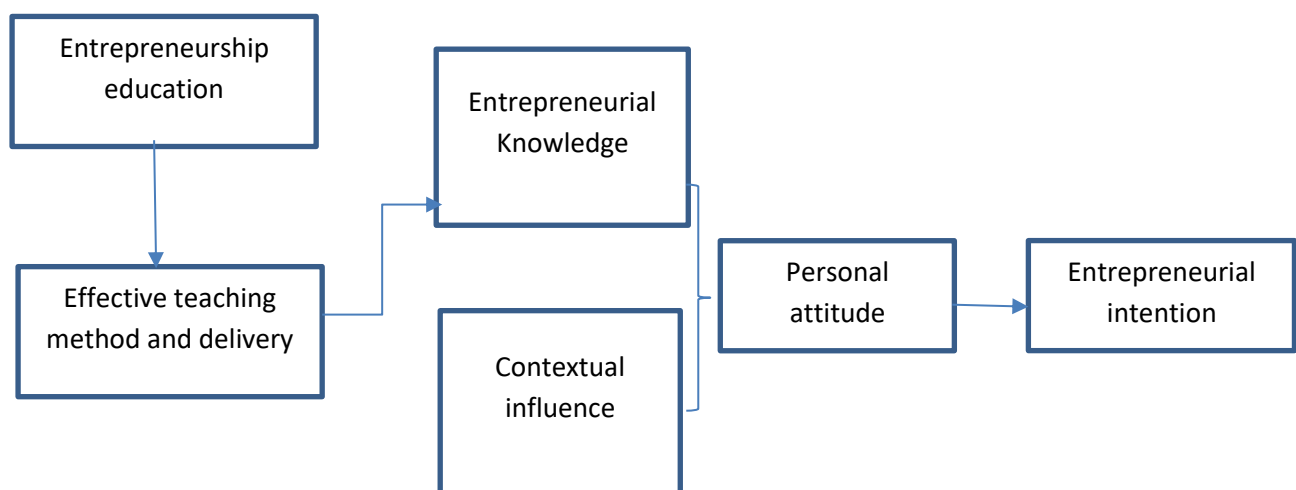


Figure 1.2: Conceptual framework of the study.

2.9 SUMMARY

The purpose of this chapter was to discuss significant investigations undertaken by other researchers. The first objective was to define entrepreneurship. The definition of entrepreneurial education and its justification are provided in the next section. It then went on to discuss entrepreneurial education, its significance, and the study's objective before introducing the theoretical framework. Finally, it assessed the efficacy of entrepreneurship education in TVET institutions, as well as the study's conceptual framework.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3. Introduction

This chapter describes the methodology that will be followed in the study. Saunders, Thornhills, and Lewis (2012) define methods as the strategies and procedures used to collect and interpret data. This chapter will detail the strategies used to collect and analyse the study's data. However, this chapter discusses data collection and analysis tools, as well as research technique, design, paradigm, study area, and target population. For purpose of -emphasis the research objectives are presented hereunder.

The specific objectives of the study are:

1. Investigating how are the teaching method and delivery in promoting entrepreneurship as a career choice.
2. Analysing the effect of education program as when compared to entrepreneurial intent of learners.
3. Examine the attitude of the college students towards entrepreneurship as a career choice after being exposed to the entrepreneurship education programs at the TVET Collages.

3.1 Research Method and Design

3.1.1 Research Methods

Zikmund, Carr, and Griffin (2013) argue that the appropriate approach must be employed to properly reply to the study questions. According to Merrium and Tisdell (2015), a research method is the process of collecting data for a study. There are three sorts of research methods: mixed, qualitative, and quantitative. According to Brannen (2017), selecting the appropriate research method, whether qualitative, quantitative, or hybrid approach, is critical at the start of a study.

Quantitative approaches do well with larger samples and greater scales (Brannen, 2017). This method is commonly used to test research hypotheses. Surveys and statistical software analysis are two components of the quantitative method (Kumar, 2018). Researchers typically collect data by asking formal, closed-ended questions.

To get individual ideas, the qualitative approach can use a single or small sample size (Brannen, 2017). Understanding the topic under inquiry and characterizing the situation are the major objectives of qualitative research (Almalki, 2016). This method usually uses focus

groups, interviews, and observation. Researchers collect data through open-ended, semi-structured, and unstructured queries (Hossain, 2011). To acquire a better understanding of the respondents, a qualitative research approach would be used. Qualitative data includes descriptions, quotes, observations, and document excerpts (Almalki, 2016).

A mixed approach refers to the use of both qualitative and quantitative methodologies. According to Brannen (2017), a mixed technique is excellent for gathering data from a bigger sample size as well as focus group members in a single study.

The principal methodology employed in this study was a qualitative research design. The qualitative research method was chosen because it helps researchers understand people (Ponelis, 2015).

3.1.2 Research Design

A research design is a study plan that guides data collection and analysis (Churchill, Suter, and Brown 2010). According to Cooper and Schindler (2012), it provides a systematic framework for data collection, measurement, and interpretation. They go on to define research design as the method of inquiry that allows researchers to find answers to their questions. Cooper and Schindler (2012) define it as the plan of the research. There are three types of integrated strategies, including qualitative and quantitative methods (Brannen 2017). Brannen (2017) believes that a mixed method should be employed to collect information from a larger sample size as well as comments from a focus group in one study.

Descriptive studies demonstrate that something occurred (Saunders and Lewis, 2012). Descriptive research examines or presents a precise profile of individuals, situations, or events (Robson, 2002). It is handled in a systematic and organized manner (Robson, 2002). Typically, descriptive research is used to support a claim.

Explanatory studies extend descriptive studies "by seeking an explanation for a specific event through the identification of a casual association between significant factors." (2012) Saunders & Lewis It is used to see how two variables covariate. It is sometimes called ad hoc research (Saunders and Lewis, 2012). It is quite tight and organized, similar to descriptive research. It is also used to assess causal links during experimental design and when a researcher wishes to understand why something is the way it is (Robson, 2002).

According to Saunders and Lewis (2012), exploratory research assists researchers in discovering broad knowledge about the research topic when they do not fully understand the research issue. Although exploration researchers are unaware of the obstacles that would arise during the investigation (Robson, 2002). This is worsened by academics' differing opinions on research concerns. Exploratory research employs a variety of methodologies,

including focus groups, in-depth personal interviews, reviewing academic literature, interacting with subject area experts, and performing case studies (Saunders and Lewis, 2012). These characteristics defined the research study kind, which is exploratory.

3.2 Research Paradigm

According to Slaunders, Lewis, and Thomil (2009), the research paradigm includes substantial presuppositions regarding the researcher's worldview. These hypotheses provide support for the study approach and methodologies chosen as part of it. The study followed an interpretive paradigm and was exploratory in character. Reeves and Herbert (2003) define the interpretive paradigm as meaning-oriented procedures that rely on subjective interactions between researchers and participants, such as participant observation or interviewing. The intricacy of human sense-making as the situation evolves is not well addressed (Kaplan and Maxwell 1994).

3.3 Study Area

The study was conducted at Vhembe TVET college (Makwarela Campus) in Limpopo Province, South Africa. Vhembe TVET College consists of six campuses: Makwarela, Mashamba, Mavhoi, Shingwezi Tshisimani Thengwe, and Musina. The location was chosen because it has a large student population enrolled in the Faculty of Business Management and serves as the primary campus for Vhembe TVET institutions.

3.4 Targeted Population

Copper and Schndler (2011) defined population as the complete set of factors from which the study intended to derive statistical inferences. Wild and Diggines (2010) define a target population as a group of people who the researcher is interested in and can offer data on. To ensure that the study topic is addressed, and the appropriate findings are produced, the target audience must be properly determined (Wild and Diggines, 2010).

The targeted audience consisted of selected students enrolled in the NATED program from the Faculty of Business Management at Vhembe TVET colleges who were studying entrepreneurship as one of their final year modules. NATED final-year students studying entrepreneurship were chosen because they are assumed to be in the process of deciding on a future route or to have already decided. The researcher could not establish the accurate total number of Vhembe TVET students at the targeted location because the registers were not made available to the researchers.

3.5 Sampling Method and sample size

3.5.1 Sampling Method

A sample is a subset of a broader population used to collect data (Zikmund et al., 2013). Fox and Bayat (2013) describe two different sampling approaches:

1. Non-probability sampling means that the population unit under study has little or no chance of being chosen for the sample.
2. Probability sampling ensures that each population component has a predictable chance of inclusion in the sample.

Non-probability sampling was relevant for this study as the selected study used purposeful sampling which is. Purposive sampling, according to Neuman (2011), involves selecting a sample with a specific aim in mind. Thus, the researcher defined the target sample in terms of a specific purpose to meet the study's objectives.

3.5.2 Sample size

The sample size refers to the number of participants chosen from the study's population (Mason,2010). The plan was to interview 15 students; however, saturation was reached at 8 participants. Data saturation is typically achieved when any further sampling does not generate any new data in interview or field observation process (Kisely and Kendall,2011), furthermore a sample size of 8 participants also corresponded to the mean sample size in qualitative research as recommended by (Creswell and Clark,2011).

3.6 Data collection

Data collection is one of the most important components of research since it provides the researcher with the information needed to create the study (Fletcher, 2017). Fisher (2007) describes five main forms of data collection methods: panels, surveys, observation, and documentaries. According to Saunders and Lewis (2012), qualitative approaches such as interviews are appropriate for exploratory research.

Interviews allow you to get extensive knowledge from persons who have dealt with a variety of situations (Myers, 2019). Typically, there are three types of interviews. Interviews can be structured, semi-structured, or unstructured (Pearlson, Saunders and Galletta, 2019).

Structured interviews have a standardised format of the interview, ensuring consistency and easier comparison of responses, but they can feel impersonal and rigid (Ghauri, Gronhaug, and Strange,2020). In comparison, unstructured interviews are more conversational, allowing

questions to arise spontaneously based on the interviewee's responses (Ghauri, Gronhaug, and Strange, 2020). This format fosters a relaxed atmosphere but complicates comparison and objectivity (Ghauri, Gronhaug, and Strange, 2020). Semi-structured interviews blend both approaches, using a mix of fixed and flexible questions (Pearlson, Saunders and Galletta, 2019). This allows for deeper exploration while maintaining some consistency across interviews, making it a popular choice in qualitative research (Pearlson, Saunders and Galletta, 2019).

For this research, the data collection tool was self-developed, semi-structured interview questionnaire that was used to answer the research questions. The study involved a one-on-one in-depth, open-ended questions which enabled the participants to provide suitable answers based on the knowledge and experience with the program. The semi structured interview made it possible to get an understanding of the students' intentions towards entrepreneurship. An interview guide with opened ended questions was designed based on the purpose of the of this research, the literature review and the context of this study. Semi-structured interview is more appropriate method of acquiring information that reflects events, processes and interactions that are more complex (Myer 2019).

3.7 Data Analysis

Following the selection of a research design and the collection of data, data analysis, or the act of analysing data and interpreting outcomes, is an important stage. Planning and data collection are essential to support testing (Bergh & Ketchen, 2009). The study's data was analysed using the ATLAS.ti program. According to Fritz (2008), ATLAS.ti offers a diverse set of tools for carrying out the tasks needed in any systematic approach to unstructured data, such as data that cannot be properly analysed using formal, statistical approaches The program also serves as a repository for all project-related material, such as data, notes, codes, and discoveries. The audio recordings were transcribed after each interview was done. The transcribed interviews were added on ATLAS.ti. this assisted in determining the outcome of interviews and identifying common themes for interviews. Thus, thematic analysis was performed, which relates to the identification of common themes that come up from interviews when investigating new insights and phenomena (Allen,2017). The themes were noted for reoccurrence (Allen,2009), As a result, the computer helped the researcher compare, retrieve, and manage data from relevant texts for the investigation (Fritz, 2008).

3.8 Trustworthiness

The phrase "trustworthiness" is often used in qualitative research to assess research quality. What matters is the level of credibility and reliability of the data analysis (Snyder 2012). The information obtained and analysed for the study must be reliable and plausible. Lincoln and Guba's model was used to improve the credibility of qualitative research by ensuring dependability and eliminating bias in the results (Amankwaa, 2016). The field recordings underwent two rounds of content analysis. The first phase involves creating a variety of researcher perspectives, while the second phase required comparing findings to those of research participants.

3.9 Creditability

The "truth value" (Amankwaa, 2016) or credibility requirement requires demonstrating that qualitative research findings are dependable or appropriately reflect the meanings of the study participants. Credibility, the quantitative research equivalent of internal validity (Anney, 2014), addresses the concept of truth value.

Peer debriefing (sharing questions about the research process and findings with peers who provide an additional perspective on analysis and interpretation; Creswell and Miller, 2000) and member checking (returning findings to participants to determine if the findings reflect their experiences) are three strategies for demonstrating a study's credibility (Padgett, 2008).

The member check technique ensures that the study is valid. The participant received a copy of the whole interview transcript so that they could provide feedback and rectify any inaccurate interpretations.

3.10 Transferability

Transferability refers to the extent to which qualitative research findings can be used to other contexts or environments (Amankwaa, 2016). Application is a question of transferability. A researcher's responsibility is to describe the participants and the research technique so that the reader may determine whether the findings apply to their own circumstance (Shenton, 2004). In the current study, the researcher provided a detailed explanation of exploratory data, including context, setting, sample size, sampling strategy, demographics, and interviewing methods.

3.11 Dependability

Dependability refers to the consistency and reliability of research findings, as well as the extent to which research protocols are documented, allowing someone outside the research to observe, audit, and critique the research process (Streubert, 2007). Detailed discussion of the

approach and procedures used enables the reader to judge the extent to which suitable research practice was followed (Shenton,2004). The researcher documented the research design and implementation, including the methodology, methodologies, and data gathering information, in the current paper.

3.12 Confirmability

Confirmability is the extent to which the results can be confirmed or substantiated by others (Condon and Hendrick, 2022). Confirmability addresses the issue of neutrality. The emphasis here is on the interpretation process, which is incorporated inside the analysis process (Condon and Hendrick, 2022). The interpretation should be based on the evidence rather than the researcher's preferences and perspectives (Maxwell, 2021). To establish confirmability, the researcher demonstrated that the results are clearly related to the conclusion in such a way that they can be followed and duplicated. By offering a clear methodological description, the researcher allows the reader to establish confirmability, demonstrating how the evidence and hypotheses derived from it can be accepted (Maxwell, 2021).

3.13 Ethical Consideration

Ethics is concerned with moral behavior and the protection of others. Adopting appropriate ethical standards can help prevent harm (Ghauri, Gronhaug, and Strange, 2020). This work followed the ethical guidelines set by the University of Venda's research ethics council (2018). Before beginning the study, the researcher informed all participants that their participation was entirely optional. Ethics include both moral behavior and the defence of others. Adopting suitable ethical norms can assist prevent harm (Ghauri, Gronhaug, and Strange, 2020). This work met the ethical criteria established by the University of Venda Research Ethics Committee (2018), which are as follows:

- a) Participants were informed that their identification in the study will remain anonymous, that participation is completely optional, and that any information gathered will not be shared.
- b) Notification that individuals may withdraw from the study at any moment without facing any consequences was sent to participants.
- c) No individual will be reported on; all collected data was handled as group data.
- d) This study adhered to the guidelines and policies of the University of Venda's research protocols, and the researcher did not misuse his position to further personal gain.
- e) The researcher made certain that the study would not have an adverse effect on the subjects or their companies.

3.14 Conclusion

This chapter discusses the research approach used in the study. To fulfil its research objectives, the study employed qualitative methods. The chapter covered the following themes. The research method, research design, research paradigm, study area, population, sampling, data collection, data analysis, reliability, dependability, confirmability, and ethical concerns. The study's research topics were addressed through an exploratory research approach.

CHAPTER FOUR

4. DATA ANALYSIS AND PRESENTATION

4.1 Biographic information

The study consisted of 8 participants from TVET colleges this number of participants in the qualitative stage is not a problematic issue because the number of respondents in qualitative research varies and ranges from 1 to as many as 20 or 30 (Creswell and Clark, 2011). Regarding gender, five participants were male while the remaining were female. Five were enrolled for an NQ level six qualification while the remaining were in NQ level qualification. In terms of field of study, three were enrolled for financial management, another three were in public management and two were in business management.

Table 2: Participant biographic information

Demography		Frequency
Gender	Male	5
	Female	3
NQ level	NQ level 4	3
	NQ level 6	5
Field of study	Financial management	3
	Public management	3
	Business management	2

4.2 Motivation for enrolling in entrepreneurship course

This section explores the motivations of individuals enrolling in the entrepreneurship course at TVET colleges. Four key motives were drawn from the results. These included passion for innovation and business operation, unemployment, desire to gain business management skills, and exciting business knowledge opportunities. The section examines the reasons behind the growing interest in entrepreneurship education and its potential impact on individuals and the broader economy. The motives listed above are discussed in the following subsections and presented on the network diagram furnished on Figure 4.1.

4.3 Passion for innovation and business operation

Results showed that most of the students enrolled in the entrepreneurship class for gaining business creativity prowess. Entrepreneurship encompasses the process of creating, developing, and managing a business venture while assuming associated financial, strategic, and operational risks. Thus, many individuals were naturally drawn to entrepreneurship because of their passion for innovation and business operation. Entrepreneurship courses reportedly attract students and aspiring entrepreneurs who are enthusiastic about turning their innovative ideas into reality. The opportunity to develop new products, services, or business models and see them come to life is a significant motivator. More so, the desire to be in control of one's business operations and make an impact on the market serves as a powerful incentive. This was based on the views of participants 1 and 5 shown in the following extracts. Verbatim words supporting these sentiments are shown on Figure 4.1.

“I am business minded person, so I chose it because I find innovation extremely interesting. I have a lot of business ideas that I would like to establish, so for me to do that I needed entrepreneurial classes for knowledge. So, to me motivation lies on the need to develop new ideas, innovations, and initiatives to respond to change and to exploit opportunities”. (P1)

“I think entrepreneurship is exciting and attractive and I am comfortable dealing with uncertainty and risk I feel capable of handling the uncertainties of starting and managing a business”. (P5)

4.4 Unemployment

A significant number of participants were also attracted to the entrepreneurship course by unemployment. Entrepreneurship can offer a potential solution for job seekers facing limited opportunities in the job market. Enrolling in entrepreneurship courses often stems from the necessity to create one's job or generate an additional income source. Entrepreneurs-in-training see entrepreneurship to address the problem of unemployment and achieve financial independence. Evidence to support this view is reflected in a quotation from Participants 4 and 8 shown in the following extracts.

“I admire people who have their own businesses they seem to be having more money than people who are employed by government or certain companies and I have realized that running your own business also it resolves challenge of unemployment that we are currently facing as a country. So yah, those reasons motivated me to enrol in entrepreneurship course”. (P4)

“The current economic situation for example the shortage of jobs increased my motivation to enrol in entrepreneurship course.” (P8)

4.5 Desire to gain business management skills.

Some participants illustrated that their enrolment in the entrepreneurship course was driven by their desire to gain business management skills. It was noted that business management skills are vital for the effective operation and growth of any entrepreneurial venture. Individuals enrol in entrepreneurship courses to acquire the necessary skills and knowledge to start and run their businesses successfully. These courses offer a structured approach to learning about business operations, enabling students to gain practical insights into managing finances, marketing products, and building strategies. Evidence to support this view is reflected in a quotation from Participant 3 In the following extract.

“I do not like the working culture; I want to achieve something meaningful on my own. I want to start a printing business and I do not have business management skills, so to improve my skills, I decided to enrol for entrepreneurial course to equip me with business management skills”. (P3)

4.6 Exciting business knowledge opportunity

The business world is constantly changing due to technological advancements, market shifts, and emerging opportunities. Thus, participants indicated that they were attracted by the potential to stay at the forefront of exciting developments. Enrolling in entrepreneurship courses allows individuals to remain updated with the latest trends, technologies, and strategies. The opportunity to explore new markets, cutting-edge business models, and innovative solutions motivates those with a thirst for knowledge. This was based on the views of Participant 7 shown in the following extracts.

“I think there is a huge need in society for entrepreneurs because they create jobs and products that ultimately exceed customer needs.” (P7)

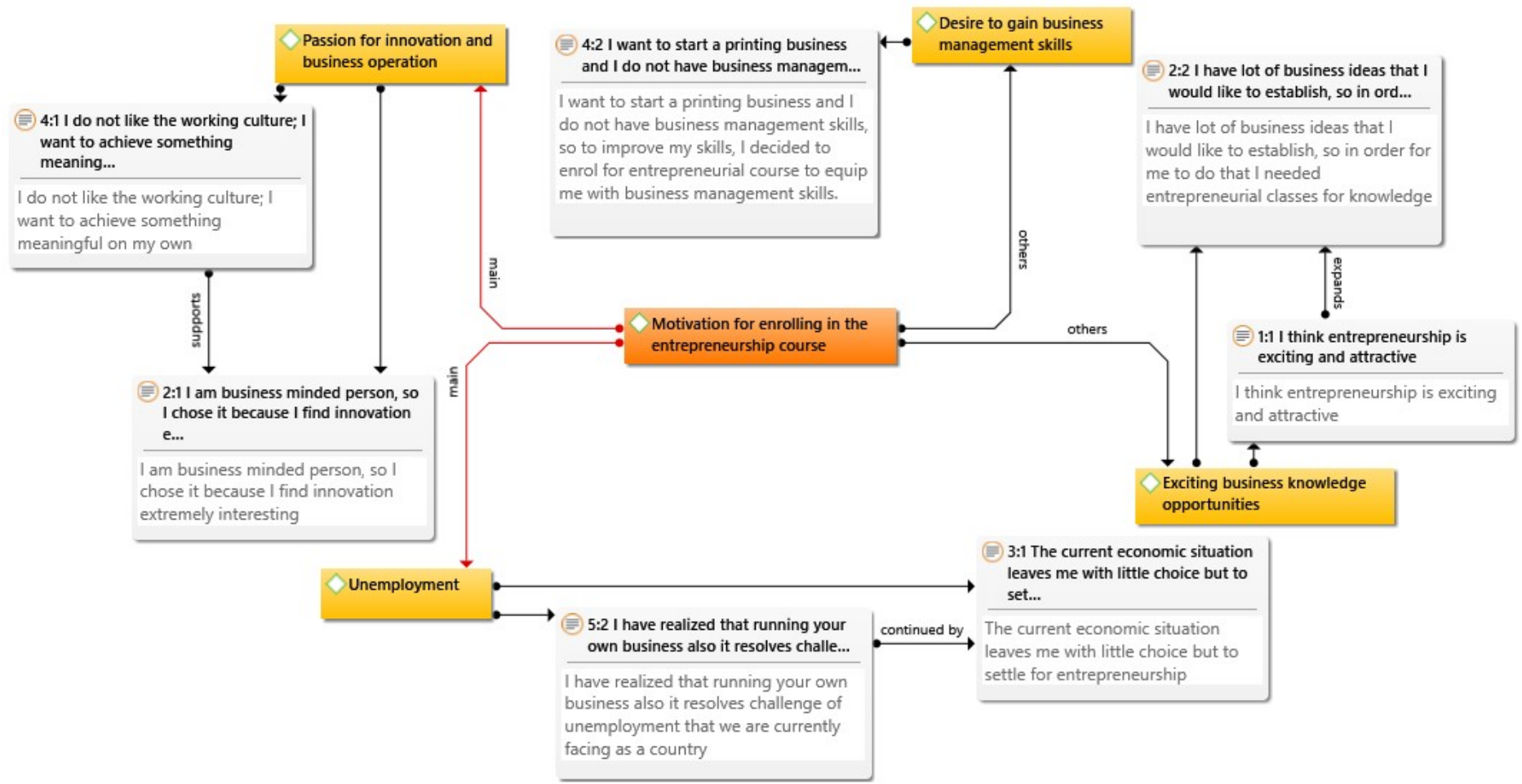


Figure 4.1: Motivation for enrolling in the entrepreneurship course

4.7 Role of teaching method and delivery promote entrepreneurship as a career choice.

The critical role that teaching methods and delivery play in promoting entrepreneurship as a viable and attractive career choice is discussed. Results revealed the following roles: providing relevant business knowledge, increasing confidence in business operation, unleashing the passion for business, improving entrepreneurial creativity, increasing exposure to the business world, and revealing the importance of entrepreneurship, effective teaching methods empower individuals to consider entrepreneurship as a viable career option and contribute to economic growth. These roles are well visualised on Figure 4.2 with associated verbatim words also furnished.

4.7.1 Provides relevant business.

Results showed that teaching methods and delivery is essential for aspiring entrepreneurs to understand the details of starting and running a business. Effective teaching methods ensure that entrepreneurship courses deliver practical, up-to-date, and industry-relevant knowledge. For example, experiential learning and real-world examples help students grasp the intricacies of business operation, financial management, marketing, and legal aspects. This is well explained in the quotation provided on Figure 4.2.

4.7.2 Increases confidence in business operation

Confidence in business operation is a critical factor for success as it enables entrepreneurs to make informed decisions, take calculated risks, and navigate the challenges of entrepreneurship. Results highlighted that teaching methods that emphasize hands-on learning, mentorship, and practical exercises build the confidence of aspiring entrepreneurs. By simulating real business scenarios, students learn to make decisions and take actions that are essential in the business world.

4.7.3 Unleashes the passion for

It was also reported that passion is a driving force behind entrepreneurial success. When individuals are passionate about their business ideas, they are more likely to persevere through challenges and setbacks. Therefore, teaching methods that encourage creative thinking, problem-solving, and idea exploration help to unleash students' passion for business. They provide opportunities for students to work on projects that align with their interests, fostering a deep-rooted passion for entrepreneurship.

4.7.4 Improves entrepreneurial.

It was reported that incorporating brainstorming sessions, design thinking, and innovation challenges into entrepreneurship courses cultivates entrepreneurial creativity. By encouraging students to think outside the box, teaching methods enhance their capacity to develop innovative solutions to real-world problems. Entrepreneurial creativity is the ability to generate unique ideas, solve problems, and innovate, which is crucial in an ever-changing business landscape.

4.7.5 Increases exposure to the business world

Exposure to the business world helps students understand the practical challenges and opportunities in entrepreneurship. Thus, participants noted that teaching methods that involve guest lectures, field trips, internships, and networking events expose students to real entrepreneurs, successful business practices, and the dynamics of the business world. This practical experience broadens their perspective and prepares them for the realities of entrepreneurship.

4.7.6 Reveals the importance of

Teaching methods and delivery that incorporate discussions about the significance of entrepreneurship in job creation, innovation, and economic development helps motivate students about the prospect of business ventures. By showcasing successful entrepreneurial ventures and their societal impact, teaching methods reveal the importance of entrepreneurship as a career choice. Understanding the importance of entrepreneurship in economic growth and job creation is crucial for motivating individuals to consider it as a career choice. One of the quotations from students is presented on Figure 4.2.

4.7.7 Conduciveness of business environment

This section reports on the conduciveness of the business environment for entrepreneurship, with a focus on several critical factors obtained in this study. These include reduced regulatory constraints, Availability of private funds for entrepreneurs, accessibility of entrepreneurship information, availability of business advisory services, exposure to business owner role models, and the role of government funding in supporting youth entrepreneurs. A conducive business environment is essential for fostering entrepreneurial endeavours and driving economic growth. The following section tackles these factors in detail. The factors and associated selected quotations are furnished on figure 4.3.

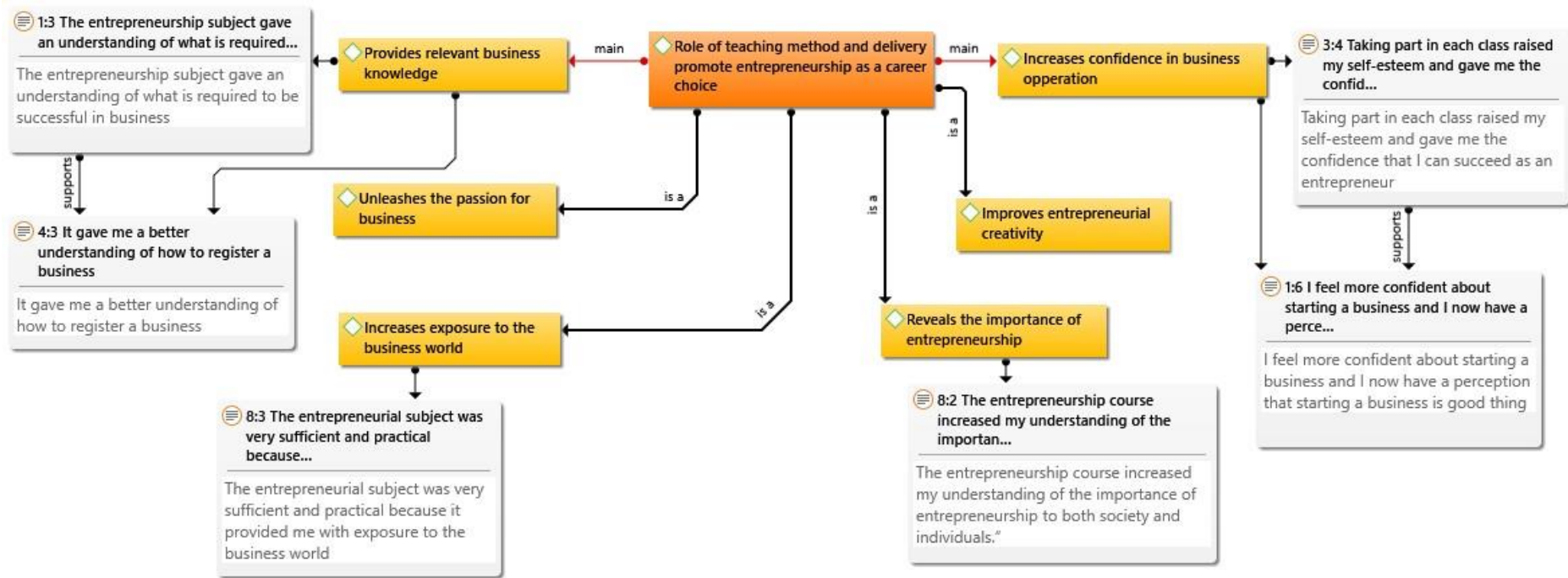


Figure 4.2: Role of teaching method and delivery promote entrepreneurship as a career choice

4.7.8 Reduced regulatory constraints.

Most of the participants agreed that the business environment is relatively conducive to start business except for other factors which will be discussed later. One of the factors appreciated was the reduced regulatory constraints which entails the simplification of bureaucratic procedures such as licensing, taxation and regulations that entrepreneurs need to navigate to start and run a business. Fewer regulatory constraints encourage entrepreneurship by lowering the barriers to entry. Entrepreneurs can allocate more time and resources to developing and growing their businesses instead of dealing with excessive paperwork and red tape.

4.7.9 Availability of private funds for entrepreneurs

Participants noted that some major private companies are ready to fund small entrepreneurs in the area provided that their business plans are feasible. The availability of these financial resources enables startups to secure the necessary capital to develop their ideas, hire talent, and scale their operations. Quotations to support this view are furnished on Figure 4.3.

4.7.10 Entrepreneurship information is readily available.

Results showed that entrepreneurship information includes data, knowledge, and resources related to starting and managing a business is readily available at TVET colleges and surrounding areas. Readily available entrepreneurship information is vital for aspiring and existing entrepreneurs. Access to resources, market research, and best practices helps entrepreneurs make informed decisions and reduces the risks associated with business ventures.

4.7.11 Business advisory services

Business advisory services that encompass coaching, and expert guidance that support entrepreneurs in various aspects of their business is critical for new entrepreneurs. It was noted that most entrepreneurs in the area have access to business advisory services that can significantly impact their success. Entrepreneurs can benefit from this expert guidance, feedback, and support to navigate challenges and make informed decisions.

4.7.12 Exposure to business owner role models

Entrepreneurs often draw inspiration and knowledge from successful business owner role models who have achieved their entrepreneurial goals. Thus, participants indicated that they are exposed to successful entrepreneurs in their communities. This inspire and educate

aspiring entrepreneurs. It demonstrates that entrepreneurship is a realistic and achievable career path, motivating others to pursue their own ventures.

4.7.13 Limited government funding for youth entrepreneurs

Despite most participants appreciating the conducive business conditions in their area, limited government funding remains the major stumbling block. Government funding, grants, and subsidies can provide financial support to youth entrepreneurs, helping them overcome initial financial barriers. This is because new entrepreneurs may lack the financial means to start their businesses. A lack of government funding hinders entrepreneurship, making it essential for governments to allocate resources to support this demographic. Verbatim words resonating with this view from selected participants are shown on Figure 4.3

4.7.14 Facilities to support Entrepreneurship.

In this section we explored the facilities available to support entrepreneurship which are at the exposure of the participants. Results showed that support facilities are only limited to an entrepreneurship and incubator centre on campus. Participants largely lamented the challenges posed by poor internet connections, and the impact of constant electricity power outages. These factors play a crucial role in enabling or hindering entrepreneurial endeavours on campuses and in the broader community.

4.7.15. On campus entrepreneurship and incubator Centre

It was noted that there is an On-campus entrepreneurship centre and incubator facility designed to foster innovation, mentorship, and collaboration among students, faculty, and the broader entrepreneurial community. The centre provides resources, guidance, and physical spaces for startups and aspiring entrepreneurs to thrive. This is a positive facility which offers a supportive environment that encourages the exchange of ideas, facilitates networking, and provides critical resources such as mentorship, access to funding, and office space, which are essential for nurturing and launching successful businesses.

4.7.16 Poor internet connection

Despite the availability of the incubator, participants complained about poor internet connectivity. Inadequate internet connectivity significantly impedes entrepreneurship. Entrepreneurs often rely on the internet for market research, online sales, remote collaboration, and accessing educational resources. Poor internet quality can lead to frustration, lost opportunities, and reduced efficiency. Quotations to support this claim are provided on Figure 4.4.

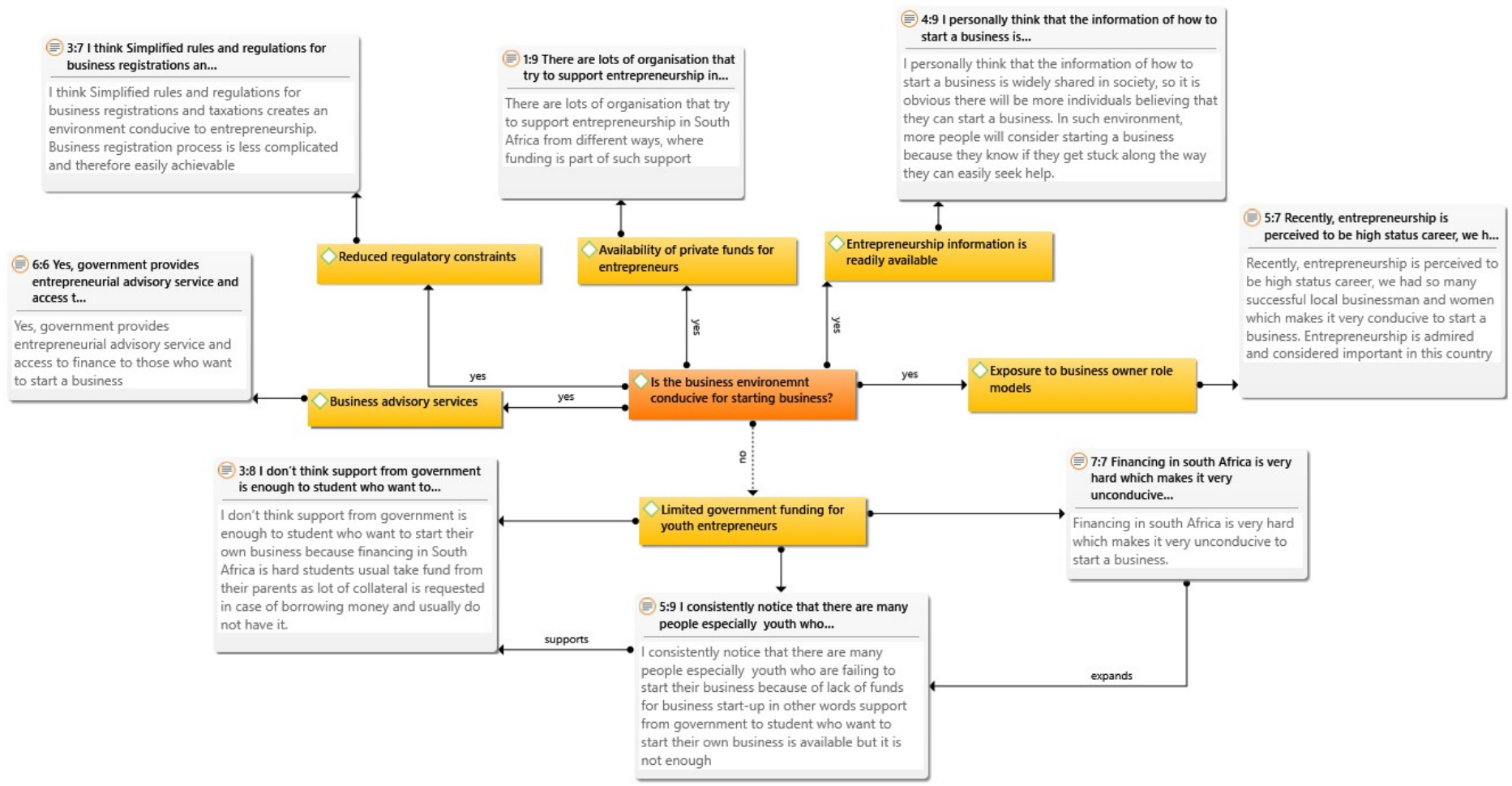


Figure 4.3 Conduciveness of business environment

4.7.17 Constant Electricity power outages

The constant electricity power outages are also largely interrupting entrepreneurship in the area. Furthermore, it disrupts operations and can damage equipment, data, and the overall productivity of businesses. Many business operations, including startups and online businesses, depend on uninterrupted power supply. Frequent outages can lead to equipment damage, data loss, and operational disruptions, potentially driving up costs and decreasing competitiveness.

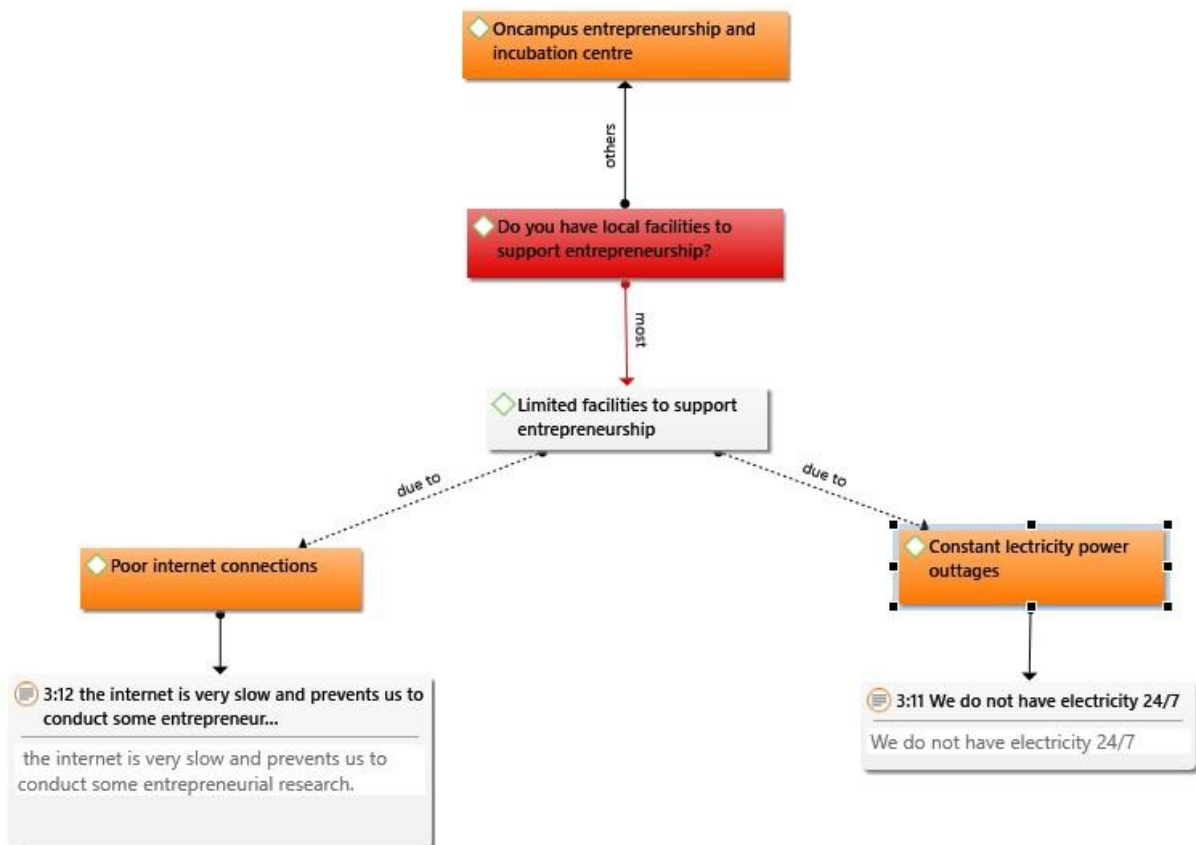


Figure 4.4 Facilities to support entrepreneurship.

4.8 The attitude of the college students towards entrepreneurship as a career choice

This section reveals the attitudes of college students towards entrepreneurship as a career choice. Results largely showed that students view entrepreneurship as a desirable career choice. This is because it helps to provide income generation opportunities and they have developed passion for self-employment. However, the influence of lack of funding reduces students' interest in entrepreneurship. This is described in the following sub-sections. A network diagram illustrating these dynamics is also provided in Figure 4.5.

4.8.1 Provide income generation opportunities.

Entrepreneurship offers a pathway for income generation by enabling individuals to create businesses, products, and services that can generate revenue and support their livelihood. College students view entrepreneurship as a viable means of income generation. Many see it as an opportunity to take control of their financial future and create income streams independent of traditional employment. This attitude can foster a spirit of self-reliance and economic empowerment.

4.8.2 Passion for self-employment

Passion for self-employment is the desire and enthusiasm to be one's boss, create and manage one's business, and take on the responsibilities and challenges that come with entrepreneurship. College students reported that they have a strong passion for self-employment due to the prospect of pursuing their interests, visions, and dreams while being in control of their ventures. This passion can be a significant motivator in their decision to explore entrepreneurship as a career choice. Verbatim words to illustrate these sentiments are furnished in Figure 4.5.

4.8.3 Lack of funding limit youth interest

Despite the interest of students in entrepreneurship, Lack of funding is a hindrance and thus, a few students view entrepreneurship as undesirable. Many college students may be deterred from pursuing entrepreneurial endeavors due to concerns about financial constraints. The attitude towards entrepreneurship is largely influenced by the perceived difficulty of accessing capital and resources.

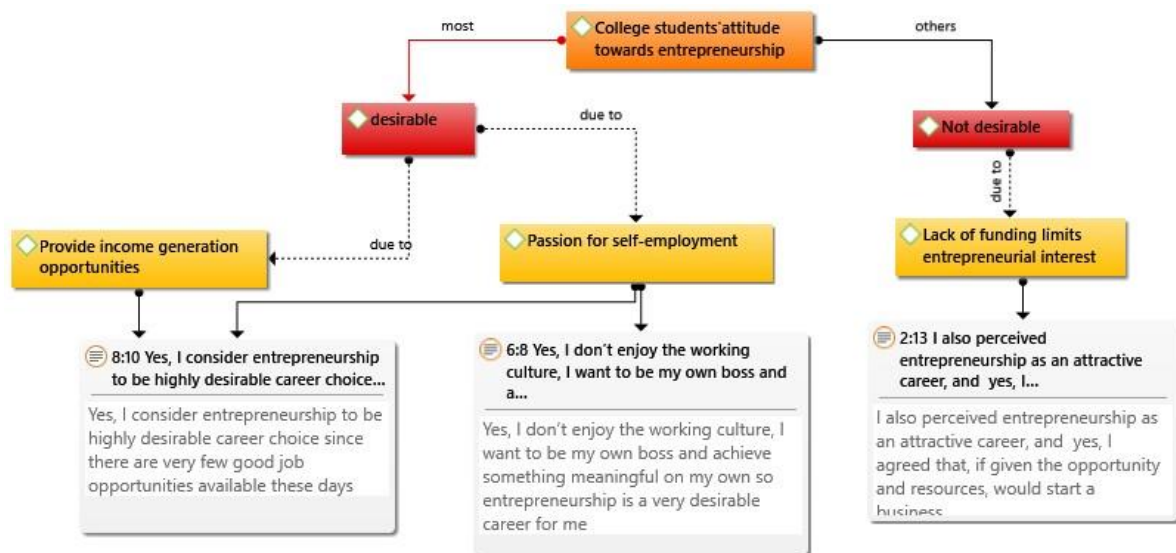


Figure 4.5: College students' attitude towards entrepreneurship

4.9 Students' experiences during entrepreneurship classes

This section focuses on the outcomes on the experiences of students in entrepreneurship classes, highlighting both positive and negative aspects. It focuses on specific positive experiences such as human resource management lessons, business opportunity identification skills, creative atmosphere, risk management ability. On the other hand, we describe negative experiences such as the lack of practical business operation skills, limited information on enterprise support and limited exposure to the practical business world. A comprehensive understanding of these experiences is vital for improving entrepreneurship education. The network diagram on Figure 4.6 shows both the positive and negative experiences coupled with selected quotations from the participants.

4.10 Human resource management lessons

Students largely enjoyed entrepreneurship classes because they provided valuable lessons in human resource management. Students learn about hiring, team building, and leadership skills, which are essential for managing a successful business. However, Balancing the needs and dynamics of a diverse team can be challenging, and students might find it challenging to apply theoretical knowledge to real-world scenarios.

4.11 Business opportunity identification skills

Entrepreneurship classes are also interesting because they help students develop a keen sense of opportunity identification. This is a fundamental skill for entrepreneurs, as recognizing viable business opportunities is the first step in building a successful venture. Nonetheless, some students may struggle to grasp the concept of opportunity identification or find it challenging to apply it practically. Identifying market gaps and evaluating the feasibility of business ideas can be a daunting task for some.

4.12. Creative atmosphere

Entrepreneurship classes also foster a creative atmosphere where students are encouraged to think outside the box, explore innovative solutions, and develop unique business ideas. This helps them to think creatively in their future business adventures. Creativity helps to unleash new ideas, help communities and create income at the same time.

4.13 Risk management ability

Risk management ability is another positive experience noted by students. Entrepreneurship education emphasizes risk management, teaching students how to assess and mitigate potential business risks. This knowledge is vital for entrepreneurial success.

4.14 Lack of practical business operation skills

However, although entrepreneurship classes provide a strong theoretical foundation for business operations, including concepts of marketing, finance, and strategy, some students lament the lack of practical, hands-on experience. They felt ill-prepared for the real-world challenges they will face when running their businesses.

4.15 Limited information on enterprise support information

Entrepreneurship courses typically introduce students to various aspects of starting and managing a business. This knowledge is essential for understanding the complexities of entrepreneurship. However, students argued that these courses offer limited information on external enterprise support, such as accessing funding, mentorship, or legal assistance. This hinders their ability to navigate the entrepreneurial ecosystem effectively.

4.16 Limited exposure to practical business world

Moreover, entrepreneurship classes can offer practical insights and real-world examples, helping students understand how business concepts apply in practice. Nonetheless, some students believed that these classes lack exposure to the practical business world. They feel that they are missing out on the firsthand experience and insights that can only be gained from interacting with real entrepreneurs and businesses.

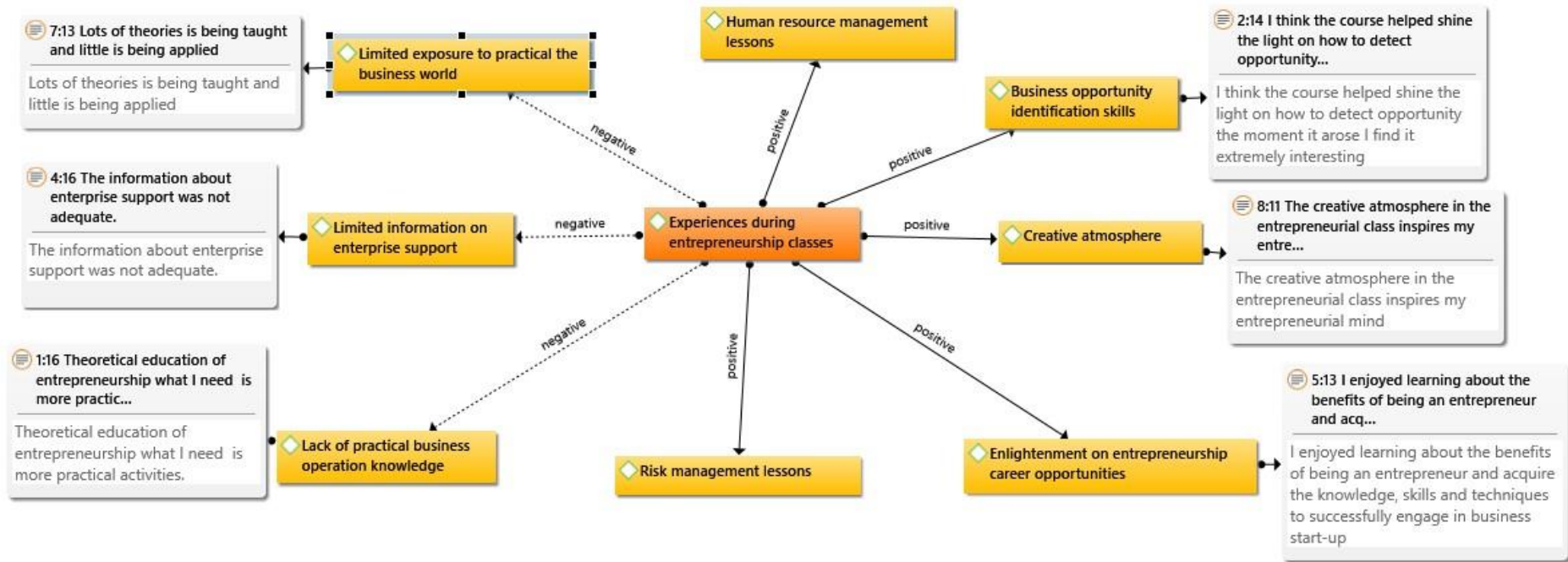


Figure 4.6 Experiences during entrepreneurship classes

4.17 Suggestion for improvement of the entrepreneurship module

Results in this section revealed a set of suggestions for enhancing the entrepreneurship module. The emerging themes includes broad dissemination of enterprise support information, venturing into seed funds opportunities, outreach sessions to business entities, Inservice learning in the corporate world, and the infusion of business mentorship in the curriculum. These improvements are aimed at providing a more comprehensive and practical education to aspiring entrepreneurs and fostering a thriving entrepreneurial ecosystem.

4.18 Broad dissemination of enterprise support information

Access to information on enterprise support, including funding options, mentorship programs, and legal resources, is critical for aspiring entrepreneurs. However, many students are not aware of the diverse support mechanisms available to them. Thus, they suggested the need for developing a comprehensive database of enterprise support organizations, programs, and resources, and make it accessible to students. Organizing workshops and seminars to inform students about the available support and how to access it is also critical.

4.19 Venturing in seed funds opportunities

Seed funds provide early-stage capital to startups, helping them bring their ideas to fruition. Including exposure to seed funding opportunities in the curriculum can empower students to seek and secure financial support for their ventures. Therefore, there is a need to introduce coursework on fundraising and investment, covering topics related to seed funding and venture capital. Students also need to be encouraged to participate in pitch competitions and business plan competitions to gain practical experience in seeking seed funding.

4.20 Outreach session to business entities

Connecting students with established businesses and entrepreneurs can provide valuable insights, networking opportunities, and real-world exposure to the business environment. Students suggested the need for organizing regular outreach sessions where students can visit local businesses, startups, and successful entrepreneurs. There is also needed to establish partnerships with local business entities to offer internships, apprenticeships, or short-term projects for students. guest lectures and workshops by entrepreneurs, industry experts, and business leaders to share their experiences and knowledge with students are also desirable.

4.21 In-service learning in the corporate world

Inservice learning allows students to gain practical experience by working within established businesses. This experience can be instrumental in applying classroom knowledge to real-world business scenarios. Therefore, students suggested collaborating with local businesses to create service-learning programs for students. More so, Provision of academic credit for students who participate in service-learning programs, ensuring they receive recognition for their practical experience I necessary.

4.22 Infusion of business mentorship in the curriculum

Mentorship from experienced entrepreneurs and business professionals is invaluable for aspiring entrepreneurs. It provides guidance, support, and an opportunity to learn from the successes and failures of mentors. Integrating mentorship programs into the entrepreneurship curriculum, pairing students with experienced entrepreneurs or business mentors is desirable. Furthermore, colleges must offer dedicated coursework on mentorship, focusing on effective communication, goal setting, and mentor-mentee relationships. There is also a need for regular interactions between mentors and students, fostering a supportive and educational mentorship experience.

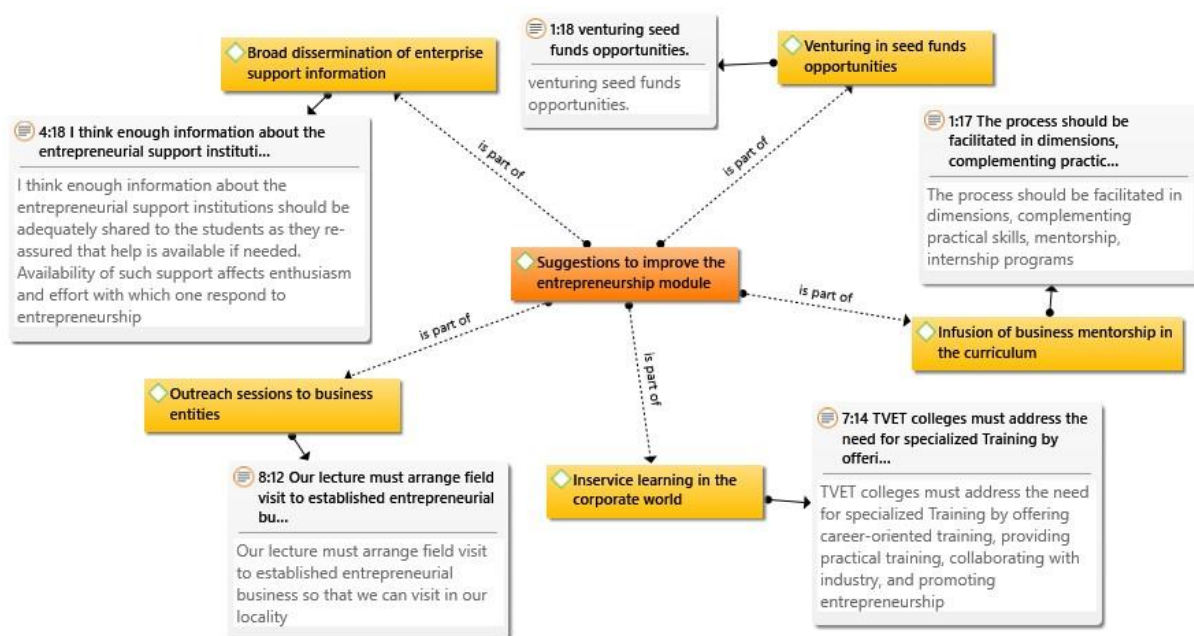


Figure 4.7: Suggestions to improve the entrepreneurship module

4.23 Conclusions

This chapter discusses the qualitative research results based on the 8-interview conducted with selected students who are studying entrepreneurship at Vhembe TVET (Makwarela Campus). The chapter also presented the results carried out with participants. The next chapter presents the conclusion and recommendations of the study.

CHAPTER FIVE

5. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions, recommendations based on the data analyzed in the previous chapter. Some limitations have been identified. In the previous chapter the research design and methodology were discussed. This chapter presents the findings of the research as they emerged from data collection and analysis, on the basis thereof conclusion will be made to better understand how entrepreneurship education at TVET colleges can affect learners' entrepreneurial intentions. The research objectives which were formulated in chapter 1 are presented again for consideration.

5.2 Summary of the research

The aim of this study was to better understand how entrepreneurship at Vhembe TVET colleges can affect learner's entrepreneurship education. Government has been implementing policies on education for entrepreneurship in tertiary education in South Africa with the aim of increasing entrepreneurial intention among tertiary students which in turn can produce entrepreneurs who can create jobs or reduce the number of young people looking for a job.

The literature study was done in chapter 2 on the research already conducted on entrepreneurship intention and the need for entrepreneurship. The importance of entrepreneurship education and the value of entrepreneurship. A brief description of the study's theoretical underpinning was discussed.

The research approach used in this study was in qualitative (Myers, 2009). The research population was students enrolled in the Nated program from the faculty of business Management at Vhembe TVET colleges and Studying entrepreneurship as one of their final-Year module. The sampling method used in this study was purposive sampling method as it was believed that the most important information to answer the research question could be obtained from this sample.

Interviews were conducted with 8 selected participants from Vhembe TVET college Makwarela campus using a structured interview. The interview was coded for easy analysis and analyzed using ATLAS.ti. The findings were presented and discussed in chapter 4.

-The findings reveals that five participants were male while the remaining were female. Five were enrolled for and NQ Level 6 Qualification while the remaining were in NQ Level Four Qualification.

5.3 Main Research Questions

The study was guided by the following research questions.

RQ1: What is the relationship between the entrepreneurial intent and entrepreneurship education and training offered at TVET collages?

RQ2: What is the level of entrepreneurial knowledge of the students?

RQ3: What are the student's attitudes towards entrepreneurship?

5.4 Research objectives

Following the identification of the research problem, this study sought to address the following objectives:

5.4 The objectives of the study

1. Investigate how are the teaching method and delivery in promoting entrepreneurship as a career choice.
2. Analyzing the effect of education programs when compared to entrepreneurial intent of learners.
3. Examine the attitude of the college students towards entrepreneurship education programs at TVET colleges.

5.4.1 Investigating how are the teaching method and delivery in promoting entrepreneurship as a career choice.

The purpose of this objective was to investigate how the teaching and delivery method of entrepreneurship education at Vhembe TVET College are. The objective was achieved by asking participants to explain their experience with entrepreneurship education and were also asked if they had any suggestion for improvement on the entrepreneurship course. Many of them enjoyed entrepreneurship classes and teaching methods as it provided them with valuable lessons which are essential for starting and managing a successful business. However, the findings also revealed that students are finding it challenging to apply theoretical knowledge to real-world scenarios. Most Participant indicated that they lack practical business operation skills, limited exposure to the practical business world.

Participants suggested that the college must collaborate with local businesses to create in service-learning programs for students. They further suggested that provision of academic credit for students who participate in service-learning programs, ensuring they receive recognition for their practical experience is necessary. Integrating mentorship programs into the entrepreneurship curriculum, pairing students with experienced entrepreneurs or business mentors is desirable. This is in line with the finding of Binuomote and Okoli (2015) who reveal that students need practical skills training for entrepreneurial development. Tan and Ng (2006), emphasise active learning and dealing with practical problem situations. This notion will allow them to increase their thinking about entrepreneurship (Ndou, Mele and Vecchio, 2019; Cui, Sun and Bell, 2019).

Participants argued that these courses offer limited information on external enterprise support, such as accessing funding, mentorship, or legal assistance. This hinders their ability to navigate the entrepreneurial ecosystem effectively. Many students are not aware of the diverse support mechanisms available to them. Thus, they suggested the need for developing a comprehensive database of support organizations, programs, and resources, and make it accessible to students. Organize workshops and seminars to inform students about the available support and how to access it is also critical. This shows that the results are in line with that of Binuomote and Okoli (2015), who points out that Students need practical skills training for entrepreneurial development. Talisayon (2009) mentions in their study that the students should be exposed to different teaching methods in which they should engage themselves to increase the quality of the whole educational process.

5.4.2 Analysing the effect of education programs when compared to entrepreneurial intent of learners.

One of the objectives of this study is to determine the effect entrepreneurial of entrepreneurship education programs when compared to entrepreneurial intent of learners. Chapter 4 recorded the results of this objective, and it was noted that there is an On-Campus entrepreneurship centre and incubator facility designed to foster innovation, mentorship and collaboration among students, faculty, and the broader entrepreneurial community. The centre provides resources, guidance, and physical spaces for startups and aspiring entrepreneurs to thrive. The results showed that this is a positive facility which offer a supportive environment that encourages the exchange of ideas, facilitates networking, which are essential for nurturing and launching successful businesses. There are a substantial number of studies indicating the positive connection between entrepreneurship education and entrepreneurial intention of students (Hattab 2014; Zhang,2014; Maresch,2016; Nowiński ,2019)

5.4.3 Examine the attitude of the college students towards entrepreneurship as a career choice after being exposed to the entrepreneurship education programs at TVET colleges.

The purpose of this objective was to examine the attitude of the college students towards entrepreneurship as a career choice after being exposed to the entrepreneurship education programme. The objective was achieved by asking participants to explain if they personally consider entrepreneurship to be highly desirable career for people with their education. College students reported that they have a strong passion for self-employment due to the prospect of pursuing their interests, visions, and dreams while being in control of their ventures.

From the findings, results largely showed that students view entrepreneurship as a desirable career choice. college students view entrepreneurship as a viable means of income generation. Many sees it as an opportunity to take control of their financial future and create income streams independent of traditional employment. This passion has been identified as a significant motivator in their decision to explore entrepreneurship as a career choice. This study confirms what Ford and Gross (2019) found that entrepreneurship education and change in entrepreneurial attitude is significantly linked, and interest in entrepreneurship education increases students' attitude towards entrepreneurship positively, because entrepreneurship education provides them with knowledge and real-world skills, which make them feel safer and more confident in taking the entrepreneurial path.

5.5 Recommendations of the study

Many of the students who were interviewed in this study mentioned that their practical skill does not extend to entrepreneurship. TVET Colleges must include training that nurtures an entrepreneurial spirit, turning traditional skills into economic opportunities. Traditional classroom study is not the only way educational institutions are able to influence students learning. TVET programs can be enhanced by integrating practical entrepreneurship modules that align education with economic demands, example include experiential programming such as competitions where students can pitch ideas and meet possible co-funders; skill training workshop; student-run conferences, students clubs promoting entrepreneurship in a variety of contexts and disciplines. By implementing these strategies TVET colleges can create a robust entrepreneurship education framework that empowers students with the skills and mindset needed for success in the dynamic world of business.

Lack of funding is a hindrance and thus, a few students view entrepreneurship as undesirable. Many college students may be deterred from pursuing entrepreneurial endeavours due to concerns about financial constraints. Therefore, exposure to seed funding opportunities in the curriculum can empower students to seek and secure financial support for their ventures.

Many of the students who were interviewed in this study seemed to lack more information about the support that is provided by the government to advance youth entrepreneurship. This can be taken to imply that these governmental schemes were not properly communicated to the target audience, necessitating a need to revisit the mechanisms used to convey relevant information. This will assist in ensuring that communication is done through the right channels and to the right people.

There is also a need to establish partnerships with local business entities to offer internships, apprenticeships, or short-term projects for students. Guest lectures and workshops by entrepreneurs, experts, and business leaders to share their experiences and knowledge with students are also desirable. Connecting students with established businesses and entrepreneurs can provide valuable insights, networking opportunities, and real-world exposure to the business environment.

The findings suggest several avenues for future research, particularly in exploring under-researched regions and the varying impacts of different educational approaches on entrepreneurial intentions. Practically, universities and policymakers should focus on designing entrepreneurship programs that not only enhance students' skills but also foster supportive environments that encourage entrepreneurial activities.

5.6 Limitations of the study

Despite the contribution made by this study, it has some limitations which provide a path for future research. Firstly, the study was limited to a total number of eight participants from Vhembe TVET colleges using convenience sampling, therefore, further researchers that are concerned about entrepreneurship education is suggested to elaborate also both private and state vocational schools across the country and enlarge the sample area employing stratified random sampling that make this finding could be generalised. Further investigation also needs to engage mixed methods to gain in detail the dominant and distinctive factors that affect the student's entrepreneurial mindset of vocational schools. Another anticipated limitation was that some of the participants might have been reluctant to share information relating to their business. The results of this study were therefore, not a general reflection of the entire Vhembe TVET Students.

5.7 Suggestions for Future Research

According to the study's findings, future research should think about utilising a mixed-method research methodology and a larger sample size to help participants provide more information. To add fresh information to the body of entrepreneurial literature already in existence from a quantitative standpoint, this will produce larger and more representative results. Prospective research ought to broaden the scope of data gathering by including students from every TVET college situated within the Vhembe district to produce potentially more consequential outcomes. Further studies must concentrate on methods for improving the standard of entrepreneurship instruction, particularly in TVET colleges.

5.8 Conclusion

The purpose of this study was to get further insight into the potential impact of entrepreneurship education at TVET colleges on learners' intentions to pursue entrepreneurship. This study does, in fact, support the idea that an entrepreneurial attitude and intentions are related. Finally, it is established that by fostering an entrepreneurial attitude (knowledge), entrepreneurship education can favourably influence TVET students' aspirations to become entrepreneurs. This study showed that to develop students' entrepreneurial zeal and form entrepreneurial competency, the entrepreneurship curriculum in Vhembe TVET needs to be improved. Additionally, students should be encouraged to develop original concepts to become entrepreneurs through entrepreneurship education. In addition to imparting the necessary knowledge about entrepreneurship, entrepreneurship education should also support and nurture students' growth into prepared business owners.

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7. APPENDICES

Annexure 1: Interview Questions



University of Venda

SCHOOL OF MANAGEMENT SCIENCES

DEPARTMENT OF BUSINESS MANAGEMENT

1. Invitation

You are invited to take part in this research, before deciding to accept or reject participation please take a moment to understand the reason for the research. If there is anything not clear, please feel free to ask me.

- Interviews will be conducted with students studying entrepreneurship as one of their modules doing final year in the NATED program from faculty of business management at Vhembe TVET colleges.
- The interview will be conducted in any place chosen by the interviewee, with a pre-appointed time and its duration will approximately be 20 minutes.
- Interviews will be recorded after the approval of the interviewee.
- All information will be kept strictly confidential, and participation will be coded in the study.
- Participation is voluntary.
- Participating in the research is not anticipated to cause you any disadvantage or discomfort.

2. **Brief overview of the study:**

The government have been instituting policies on education for entrepreneurship in tertiary education in South Africa with the aim of increasing entrepreneurial intention among tertiary students, which in turn can produce entrepreneurs who can create jobs or reduce the number of youths looking for a job. Therefore, a better investigation on how the entrepreneurship education can impact students' entrepreneurial intention its necessary

The objectives of the study are to:

- Investigate how are the teaching method and delivery in promoting entrepreneurship as a career choice.
- Analyzing the effect of education programs when compared to entrepreneurial intent of learners.
- Examine the attitudes of the college students towards entrepreneurship as a career choice after being exposed to the entrepreneurship education programs at Vhembe TVET colleges.

Interview Questions

The interview questions will be focusing on giving answers to the research questions which is centered on understanding how the impact of entrepreneurship education can impact student's entrepreneurial intention at TVET colleges.

Interview Questions

1. Gender

2. Level of study
3. Course of study
4. What motivated you to enrol in entrepreneurship course?
5. What role did the entrepreneurship education course play in informing, creating and fuelling your intention to pursue entrepreneurial path?
6. May you please explain how you view your experience with entrepreneurship education.
7. How has your self-confidence increased due to participation in entrepreneurship education?
8. How has entrepreneurship education increased your attitude towards entrepreneurship education?
9. May you please explain how the current business environment is conducive to start a business?
10. May you please explain if there's enough support from the government for students who want to start their own businesses?
11. Has entrepreneurship education equipped you with necessary knowledge and skills to start and manage business?
12. Please explain the facilities to support entrepreneurship.
13. Do you personally consider entrepreneurship to be highly desirable career alternative for people with your education?
14. What did you enjoy studying entrepreneurship?
15. What did you not enjoy studying entrepreneurship module?
16. Any suggestion for improvement of the entrepreneurship module?

Annexure 2: Ethical Clearance

NAME OF RESEARCHER/INVESTIGATOR:
Ms L Tshisevhe

STUDENT NO:
14001881

PROJECT TITLE: Investigating the extent of entrepreneurship education in fostering entrepreneurial intentions: The case of Vhembe technical and vocational education and training (TVET) college, Limpopo Province.

ETHICAL CLEARANCE NO: **FMCL/23/BMA/01/0905**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof. N Chilya	UNIVEN, Business Management	Supervisor
Ms L Tshisevhe	UNIVEN, Business Management	Investigator – Student

Type: **Masters Research**

Risk: **Minimal risk to humans, animals, or environment (Category 2)**

Approval Period: **May 2023 – May 2024**

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project,
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately,
 - New institutional rules, national legislation or international conventions A it necessary

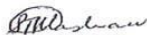
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Date Considered: April 2023

Name of the RESSC Chairperson of the Committee: Prof TS Mashau

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Annexure 3: Language Certificate



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EDITORIAL CERTIFICATE

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Author(s): Tshisevhe Livhuwani

The Case of Vhembe Technical and Vocational Education and Training (Tvet) College, Limpopo Province

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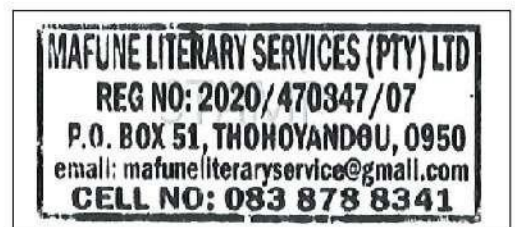
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Annexure 4: Turnitin Score

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EDUCATION IN FOSTERING ENTREPRENEURIAL INTENTIONS:
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EDUCATION AND TRAINING (TVET) COLLEGE, LIMPOPO
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