INFLUENCE OF ENTREPRENEURSHIP EDUCATION CURRICULUM ON EMPLOYMENT OF POLYTECHNIC GRADUATE STUDENTS FROM THE MIDLANDS PROVINCE, ZIMBABWE

By

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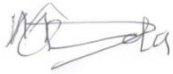

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DEDICATION

This study is dedicated to my wife, Grace, and my children Shamiso, Samantha, Sandra and Shalom. It is also dedicated to my sister Beauty and my brother Martin.

ABSTRACT

Despite policy interventions by the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development in Zimbabwe, as well as the donors' support for graduates from the polytechnics in the Midlands province, the role of entrepreneurship education in the creation of meaningful jobs for graduate students has remained relatively insignificant. This study aimed to examine how entrepreneurship education curriculum in the polytechnics contributes towards employment creation for graduates. The objectives of the study were to establish entrepreneurship education curriculum's influence on personality traits of students in the polytechnic colleges in the Midlands province of Zimbabwe. Moreover, the study focussed on identifying entrepreneurship methods that were ideal for students' learning, and evaluating the education content to ascertain whether entrepreneurship education curriculum in polytechnics enhanced job creation. Data was collected through a qualitative multi-case study design, with 40 lecturers and graduate students participating in focus group discussions and interviews. Participants were sampled through purposive and snowball sampling techniques. Comparisons were drawn between entrepreneurship in Zimbabwe and other polytechnics in the region and beyond. The study revealed a disconnection between epistemology entrepreneurship and the practical skills essential for job creation. The study also established that entrepreneurship education curriculum could not entirely change students' mind-sets to embrace new business start-ups because of inadequate resources, poor curriculum implementation and incompetent educators. Empirical results confirm that if considerable support could be offered, graduate students might be motivated to venture into actual business start-ups. On this basis, government should encourage all stakeholders through adopting the framework titled Stakeholders Collective Approach Intervention (SCAI) of entrepreneurship education to aid in the graduate students' creation of actual business start-ups. The study makes a vital contribution to the body of knowledge on entrepreneurship education through customising the SCAI framework to reduce poverty through job creation. The study recommends that the Zimbabwe government give holistic support to entrepreneurship education curriculum through a budget that contributes to the achievement of feasible self-employment after graduation. Finally, the study provided a

framework to assist policy makers to reduce the number of unemployed graduates from polytechnics in Zimbabwe.

Key terms: Entrepreneurship education; self-employment; polytechnic students; entrepreneurial intention; business start-ups; framework; Zimbabwe.

LIST OF ACRONYMS AND ABBREVIATIONS

ACCA:	Association of Chartered Certified Accountants
B/F:	Banking and Finance
CDE	Comrade
CDU	Curriculum Development Unit
CIS:	Chartered Institute of Secretaries
CSO	Central Statistics Office
CZI:	Chamber of Zimbabwe Industry
EC	European Commission
EDLA:	Entrepreneurial-directed Learning Approach
EE:	Entrepreneurship Education
EI:	Entrepreneurship Intention
EEM	Entrepreneurial Event Model
ESAP	Economic Structural Adjustment Programme
ESD:	Entrepreneurship Skills Development
ET:	Entrepreneurship Training
EET:	Entrepreneurship Education and Training
EL:	Experiential Learning
ELA:	Experiential Learning Association
FDI:	Foreign Direct Investment

FGA: Focus Group A

FGB: Focus Group B

FGP: Focus Group Participant

FMA: Faculty of Management Administration

GEI: Global Entrepreneurship Index

GEM Global Entrepreneurship Monitor

GEP: Graduate Entrepreneurship programme

GDP: Gross Domestic Product

HEI: Higher Education Institution

HEXCO: Higher Education Examination Council

HND: Higher National Diploma

HRM Human Resources Management

ICT Information Communication Technology

ISOP: Integrated Skills Out Reach Programme

LA: Lecturer A

LB: Lecturer B

ILO: International Labour Organisation

LOC: Locus of Control

MKT Marketing

NC: National Certificate

ND:	National Diploma
NASS:	National Strategic Studies
NYS:	National Youth Service
NECF:	National Economic Consultative Forum
NGOs:	Non-Governmental Organisations
OCDE:	Organisation for Economic Cooperation and Development
PBL:	Problem Based Learning
PMZ:	People Management of Zimbabwe
P/S:	Purhasing and Supply
SADC:	Southern Africa Development Commission
SCAI:	Stakeholder Collective Approach Intervention
SMEs:	Small to Medium Enterprises
TPB	Theory of Planned Behaviour
TVET:	Technical Vocational Education and Training
TFEP	Training for Entrepreneurship Programme
UK:	United Kingdom
UNCTAD	United Nations Conference Trade and Development
UNESCO:	United Nations Education Scientific Cultural Organisation
UNISA:	University of South Africa
USA:	United States of America

UNOCHA: United Nations Office of Coordination Humanitarian Affairs

ZIMDEF: Zimbabwe Development Fund

ZIMSTATS: Zimbabwe Statistics Agency

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 REASON FOR SELECTION AND NEED FOR STUDY

This chapter discusses the contextual information on entrepreneurship education by justifying the background to the study, statement of the problem, purpose and aim of the study, research questions and objectives of the study. Furthermore, the rationale, methodology, significance, justification, limitations, delimitations of the study as well as the chapter outline of the study are also presented. The study intended to establish the influence of entrepreneurship education on the employment opportunities for students from polytechnics in the Midlands province of Zimbabwe.

The burden of youth unemployment has not spared developing countries in Africa. Unemployment has impacted and affected the lives of people who are striving to combat poverty and hunger, and have a desire to promote economic development.Poverty and unemployment are perennial problems which pose a threat to many emerging economies in the world. For instance, unemployment causes “misery, poverty, increases in crime rate and other related social vices” (Abiodun, 2019:110). Many countries of the world admire entrepreneurship education that is taught in tertiary institutions because it is certainly a boon for poverty alleviation and economic development. Thus, the place of entrepreneurship education curriculum cannot be underestimated given its potential to improve economic growth and better societies. So, entrepreneurship education is required as it can revolutionise the way new businesses create employment and become better armed to fight the scourge of unemployment that is ravaging the lives of young people. Wenninger (2019:59) indicates that “entrepreneurship education

develops entrepreneurial skills among the students so as to make them more amenable to employment opportunities".

Although tertiary institutions around the world have been much concerned about the plight of graduates after college life, there still remain many more challenges before we can overcome high unemployment in the world (Hutchinsoson & Kettlewell, 2015). Thus, entrepreneurship education is fundamental for the development and growth of emerging economies. It is a contributor to income generation and employment creation across all societies, age and gender alike. Entrepreneurship education could be a tool to effect attitudinal change amongst graduates from tertiary institutions and motivate them to deliberately find worthy employment opportunities.

1.2 Background to the Study

The global unemployment rate is pegged at 5.6% (ILO 2018). Unemployment has become a global problem and many unemployed people, particularly the youths are vulnerable to poverty and social strife. However, although many people entered the world labour market, in search of employment, the total number of jobless people has remained stable above 192 million in 2018 (ILO 2018:1). The rate of unemployment among youths the world over is slightly above 43.7% signifying that there are many job seekers who are at high risk of poverty and unemployment (ILO 2010:2). It is useful to investigate entrepreneurship education, as it is offered in polytechnics, in order to discern its impact on the acquisition of skills needed for job creation mostly among college and graduate youths.Entrepreneurship training in developed countries has resulted in a growing number of students owning businesses as their best career options (Scarborough 2013:30). European Commission (2012:53) endorsed that self-employment increases graduate students' entrepreneurial mind-set for job creation. Mindful of the above, unemployment has fallen in the United States of America where entrepreneurship programmes have become so

popular that over 3,000 institutions are running Entrepreneurship Education (EE) programmes (Morris & Linguori 2016). The Global Entrepreneurship Monitor (quoted in Barringer & Ireland 2013) add that one out of every thirteen American students is engaged in business, owns a business, or has started a company while in school. In addition, the authors emphasise that many students have started businesses even before completing their education. So, EE curriculum is a positive intervention to eradicate poverty through job creation. The European Union and the United Nations emphasise that education must stimulate a positive mind-set that is amenable to seed an entrepreneurial culture that generates employment opportunities for the development of entrepreneurship programmes (Debyser 2013; United Nations 2011), which are instrumental for job creation. The United Nations notes that the purpose of EE is to empower graduates in their quest for business start-ups. Therefore, entrepreneurship as a career is rapidly becoming popular. Tertiary institutions are mobilising their students for entrepreneurial careers after graduation. Such institutions, in particular polytechnics, provide unique learning environments for novice entrepreneurs in order to fight unemployment(Livenburg 2008).

However, in drawing global comparisons of effective entrepreneurship education, this study concurs that Malaysian polytechnics could not produce as many entrepreneurial graduates as was desired in their transformation plan (Othman & Nasrudin 2016:882). The net effect of the criticism of Malaysian education has negatively affected the quality of instruction and students' motivation. This has remained too low to develop a culture of entrepreneurship focusing on self-employment creation. However, notwithstanding international literature (Neck & Cobbert 2018:10) which points out that the knowledge of entrepreneurship is taking place at an alarming velocity and has outpaced an understanding of what entrepreneurship educators should teach. Mandengenda (2016:20) is of the opinion that the number of job seekers continues to skyrocket due to a lack of formal employment and entrepreneurship skills. This thesis calls for social development through increasing job opportunities within the context of entrepreneurship education, which is being taught in polytechnics in Zimbabwe. Although such a development has recorded positive returns in the developed world, in Africa real positive returns are yet to be

experienced. On the same note, in sub-Saharan Africa the percentage of youth unemployment has remained generally high at 60% (ILO 2010:2). World over, the highest unemployment rate is found in Zimbabwe (Mutasa, 2014). The unemployment rate in Zimbabwe is about 90% and this situation is quite worrisome (Zimbabwe National Statistics Agency 2014; ILO 2015). The need to address unemployment has since become the first port of call for many governments in Africa, particularly the Zimbabwean government. Hwever, addressing unemployment is not an obvious reality in Africa though, particularly where formal jobs are hard to find due to the state of the national economy (Mandengenda 2016:20). Poor macro and micro economic policies, inflation, political instability and lack of direct foreign investment have aggravated a bad climate for entrepreneurship development in Zimbabwe. Despite the fact that the EE taught in Zimbabwe's polytechnics could go a long way in arming students in and out of college with skills leading to self-employment, generation of income, job satisfaction, personal investment and improving standards of living, little research has been done in the area.

The EE teaching that blends both theory and practical learning activities has positive earnings when the personality characteristics of learners are unravelled in the learning process. Programmes that do well in developed countries tend to lack support in Africa. This particularly makes it quite challenging to come up with better solutions to the unemployment problems in Africa, particularly in Zimbabwe.

In Zimbabwe, youth unemployment is thought to be slightly above 70% (Zimbabwe Statistics Agency 2014; ILO 2015; Bhebhe, Sulochana, Zororo, Sifile & Chavhunduka 2015:2). From an assessement made recently on Zimbabwe's population of 12 million, the number of jobs offered diminished to less than 480,000 by 2008 which stood at 3.6 million in 2003 (UNOCHA 2008). The high number of unemployed people in Zimbabwe, mainly graduates from polytechnics and universities is detrimental to the country since many youths become prone to drug abuse, crime, social exclusion, poverty and marginalisation (Bux 2016; Kingdon & Knight 2004). Lack of jobs resultantly makes youth more vulnerable to marginalisation. For example, job seekers, including youths from higher education institutions in Zimbabwe are failing to get employment in both public and private organisations (Teshome 2014:86; ILO 2015). Notwithstanding the problem of

diversity, EE has been hailed the world over for combating unemployment (Ozaralli & Rivenburgh 2016:2). This makes EE an important intervention which equips learners with skills that transform into actual business start-ups. EE could thus prepare Zimbabwean graduates for employment creation opportunities . Job creation opportunities may then curtail the rising number of unemployed youths in Zimbabwe (Mawere 2014:15). Also related to this challenge, the Ghanaian polytechnics have reported poor entrepreneurship syllabus coverage, flawed teaching and learning methods (Azila-Gbettor 2013). The same can not be said of American students who have been able to start businesses while still in college (Scarborough 2013:30).

On the backdrop of the foregoing discourse, the government of Zimbabwe instructed that entrepreneurship education in its polytechnics impact on learners' mind-sets the desire to harness entrepreneurship skills and knowledge for a better life. It was anticipated that entrepreneurial activity could quickly enhance the country's economic growth and wellbeing (Chepurenko 2015). In line with the government's national goals, polytechnic colleges in Zimbabwe offer many programmes including entrepreneurship education, the latter of which is expected to mitigate social inequality through direct employment. A gradual number of the unemployed are turning to entrepreneurial activities as a means to fight poverty andinequality. In this regard the need for self-reliance has necessitated the introduction of Entrepreneurship Skills Development (ESD) in the curriculum of Zimbabwe's polytechnics (Oluseye, Olulanu, Adebayo, Adesola & Omonike 2017:1). This was based on disclosed empirical evidence that Entrepreneurship Education (EE) has overcome challenges in the whole world by combating unemployment (Ozaralli & Rivenburgh 2016:2). Thus, the study intended to investigate the influence of entrepreneurship education on the entrepreneurship skills and employment creation chances for students from the Midlands province's polytechnics in Zimbabwe.

Due to the high numbers of unemployed youth many African countries are experiencing riots, looting and prostests staged by the frustrated job seekers (Bhebe, Bhebe & Nikisi 2015; Ogbo, Nnajiofor, Agbaeze, Chukwu & Isijola 2017).This ugly scenario calls for an urgent need to

empower polytechnic students through entrepreneurship skills. To that effect, solutions have been proffered to increase entrepreneurship training (ET) so as to equip students with both theoretical and practical skills relevant for business start-ups. This research intended to fill this gap by researching on how the entrepreneurial education offered at zimbabwe's polytechnic colleges bridged the gap between knowledge and the skills that empower the graduates to venture into business start-ups. Development of entrepreneurial traits is more hands on when moulding aspiring entrepreneurs. Hence, the study was also motivated to conduct a tracer study of former students who had graduated from polytechnics. The tracer study aided the analysis of how EE has enhanced graduates in finding jobs, sustaining jobs and earning a living. A tracer study was valuable in this study to unravel the position that most entrepreneurship programmes are failing to achieve intended learning objectives of entrepreneurship (Mandengenda 2016:20).

Baluku, Matagi, Musanje, Kikooma and Otto (2019:8) note that there are several concerns (Fayolle & Gailly 2015; Linan & Fayolle 2015) raised on course content of, and methodology used to teach learners to embrace entrepreneurship intentions. An assessment of how the curriculum is being delivered to polytechnic students was an important element to consider in this study. The study went deeper to cross check or measure how intentions have materialised into practical job creation by graduates already in the industry. It emerged that the traditional methods were shunned because of lack of learner involvement in their immediate environments, hence showing poor personality traits critical in self-employment ventures. There was, therefore, a need to identify pedagogy problems and evaluate the impact of these (Morris & Linguori 2016). This is imperative in order to revamp the teaching approaches and also improve the transmission of practical job related skills. This could only be tested on those who had left college upon graduation and owned early stage entrepreneurial ventures. In respect of instruction, Mandengenda (2016) opines that content, methodology, outcomes and competencies of educators do not resonate with business start-ups and development. A learning gap surfaces when it comes to improving learning, where the lecturer is the interface between the student and the knowledge or content. The study has analysed the teaching approaches and

competencies of the lecturers so as to make an important baseline preparation of skills and knowledge useful for job creation when students leave college . In light of the above views, Zimbabwe's polytechnic curriculum must engender lasting solutions that enhance the needs of industry and those of graduates. However, there are graduates from polytechnics in Zimbabwe who are technicians and artisans but still seem to fail to tap into their technical skills to create jobs. The study has also established that some engineers have created their own business start-ups after graduation from polytechnics.

An outcry has erupted among several stakeholders in Zimbabwe concerning graduates from polytechnics who do not possess relevant skills for formal employment. Industry has thus not seen the sense in employing graduates of such calibre (Mohammed 2015:14; Olga 2015:1; Sibiya Kim & Choi 2018:2; Nyembezi 2018:1). If the above observation is to go by, it concurs with the statement that underpins 90% of Zimbabwe's unemployment rate (Mawere 2014:15; ZIMSTATS 2014:15). On a different note, several stakeholders blame the government of Zimbabwe for designing poor economic policies that scare away investors, such as the 51-49% Indigenisation Policy of 2006 which compelled local shareholding to be greater than that of foreign investors. Another notable factor is that of the economic sanctions that have caused many industries to close down while others scaled down their operations to levels below 10% capacity utilisation by 2008 (CZI 2013:16). These economic trends have led to the call for policy interventions to turnaround the fortunes of the country for sustainable development through promoting entrepreneurship programmes (Government of Zimbabwe 2013:57). Economic turnaround has become an area of concern and conflict in Zimbabwe. A research gap has thus been created to study the efficacy of economic policies that are put in place by the government. In this gloomy picture, Zimbabwe is understood to fail to live up to its expectations (Mutasa, 2014). This study posits that youths should be seen to benefit from available employment opportunities as enunciated by the new dispensation policies of the current Emmerson Mnangagwa government.

Economic analysts have indicated that the Economic Structural Adjustment Programme (ESAP) of the 1990s left many Zimbabwean companies downsized and closed due to open market competition (CZI, 2012:17). Thus, unemployment has for long remained unabated while the education sector escalated high student enrolments at the time industries were scaling down operations. The high enrolments were noted from primary school to tertiary education. In addition, the scholarship programme introduced by the then president, Robert Mugabe, also increased the number of youths who enrolled in tertiary institutions. Over 20,000 youths benefited from this programme (Government of Zimbabwe 2014:50). Investment levels in Zimbabwe had failed to generate employment to absorb the above 300 000 college leavers annually (Nyoni 2002:2; Rwafa 2006:8). There is a general consensus that programmes earmarked to boost entrepreneurship are essential for economic prosperity in developing countries like Zimbabwe (Huggins & Thompson 2014; Linguori, Winkler, Winkel, Marvel, Keels, van Gelderen & Noyes 2018).

Topical research has noted that entrepreneurship businesses are the backbone of many economies. Notably, an engagement in small businesses has proved beneficial, especially in developed countries. Small businesses are engines awakening the development of economies by generating more new employment opportunities than large firms (Mandengenda 2016:21; Rideout & Gray 2013:329). Entrepreneurship education promotes a relative increase in entrepreneurship businesses (Azim & Al-kahtani 2014:128). Previous studies have, however, noted serious lack of management support to encourage people to set up self-employment businesses. In Zimbabwe, the spirit of self employment has been distorted by policy inconsistencies which have created uncertainties and consequently deterred investment(National Economic Consultative Forum 2015:14). This development has demotivated beginners who had planned to choose entrepreneurship as their first option in career development. On this note, Dodo (2012:184) cites Situation of Youth's (2003) observation that the youth in Zimbabwe face an array of challenges such as poverty, displacement, disability, poor infrastructure, teenage pregnancy, alcohol and drug abuse and lack of vocational skills. Lack of

entrepreneurship skills limits the contribution of youths towards economic growth. In turn, this creates economic and social marginalisation among the young people (Hendieh, Aoun & Osta 2019:3; Surbrahmanyam 2013: 87). This view underscores the need for curriculum adjustment to align with current economic and labour requirements. Polytechnics ought to train students in job-creation skills. Dodo (2012:184) identifies microeconomic instability and an unfavourable investment climate as major drivers for the lack of job opportunities in Zimbabwe and a lack of an enabling entrepreneurial environment. Uniquely, the Indigenisation Policy was criticised and many foreign investors cut economic collaboration with business investments in Zimbabwe (Zinhumwe 2012:64). The lack of an entrepreneurial ecosystem has exacerbated the limiting effects on entrepreneurship activities in the country.

A curriculum review of 2005 on the backdrop of the situation in Zimbabwe prompted the introduction of Entrepreneurship Skills Development (ESD) in 2007. The researcher investigates the effectiveness of ESD on the backdrop of an increasing number of jobless youth and amidst a critical shortage of start-ups. What makes entrepreneurship business more compelling than other forms of occupation is that the businesses speak loudly about the role of entrepreneurs (Vogel 2015b; Dietrich & Moller 2016; Falco & Haywood 2016). In view of the need to equip students with entrepreneurial skills, the entrepreneurship skills development (ESD) subject was introduced for National Certificate (NC) students in Zimbabwe's polytechnics (ZIMSTATS 2012). The first year entrees graduate with a national certificate course which contains the ESD subject component. This study uses ESD interchangeably with entrepreneurship education (EE) as they have the same meaning and goals. For instance, entrepreneurship training intends to empower students with skills that could help them find employment or create opportunities for employment. Many businesses have opened, taking advantage of the knowledge and skills earned at college to run enterprises before and after graduation (Zimbabwe National Certificate Entrepreneurship Skills Development Syllabus 2011:2). Although entrepreneurship training (ET) aims to bolster students' potential, there has been an outcry from the media, industrialists, parents and stakeholders that polytechnics have failed to produce relevant graduates for the

world of work (Woyo 2013:183). This thesis investigated the influence of EE on employment skills needed for graduate students in the Midlands province so that curriculum implementation in polytechnics could be reinforced to decrease unemployment rate in Zimbabwe.

The above is contrary to the past in that the current graduate has to look for employment rather than create jobs after graduation. Before 1998 Zimbabwean industries were performing well and graduates from polytechnics could secure formal employment without any hassles. However, when Zimbabwe experienced a collapse in its industrial base, graduates could not easily secure employment. Polytechnic institutions continued to produce graduates tailor made for industry employment with no due regard for skills that could promote self-employment or employment creation. The existing curriculum perpetually emphasised the passing of public examinations rather than preparing students for self-employment (Woyo 2013:183). Such an education is not effective. This is one of the reasons the study analysed the EE skills offered in the polytechnics. The tracer study conducted has substantiated the empirical view of this thesis. For instance, Zimbabwean industries shun polytechnic graduates for the reason that the graduates do not possess employability skills (Confederation of Zimbabwe Industries, 2013). Many graduates have failed to be entrepreneurs because the curriculum they studied lacked relevant content needed in business (Mazani 2015; Bukula 2013; Katundu & Gabagambi 2014:38). Although entrepreneurship training programmes are running in polytechnics (Nwachukwu 2012:24), the graduates from these tertiary education institutions are still failing to secure employment.

Ogege (2011:34) bemoans the loss of faith in "entrepreneurship training curricula of polytechnic institutions and the stakeholders doubt the impact of these training programmes." This state of affairs makes one wonder whether entrepreneurship training in Zimbabwe prepares students for opportunities for paid employment or self-employment. Many questions may be asked in this case.For instance, are students properly trained for self-employment activities or the training is a lip service to pass examinations? Are students' attitudes negative to ET because it is compulsory or not? Is the content relevant to equip students with self-employment convictions? These

questions were answered from the empirical research evidence. While entrepreneurship education has been recognised as an avenue for self-employment, there is no such research or study of self-employment ventures conducted in Zimbabwean polytechnics to date. Consequently, this study found a research gap both in literature and context. There is scarcity of literature on ET despite that entrepreneurship boosts economic growth and alleviates poverty (Martínez, Kelley & Levie 2010:14). In Indonesia, Japan and Thailand entrepreneurship has scored up to 98%, 81% and 78% levels of employment creation, respectively (Mandengenda 2016:22). In this study the researcher asked if the above fortunes could be transferred to an African country such as Zimbabwe. The imperative in this thesis was to develop a human factor that could spearhead entrepreneurship development and combat unemployment once and for all. In line with the foregoing discussion, this thesis unveils the problem statement.

1.3 Statement of the Problem

Despite government's concerted efforts and policy interventions to combat youth unemployment, the percentage of graduate unemployment figures remains extremely high. Education stakeholders and industrialists always voice their concerns about a curriculum they perceive as lacking self-employment related skills and mastery of practical skills techniques (Ideh 2013:8; Idris & Rajuddin 2012:8). In fact, the ideal situation is that polytechnics should train students who can, upon graduation, create self-employment and for others. Unemployment has been noted to have negative consequences to the youth in Zimbabwe. Currently, unemployment has remained relatively high, being pegged above 70% among the youth. To that effect, the Zimbabwe government has sought to increase self-reliance skills by introducing entrepreneurship education in tertiary institutions. Earlier studies reveal that there is evidence of entrepreneurship training gaps in the polytechnic education system. Matlay (2011:4) observes in his study that many authors have no knowledge on the influence of EE on graduates, self-employment and entrepreneurship businesses in Zimbabwe. Linan et al. (2018:453) affirm that limited research exists that examines EE's influence on entrepreneurial initiatives. In this

perspective, lack of such literature poses a challenge to researchers to generate reliable data on entrepreneurship education programs that have the capacity to stimulate students' self-employment. This study makes a contribution through providing an entrepreneurship model to assist polytechnics and policy practitioners reduce unemployment through aa appraised entrepreneurship education curriculum in Zimbabwe. Research Questions

1.4 Primary research question

How does entrepreneurship education influence employment opportunities for polytechnic graduate students?

1.4.1 Specific research questions

- How does entrepreneurship education curriculum influence personality traits of graduate students from Zimbabwe's polytechnics?
- What is the effectiveness of entrepreneurship education curriculum epistemology on students' learning skills in the Midlands province's polytechnics?
- What is the extent to which entrepreneurship education curriculum content being taught influencing knowledge for business start-ups among the students?
- How do entrepreneurship education curriculum competencies of educators influence polytechnic students to gain employability skills?
- To what extent does entrepreneurship education enhance job opportunities for graduate students from polytechnics?
- How does entrepreneurship education contribute to graduate students' interest and self-efficacy to engage in and sustain self-entrepreneurial activities?

- To what extent does the novel framework contribute to new knowledge on entrepreneurship education?

1.5 Research Objectives

1.5.1 Primary objective

To explore the influence of entrepreneurship education on employment opportunities of graduate students from Zimbabwe's polytechnics.

1.5.2 Secondary Objectives:

- To establish entrepreneurship education curriculum's influence on personality traits of studentsfrom the polytechnics.
- To identify the effectiveness of entrepreneurship education curriculum epistemology on students' learning skills in the Midlands province.
- To evaluate the entrepreneurship education curriculum content being taught to influence knowledge of business start-ups in students.
- To analyse the extent to which entrepreneurship education curriculum competencies of educators influence polytechnic students to gain employability skills.
- To analyse whether entrepreneurship education curriculum enhances job creation for graduate students from polytechnics.
- To explore entrepreneurship education's contribution to graduate students' interest and self-efficacy to engage and sustain in self-entrepreneurial activities.

- To develop a novel framework of entrepreneurship education that guides policy makers to reduce unemployment among polytechnic graduates?

1.6 Purpose of the Study

The qualitative research study's purpose was to explore the influence of entrepreneurship education on the trainee skills needed for employment of graduate students from polytechnics in the Midlands province of Zimbabwe. This was done by examining the content taught, the competencies of educators, and a tracer study pursuing former polytechnic graduates already in the labour market in order to verify whether the curriculum was training job seekers or job creators. An affirmation of the right skills training in the polytechnics for venture start ups is clearly ascertained during the teaching learning situtions.

1.7 Rationale of the Research Study

In Zimbabwe, particularly in the Midlands province, the question on lack of motivation to engage in self-employment has attracted relatively few studies. This study is significant in its attempt to avail adequate knowledge that could address the challenges of unemployment in the country through with specific focus on the implementation of EE in the Midlands Province's polytechnics. For instance, the findings of this thesis could stimulate an improvement of the training curriculum to equip students with more relevant and practical enterprising skills needed for self-employment activities. The intention is to improve students' training skills and empower them for self-employment during training and after graduation. The study contributes to the accumulating literature on EE agenda for a third world countries.This may benefit curriculum planners, entrepreneurship trainers and the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development authorities. This discovery may give the

polytechnics leeway to foster students' mind-sets towards an education that is practically useful in their lives.

The study may also empower students to embrace a self-enterprising culture rather than burdening the government to generate employment or provide both graduates and trainee students with jobs in the formal employment sector. This thesis unearthed strategies which graduates from polytechnics could employ in order to alleviate unemployment challenges. These include starting self-employment ventures and forming joint venture businesses during and after graduation. Policy makers, development planners and educationists need current and precise data for use in planning. Informed knowledge of EE curriculum could increase the growing importance of entrepreneurship studies. As has been alluded to, EE research in Zimbabwe's polytechnics is being conducted for the first time. As such, this study could be a milestone in the mentoring of students on avenues for job creation or entrepreneurship. Indeed, studies in entrepreneurship education in polytechnics as a socialising agent are relevant and ideal in the crisis context of Zimbabwe. In light of the opinions of many researchers, the Theory of Planned Behaviour which predicts intentions maintains that some persons may harbour intentions to become entrepreneurs. This is insightful in the sense that intentions may result in both students and graduates creating businesses during and after graduation.This may stimulate economic development in a third world country like Zimbabwe. On the part of the researcher, a higher qualification in Management Studies will be attained and that may broaden knowledge and understanding of entrepreneurship education issues. The study was guided by the following research methods.

1.8 Research Methods

The collection and analysis of research data was made possible through a qualitative research method. The most suitable methodology in this study wasqualitative research since reality is innumerable when social relations are to be analysed (Queiros, Faria & Almeida 2017). The study's inquiry used the interpretivist approach which allowed information to flow from informants in their own way of understanding reality. This was in concurrence with Bryman and Bell (2011) as cited by Nyamwanza (2014:116) who note that social reality is grounded in people's lived experiences. Hence, the need to collect data from students already in the college and also collecting data through tracing former students of the same colleges. The case study design mined deeper information through exploration to enable a clear understanding of lecturers and student participants' experiences in college and in industry. The analysis of the influence of EE on polytechnic students enhanced the development of the EE framework to assist policy makers reduce the number of unemployed polytechnic graduates in Zimbabwe.

1.8.1 Population and sampling

"Population refers to a group of people from which a few selected members with representative attributes would be chosen to participate in an impotant event" (Asiamah, Mensah & Oteng-Abayie 2017). The study population was drawn from two institutions in the Midlands province of Zimbabwe, coded institution A and institution B for confidentiality purposes.The other set of participants and respondents were drawn from industry graduates who graduated from the same institutions. The rationale for choosing these two institutions was that they are in the Midlands province which is largely dependent on commercial mining and agricultural activities. The industry participants were ideal in proving to the researcher whether EE curriculum had contributed to actual business start-ups after college graduation. There are many entrepreneurship graduate students that seek job creation opportunities in the province. In

conducting a qualitative research there are no strict regulations to adhere to as long as the sample has been chosen. What counts is the overall information needed (Åkerlind 2012). The groups of student participants were graduates at national certificate level who were studying towards the national diploma in various courses. They were the National Diploma 1 (ND1) and National Diploma 3 (ND3) in their stages of learning. The selection criteria was based on two criteria. The first one considered the ND 1 and ND 3 students because they graduated at national certificate with the EE component. The current national certificate leaners could not be selected because they had not yet graduated at national certificate. Only lecturers who teach the subject were selected to participate in this research. The second criterion was chosen from polytechnic students who graduated with a full course in respective disciplines. These were chosen to participate in this research because they had completed courses which had the EE component. Selected lecturers who taught entrepreneurship education took part in face-to-face in-depth interviews by supplying information needed during the interviews. Purposive sampling and snowball sampling techniques were used to select the 40 study participants. The students from institutions A and B who had graduated at national certificate with entrepreneurship education component were the key participants for this study. Lecturers from both institutions were also key participants and these had a wealth of experience and knowledge since they taught EE. Another important data set came from industry graduates (former polytechnic students) who had completed their courses and were currently employed in industry. These had first hand information pertaining to the starting, sustaining and running of self-business start-ups in the Midlands province.

1.8.2 Sample Size

The essence of data saturation lies in confirming the research's trustworthiness. The components of quality, credibility and trustworthiness are the main pillars of a good research study (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Burroghs & Jinks 2018). Saunders et al. (2018) contend that saturation is attained at a point where similar information recurs continuously.

According to Morse (2015:587) authors concur that many researchers have used saturation as a guarantee to measure the qualitative rigor of research integrity. The study notes that although research participants were many, they did not yield any ideas different from each other. This is despite that for phenomenological studies the number of participantsremains very important to achieve worthy and reliable results. For instance, previous scholars (Flycuska 2018) that used 40 participants' responses were found to be more reliable and consistent with phenomenological studies. Creswell (1998) suggests five to twenty-five participants for phenomenological studies and Morse (1994) suggests at least six (6) participants. In non-quantitative research, saturation is primarily important because it assists researchers to come up with the minimum required study informants. With regard to qualitative sample sizes, Namey et al. (2016:434) and Saunders et al. (2016:297) both concur that qualitative studies can reach saturation when homogenous samples used are between four and sixteen participants. Following the above authors, Dukes (1984) suggests three to ten participants in phenomenological study, Parse (1990:10) recommends two to ten participants in order to achieve saturation and finally Kuze (1999) suggests five to eight members in a homogenous sample. However, what counted meaningfully was the depth of the data but not the number of participants (Burmeister & Aiken 2012). The opinion coincides with that of Emmer (2013) who remarks that what is important in a study has nothing to do with the number of respondents or cases but what the researcher does with the informants. The study interviewed four EE educators individually and sixteen students took part in focus group discussions from the two institutions. In a tracer study conducted twelve participants were individually interviewed and eight participants aired their opinions in a single focus group. It follows that all in all there were twenty participants who took part in focus groups.

1.8.3 Data collection and analysis

A qualitative research method for data collection and analysis on EE's influence on polytechnic students was adopted in this study. The reseacher took part in open-ended face-to-face interviews at convenient settings. Digital gadgets to record information narrated by the

participants were used. Qualitative data was personally collected by the researcher. According to Zwelibanzi (2016:76) digital recordings guard against loss of data obtained during interview conversations. Qualitative data was also collected from the national certificate course graduates through focus group discussions. Students participated actively in focus group interviews. The advantages of a focus group discussion include being economic, convenient and interactive, which speeds up the process towards the objectives to be achieved. The researcher and group members maintain maximum opportunity for eye contact with each other by sitting around a table. This encouraged maximum participation and involvement by all members (Stewart, shamdasani & Rook 2013). Data was collected from former college students through open ended face-to-face in-depth interviews at their work places.

Several scholars such as Carter-Greene (2019) and Watkins (2017) support the use of qualitative methods because they facilitate access to rich description of data which is of essence during examinations. A deeper understanding of human experiences was achieved from different perspectives. The empirical qualitative data analysis was undertaken using content analysis because the fundamental point for a qualitative study was to interpret the phenomena and discover meaning. The analysis of data was aided by Nvivo 12 PRO, software to improve data reliability and ease of interpretation. Data transcripts were reviewed and validated until the level of saturation was reached. The level of saturation in the two institutions was attained at the 14th participant but the researcher extended it to the 20th interviewee to increase realibility. Previous scholars have taken a good interest in multiple responses which generally aid data sufficiency and minimise lack of it (Mundy 2002). Likewise triangulation of data collected from the graduates in industry was performed until a point of saturation was attained at the 12^{th} inteviewee and the remaining eight participants out of twenty supplied their responses through a single focus group discussion. Content analysis facilitated an in-depth description of rich information that was collected from in-college and out-of-college participants. The data underwent rigorous coding to generate themes. “Coding is a category or group of similar but unrelated concepts generated through inductive data analysis” (Guetterman, Babchuk & Smith 2017:6). Coding enhanced an

effective data analysis process. McMillan and Schumachez (2010) suggest that the process of data analysis is required to examine, select, categorise, compare, synthesise and interpret data for the purpose to achieve a bias-free study results. This process was done with rigor, using Nvivo 12 Pro software for interview data analysis and content. In-depth interviews, voice recordings and transcriptions generally reflected a picture of data analysis developed in addition using resources such as research articles, visual diagrams and memos to ensure validity and reliability of data through Nvivo 12 PRO software.

1.8.4 Validity and reliability

1.8.4.1 Strategies to determine rigour

Researchers such as Denzin and Lincoln (2011) and Cohen, Manion and Morrison (2007) assert that the qualitative designs that inform reliability and validity focus on confirmability, credibility, transferability, dependability and triangulation. In order to meet the requirements and satisfy internal validity, different methods of data collection on the construct were employed. This notion was considered in this study observing that the congruency between social reality from participants' perspectives and that from the investigator were explained. Triangulation was achieved by collecting data from forty participants, namely; 4 lecturer interviewees, 16 college student focus groups, and 20 industry graduates (former college students) in-depth interviews and focus group discussion. Information was continually being solicited either through in-depth interviews or focus group discussions until the saturation level was attained. According to Lowe et al. (2018) saturation is deemed adequate when a point at which similar information was being obtained from the same interviewees is reached in a recurring manner. It is the point where the same information is being supplied with no new emerging ideas.

Transferability is the state at which qualitative results can be replicated to different contexts or transferable to some familiar situations or similar environments (Trochim 2006). Sufficient descriptive data was given to allow comparisons by other researchers. The external validity was ensured when the researcher used rich, thick descriptions of data so that a good guideline to compare results was possible (Merriam in Creswell 1994; Koch, 1994).

In terms of dependability there must be similar observable trends across researchers, techniques of analysis and consistency over time on how the study was done (Flick, 2007). A researcher should be able to replicate, explicit repeatable findings as much as possible. Methods in data collection, analysis and detailed description of sampling procedures were substantiated in this thesis to obtain similar results.

Confirmability is the state where study results tcan be corroborated by others indisputably (Shenton 2004). In fact, the inquiry's findings should be in congruence with data evidence. A discussion with experts in entrepreneurship illuminated insightful ideas that were far hidden and enhanced data evidence.

In terms of reflexivity the researcher consciously diarised the details during data collection by recording frustrations, questions and decisions made throughout the process of data collection (Jasper 2005).

Credibility issues such as member checking were observed as part of rigour. That was made possible through encouraging participants to express their feelings of what they had said earlier before closing each interview. The right to change their earlier submissions was still left to the researcher as opined by Stake (2006). According to Polit and Beck (2014:299) the process of member checking during or after assembling and interpretation of data could be done to validate the work officially or unofficially. Thus, prolonged engagement with informants created a climate of open conversations and free interactions. It enabled clarification of statements from the participants.

An external expert carried out peer debriefing as a means to discern and interpret the data collected (Casey 2007). Further interpretation was done through data analysis using the Nvivo 12 Pro. software.

1.8.5 Trustworthiness

- Audit trails

According to Merriam and Associates (2020), audit trails are detailed in a research study and include, the data collection procedure, the process of deriving categories, and the decisions made in each stage throughout the inquiry. The researcher diarised the details by recording frustrations, questions and decisions made in the whole study. Data was collected with minimum disturbances from lecturers. Inconveniences could not be avoided when students were not accessible for interviews in institution B as they were said to be busy with supplementary examinations. The itinerary had to be rescheduled to accommodate such realities and disturbances. Guba and Lincoln (1989) express this as the surveillance of the investigator's own developing constructions, normally critical for establishing credibility.

- Member checks

According to Meriam et al. (2020) the process of reconfirmation of data by taking the data back to research participants who had offered responses in order to verify its believability is known as member checking. Data validation was done at the end of the interview. This was found ideal as the prolonged verification engagement enabled further probing and a holistic explanation of the participants' words. In order to authenticate reporting of findings, the researcher used the

information collected during interviews with the electronic gadgets, which means it was recorded as it was.

- Investigator characteristics

During the research process the investigator should be cognisant of the changing circumstances by being responsive, sensitive, adaptable and consolidated in the manner it was holistically synthesised (Shento 2004). Patton (2002) claims that the credibility of the investigator is of superior importance in qualitative data because he/she is the outstanding instrument for analysing the collected fieldwork information. In this qualitative study, the researcher presented the data from Institution A, Institution B and industry graduates before integrating the overall analysis. In order for the researcher to be open-minded, sensitive and insightful, he was guided by what participants had said.

- Verification strategies

The verification strategies ensured both reliability and validity of data. It comprised development of theory through sampling sufficiency, methods consistency, data collection and analysis (Morse, Morae, Barrett, Mayan, Olson & Spiers 2002). In the first place, coherence in methods enhances congruence between research questions and components of methods. There is no linear path in the research process, so the question or methods may need to be modified. This research modified both the objectives and research questions to align them with the conceptual framework (Mayer 2015).

1.9 Importance of Study

Increasing importance is given to entrepreneurship because of development of new business start-ups in developing countries since entrepreneurship is an engine for the economic development of nations (Dietrich & Moller, 2016; Falco & Haywood 2016; Vogel, 2015b). With the clamour in many countries, particularly developing countries to decrease unemployment, this study has come at an opportune time to mitigate unemployment and poverty among Zimbabwe's youths. Policy gaps and deficiencies can be identified and become an important platform to stimulate education policy frameworks and development within the African context. The research fills an existing gap in entrepreneurship education literature and its context in Zimbabwe. The study could lead to increased knowledge on entrepreneurship culture which has become of prime significance in self-employment businesses in many developing countries.

1.10 Clarifications of Key Concepts

1.10.1 Curriculum

It is important to define the term 'curriculum' right at the outset. Tumbare, Tsikira, Chishaka and Mawere (2014:244) cite Chivore (1984) who defined 'curriculum' as learning which is planned and provided for at school. Chisholm (2015) explains that "curriculum comprises intentions, delivery and outcomes". He adds that it is the totality of experiences that may take place in the classroom, on the school grounds or outside the school premises. 'Curriculum' is a broad term which requires effective planning, implementation and achievement of objectives. 'Curriculum' takes place in well-organised and planned learning institutions. The teaching of EE in polytechnics in the Midlands province is the curriculum implementation.This study aimed to evaluate how it

EE was being taught and establish how learners could benefit from EE through self-business start-ups during and after graduation.

1.10.2 Entrepreneurship

There are many views postulated about 'entrepreneurship' and there are varying perceptions about the construct. Several scholars such as Schumpeter (1934) and Drucker (1985) have explored the concept from economic, social, psychological, sociological and management standpoints. The earliest contribution to this definition came from Schumpeter for whom 'entrepreneurship' is at the heart of creation of new products (innovation) through the creative transformation of the same materials fashioned and designed in many ways (Schumpeter 1934: 223). In entrepreneurship, materials that are blended together create other new materials, products and services. Therefore, entrepreneurship is responsible for the development of emerging economies and the progress of nations. Furthermore, researchers such as Yetisen, Volpatti, Coskun, Cho, Kamrani, Butt, Khademhos & Yun(2015:1) point out that the essence of entrepreneurship is to assist people to design, launch and run new small businesses as entrepreneurs. So an entrepreneur is the architect of a business idea. He/she exploits the opportunity by mobilising resources to achieve personal goals.

1.10.2 Entrepreneur

Definitions always present challenges of misconceptions because of divergent views from diverse authors. For Strydom (2012:1) an "entrepreneur is a person who makes things take place through creating wealth by using his/her own ideas and resources". Entrepreneurs are innovators and they take it upon themselves to create wealth through a combination of resources available to them. Organisation for Economic Co-operation and Development (2017:18) views an

entrepreneur as “a business owner who creates economic value through exploiting new products in new markets”. Stokes, Wilson and Mador (2010:31) say, “An entrepreneur is a person who uses innovation to manipulate resources creatively to avoid risk in conditions of uncertainty”. From these definitions as adopted in this study, an entrepreneur is a risk taker and an innovator who creates value by resource manipulation and exploitation to achieve personal goals. Polytechnic students are also amenable to start new businesses since the object of Technical Vocational Education and Training (TVET) institutions is to spur innovation through practical trade-related undertakings.

1.10.3 Entrepreneurial Intentions

Entrepreneurial intention is a mind-set directing an attention towards achieving a measurable outcome (Bird, 1988). This thesis was anchored on EE’s influence on the employment skills of the current and graduate students from polytechnics focusing on their abilities toestablish early venture start-up businesses. Understanding their intentions was an important construct to understanding their behaviours. An intention to run your own business is the same as harbouring a self-employment intention (Otache, 2019:51). An intention exhibits an understanding or an awareness of what you are willing to do presently or at some other time. As such, an intention is perceived as a mental orientation towards an idea to start and sustain a new venture (Ahmed, Chandran & Klobas 2017; Sesen, 2012). Intentions are nurtured in line with the goals an individual strives to achieve. Intentions are considered predictors of planned behaviour (Ahmed et al 2017; Guzmán-Alfonso & Guzmán-Cuevas 2012; Krueger et al 2000) and they play a significant role in making decisions to transit into entrepreneurial businesses. Entrepreneurial intention in this thesis is assumed to be achieved through self-employment businesses. This study measured the extent to which both current and former polytechnic students achieved their intentions by starting actual businesses or by finding paid employment in industries.

1.10.4 Entrepreneurship training

Entrepreneurship training (ET) is a programme designed to instill in people entrepreneurial skills, attitudes and competencies relevant for the generation of self-employment rather than looking for jobs (Adepoju & Adedeji 2012:473). Entrepreneurship empowers polytechnic students to master various forms of training meant to result in the formation of own business start-ups.Such forms of training are ideal because they reflect on one's knowledge, skills and attitudes. Furthermore, Banabo and Ndiomu (2011) assert that entrepreneurship training (ET) in polytechnics enhances better standards of living because these businesses entrench in them the art of innovation, smart skills and positive attitudes. Hence, ET is a strategy used in polytechnics to inculcate entrepreneurial skills that enhance self-employment activities.

1.10.5 Entrepreneurship education

Entrepreneurship education (EE) is about "taking advantage of commercial opportunities and insights, by means of acquiring knowledge and skills needed to exploit them" (Uzo-Okonkwo, 2013:19). Otache (2019:50) asserts that what is insightful about EE is its ability to enhance identification of opportunities in business and its use of confidence and knowledge to penetrate markets. However, still the definition of EE has not yet attained a universal perspective. At this level, entrepreneurship training is understood to foster the creation of new businesses in pursuit of job opportunities. The essence of EE in this thesis is to enrich students' desires to embrace available opportunities for securing both paid work and self-employment businesses.

1.10.6 Education

Education is so vast and varied. Many problems are noted in the attempt to understand the definition of education. Education is a process of transforming a learner's usual habits towards realising short and long term goals of the new habits. Education embraces a wide field of study that includes Psychology, Sociology, the Scientific domain and Philosophy among others (Kumar & Ahmad 2013:3). Education is a process of developing a holistic individual all round. Manpower Services Commission (1981:17) argues that the role of education is to develop a complete individual in terms of knowledge acquisition, skills and moral values. These are critical for entrepreneurship know-how, therefore, this definition is adopted in this thesis.

1.10.7 Entrepreneurship training and education

Entrepreneurship has received global recognition and many institutions have EE curriculum tailored to teach students about early stage venture start-ups, although some scholars remain hesitant to endorse the practice. However, it is reckoned in this work that EE can be taught (Huq & Gilbert 2017:168). Entrepreneurship is an important aspect of innovation which provides a stimulus for teaching (Al-kahtani 2014:127). Many entrepreneurship training programmes have been designed for the same purpose to improve the welfare and livelihoods of unemployed people. Farashah (2013:869) argues that entrepreneurship education is critical in encouraging intentions to do business, while Martnez et al.(2010:9) point out that the role of entrepreneurship training is to shape attitudes, skills and culture. EET can address entrepreneurship needs through education training, consequently, meeting the entrepreneurs' needs in many ways. The influence of EE on polytechnic students requires consideration in order to shape the attitudes, skills and intentions of learners so that the education becomes useful to their livelihoods.

1.10.8 Self-employment

According to Oluseye, Adebayo, Okubanjo, Adesola, Aninkan and Omonike (2017:45), self-employment involves exploring several ways of creating personal wealth out of one's own initiatives as opposed to depending on income that comes from the employer. In addition, entrepreneurs are believed to enjoy autonomy in decision-making, since they do not waste time by seeking a second opinion when passing a decision pertaining the owner's venture (Oluseye et al 2019:46). All power and authority over the business rests with the owner. Self-employment is a self-driven business to achieve the individual's business dream. As such, working for oneself informs the essence of one being an owner manager or being self-employed (Abdulkarim 2012). In reducing misconceptions, terms like "entrepreneur", "self-employed" and "business owner" are used interchangeably. Past research show that EE is critical as it is an enabler to self-employment among polytechnic graduate students.

1.10.9 Youth

According to Maebane (2015:11) generally youths refer to people who are less than thirty five years old but above fourteen. Youths undergo significant changes as they develop into adult-hood. The youths are the strength of any nation and in many cases they pose a threat to the government if they are unemployed. Developing countries, Zimbabwe included, face a permanent challenge as coping strategies to combat youth unemployment remain ineffectual. This study reckons that by training the youths in entrepreneurship, their lives could be made easier, that is, if they pursue self-employment businesses after graduation. Hence, the essence of this study was to measure how students put into practice the entrepreneurship education skills after graduation.

1.10 Delimitations of Study

The depth and length of this thesis is determined by the delimitations and the qualitative research approach. In addition, the study was anchored on investigating the influence of EE curriculum on polytechnic students' opportunities for job creation in the Midlands province. So the environmental factors that militate against high unemployment such as inflation, government's indegenisation policy, and political instability were established as factors that stifle creation of entrepreneurship business start-ups, coupled by lack of a supportive entrepreneurial ecosystem in Zimbabwe. The study's main focus was to explore how entrepreneurship training influences polytechnic students in the Midlands province of Zimbabwe to align their cognitive knowledge towards venture creation. The study focused on registered national diploma (ND 1) and ND 3 students who have graduated with a national certificate course (NC) in the polytechnic institutions under study. The national certificate candidates could not be selected for participation in this research because they were studying the course towards graduation. The NC course has EE as a common subject and it is mandatory for all learners to study EE. Furthermore, the research study also conducted a tracer study with former polytechnic students who now own business start-ups. This was done in order to ascertain the type of graduate that ends as an entrepreneur versus the one seeking employment and also establish whether doing EE might finally increase entrepreneurs in the country.

1.11 Limitations of the Study

The major limitation was that of inadequate resources since the University of South Africa had awarded the researcher a bursary that catered for tution fees only. The researcher made several attempts to mitigate the factor until he finally succeeded.

This research considered the influence of EE on employment skills for current and graduate polytechnic students from the Midlands province. The students outside the Midlands province were not part of the study because of the qualitative methodology used, which apparently uses a small sample size though it seeks to obtain detailed information about the phenomenon. Since the study used 40 participants only, their views could not represent the views of all current and former students who had done the EE subject. Other polytechnics could have their own unique unemployment challenges that impede self-employment initiatives. In this situation, the results only apply to two institutions studied and the former students (industry graduates) who are manning own business start-ups in urban areas in the Midlands province. Moreover, there is lack of comprehensiveness in these results should they be taken to reflect on the entire early-stage venture start-ups that should take into consideration the rural entrepreneurs. More studies including other provinces and polytechnics are recommended.

The other limitation is the exclusion of other Zimbabwean stakeholders such as industrialists, policymakers and curriculum designers. Their inclusion in policy formulation and implementation could inform the most crucial landmark in filling the gaps in policy development frameworks and guidelines that inform curriculum reform and innovation in the relevant subject areas. Studies that require such players are needed as a matter of urgency in order to keep abreast with current changes in curriculum reform in Zimbabwe. The study was confined to a qualitative methodology which sampled participants through snowball and purposive sampling techniques.

1.12 Chapter Outline

The thesis has the following chapter outline:

Chapter 1 presents the research outline of the research study. A brief overview of the study includes the background, research purpose, objectives, research questions, assumptions, significance, limitations, delimitations and rationale.

Chapter 2 presents literature review and data pertaining to EE. Previous studies in Entrepreneurship Skills Development were described and analysed.

Chapter 3 extends the literature review. In addition, the theoretical framework is discussed to configure ideas around the study's purpose.

Chapter 4 describes the methodology and the design used in this chapter. This includes sampling, data collection and analysis. Thoroughness was sustained in this study.

Chapter 5 presents data discussion, and interpretation of the findings of the study.

Chapter 6 is a roundup of key findings and the extent to which the study objectives were achieved. The chapter also addresses the study's conclusions, recommendations and contributions. A framework was developed for policy makers on how to reduce unemployed graduates amongst the youth from polytechnics in Zimbabwe.

1.13 Conclusion

This chapter presented the study picture of the thesis. The context of the problem was highlighted in the background. Furthermore, the researcher articulated the research questions and objectives in view of the problem statement. The purpose and the significance of the study were highlighted. The research methodology and its importance was given due attention in this chapter. The chapter proceeded to clarify concepts and provide the chapter outline. Limitations and delimitations were also highlighted. Key terms were also explained and defined. In the next chapter, the researcher presents literature review and data pertaining to EE. Previous studies in Entrepreneurship Skills Development were described and analysed. The theoretical framework was discussed in chapter 6 to configure ideas around the purpose of the study.

CHAPTER TWO

ENTREPRENEURSHIP, ENTREPRENEURIAL PERSONALITY AND ENTREPRENEURIAL INTENTION

2.1 Introduction

The preceding chapter's attention was on the introduction, purpose and research problem. The approach and methods employed to collect data were given. This current chapter is dedicated to research theory and related literature review, particularly literature on entrepreneurship and its influence on the employment of polytechnic graduate students in the Midlands province in Zimbabwe. The literature discussed important factors influencing national certificate and national diploma graduate students' outcomes as a result of attaining EE in polytechnics in Zimbabwe. The study's overarching position is entrenched in entrepreneurship education, graduate self-employment, entrepreneurial intention, self-efficacy, curriculum, methods, content and quality of teacher educators.

Unemployment in Zimbabwe has remained a painstaking issue.The government is grappling to find a solution that eradicates poverty. Literature is consistent that unemployment makes the lives of youths more vulnerable, given the rise in youth unemployment pegged at 70% (Mawere 2014:15). More concrete evidence of a 90% national unemployment rate (ZIMSTATS 2014:15) has been registered. Since unemployment is very high there are no positive economic group needed to create employment and reduce poverty. Measures that address unemployment among youths are long overdue. Studies in North Africa, Central Africa and South Africa, among others, have confirmed that unemployment is a social evil. It is also understood that unemployment triggers poverty (Dedi, Usep, Tjutju & Andia 2018:2). More studies have found that entrepreneurship plays a contributory role in employment creation through the emergence

of new businesses (Hisrich et al 2013:6). All in all, literature resonates with the emergence of new venture start-ups to fight unemployment and eradicate social poverty among graduates who have recently completed their education.

In view of this argument, business creation has a bearing on exploiting entrepreneurial job opportunities. Wenniger (2019:59) emphasises that students with entrepreneurial skills have the capacity to innovate, prepare for a changing job market and also pave the way for future entrepreneurs. The proliferation of entrepreneurship start-ups attest to the notion that these businesses are driven by different circumstances such as poverty, lack of jobs, motivation, intentions and individual desires to create new things. Successful entrepreneurs have identified market opportunities with the hope of eradicating poverty and improving livelihoods (Shane, Venkataraman Hunady, Orviska & Pisar 2018:2). This thesis explains further the terms "entrepreneur and entrepreneurship".

2.2 The Entrepreneur and Entrepreneurship

The terms 'entrepreneur' and 'entrepreneurship' are related. However,due to little understanding they may be used interchangeably. In other words, an entrepreneur is somebody who has business minded attributes, characteristics and traits, while 'entrepreneurship' relates to the processes involved in achieving economic outcomes. Education develops human behaviours, attributes and skills through teaching and learning (Stokes, Wilson & Mador 2010:30). In this argument, entrepreneurship education (EE) develops students' knowledge, skills and attitudes specifically for business creation and further understanding of the area of study. Understanding what entrepreneurship entails is critical in this research study. Although many opinions are accepted, a lack of consensus in the definition leads to confusion and misconceptions. A definition of 'entrepreneurship' is however, essential in that it demarcates the conceptual framework boundaries.

Entrepreneurship is about what entrepreneurs do (Rankhumise 2013:6). They thrive on opportunities in their environments, where they exploit perceived gaps and use resources available to make a living. Entrepreneurship practice reflects on attributes of exploiting an existing market niche, whereby entrepreuners grab opportunities and create profit making ventures. They are not limited by scarce resources. The entrepreneur is a business minded person. Entrepreneurship is vital to economic growth through innovation and job creation (OECD 2017:24). The following definition further articulates the significance in the definition of the term 'entrepreneurship'. The practice of constructing and starting new ventures is normally called small businesses from the entrepreneurs' perspectives (Yetisen et al 2015). Thus, an entrepreneur is the architect of a business idea, who exploits the opportunity which has driven him/her to put resources together to achieve profit as reward. The entrepreneur takes risks and brings together the necessary resources to build up a new business (Say 1855). Entrepreneurs create employment for themselves and others with full cognisance of the risks involved in business.

The chief cornerstone of entrepreneurship is the entrepreneur (Ndem, Effiong & Obot 2018). Entrepreneurs are innovators who take the lead to bring up new things in the market. Schumpeter (1934) identifies five factors that comprise entrepreneurial change. These are methods, goods, markets, management processes and sources of supply. Schumpeter pays particular attention to the connection between entrepreneurship and business innovation. This aspect of innovation is ideal when starting new businesses. For instance, when market opportunities exist, the entrepreneur employs innovative approaches to exploit opportunities. By using innovation, entrepreneurs become the champions of change. Entrepreneurs are the agents of change who seek value addition in businesses through exploitation of new products and processes in the markets (OCDE 2017:18). The underlying factor of an entrepreneur is value creation through resource manipulation and exploitation. Schumpeter's bias is on change whereas OCDE is biased towards creation in entrepreneurship. Both views espouse the need for change, innovation and creativity in entrepreneurial activities.

EE encourages individuals to recognise viable business opportunities that require insight and self-confidence to exploit them (Ahmad 2015; Ismail & Ahmad 2013; Stokes, Wilson & Mador 2010). Viable business owners exploit potential business opportunities where resources are strategically deployed. Entrepreneurship is an economic activity that facilitates innovation, job creation, growth and business transformation. For instance, an entrepreneur means the self-employed person who employs others (Szaban & Skrzek-Lubasinka 2018:91). In summary, the entrepreneur, indeed, is the agent of change, that entails economic growth through the scheming of new business practices with high creativity and high innovation (Burch 1986). All forms of business, creation of products and provision of services attest to the notion that entrepreneurs are catalysts of economic development through entrepreneurial actions.

Many changes in the market attest to entrepreneurship development activated by the change agents, who are the entrepreneurs (Schumpeter 1934). To sum up the conceptual frame work of entrepreneurship, the definition of entrepreneurship has been used by Timmons (1994) as the ability to use resources in pursuit of opportunities that are grabbed to form an own business venture. According to Ndhlovu and Spring (2009) the economic growth in both industrialised and developing countries has come through because of entrepreneurship which has triggered many developments. They further argue that small-scale trading activities have been ignited by entrepreneurship, notwithstanding the agricultural produce, cooked food, beer, crafts and cloths in registered or unregistered businesses. There is another perspective of entrepreneurship. Ndhlovu and Spring (2009) add that there are people who have special talents, desires and innovativenessLessons can be drawn from them in recognition of successful social entrepreneurship which solves community problems. Social entrepreneurship has a social goal and a mission to promote the lives of the consumers of social services. Social entrepreneurship contributes significantly to capitalist development where changing requirements for capital are realised (Ndinda & Ndhlovu 2017:224).

On the backdrop of the argument, discussions and definitions raised it can be seen that there are different perspectives to entrepreneurship. Yetisen et al.'s (2015) definition which says, "Entrepreneurship is the practice of constructing and starting new ventures normally called a small businesses" has been adopted in this study. Entrepreneurship is about creation of business in pursuit of opportunities in the forefront of risk in order to satisfy the profit motive of an entrepreneur. It is also the author's understanding that polytechnic graduate students may start their own businesses in order to achieve their entrepreneurial goals. On this note. the main conceptual framework adopted in this study is entrepreneurship. The following section defines and discusses personality traits. The first research question which says "How does entrepreneurship education influence students' personality traits in polytechnics in the Midlands province?" is discussed and answered in this chapter.

2.3 Personality Traits

Personality traits are pivotal constructs because they reinforce a positive inspiration towards entrepreneurship business. This perspective underpins the role played by the personalities of individuals whose anxiety drives them into entrepreneurial businesses. Oxford Learner's Dictionary (2014b:10) defines personality trait as "a particular quality in your personality". Furthermore, "Personality traits show differences between individuals' levels of thinking, feelings and the behaviour outcome" (Fleeson & Gallagher 2009:10; McAdams & Pals 2006:10). In as much as there are many different traits there are also many different personality dispositions. Traits denote differences in behaviour and tendencies to show individual feelings, thoughts and actions (McCrae & Costa 1990:29). In actuality, traits distinguish one person from another or one student from another in entrepreneurial learning. Placing a student in his/her individual space caters for varying personality dispositions, for instance, disposition for self-employment or paid employment (Otache 2019).

A person's behaviour is compounded by thoughts, feelings, motivations and emotions (Uher 2017:2). An individual's behaviour is assumed to converge from the inside spectrum (which is internal) and the outside spectrum (which is external), physical and psychological. Such characteristics and patterns of behaviour are critical in influencing students' future employment intentions. The behavioural changes of a person are noted in different comparable situations, times and moments of happiness orf sorrowfulness (Child 1968:294). Some authors have emphasised internal factors of the entrepreneur including Child (1968)'s assessment. Yet, personality is not fixed but malleable. Personality reflects various platforms that depict how people behave and relate to one another. Personality based theories ascertained the differences in traits.Some people have an advantage over others, that is, some people excel more in entrepreneurial activities than others. People do not have similar personalities just as much as entrepreneurs are different. Past studies have failed to establish differences in personality traits among entrepreneurs.

It is easy to train someone to become an entrepreneur because of the diversity of people's personalities. Moreover, many researchers have questioned the intricacies of using traits to measure individuals' thoughts, feelings and observable behaviours (Uher 2017:2; 2015a; Uher & Visalberghi 2016; Otache 2019). However, understanding personality traits offers an insightful window to understand human behaviour and its influence on entrepreneurship business. In addition to the foregoing analysis, when outside factors are used to ascertain human behaviour, discrepancies that exist between managers and entrepreneurs, (Brandstätter 2011:92) draw one to the conclusion that persistent entrepreneurs should possess distinctive dispositions that can be cultivated for entrepreneurship business. Distinctive dispositions give the researcher an impetus and an opportunity to examine entrepreneurial personality profiles which enable him to differentiate entrepreneurs from non-entrepreneurs (Rwigema, Urban & Venter 2008). In addition, entrepreneurship education could help shape and improve students' personality traits through education and training. Running actual start-up projects in the college could encourage students to translate the knowledge into actual business start-ups.

Some researchers like Levontin (2019:8) report that the ideas from entity theorists suggest that human attributes are permanent and not subject to change. Incremental theorists insist that human attributes are relatively fluid and are, therefore, always changing. The above perspectives differ on the basis of conditions, environments and culture.These three affect the way entrepreneurship is done. Hence, education and training could increase the propensity to change polytechnic students into entrepreneurial personalities, which is very critical in entrepreneurial entry. The following sub-section unpacks the importance of an entrepreneurial personality.

2.4 Entrepreneurial Personality

Entrepreneurial personality is pivoted on the entrepreneur. However, previous studies have observed that some sub-populations do not manifest the same behaviours or understanding of their environment (Levine & Rubenstein 2017) due to differences in personality traits. Researchers, educators and students should take note that entrepreneurial business starts from the personality of the entrepreneur. The researcher concurs with the views of Tran and Von Korflesch (2016) that personality traits contribute important insights into understanding an entrepreneur's behaviour. Studies done in Africa indicate that developing economies are more likely to have an increase in the number of future business owners (Davey, Plewa & Struwig 2011:537). It is the researcher's view that entrepreneurship education may improve polytechnic graduate students' personality traits towards employment activities. Several studies have considered personality traits that make entrepreneurs successful (Åstebro, Herz & Weber 2014:3).

Specific traits that make entrepreneurs successful were grouped as follows; self-confidence, autonomy, stress tolerance, proactiveness and personality, among others (Rauch & Frese 2007). Many scholars, including Otache (2019:48) share the view highlighted in Entrepreneurial Trait Theory that entrepreneurs are not genetically different from others. This shows that any

individual could become an entrepreneur, but taking cognisance of other factors such as the environment, life experiences, education and personal choices. Students who show effort and achievement are likely to do better if they choose to run an entrepreneurship business. Entrepreneurs are associated with higher needs for achievement (McClelland1961). Personality traits may be or not be general (Rauch & Frese 2007:1882). General traits include, among others, emotional stability, conscientiousness, extraversion, openness to experience and agreeableness. Both sets of traits are considered in this study because they both contribute to business venture creation, ultimately providing opportunities for any form of employment to graduates. Essentially, EE capacitates students to generate self-employment and create jobs and wealth for themselves and others (Otache 2019:50; Ahmad 2015).

2.4.1 Need for achievement

McClelland (1961, 1965) studied motivation and concluded that needs are learned in various cultures; they are not biologically determined. People with higher needs for achievement: are very eager to perform their work; wait for a positive rating; willing to take up personal responsibilities, and are challenged by difficult goals. The foregoing is consistent with Kerr, Kerr and Xu (2017) who aver that a higher need for achievement found in many people was associated with entrepreneurship intiatives. Need for achievement is critical to economic development.Some individuals feel that any assistance to developing countries should not be financial but should aim to empower them through education training (McClelland 1965). Polytechnic lecturers in the Midlands province should inculcate the need for achievement because it is an instrumental tool for entrepreneurship development alongside self-determination. Self-determination is understood as a good way of making it in life (Buer, King & Steger 2018:84). The issues to do with entrepreneurship call for individual effort, rigor and some degree of confidence.

McClelland's conclusion emphasises on how culture encourages the creation of new businesses. However, this informs on how the environment could be tamed to fulfil entrepreneurship goals. This view has been expounded in Bandura' theory which concludes the need for help of a prospective business owner from family members, friends and peers. In the theory of planned behaviour this is termed 'subjective norms'. So, a business may not be an ultimate expression of personal achievement only. Entrepreneurs are people who have a higher need for achievement (Dohse & Walter 2012:878; Frank et al 2007:230; Volery et al. 2013:446). Students who crave to become entrepreneurs seek careers and tasks that help them escape the frustration of unemployment. Entrepreneurship educators should understand the personality traits of students that contribute to entrepreneurship development through teaching practical activities. The need for motivation should not be ignored in any case. Recent studies postulate that new venture creation and entrepreneurial activities evolved out of the need for achievement drive (Hegarty, Gallagher, Cunningham & Stephens 2020).

2.4.2 Self-efficacy

Self-efficacy is a conviction of people's capabilities of organising and managing resources to successfully stimulate desired performances (Bandura 1986:391). This concept describes the ability to start a successful venture or business start-up (Margahana, Negara & Selatan 2019:2). With this in mind, self-efficacy is directed towards individuals who are capable of achieving their obligations by performing tasks and roles according to expectation, and achieving their goals as they desire. Furthermore, self-efficacy is underpinned by personal judgments attached to the ability to perform a successful activity (Bandura 1977:195). Self-efficacy gives teachers the confidence to shepherd their learners towards their full potential and increase their own teaching aspirations (Bowles & Pearman 2017:2). This observation informs on the importance of the teacher's self-efficacy in instilling confidence in the learners to achieve their goals. Entrepreneurship educators must boost their self-efficacy to prove the validity of their positive

claims when teaching entrepreneurship lessons. Realistic role models of self-efficacy achievers could shape others and groom them.

Drawing from the research question that says “How do entrepreneurship education competencies of educators influence polytechnic students’ employability skills? educators are required to possess good qualities of a role model so as to inspire their trainees. A review of past literature confirms that role models create a positive impression on other people, and these people expect support that comes from role models (Otache 2019:52). It does not matter from which source; but role models have a significant contribution towards the making of entrepreneurs. For instance, parents are role models to their children. A “role model may refer to any individual who demonstrates to others an action and then encourages them to make important insights to achieve intended purposes” (Fellnhofer 2017:71). Parents are close to their children, hence, they can be entrepreneurial pace setters, without disregarding the influence from friends, neighbours and local entrepreneurs. This postulation was supported by Bandura’s theory of planned behaviour, which is precisely linked to the construct of subjective norms. Previous studies suggest that approximately 35%-70% of entrepreneurs benefited from entrepreneurship role models (Fellenhofer 2017:71). To make a positive impact, successful business entrepreneurs may be called to colleges as guest speakers to make role model presentations that inspire a positive inclination towards entrepreneurial businesses. However, the self-efficacy of an individual takes precedence over what the individual feels capable of doing, hence, teachers ought to assist learners develop self-efficacy and achieve their aspirations more favourably.

2.4.3 Locus of control

Successes are noted in people who believe in their locus of control (LOC) over their own destiny, and who are thus able to manage their own behaviours (Chiang, Fang, Kaplan & Ng 2019:2; Di

Fabio & Saklofske 2019). Previous studies have shown the existence of two LOC. There are internal and external control mechanisms for individual feelings. People who have internal control of feelings trust in their own decisions and those who have an external control, contend that events occur by chance, fate or that they coincide with environmental happenings (Kerr, Kerr & Xu 2017:15). Events come and go but they are not always in our favour. When opportunities arise or fall on our way we use them the way we can. An internal LOC acts like a belief that entrepreneurs are responsible for their achievements and failures. According to Chiang, Fang, Kaplan and Ng (2019:2) many people have accomplished themselves in entrepreneurship and they take moments of happiness for their achievements. They are motivated by what they have achieved through own efforts, time and energy (Chiang, Fang, Kaplan & Ng 2019:2; Effendi, Effendi & Effendi 2017:76; April, Dharani & Peters 2012). Entrepreneurship, therefore, has the potential to change someone's status through teaching that person to improve his or her standards of living, bring income, happiness, motivation and lead to economic and social development.

People with internal LOC believe that their own decisions are paramount and any success or achievements are replicas of their own efforts (Kerr, Kerr & Xu 2017:15). When teaching entrepreneurship education, it makes sense to encourage learners to do practical entrepreneurial projects in order to measure students' capabilities. However, this does not avert the criticism that traits cannot be scientifically measured (Otache, 2019). Individualistic cultures show greater internal LOC than others (Mueller & Thomas 2000). British entrepreneurial populations have a high LOC as noted in previous research. The variations are ascribed to shed off differences of people who make decisions and whose outcomes are not the same. Individualism, uncertainty, avoidance and risk propensity adversely affect decision making.

Incorporated businesses are associated with those who become self-employed persons because they possess internal LOC, unlike those working in unincorporated businesses (Levine & Rubenstein,2017:17). Entrepreneurial entry and exit decisions are among the best predictions of

internal LOC's personality traits (Caliendo et al. 2014). Internal LOC encourages risk-taking as individuals are sure and believe that they can control their own successes and setbacks in life.

2.4.4 Risk-taking propensity

Antoncic, Hisrich, Marks and Bachkirov (2018:4) postulate that "risk-taking propensity is a person's orientation towards risk taking ". Not all entrepreneurs take risks but all should be aware of potential risks. Those who do not take risks are hesitant in life. Inventions, innovations and resource mobilisation characterise the nature of entrepreneurs who are courageous to risks and counteract uncertainty in related situations (Antoncic, Hisrich, Marks & Bachkirov 2018:4; Antoncic, B, Antoncic J, Gantar & Kakkonen, 2015; Gantar, Antoncic, B, & Antoncic, J 2013; Hisrich, Peters & Shepherd 2012). Entrepreneurship businesses call for risk taking and commitment in order to secure resources and also mitigate pitfalls of risk.

Risk taking has a positive inclination for entrepreneurship businesses, hence it is considered an important trait in entrepreneurship education (Antoncic, Hisrich, Marks & Bachkirov 2018). There are times when entrepreneurs ought to tolerate risk or avoid it depending on the type of business and the nature of risk in question. Thus, the concept of risk can be used to measure one's affiliation towards business venturing, despite confrontations with risky environments or whether one is a risk taker or not. Effective entrepreneurs are risk takers who possess some degree of confidence and assurance that things will turn out positively. Earlier researchers are in agreement that entrepreneurs who are highly motivated (Åstebro et al 2014), are driven by confidence into pursuing successful business ideas. Researches in Middle East and Africa point out that "risk taking entrepreneurs are associated with industrial environments in which novelty and technological discoveries are the order of the day" (Pines, Dvir & Sadeh 2012:109). In contrast some scholars (Antoncic, Hisrich, Marks & Bachkirov 2018:4; Brockhaus 1980) assert that entrepreneurs cannot be distinguished from ordinary people through their propensity to

take risks. The implication is that risk taking entrepreneurs are bound to start new things despite the challenges confronting them. In conclusion, although some entrepreneurs take risks they go for moderate risks, avoiding high risks, while others dare not take any risk.

2.4.5 Innovation

Development was achieved from the destruction of material resources and creatively putting them together to design new products (Schumpeter, 1934). Creativity is the centre piece in processes of production.The entrepreneur is the corner cutter and designer of new products and services. Revolutionary economic development manifests in the works of an innovative entrepreneur (Narea 2016:2). Innovation and creativity are champions of economic development. Several authors (Schumpeter & Drucker (1985) included) concur that innovation is a prominent component of economic improvements and progression of nations (Fulvio & Miguel 2013:579; Hisrich, Peters & Shepherd 2013:99; Soriano & Huarng 2013:1964). Innovation and creativity both promote the economic development of countries. Creativity is characterised by developing new things such as goods and services, while innovation is a term used to complete a process of developing things to form products. Creativity strengthens organisational innovation (Amabile & Pratt 2016:161). So entrepreneurs can use their creative personalities to create new businesses and strike a chance at new opportunities. “Entrepreneurs are regarded as ‘machines of ideas’ which somehow relates to a ‘thinking outside the box’ approach” (Narea 2016:130). Students hardly have these techniques. This is why the researcher opines that is students could be taught to be innovators they could also become entrepreneurs in their own ways.

2.4.6 Autonomy

Lau (2012) contends that goal commitment is a pivotal element in achieving autonomy provided the entrepreneur engages long with the tasks under consideration. Perceived lack of student autonomy leads to decreased performance and underlie poor determination in venture creation. Polytechnic students ought to demonstrate perseverance and commitment in pursuit of their dreams. In this study, students who display autonomous behaviour also demonstrate the ability of self-governing and the capacity to pursue self-employment ventures. Cooperation is critical although the entrepreneur is multifaceted. Wickham (2004:78) concludes that success depends on individual personality. Owner autonomy enhances control of the business. Students should be empowered in order to successfully manage their businesses. The students should be knowledgeable of the work, time, procedure and schedules of work to be performed. The following are the general personalities of the entrepreneur, termed the Big Five dimensions because of their importance to entrepreneurship.

2.5 The Big Five Dimensions

This thesis has highlighted that there are diverse classes of personality traits. One other common set of personality traits is termed “The Big Five”. These include conscientiousness, openness, agreeableness, lower neuroticism and extraversion. Neuroticism distinguishes managers from entrepreneurs (Viinikainen, Hintsanen, Heineck, Raitakari, Böckerman & Pehkonen 2016). Authorities have put forward assumptions that many people are entrepreneurs.However, these entrepreneurs do not operate like ‘one-size-fits-all’. It is therefore difficult to tell who becomes an entrepreneur and who does not. Although training helps to shape people’s mind-sets towards entrepreneurship, psychological characteristics do not ascertain successful entrepreneurs from a group of learners (Blanchflower & Oswald 1998:38). However, from the behavioural point of view, individual traits determine who may be driven into entrepreneurship or who may not. In

their works, Levine and Rubenstein (2017) highlight that typical personality traits have shown a wide range of entrepreneurial activities which denote differences among personalities. Entrepreneurs may be measured in relation to entrepreneurial action. There may be individual differences in personalities of students whose mind-sets are cast towards pursuing entrepreneurship. The above traits are further discussed below.

2.5.1 Conscientiousness

There are high achievers and low achievers but with entrepreneurship it depends on one's acumen. Managers are not always on top of their subordinates, a reality that must be faced in entrepreneurship. For instance, entrepreneurs and managers are both dependable, but entrepreneurs outpace managers in life (Kerr, Kerr & Xu 2017:11; Zhao & Seibert 2006). Achievement motivation has been found to be at the top of entrepreneurial career choices compared to any other careers chosen by individuals (Collins et al 2004:216). This perspective emphasises that entrepreneurs are more driven to achieving their goals than managers who work to achieve goals for organisations they work for. As such, "highly conscientious people prefer order and structure that helps them achieve their goals, hence work to fulfil their duties and obligations" (Soto 2018:3). This thesis regards entrepreneurs as objective agents of change. This study assumes that if students are exposed to entrepreneurship training programmes they may eventually prefer entrepreneurship as a career choice in their lives. The establishment of incubation hubs in polytechnics could play a significant role as students experience the reality of early stage business start-ups for themselves.

2.5.2 Agreeableness

The term “agreeableness” is characterised by a number of factors. Positive agreeableness factors include affection, cooperation and trustworthiness. Negative agreeableness factors include antagonistic disagreement and coldness. People who are sympathetic are associated with agreeable individuals who are always passionate about assisting others. Murugesan and Jayavelu (2019:45) stress that individuals who show characteristics of over agreeableness usually over-compromise to give room to others.I In addition, such people tend to avoid a business which are prone to risks. Unfortunately, agreeable people do not harbour intentions to run a business (Zhao, Seibert & Lumpkin 2010:59). Necessity entrepreneurs are driven by factors such as unemployment. In light of polytechnic students, students may find a fortune in self-employment through income generation. A positive agreeableness is supported when students discuss future career intentions.

2.5.3 Extraversion

Extraversion is pivoted on an individual’s character being social, assertive and talkative. People who are extraverts are optimistic and action oriented. Introverts are reserved unlike extroverts. Business people are always alert and discuss related business deals. Extraversion contributes towards a proactive personality required of an entrepreneur (Murugesan & Jayavelu 2019:45; Crant 1996). Visionary students are prompt in embracing the spirit of business start-up even before they graduate. For self-business to be networked, one needs to be an extravert so that entrepreneurial networking increases the sphere of influence to cover many clients and customers. Personalities differentiate people. Becoming an entrepreneur is out of volition, therefore, training people to do entrepreneurship gives the platform to choose to either become or not become an entrepreneur (Fayolle & Linan 2014). Educators in polytechnics must teach personalities that help in the emergence of more entrepreneurs.

2.5.4 Neuroticism

Neuroticism is not an easy characteristic in personality. A person who possesses this characteristic is identified with negative emotions such as "being aggressive, showing signs of depression, stress, anger and anxiety" (Jeronimus, Riese, Sanderman & Ormel 2014:7). People with high neuroticism most often show unstable emotions and are likely to be stressed. Learners ought to be groomed on behaviour etiquette of entrepreneurship to avoid situations which threaten and frustrate them when a business fails to run smoothly (Fiske, Gilbert, & Lindzey 2009). Such a personality trait may raise behavioural challenges to those who want to turn to entrepreneurship. Entrepreneurship training (ET) may facilitate students' development and motivation in pursuit of their entrepreneurial dreams after graduation. Social learning theories (Bandura 1987) in behaviour modification could be employed when teaching students. This is despite that not all people will turn to entrepreneurship as a career choice (Fayolle & Linan 2014).

2.5.5 Openness to experience

The researcher contends that experienced individuals who have had exposure are better able to cope with obstacles encountered in business because they are cognisant of the potential risks in businesses. In fact, "such people have a mastery of high degree of creativity which enhances their imaginative skills" (Murugesan & Jayavelu,2019:45; Yong 2007). People with openness to experience have potential to be more creative and innovative than those without. This characteristic is important in the running of business since it offers avenues to sustain business even during economic crisis. Polytechnic graduate students may use initiative, creativity and innovation to start new projects. People who have openness to experience are curious, imaginative and cultured. According to Soto (2018:6) "students who display high conscientiousness usually earn higher grades and perform extremely well in a variety of occupations". EE can raise students' consciousness to their environmental needs and wants. The

big five dimensions are crucial factors in understanding the influence on the personalities of students and in reshaping their inclinations towards venture start-ups. There is consensus in the literature on personality traits on the importance of openness to experience. Since the research question has been adequately answered the following section discusses entrepreneurial intention in more detail.

2.6 Intention

An intention can predict a rare planned behaviour in unclear circumstances (Bandura 1987). According to TPB, every element of a human action is planned (Ajzen 2017b). However, lack of consensus in planned behaviour leaves a void in academic studies. Entrepreneurial intentions (EI) are important constructs in entrepreneurship research (Bignotti & Roux 2015:1; Linan & Fayolle 2015:922) hence the need for planning the human actions intended. A deliberate action is a result of a choice or a willingness to perform that action. Attitudinal studies (Ajzen 2017b; Ajzen 1991; Farrington, Venter & Neethling 2012:18) have also shown that intentions have a lot to do with subsequent patterns of behaviour which must be guided, logical and planned in order to make sense.. An intent is dependant on actions when predicting a human being's behaviour, attitudes and actions (Ajzen 1991:179). So, human beings' attitudes and behaviours are measured based on the intentions and actions exhibited. Thus, human actions are planned in order to achieve their intentions in life. However, in respect of an intention made on entrepreneurial action (behaviour) that intention is still bound until a decision is made. This is regardless of the intentions being strengthened by values, belief systems and attitude (Kruger 2017) necessary for entrepreneurial ability before it is actioned.

In this thesis, more attention has been given to the explanation of the importance of the TPB (Ajzen 1991) and Shapero' Entrepreneurial Event Model. These theories contribute much of the insight into understanding the behaviours and intentions of people starting new ventures. Empirical researches suggest that entrepreneurial performance is predicted by an individual's

self-efficacy (Bandura 2001:60). Just as behaviours can be nurtured, groomed and modified, entrepreneurial intentions can also be predicted.

2.6.1 Entrepreneurial intention

Attitudes are not easily measured with exactness. There is a problem in rating the accuracy of an individual's attitude. Attitudes may either take a positive form or a negative form. It follows that students who have negative attitudes towards entrepreneurship would not see anything good coming out of self-employment. In this study, a positive attitude is fundamental in the development of a positive intention towards self-employment among polytechnic graduate students in Zimbabwe. Entrepreneurial intention (EI) means dedicating time, resources and energy towards the entrepreneur's future business (Ridha & Wahyu 2017; Udo-Imeh, Badiya, Ahmadu & Kabiru 2016:352).

In previous studies, researchers underscored the view that some people who undergo training in entrepreneurship education programmes show a generally higher level of EI (Otache 2019; Bignotti & Roux 2015:1; Fayolle & Linan 2014:664). Apparently, some entrepreneurs are more prepared to venture into business, hence they do not retract when risk occurs. Since behaviours can be planned, it is possible for intentions to predict these behaviours deliberately. Therefore, EE requires a country's global planning approach in order to enhance entrepreneurial culture in higher education institutions. EE requires a stakeholder collective approach as intervention measure to assist graduates to be proficient in skills, knowledge and resources needed to run self-start-ups after graduation. It has been pointed out that many ventures were started more by people who possessed EI than others who did not (Fayolle & Linan 2014:664; Kautonen, Gelderen & Fink 2015). Entrepreneurial education can, therefore, enhance entrepreneurial intention torwards formation of early stage ventures. Inability to measure the intention of an individual is a serious setback. This is despite the support that stakeholders could give.

2.6.2 The Main Factors of Entrepreneurial Intention

2.6.2.1 Self-efficacy

Individuals with the best sense of self-efficacy can plan their lives. If students are self-efficient they become responsible for their lives and their visions. As such, topical literature has discerned an apparent relationship between entrepreneurial intention andan individual's self-efficacy (Baidi & Suyatno 2018; Travis & Freeman 2018). Students are able to navigate their lives in situations that are not stable to start a business. Students can exercise full control of their plans, mitigate the worst circumstances in the economy and adapt to ever-changing turbulent environments, especially in Zimbabwe (Garika, Negara, Magahana & Selatan 2019:2). Ideally, education plays a pivotal role in enhancing business management skills that are integral in entrepreneurship businesses.

Moulding positive attitudes and behaviours through entrepreneurial education support often leads to creation of new businesses (Huq & Gilbert 2017:168; Garika, Negara, Magahana & Selatan 2019:2). However, scholars like Stephan et al. (2007) cited by Garika, Negara, Magahana and Selatan (2019:2) strongly differ, arguing that there has not been any connection between academia and entrepreneurial intentions since studies are still in progress.Such opinions create research gaps for studies such as the current one. Many youths in Zimbabwe are pessimistic about the benefits of EE especially when many graduates fall under the "jobless generation" tag.

Entrepreneurship education (EE) could be used to improve graduate students' competencies through entrepreneurship training. For instance, Kerr, Kerr and Xu (2018:10) report that entrepreneurial self-efficacy promotes formulation of business plans, while (Brinckmann & Kim 2015) also notes that business planning studies are promoted by entrepreneurial perseverance. In line with this study, polytechnic students do business planning as one of their field based assignments. Despite the shortcomings in the nature of business plans, students need support.

2.6.2.2 Risk taking

Levels of entrepreneurship are determined by levels of risk tolerance. Individuals who are risk tolerant can decide to leave paid employment for a second best choice, such as starting a self-business enterprise (Hombert, Schoar, Sraer & Thesmar 2017). The entrepreneur has some inherent attributes which compare very well with risk taking behaviour. My concern regarding risk is that it is fearsome to many Zimbabweans who are already too incapacitated to manage risk. Lack of resources is a risk to businesses. Businesses can cease to operate due to credit failure. Lack of government support to start self-businesses has been a thorny issue in Zimbabwe and those who get such support are vetted on the basis of political affiliation. However, vetting itself is crucial to determine who deserves support. In most cases, though, corruption has discredited deserving members and support has been given to non-deserving people. The tendency of risk taking behaviour continues to receive attention from many scholars because risk is an important characteristic of successful entrepreneurs (Antoncic, Hisrich, Marks & Bachkirov 2018:3). Effective entrepreneurs usually thrive on risky business adventures with their motivation lying in success. The joy and success of an entrepreneur come when they receive the rewards of their business success. In Africa, research linked to risk tolerance is scanty. Other international studies including that of Hombert, Schoar, Sraer and Thesmar (2017) reveal that individuals from well to do families can overcome and tolerate levels of risk as they have financial support from family members.

2.6.2.3 Proactiveness or the propensity to act

Proactiveness is linked to entrepreneurship behaviour in that intentions exhibit the symptoms towards starting new business. This personality trait shows tolerance for risk (Segal, Borgia & Schoenfeld 2005). Individuals who tolerate risk are more likely to become entrepreneurs.

2.6.2.4 Behavioural control

When an individual shows the ability to control his/her behaviour easily and successfully, such a person can sustain his/her business, but only if he/she decides to do that (Kautonen, Geideren & Fink 2013).

2.6.2.5 Need for achievement

McClelland's studies yield acceptable levels of individual satisfaction. For instance, a reasonably high motivation is linked to high prospects of venture performance (Vecchio, 2003:307).

2.6.2.6 Attitude towards business

If an attitude to business is negative the inclination towards business start-ups would also be low and therefore, uncompelling. A comparison where attitude is rated better than personality does not necessarily make different entrepreneurs (Sugandini, Feriyanto, Muafi, Hadioetomo & Darpito 2018). The notion of attitudes speaks volumes about the differences found among entrepreneurs. This is due to the different ways in which entrepreneurs tackle entrepreneurship. However, it is possible to use role modelling in moulding a positive entrepreneurship attitude. A role model can foster and create a positive intention among students to embrace attitudes and enhance self-efficacy as successful business owners (Fellnhofer 2017; Auken, Fry & Stephen 2006).

2.6.2.7 Locus of control

Determination of locus of control is difficult, especially where no one can guess whether you want to study external or internal LOC. Westhead, Wright and Unbasaran (2011:61-62) contend that many entrepreneurs have exhibited high LOC. Locus of control differentiates entrepreneurs from non-entrepreneurs. It further shows a dividing line between successful and unsuccessful entrepreneurs. There are some people who think they are better advantaged than others. Having strong self-control should not make one believe oneself to be in control of everything. The following section discusses Shapero and Bandura's theories on EI.

2.7 Theoretical Background to the Conceptual Models

This study has elaborated the works of researchers on entrepreneurship intentions. Individuals with high entrepreneurial intention most often make earlier achievements than those who record low entrepreneurship intention (Kautonen et al 2015; Fayolle & Linan 2014:664). The tendency among people who have an inclination to start their own enterprises depends on their intentions, to an extent. However, this does not withstand other factors that push or pull individuals into entrepreneurial businesses.

Past literature argues extensively on entrepreneurial intention. For instance, several authors (Otache 2019:52; Huq & Gilbert 2017:168; Fellenhofe 2017:71; Quan 2012:946; Nieman & Nieuwenhuizen 2009:11) observe that entrepreneurial intention among students has seen education, role models and family members contributing towards new venture businesses. Sufficient attributes must exist among entrepreneurship aspirants to motivate behaviour towards entrepreneurship business (Thomas & Mueller 2001). Some people who eventually become entrepreneurs are deliberately guided by their self-conciousness and their ability to do so (Yesuf & Buli 2016). Entrepreneurship pursuance is biased on an individual, *ceteris paribus*.

Past studies have also proven that lack of management skills, commitment, perseverance and innovative attributes in third world countries results in low numbers of entrepreneurship takers as compared to developed countries (Bullough et al 2014; Tomski 2014).

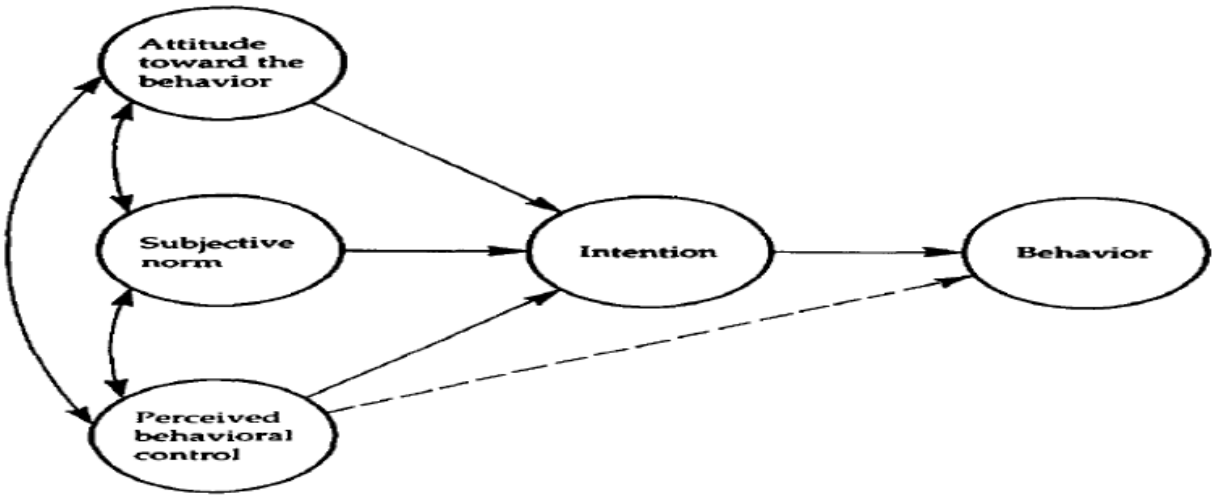
TPB and Entrepreneurial Event theory, conceive EI as serving a function that maintains the desirability and feasibility of entrepreneurship business (Schlaegel & Koenig 2014). The two terms desirability and feasibility denote that a positive attitude towards entrepreneurship is critical in influencing the behaviour of prospective entrepreneurs such as polytechnic graduate students in the Midlands province of Zimbabwe. Otache (2019:51) asserts that "desirability is a level where an individual may either achieve a favourable or an unfavourable assessment of his/her potential to run an entrepreneurship business". Other scholars suggest that entrepreneurs must search and discover the opportunity, rather than wait for the opportunity to present itself. If polytechnic graduate students crave to join the bandwagon of entrepreneurs, they must move out of the comfort zone in pursuit of self-employment opportunities. Ozaralli and Rivenburgh (2016:6) concur with Yesuf and Buli (2016:892) that the decision to become an entrepreneur is not coerced, but is time bound, and guided by considerable planning, effort and cognitive processing (Wilson, Kickul & Marlino 2007). The theory of Planned Behaviour is critical in any discussion because it mirrors the entrepreneur's behaviour with regard to one's intention to do business.

Ajzen (1991:26) postulates that intention rarely predicts behaviour unless an individual has strong control of his or her behaviour. Ajzen further contends that certain specific attitudes predict intention. The intentions that show up as a result of behaviour mean that intentions and behaviour have some commonalities. Thus, intentions predict the behaviour. The researcher concurs with scholars (Otache 2019:51; Yesurf & Buli 2016:293; Kautonen, Van Gelderen & Fink 2015) that TPB is the best instrument with which to understand individual intention. Conviction is fundamental in the pursuit of actions that are born out of worthwhile intentions. Krueger (2000:130) is of the view that one ought to establish reasons for entrepreneurship. He presents

the idea of running a business after completion of college studies as an example. It is argued that people give themselves time to think critically before they become self-employed. Their intentions matter so much because they point towards the behaviour likely to happen next (Otache 2019:51; Yesurf & Buli 2016:293; Kautonen, Van Gelderen & Fink 2015). From the researcher's perspective, students who perceive an act as feasible will voluntarily perform it.

In previous research (Ajzen 1991:69; Otache 2019), constructs such as attitude, intention and behaviour were found to have a net effect on each other. Theories of human behaviour that are important to this study are considered in greater detail below. Figure 2.1 below is a diagrammatic representation of the Theory of Planned Behaviour.

Figure 2.1 Theory of Planned Behaviour



Planned Behaviour Theory (Shapero, 1982)

Ajzen (1991) posits that TPB became popular in explaining intentions towards new ventures. The intention is underpinned by the following variables:

(1) Behaviour and the individual's attitude

(2) Subjective norm (can other people support me to do it?)

(3) Perceived behavioural control

Models of innovation provide good frameworks through which to look at entrepreneurial intentions and behaviours of entrepreneurs. Education programmes can promote individual intentions through behaviour modifications towards entrepreneurial activities. TPB assumes behaviour performance to be best understood from an individual's intentions (Ajzen 1988:132). This intention is an outcome shaped by mainly three components. The three pillars in TPB are attitudes, subjective norms and perceived behavioural control. The three components in TPB interact, and by so doing, an individual's behaviour is manifested. For example, students develop positive attitudes on the belief that exposure to EE may lead to successful creation of venture. Further, it is believed that significant others (friends and family members) influence an individual's behaviour to change. For instance, family members may encourage or discourage a member who wishes to venture into business considering the history of the family in such ventures. According to TPB an effective attitude with regard to entrepreneurship business, depends on behavioural impact as affected by positive or negative attitude (Ajzen 1991:188).

Educators have a crucial role in shaping learners' attitudes towards a correct trade. So, education has a part to play in promoting an entrepreneurship spirit among polytechnic students. An entrepreneur should have a well-articulated schedule on how to start a business (Schlaegel & Koenig 2014:293). From a planned behaviour perspective, entrepreneurship intentions predict entrepreneurial behaviour towards start-ups (Kautonen, Van Gelderen & Fink 2015). Self-employment is characteristically connected to the behaviour shown by a business founder/owner.

Secondly, behaviour that is deemed a "subjective norm" builds on "social pressure".Such behaviour can continue if possible and can drop if the pressure constrains performance of that behaviour (Ajzen 1991:188). A prospective entrepreneur asks many questions that lead to a decision to venture into a start-up or not. Indeed, one has to make sure that the impending idea

to do business is supported by others. Family members' advice to run a business is important in shaping the future behaviour of a student. For instance, an individual's friends, relatives or colleagues also make recommendations that approve or disapprove a decision to do business. Lecturers are therefore urged to encourage their students' decisions to start businesses. Unfortunately, in Zimbabwe, the environment for business is tense and marked by lack of start-up resources and business pitfalls, including lack of a conducive operating environment caused by poor financial and government support. "Developing countries' operational environments are rapidly changing due to social, political and economic instability" (Yesurf & Buli 2016:294; Iakovleva Kolvereid & Stephan 2011). Kelly et al. (2016:80) observe that there is complexity in the environments that entrepreneurship businesses thrive which means decision making in business should be resolute.

Previous research studies claim that the power of perceived feasibility is derived from high levels of self-efficacy (Ajzen 2017a:1; Schlaege & Koenig 2014:317; Segal et al 2005). If a person perceives starting a business as unfeasible he or she may deem it undesirable and may fail to perform. Therefore, starting a business needs the support of others. Graduate students need support from government, college, lecturers and other stakeholders. Participation in self-employment should not be taken for granted. Polytechnic graduates may engage in self-employment provided that entrepreneurship education enhances positive attitudes towards an ability to do well and that resources will continue to prevail in business (McStay 2008:34). Thirdly, past experiences and anticipated impediments determine whether performing the behaviour will be difficult or easy. Such occurrences determine an individual's perceived behavioural control (Ajzen 1991:188).

When perceived behavioural control is high regarding new venture creation, entrepreneurial intention and self-efficacy could be high too (Ojuwumi & Fagbenro 2019:23). In fact, the main cause of behaviour is not intention or attitude. Sometimes the prevailing situation is a stimulus to behavioural patterns. Becoming entrepreneurial is often hinged on the ability to control behaviour towards successful starting of business (Kolvereid 1996a). Choosing a route or path to

entrepreneurship business is not so easy and an individual has to be confident about succeeding (Ajzen 2017b). Importantly, a change in behaviour depends on the individual's ability to control the behaviour before transforming it into an intention or action. Some scholars do not fully support this theory although it is popularly used to shed more light when explaining changes that take place in human behaviour. This thesis alsogives credit to the theory of Shapero and Sokol (1982) which is discussed below.

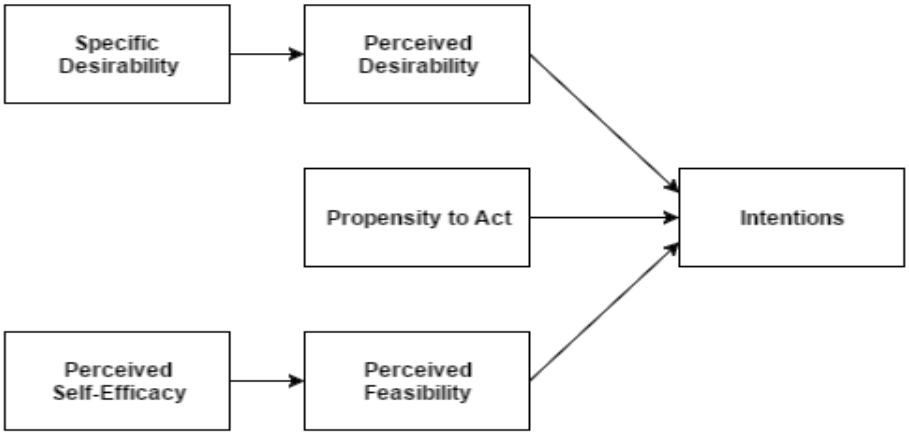
2.7.2 The Entrepreneurial Event Model

Starting a business depends upon weighed options.Attractive options are chosen, bearing in mind the anticipated benefits that accrue. This attractiveness is termed perceived desirability (Shapero & Sokol 1982). Accordingly, starting a business ought to be something interesting and almost convincing. In this argument, feasibility is also taken into account and related to new business creation. When the feasibility of starting a business is positive the intention is also positive and is rightly motivated. The model assumes that changes that take place in an environment may invoke some form of action to restore normalcy. The changes may either be positive or negative. For instance, loss of employment is a significant negative displacement in life. In fact, loss of a job drives an individual to look for another job or decide to do personal business. This is mostly, common among necessity entrepreneurs. Positive displacement has a net effect of attracting new businesses to flourish. Behaviour modifications in a human being is related to displacement, which promotes desirable actions of business and its feasibility to new starters.

The bottom line is that a change of behaviour depends on the prevailing situation. A demotivating current job drives an individual to, firstly; look for alternative employment before leaving the current one. People take advantage of the next best opportunity available to transform their behaviour into something else. For instance, the completion of PhD studies may compel the researcher to look for a better and alternative form of employment. Such a decision is approved

if elements of desirability are positive and if, at the same time, the anticipated action is apparent (Krueger et al 2000; Shapero & Sokol 1982). The model in Figure 2.2 below sums up the components highlighted above.

Figure 2.2 Shapero and Sokol's Theory (1982).



Shapero and Sokol's Theory (1982).

Source: Radipere (2012:69)

Shapero and Sokol are two of the theorists who have made reasonable assumptions that help explain an individual who has a personal disposition to make informed decisions based on the need to perform. This is what is termed propensity to act. In fact, the behaviour elicited is a deliberate one. The individual seeks approval coupled with positive intentions. What is important is to evaluate the relevance of credible behaviour to doing business. Thus, the business idea has to pass its feasibility and desirability assessment criteria. If students find self-employment to be desirable and feasible they are likely to pursue their decisions to run self-businesses. Educators

should teach students business assessment skills which are pivotal in decisions relating to entrepreneurial entry.

2.7.3 Reflection on Entrepreneurship Intention Models

Krueger et al. (2000) have assessed the relative usefulness of the two theories espoused in this thesis. They conclude that entrepreneurial intentions are premised on perceptions that include many variables. Most importantly, feasibility and desirability form the prime constructs in making decisions for a new venture. In integrating some parts of the two models, the research has made some important observations, including that intentions form part of the current behaviour, and that behaviour can be manifested in future. It was also observed that varying conclusions could be motivation for further research. Running a business requires more than speaking about whether it is feasible or whether it is desirable. Resources are important when one wants to start a new venture. However, entrepreneurs can start businesses without adequate resources as long as intentions demonstrate desirability or feasibility for self-employment. With perseverance entrepreneurs can start small and eventually experience business growth as they gain more experience networking with other established entrepreneurs. This is the first step in translating intentions into actual business start-ups.

On the other hand, intentions may be formed but may not translate into new ventures, especially if the concept of feasibility and desirability remain parallel or negative to one's desires. For instance, absence of resource support may discourage the intention to venture into start-ups. The model of entrepreneurial intent has been chosen on the basis that it focuses on new venture firm creation. Both models have provided important insights into the entrepreneurship field. The need for a framework to marshal resources and support is important, given that entrepreneurship education is a public domain phenomenon that requires a stakeholder collective approach intervention (SCAI) framework.

2.8 Conclusion

The chapter illuminated the concepts of 'entrepreneurship' and 'the entrepreneur.' After being conscientised by different definitions, the researcher still calls for further research to reach a consensus on definitions of key terms such as 'personality trait', 'entrepreneur' and 'entrepreneurship'. The connection between personality and the individual entrepreneur has been documented. Substantial literature studies have opined that personality traits and entrepreneurial intention often speak to one another and are critical facets for students' entrepreneurship. The Theories of Planned Behaviour (TPB) and Entrepreneurial Event Model are significant when reflecting on entrepreneurial emergence. This literature was built in order to enable the researcher to provide a baseline on the identified gap and objectives. Literature was further fortified by the need to answer the intended research question. The chapter concluded that positive personality traits are the tool kit for students to become entrepreneurs, hence these traits should be imparted into learners through EET. The next chapter reviews literature on entrepreneurship education training (EET), self-employment and the Human Capital Theory.

CHAPTER THREE

LITERATURE REVIEW: UNEMPLOYMENT, ENTREPRENEURSHIP EDUCATION TRAINING AND SELF-EMPLOYMENT

3.1 Introduction

The literature reviewed in chapter 2 was meant to explicate the main research questions under consideration. The terms 'unemployment', 'entrepreneurship education training' and 'self-employment' were defined and discussed in chapter 1 of this thesis. This current chapter proceeds to explain the influence of EE on the employment of graduating polytechnic students from the Midlands province. Many other issues pertinent to employment activities were also dealt with.

Empirical evidence has highlighted a research limitation on entrepreneurship education curriculum in Zimbabwe. There is general lack of supportive and current literature despite claims that EE programmes have achieved significantly higher levels on entrepreneurial activities (Ojewumi & Fagbenro 2019; Huq & Gilbert 2017:168; Fayolle & Linan, 2014:664). Since no such research has been conducted in polytechnics in Zimbabwe, it may be difficult to access any reliable and concrete information on some constructs related to entrepreneurship education curriculum in Zimbabwe's polytechnics. A research gap in literature was thus identified. Matlay (2011:4) concurs that previous studies on graduate self-employment and entrepreneurship businesses in Zimbabwe are inadequate. Nabia, Walmsleyb, Linan, Akhtard and Neamee (2018:453) avow that there is limited research that examines EE's influence on entrepreneurial initiatives (Lorz 2011; Muller & Volley 2013). Importantly, this study creates the opportunity to fill that literature gap, primarily in developing countries such as Zimbabwe. Lack of such literature

posed challenges for the researcher to generate reliable data on entrepreneurship education training (EET) programmes, which are expected to stimulate graduate students' intentions for self-employment business ventures.

Despite the shortage of literature that informs on the importance of entrepreneurship training to polytechnic students, many Zimbabweans scramble for self-enterprises due to the perpetual economic decline (Baluku, Matagi, Musanje, Kikooma & Otoo 2019:7; Otache 2019). In fact, the economic crisis in Zimbabwe has triggered the emergence of entrepreneurship businesses (Dawson & Henley 2012:670). In the economically ravaged Zimbabwe, people are driven into entrepreneurship businesses because of negative external forces, notably job dissatisfaction and lack of employment (Baluku et al 2019:7; Otache 2019; Meyer & Landsberg 2015:3678). Many businesses that were established on impulse were found to struggle more than those whose owners took their time to learn how to run, manage and sustain self-employment businesses. However, Ligthelm (2004) and Martin and Fraud (2008) lament businesses that crumble within the first two years of operation due to viability challenges that include, among others, absence of managerial skills, insufficient resources and poor education.

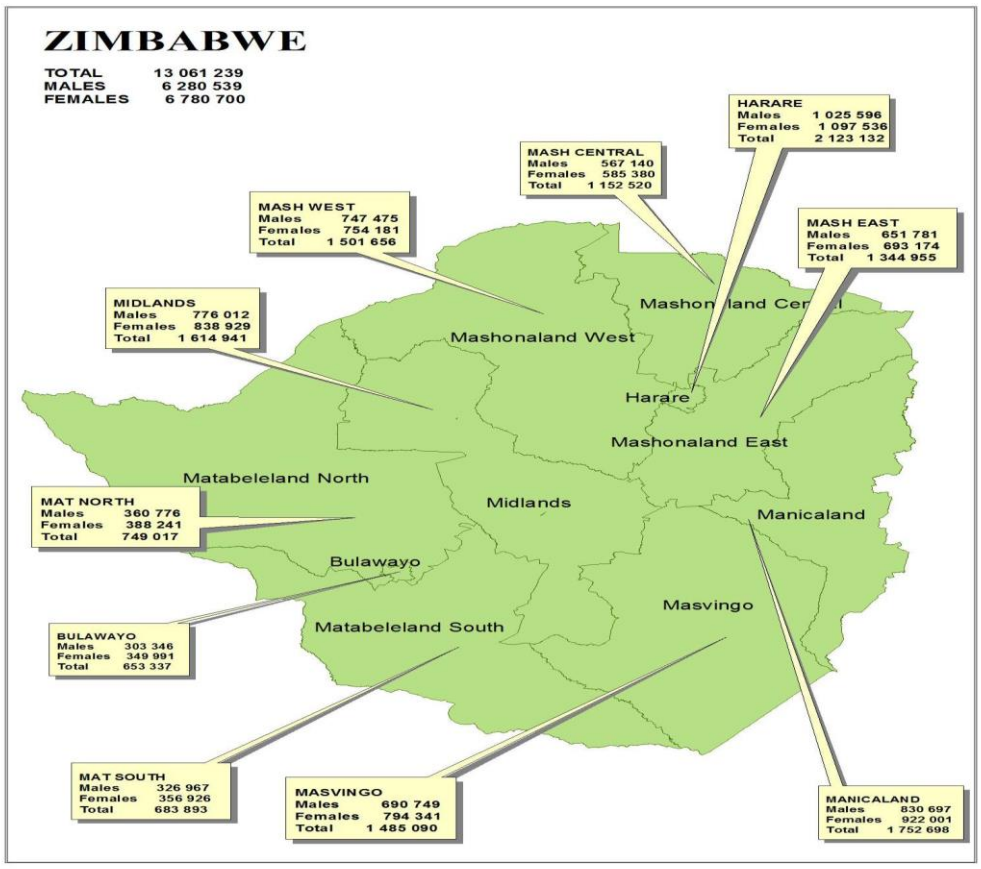
The researcher reckons that the proliferation of self-businesses is not in tandem with the proliferation of education for entrepreneurship. There is evidence to corroborate the importance of this study in Zimbabwean polytechnics, as the study is also in support of the teaching of EE (Huq & Gilbert 2017). Since EE is improved through classroom teaching it can, therefore, facilitate entrepreneurship development in learners. The researcher believes that low entrepreneurial intentions could impact negatively on new business formations if gaps of entrepreneurial knowledge prevail before or after students graduate. Two views tend to surface from the preceding arguments, which are, that both academics and non-academics could indulge in entrepreneurship businesses through education training (ET) and that organisations that flourish depend on efficient human resources. Wages and salaries are paid to motivate the workers and sustain business operations. When a person is self-employed, the individual makes all the

decisions and is personally accountable for his/her own business (Dollarhide 2019:1). Self-employment is, therefore, about doing the work directly all the time, according to your personal intentions and expectations. In fact, a self-employed individual is personally in charge of all the daily operations of business. So, working for oneself is the art of self-employment (Abdulkarim 2012:4).

3.2 Unemployment in Zimbabwe

Unemployment in Zimbabwe has escalated to a peak of 90% between 2007 to 2009 as compared to 29% in 2005 (ZIMSTATS 2014:20). The population statistics in each province in Zimbabwe are shown in Figure 3.1 below. Zimbabwe's population as at 2012 stood at 13 061 230, of whom 6 780 700 were females. Females outnumbered males who were 6 280 539 (ZIMSTAS 2012). The Midlands province has been found to be ideal in conducting this study because of its central position in relation to all other provinces in Zimbabwe. Geographically, Midlands is at the centre of the country where agriculture and mining are the predominant economic activities.

Figure 3.1 Zimbabwe population by province



Source: Adapted from Zimbabwe National Statistics Agency, 2012

The cornerstone of economic and social progress of any nation is the employed people in the country (World Bank 2013). Unfortunately, in Zimbabwe the unemployment rate is approximately 90%, which is a social economic crisis. The above map shows Zimbabwe's population by province. Harare province has the highest number of 2 123 432 people and Matebeleland South has the least at 652 227. The growth of the population in each province is not commensurate with the economic development in the country. Competition comes when the whole population share scarce national resources.This has negative spill over effects on the provision of social services, including insufficient employment opportunities. Zimbabwe's economic recovery has proved to be very difficult in the backdrop of a high unemployment rate

(90%)(Mutasa 2014:3). The high level of unemployment has been characterised by hyperinflation which the Zimbabwe government ascribes the targeted economic sanctions imposed byAmerica and some Western European countries, purportedly meant to address political discontent in the country. This development has been highlighted in the study's background in chapter 1.

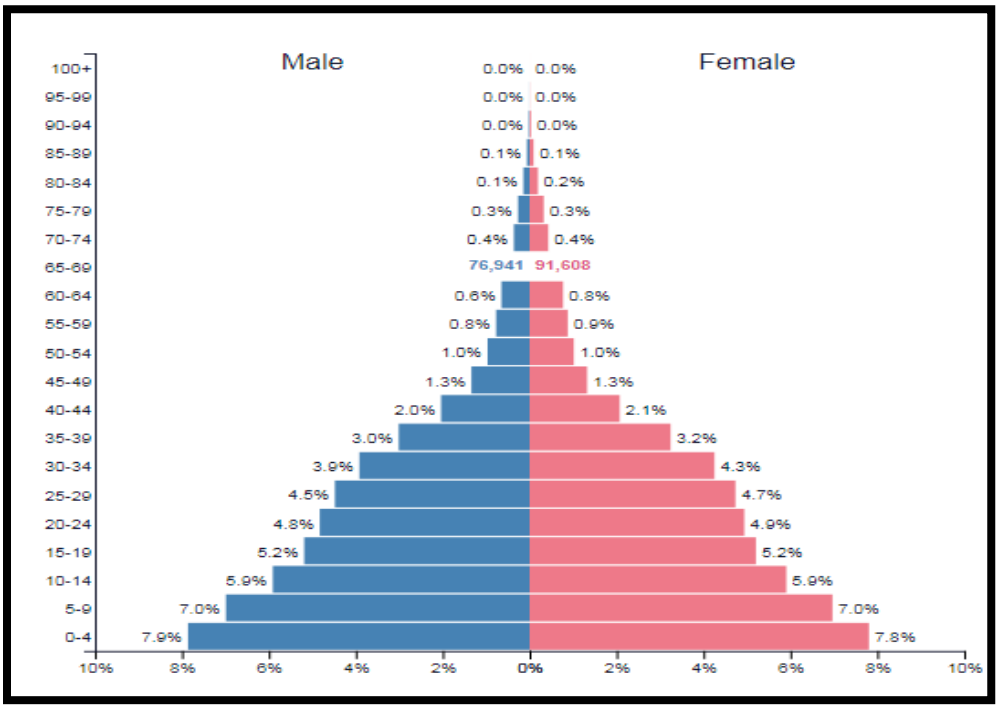
Zimbabwe is threatened by increased unemployment rate. This unemployment may attest to the view that "Zimbabwe's education is irrelevant to the needs of the citizens (Bhebhe et al 2016:92). The youth are mostly disadvantaged given that the Zimbabwean population pyramid is bulged towards the youth (Murinda 2014:65). In order to eradicate misconceptions, Bhebhe T, Bhebhe, R and Bhebhe, B (2016:90) consider 'youth' to mean any category of persons whose age group falls between fifteen and thirty five years (Constitution of Zimbabwe 2013; National Youth Charter, 2013). Bhebhe et al. (2016:90) further comment that prolonged unemployment makes the youths so indulged in illegal dealings that they vow to forego arisen job opportunities. It is uneconomic when the contribution to the economy is lost from this age group.

Unemployment is a social strife which results in social and moral destruction among young people. Unemployment brings along poverty, injustice and inequality among the youth, leading to their social exclusion, and engagement in crime and delinquency (Bux 2016:19; Kingdon & Knight 2004). Inability to create new jobs has suffocated the economy of Zimbabwe, as it is now unfavourable for job creation. In March 2020, the rate of inflation in Zimbabwe was at 676% (ZIMSTATS 2020). The World Bank's latest data shows that 767 million (10.7%) adults have experienced dire poverty, globally. One person uses less than US$1.90 per day and lacks basic facilities like water and sanitation. This situation is more prevalent and dire in Zimbabwe where a civil servant survives on less than US $1.60 per day (ZIMSTATS 2019). According to the push theory a high rate of unemployment has a net effect of lowering opportunities of getting decent and full time jobs (Berglund et al 2014:167; Dawson & Henley 2012:701). This has resulted in an increase in emigrant labour movement to countries like South Africa.

3.2.1 Youth unemployment in Zimbabwe

The youth make up the greatest number of people in the country and their unemployment causes social and economic challenges. Figure 3.2 below shows a population pyramid with a bulge at the base that demarcates the youthful population. The situation in Zimbabwe is quite precarious and far different from other countries like South Africa. Zimbabwe's largest population is made up of the youth who constitute 70% (Central Statistics Office 2012:23). This implies that there is a scramble for paid employment against scarce job opportunities. Less than 1.3 million people are employed in Zimbabwe and millions are living in abject poverty (ILO 2005). Presently, the situation has deteriorated as it is presumed that less than 10% of the people are formally employed in Zimbabwe while over 90% are seeking wage employment. This signifies an impoverished economy which is rather stagnant or is in the dying phase. Figure 3.2 below is an age pyramid of Zimbabwe characterised by a bulged base that gradually diminishes as people get to their fifties. The Figure shows a bulged base and a thin top.

Figure 3.2 Zimbabwe's population



Source: ZIMSTATS 2012 census

According to Figure 3.2, the population of Zimbabwe is thickly populated by young people, which is characteristic of third world countries. Underdevelopment, poverty and unemployment are some of the problems that Zimbabwe is experiencing. Although there are huge figures of graduates from tertiary institutions, their skills do not meet the requirements of industry (Bhebhe et al 2016:92). The thesis recommends that the curriculum be aligned to the needs of its beneficiaries.

Murinda (2014:65) reports that youths below the age of 35 constitute the biggest number of the economically active population and are nearly 70% of the unemployed in Zimbabwe. Although there are disparities in the statistics of employment levels, unemployment is highest among the youth. In relation to employment, 80% are in the informal sector. This has implications on

whether the economy could stimulate employment opportunities or not. Causes of youth unemployment are further elaborated in the next section.

3.2.2 The causes of youth unemployment in Zimbabwe

As earlier mentioned, unemployment is a national threat to governments because people may not be productive in an economic sense. The majority of youths live in abject poverty and frustration due to lack of jobs. Although entrepreneurship development depends on level of education, the education sector in Zimbabwe cannot address unemployment among graduates due to a skills mismatch (Sibiya & Nyembezi 2018:1; Kim & Choi 2018:2; Mohammed 2015:14; Olga 2015:1; World Bank 2013:3). The researcher has already made an indication in chapter 1 that unemployment is worsened by inadequate entrepreneurship. The situation prevalent in most of the cities in Zimbabwe is that there are well-qualified college and university graduates who cannot find jobs for which they were trained. A skills mismatch depletes employment opportunities. Lack of employment opportunities in Zimbabwe has cornered many youths into taking up any job even though they are overqualified for it (Mpofu & Chinhenga 2016). The most educated Zimbabweans are migrating to Mozambique, Zambia, Botswana and South Africa in search of greener pastures.

According to Olga (2015:1) a curriculum that is not tailored to conform to private sector requirements has increased the margin of skills mismatch because of the supply of redundant skills. The researcher notes that previous studies in Zimbabwe, such as the one carried out at Bindura State University by Mauchi, Karambakuwa, Gopo, Kosmas, Mangwende and Gombarume (2011) do not assess skills and knowledge which lecturers ought to possess for them to effectively implement entrepreneurship education programmes. In addition, implementation of the curriculum has its own hurdles, including inadequate and obsolete equipment, poor technology in institutions and industry, all of which present challenges for graduates to interface and cope

with industry requirements (ZIMSTAT 2012). Industrialists bemoan the mismatch between skills needed in industry and the skills acquired at college as another cause of youth unemployment. In this sense, there is need for cooperation from all stakeholders in order to encourage both Technical Vocational Education and Training (TVET) and entrepreneurship training (ET), and make them pivotal so as to close this unemployment gap.

Introducing entrepreneurship is one coping strategy that has had a good track record in accessing job alternatives in other nations of the world such as the USA, among others (Scarbourough 2013). Agbor, Taiwo and Smith (2012) contend that entrepreneurship can be taught.This thesis recommends that nations, including Zimbabwe, should come up with strategies that remove barriers. Rather, they should promote entrepreneurship. In fact, concerns that worry people can be overcome through empowering youths with effective training on employability skills (Olugbola 2017:157). EE is underpinned as the pinnacle to productive job markets. Thus, the need to develop human talent, knowledge and skills among the youths cannot be over-emphasised. The aforementioned barriers must be overcome so that starting entrepreneurship businesses becomes possible(Owusu, Amanamah & Acheampong 2018:30).

3.3 Human Capital Development Theory

Knowledge and skills are required in order to understand individual success as opined by Human capital theory (Becker 1964, 1993). The theory has apprised entrepreneurs as those who possess remarkable competencies and are more productive than those who have low level input (Davidsson & Honig 2003). If education plays a pivotal role in training entrepreneurs, it is therefore possible to educate students by coaching them on elementary knowledge and skills that empower them to run a business. Marginson (2017) adds that higher education can transcend knowledge to benefit all people to develop their communities through human manpower development. Attention should be paid to improving knowledge and skills which can

facilitate entrepreneurship development, and, in turn, impact intentions to start innovative businesses. All forms of development around the globe are engineered by human capital (Oluwatobi & Ogunriola 2011). It is clear from this theory that polytechnic students can develop through entrepreneurship training to enable them to make informed choices when starting a businesses. Miranda, Chamorro-Mera, Rubio and Perez-Mayo (2017) found that it is not always the case that entrepreneurial intention is born out of a concerted entrepreneurship education. However, there are no studies to corroborate this view, which discourages use of education to enhance human capital development. The Zimbabwe government has also introduced entrepreneurship skills development as a compulsory subject to enhance learners employability skills and entrepreneurship. In this respect, Human Capital Theory is essential when developing a sound workforce.

3.4 Technical Vocational Education and Training (Tvet) in Zimbabwe

3.4.1 Defining TVET

Employability skills have become a subject of debate in government sections. In order to have a common approach to alleviate unemployment. Technical and Vocational Education and Training (TVET) places more attention on work that interfaces theory and practice in various disciplines (UNESCO, 2014). As such, TVET refers to an education system which equips its students with technical knowledge that is related to technologies and sciences in which students acquire knowledge, attitudes and skills related to various occupations in life (UNESCO 2019; UNESCO 2016:5; UNESCO 2014:2). This thesis premises TVET as the platform from which a pool of disciplines is used to produce trades, crafts and careers aligned to each specific career path. TVE and TVET have similar meanings as used in discussions made in the thesis.

The main mission of technical education in Zimbabwe is to beef up personnel shortages in various trades. Thus, the researcher concurs with Martinez, Baker and Young (2017:185) that TVET fosters several coping strategies that empower youth to pursue employment opportunities that are different from those that their parents have suggested. To this effect, the demand for education was deepened by changes in curriculum policy to accommodate TVET in the new polytechnic colleges in 1984. TVET helps learners acquire skills, knowledge and attitudes necessary to perform specific trades in various disciplines (UNESCO, 2013).

The Zimbabwe government grabbed the opportunity to introduce the TVET curriculum with the intention to fill vacancies left in industry by former colonial masters at independence in 1980. The current TVET expectation is in contrast with societal expectations. Fieger, Vallano, Rice & Cooksey (2017:197) highlight that "due to poor delivery of TVET products, many stakeholders have lost overall dependence on the vocational education system". This speaks to the large number of unemployed graduates despite the existence of TVET education that promotes self-employment since its inception in 1984.

3.4.2 Purpose of TVET

Establishing of TVET institutions meant that the training of a workforce whose knowledge and skills were needed in the industries was improved. The curriculum was based on empirical evidence rather than technical since TVET education is anchored in practicals (hands on) more than theory. TVET is important as it may close the skills gap which would be important to both the economy and society (Fieger, Vallano, Rice & Cooksey 2017). In the mid-nineties industries in Zimbabwe were flourishing so TVET graduates had no problems being absorbed in the labour market. The curriculum had been tailor-made to produce a labour force that was directly needed to fill gaps created by outgoing former white artisans (Zinhumwe Government 2012:14).

The lack of consistency and inability to move with trends engulfed Zimbabwe's TVET education. In 1999 there was an abrupt collapse of Zimbabwe's industries and economy in general. This meant that the polytechnic graduates and other job seekers started to compete for very limited formal employment opportunities in the labour market. In fact, "Curriculum development is central to EE initiatives" (Nieuwenhuizen, Groenewald, Davids, Rensburg & Schatebeck 2016:530). TVET education policies did not adjust or change in keeping with new employment requirements. Under normal circumstances any change must be supported by policy adjustments. At the same time, TVET institutions and universities continued to produce graduates in their numbers each year. The curriculum was not adjusted to suit products with relevant skills to mitigate the rising unemployment rate (Kim & Choi 2018:2; Olga 2015:1; Sibiya & Nyembezi 2018:1; Murinda 2014:53; Mambo 2010:28). Moreover, many products from this system have shown a very weak background in the trade occupations that industries expect (Woyo 2013:183).

Some previous studies suggest that the education system is far behind, considering that it still produces poor quality graduates and remains tailored to achieve high theoretical graduates with distinctions annually awarded at graduations(Woyo 2013:184; Uzoagulu 2012:63; Onuoha 2011). As a result, young people in Zimbabwe still do not find TVET a viable intervention that could reduce unemployment among the youths. This tells us that polytechnic education still requires more adjustments to make the learning relevant to students' needs. Another viewpoint has been echoed in the words of Sibiya and Nyembezi (2018:1) who note that "TVET products were let down by inappropriate skills and lack of preparedness which has led the graduates to make unsound employment choices". Schools, therefore, ought to emphasise provision of guidance and counselling in their lessons in order to add value to learners' achievements (Martinez, Baker & Young 2017:179). According to Kenny and Rossiter (2018:238) lack of opportunities for formal jobs was the main reason people opted for personal business enterprise. This is in keeping with the view that entrepreneurship is a form of escape from unemployment, particularly among the twenty first century "jobless generation" in Zimbabwe. Lyigun (2015:1230) concurs that

"entrepreneurs have made a huge input in developing economies and disadvantaged societies, through sustainable development which entailed job creation, business opportunities and product innovation". The next section explains the purpose of Entrepreneurship Skills Development as a subject in Zimbabwe's polytechnics curriculum.

3.5 Entrepreneurship Skills Development

3.5.2 The concept of Entrepreneurship Skills Development

The results of the 2007 curriculum review prompted the introduction of Entrepreneurship Skills Development (ESD) in the backdrop of the deteriorating economic situation in Zimbabwe. By 2007 unemployment in Zimbabwe had risen to 70% (ZIMSTATS 2014:17). The introduction of the ESD subject into the polytechnic education curriculum was aimed at inspiring students' thinking towards encouraging self-ventures through the knowledge, skills and attitudes learnt. International literature has shown that many countries, including China, USA. Britain, Japan, Malaysia and many others use higher education institutions to begin to teach entrepreneurship education (Otache 2019:48). The main aim was that EE could become a stimulant to the creation of self-businesses by students and graduates as was the situation in the USA. This intervention has also been adopted in Zimbabwe's polytechnics. This is despite weaknesses often mentioned in the teaching and learning by unknowledgeable educators.

Despite efforts to come to terms with EE, Woyo (2013:184) has already mentioned that the Zimbabwe education system was more theoretical than practical.As such, students show deficiency in practical knowledge. This scenario points to the problems of curriculum mismatch (Sibiya & Nyembezi 2018; Kim & Choi 2018:2; Olga 2015; World Bank 2013:3). There are perceived gaps in the manner ESD curriculum is taught in the polytechnic institutions. As a result, the streets are flooded with educated but unemployed graduates, with some holding diplomas,

and others degrees in entrepreneurship. This is despite that entrepreneurial graduates are touted as having the potential to change business environments through starting small business enterprises (Eid, Badewi, Selim & El-Gohary 2018:235). Lack of EE skills has proved a research gap that the current study could cover. Prior research suggests that "lack of entrepreneurship skills limits the youths' contribution towards the country's economic growth and the youth would further experience economic and social marginalization" (Surbrahmanyam 2013:87).

3.5.3 Entrepreneurship as an independent subject

ESD in Zimbabwe's polytechnics has been incorporated as an individual subject. It has its own syllabus and features on the timetable like any other subject in the curricula. The subject is allocated three hours on the timetable per week. To avoid student disengagement all national certificate students do the subject as a compulsory course. Despite the challenges noted, Fejes, Nylund and Wallin (2018:2) contend that knowledge of how lecturers implement this curriculum is an important consideration in entrepereuneral studies, especially, how knowledge content is assimilated. Lack of EE competencies among lecturers and students escalates problems in the teaching and learning of the subject. Unfortunately, curriculum review in Zimbabwe is usually implemented at a very slow pace while changes in the labour market are happeningat an alarming rate. Although this study has recommended that ESD become a full course, it is cognisant of scholars such as Fieger et al. (2017:197) who are still in doubt about the effectiveness of the technical vocational education system given that there are several of their products who cannot get jobs in industry despite holding first class diplomas and degrees. This study contends that there is need for educators to improve pedagogy in the classroom.

This thesis uses ESD interchangeably with EET, EE and self-employment to convey the same meaning and goal. For instance, entrepreneurship education training (EET) intends to contribute in the form of knowledge and skills which are of prime importance to self-run entrepreneurship

businesses (Zimbabwe National Certificate Entrepreneurship Skills Development Syllabus 2011). The ESD curriculum is a standalone examinable subject for National Certificate courses. ESD is taught by lecturers in all the divisions and departments in preparation for the end of year public Higher Education Examination Council (HEXCO) examinations. In view of previous research conducted in Ghana, Namibia, Zambia, Tanzania and South Africa, the researchers concluded that lecturers lack requisite competencies to transform teaching to better levels (Fejes, Nylund & Wallin 2018:2). In Zimbabwe, the examination assessments are made up of course work which is 60% and examination 40%. Once the students have graduated with a National Certificate entrepreneurship education curriculum is over and learners proceed for National Diploma1 (ND 1) course without revisiting EE until they complete the whole course. The ND stretches for three years in phases, namely; ND 1 is studied while in the college and ND 2 is spent in industrial attachment. National Diploma 3 is done in the third and final year, and is done at college after the ND2 attachment year..

There is no convincing data that supports the effectiveness of the knowledge of ESD acquired at national certificate level in Zimbabwe's polytechnics.Empirical research is still limited in this field. According to Neck and Cobertte (2018:11) there is a correlation between EE and the increase in intentions among students, However,once again, empirical findings that stipulate that intentions lead to new business formations have not yet been found with certainty. This research has conducted a tracer study to ascertain whether entrepreneurial intentions may ultimately lead to actual business start-ups in the Midlands province.

3.5.4 Are entrepreneurs born or made?

The most notable and topical academic debate has been whether entrepreneurs are born or made. There are two theories that have studied the discourse around whether entrepreneurs are born or are made. The primary views hold that qualities that emerge in entrepreneurs are there

from birth.These qualities are required for successful entrepreneurship. Their assumptions are that an individual is born with or without entrepreneurial characteristics. There are further variations that make it difficult to classify entrepreneurs as born or made. The proponents who claim that entrepreneurs are made concur with the trait theory that asserts that there are some entrepreneurial traits that require learning to be developed despite being “born-entrepreneurs” (Otache 2019:47). The bottom line is that learning takes place in different ways, be it formal or informal. An entrepreneur acquires learning to improve the business turnaround strategy.

The second line of thought contends that entrepreneurs are developed through enterprise education to pursue their aspirations in certain specific talents. The following researchers concur that some intricacies found in venture formation, resource acquisition and management are typical aspects in entrepreneurship training (Otache 2019:47; Gobind 2015:15; Henry, 2013:7; Matlay 2009 & Hindle 2007). In this regard, entrepreneurs are made as suggested in the above opinion. Some theorists such as Welsh et al. (2016:127) believe that being an entrepreneur is a process. They concur that the EE is meant to empower learners with intellectual strategies that will foster means to cope with various techniques and make a reckoned success in business. Important insights from a cognitive platform are enhanced by education. Poor cognitive performance may be the result of a poor educational background.Many governments have incorporated EE as a recognised taught discipline and as a field of research into their higher education institutions (Otache 2019:47; Gobind 2015:15; Henry 2013:7; Matlay 2009). According to Gobind (2015:15) entrepreneurs are made through education and training. While the prevailing point of view stresses that entrepreneurial behaviour is acquired, interestingly, some people are born with entrepreneurial personality traits.

The research question “What is the effectiveness of entrepreneurship education epistemology curriculum on polytechnic students’ learning skills in Midlands province?” was discussed in the following section.

3.6 Entrepreneurship Education Training Methods/Approaches

Andragogy is an adult teaching practice that should reflect on effective polytechnic methods and learning processes, lecturers' competencies and their abilities to achieve educational goals. Teaching has always had its share of problems and, in turn, a net effect on poor preparation of learners. In Zimbabwe there is likely to be a problem in the teaching of EE in polytechnics. To this effect, the study is critical as it seeks to address the question on entrepreneurship training of polytechnic students in Zimbabwe. Writers like Gobind (2015) concur that education increases the interest of learners to train towards entrepreneurship as a career or trade. It is possible to develop entrepreneurs as opined (Neck & Corbette 2018:12). It has been argued that EE impacts on polytechnic students and their development of intentions to start self-businesses after their formal education. Such an endeavour could create employment for oneself and others. As such, teaching of students becomes the centrepiece to create possible future entrepreneurs after graduation. In line with the above understanding, Szaban and Skrzek-Lubasinka (2018:91) remark that an "entrepreneur" means the self-employed who employ others". In order to create these entrepreneurs the most important thing is to use education that could turn around students' mind-sets and inspirations towards entrepreneurship. Many graduates the world over could start their businesses after acquiring the basics in EE. Teaching methods enhance educators' production or shape entrepreneurs from the side of academic education.

This study has adopted the view that polytechnic students could be trained through education to enhance entrepreneurship businesses. Once more, the narrow definition of entrepreneurship takes precedence over the wide definition. The understanding of entrepreneurship from the teaching practice improves leaners regarding their knowledge acquisition, skills and positive attitudes for early venture start-ups and businesses. The baseline is to articulate, among others, entrepreneurship content, understanding related opportunities presented and the ability to manage self-employment ventures (Gartner 1990; Lackeus 2015:72).

Competencies of entrepreneurship include self-reliance, creativity, initiative and personal development (Lackeus 2015:72). Contextually, EE targets the development of entrepreneurs so that students increase their employment opportunities (European Commission, 2018). Otache (2019) gives a timely reminder that as long as many job-seekers embrace the idea of looking for a white collar job, the numbers of unemployed graduates will inevitably surge. Shambare (2013) and Buli and Yesuf (2015:893) concur that it makes no good sense for the educators to explain the importance of innovation, motivation and strategies to manage new ventures. This is simply done to increase the subject knowledge horizon and its subsequent functions.

Hytti and O'Gorman (2004) point out the four main objectives to achieve when teaching entrepreneurship training. Firstly, educators ought to increase awareness and develop full knowledge of venture creation. Secondly, in order to deal with self-motivated learners, entrepreneurship must not be compulsory, and if taken as an optional career, learners will make a free choice. Thirdly, students require understanding of functional business relationships so as to cement the importance a subject has to other subjects. Finally, learners should be fully conversant with entrepreneurs' traits and characteristics. The teaching should tailor-made objectives into enablers to inculcate entrepreneurship knowledge and skills. Many educational evaluations have identified a correlation between students' achievement and methods of teaching. The following quote substantiates this view:

> The primary and short term effects of teaching/learning are pivoted on creating expert individuals in entrepreneurship concept and practice. Moreover, the primary goal is mainly for enhancing good personal qualities needed in entrepreneurship hence developing individuals with high self-esteem and courage to indulge themselves into entrepreneurship (Azizi 2009:4).

There are gaps that this curriculum leaves uncovered. For instance, the teaching and learning time for this subject may be too short to ensure the production of graduates who will become entrepreneurs after completion. This is in concurrence with Kirby (2004), Fejes, Nylund & Wallin (2018), Nwosu & John (2018) and Otache (2019). There are limitations noted in the methods of

teaching and that the problem among educators is that they digress during the teaching process and end up heaping knowledge content about entrepreneurship at the expense of practical know-how. The problem with this is that students are only partially exposed to knowledge of entrepreneurship. The objectives, content, and audience of the course influence and determine the type of teaching method to be used. The major institutional constraints in the teaching of EE rests on inadequate resources, namely; textbooks, infrastructure and overhead projectors, finance and incompetent educators. Fejes, Nylund and Wallin (2018:2) underscore that the "importance of individual staff development of teachers is that they should have up to date teaching skills and content of the subject". Hence, these factors play an important role when educators are imparting skills or vocations to their students. At this juncture, the thesis requires to unpack the effectiveness of the teaching methods used to disseminate knowledge and entrepreneurship skills to learners.

3.6.1 Traditional teaching approaches

"The Majority of tertiary institutions programmes in the United Kingdom (86%) are still adhering to primitive approaches during transmission of instruction" (McKeown et al 2006:5). The approach is didactic, teacher-centred and top-down where knowledge is disseminated to learners. Not all researchers share the same sentiments. For instance, Wenninger (2019:60) says "recent cautions are the best course format for creating entrepreneurship skills in students and a subsequently standard assessment is a poor method for evaluating students". For instance, a "lecture method" is teacher-centred and considers students as passive recipients. The learners assimilate knowledge concepts as the teacher is teaching "although the students gain the knowledge the type of classroom teaching mostly focuses on concepts and not marketable skills" (Nwosu & John 2018:189). Students are rather confined to what the teachers say. The learning continuum of students is not open; rather it is still closed. There is little or no initiative on the part of the learner to improve the activities towards new venture start-ups. There is totally no

effectiveness. What would become of learners when they are weaned by the college to do their own businesses is that they may fail. The spirit of entrepreneurship may die in the classroom.

In addition, students are not fully conversant with changing environments that provide a wealth of experience for practical entrepreneurship, so the experience component is lacking in this method. Hunady, Orviska and Pisar (2018:227) and Ling and Venesaar (2015) conclude that the use of traditional pedagogy in teaching is merely emphasising on rote learning which prevents effective teaching of ESD and hinders students from gaining necessary practical skills (Ling & Venesaar 2015). Some teaching approaches encourage learners to develop sharp analytical and interpretive skills that lack relevance to ET unless it were English Literature. Most of these approaches are too theoretical and cannot accurately foster in students the motivation to learn by doing. "The primitive approach is characteristically behavioural and it is tailored to amass information" (Krueger 2007:125). However, studies such those by the European Commission (2008:29) challenge these approaches. It is contended that the primitive educational approaches were unable to develop entrepreneurial traits and attributes in learners.

Educators should thus modify their teaching methods to incorporate more interactive teaching approaches that leave the educator playing a moderating role. On the same note, Beckers, Van der Voordt and Dewulf (2015:5) advise that teachers should decline to be the "sage on the stage, but rather the guide on the side". The role of teachers should be limited to facilitating. Generally, authors agree that traditional methods of teaching are no longer the best to step up entrepreneurial practice among learners. Hunady, Orviska and Pisar (2018:226) assert that the majority of entrepreneurial activities require less theoretical application of knowledge obtained during the study of entrepreneurship. This assertion does not obliterate the point raised that education has a preponderance of heightening the spirit to venture into new business formations. The innovative teaching approaches enhance the student's creativity and analytic ways of coming up with solutions (Mwasalwiba 2010: 47; Tasnim 2012:4-18). Hence, these may be adapted to impact students' behaviours.

Practical methods, however, require the teacher to implement learning and regulate the process of interaction which brings students into self-discovery (Mwasalwiba 2010; Tasnim 2012). It has been argued that "modern methods of lesson delivery require trips to industrial sites and organisations to attain practical knowledge (Balan 2014:51-61). It has been noted that in South Africa tertiary education is experiencing a transition from primitive to recent approaches of teaching methods (Mousa 2014). This move is supported in many countries that desire to empower and motivate the youth to embrace entrepreneurial projects that fight poverty. The motivation of students to become entrepreneurs ought to extend beyond the classrooms. Although entrepreneurship businesses are doing better in Europe than in Africa, in the United Kingdom (UK) primitive andragogy still dominateswhen teaching students how to start new businesses. These have been deemed to be more passive and less impacting on behaviour traits in students (Honig 2004; Bennett 2006). Othman and Nasrudin (2016:885) argue that "a positive spirit in learning entrepreneurship is caused by the degree of teaching methods being implemented, motivation and maturity of the learner".

The above implies that the out-of-class environment can potentially change the mind-sets of learners to behave more entrepreneurially than they would in classroom confinement. Educators ought to vary their teaching formations for students to quickly reach the goal of self-reliance through self-employment opportunities. This claim is based on Nwosu and John's (2018) assertion that takes entrepreneurship as an education that curbs employment problems through self-reliance projects. Rae (2010) has very important ideas that could improve entrepreneurship training. Rae mentions learning about entrepreneurship where the learning takes place outside the classroom through experiential pedagogies. However, learning about entrepreneurship also requires to be augmented by learning for entrepreneurship. There is consensus from Elahi (2019) and Sirelkhatim and Gangi (2015) who postulate that learning entrepreneurship is ideal as it prepares learners to start a venture aided by technical, practical and teacher-guided instruction. In Zimbabwean polytechnics, crafting business plans is the main method of assessing the practical assignments guided by the lecturers. "The business idea is needed for assessment and cannot be accurately implemented through teaching" (Jones & Penaluna 2013: 804-814.) In addition, Linton and Klinton (2019:1) contend that many courses target developing ideas that strategically make

running a business the centre of learning.Sometimes these courses demotivate students though(Daniel, 2016). They do not fully expose learners, since constructing a business plan requires learners to follow prescribed steps which limit initiative and creativity. Learning methodological gaps do surface in this context. Thus, Jones and Irdale (2010:18) commend that "lecturers implement knowledge about enterprise to their students by using their ability to access recent teaching methods". The business idea, therefore, fails to be the tool for learners when studying the mandates of entrepreneurship and innovation acts (Linton & Klinton 2019:1). Moreover, a business idea cannot be tested in the classroom. Experiential learning is preferred as the ideal learning and teaching method.

3.6.2 Non-Traditional Methods of Teaching

3.6.2.1 The Constructivist Learning Approach

The theory of constructivism was put forward by John Dewey. This theory underscores the assumption that humankind is capable of creating ever existing knowledge (Krueger 2007:125). Consequently, people are advised to come up with a better framework as a thinking approach (Stovang & Nielsen 2015). In fact, reality is thought to be understood better from physically constructed artefacts as put byStovang and Nielsen (2015). Polytechnic students and graduates can understand models of small businesses through a hands-on approach domain. However, incubation hubs are the chief cornerstone of early stage venture start-up businesses. The constructivist approach is aimed at equipping students to actively possess ownership during their learning periods. This is different from the approaches that mostly involve the teacher, where the teacher would be the tower of knowledge. Since the approach is learner-centred, it is preferred to the others because of the benefits it presents to learners. Cooperstein and Kocevar-Weidinger (2004:141) suggest advantages which determine constructivist learning:

- Students create their own opinions. Students should take a step forward to acquire the mastery of knowledge through learning which corresponds to systems, beliefs and values.
- Recent consideration should be taken by students of both primitive and recent information age that is between theory and practice.
- Learning is modified through group discussions. Students should have a chance to distinguish and share information among themselves.
- The best way to learn is by feeling objects physically (real life) and matching them with experiences chosen.
- Sharing of ideas develops ownership of knowledge and active engagement.

This method exemplifies the important role played by educators which is to provide entrepreneurial guidance and facilitate the learning process. Izquierdo and Buyens (2008:11) illuminate further insights on the effectiveness of the constructivist approach in learning through a study conducted in Belgium. The results confirm that openness to entrepreneurship studies using the constructivist approach results in individuals being experts in entrepreneurship. The experimental group had shown the positive effects of the constructivist learning approach.This did not happen in a controled group of participants (Izquierdo & Buyens 2008:23). This platform of entrepreneurship education training is significant when the spirit of entrepreneurship is activated in polytechnic students to promote self-employment in Zimbabwe and other third world countries. There is an interlocking connection between self-employment behaviour and self-employment intention (Otache 2019:57). This method of teaching is effective in moulding students to become entrepreneurs. Unfortunately, polytechnic educators have no knowledge of this approach and do not use it in the teaching of ESD. After the lapse period of constructivist learning there are distinct approaches of educational acts which have emerged to include experiential learning among others.

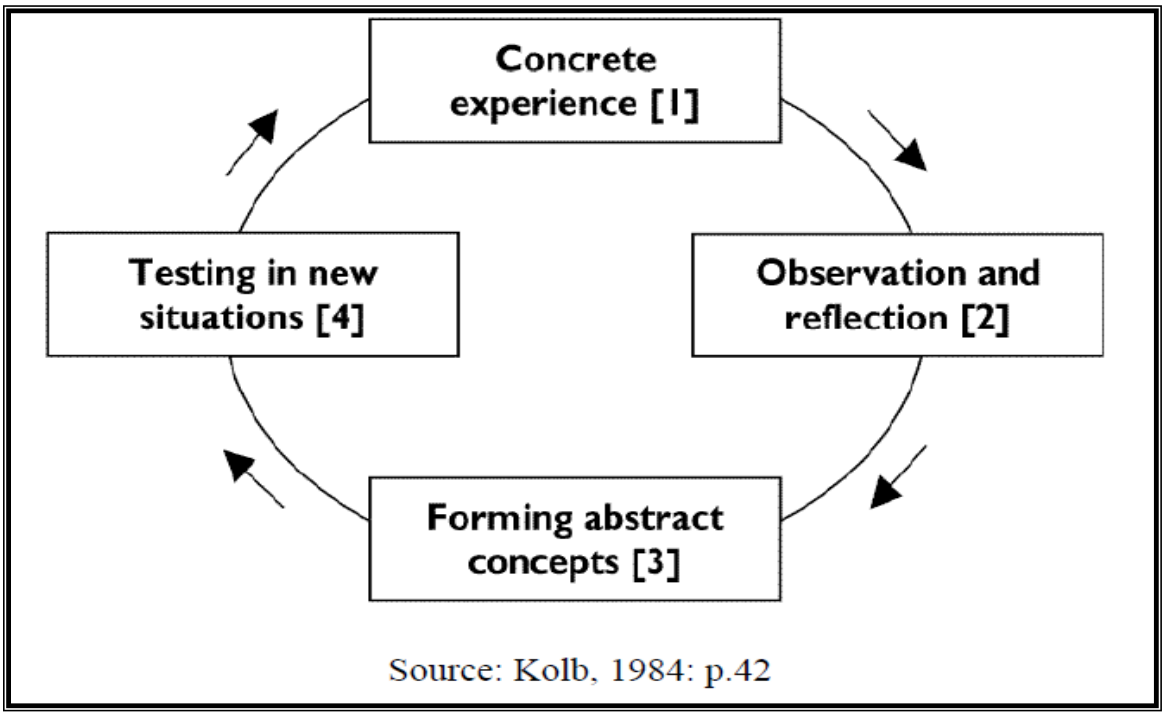
3.6.2.2. Experiential learning (EL)

Experiental theory was developed from constructivist theory by Kolb(2006:21). According to Experiential Learning Association (ELA) “EL is exhibited by a learner in attaining the degree of being an expert practically”. So, effective study depends on day-to-day interaction with the surrounding environment. According to Welch (2017) trips, observations, interviews, and field trips are important outside-classroom activities that enhance hands-on learning experiences for learners. Admittedly, this approach is student-centred and makes the student gain entrepreneurship knowledge and skills by doing. This learning platform equips the “local students with the ability of alertness and of taking good care of the immediate surrounding” (O’Connor 2009:15). EL, according to Kolb, "is a continual activity based process whereby there is generation of new knowledge through transformation of lived experiences” (Azaria, Valkanos & Dukakis 2017:258). Entrepreneurship business is anchored in practical experiences that make it easy for one to take advantage of opportunities that arise and, at the same time, mitigate severe impact of potential business risk.

European Commission (2008:30) believes in practical models when teaching such that it results in individuals having quality skills for entrepreneurship. This makes it an important method in the teaching of EET in polytechnics. Unfortunately, students have complained of the domination of one method of learning ESD. As a matter of fact, learners bemoan partial readiness to foster entrepreneurial business. It is argued in literature that the traditional method has remained too theoretical and has denied learners the experience of knowledge transformation outside the classroom environment.

According to Kolb (1984) the Experiential Learning Cycle consists of four interdependent constructs as shown in Figure 3.3.below:

Figure 3. 3 Experiential Learning Cycle



Experiential learning cycle in Figure 3.3 commences with an experiment followed by a concrete level experience, reflective observation and abstract conceptualisation. Experienced and knowledgeable people in entrepreneurship dispose of a higher propensity towards running a venture start-up than those who are less experienced in entrepreneurial activities (Otache, 2019). Effective institutions are those that offer entrepreneurial education programmes to students so that students can have an array of self-job opportunities that give them interactive experience (Solomon, Duffy & Tarabishy 2002; Welch 2017). This learning approach presents the advantage of selecting the relevant learning which leaves learners with outstanding knowledge and experience, and exposes learners to experience entrepreneurship in the field.

Sebora, Sherman and Digman (2008:29) investigated diverse methods which one can implore when starting a self-centred business at Midwest University in Lowa. They further investigated the motive which students have when starting a business. Experiential learning methods enhance

the learners' desire to become entrepreneurs as compared to theoretical learning. Future entrepreneurs can be moulded by conducting continuous assessments coupled with practicals (Azaria, Valkanos & Dukakis 2017:258). From previous studies, it is clear that the current teaching methodology adopted in entrepreneurship education has been defined as mechanistic delivery, which hinders learners from physically experiencing the demands of the business by actually doing and performing activities that are required(Nwosu & Henry 2018). Therefore, the mammoth task for educators is to transform their teaching approaches so as to assist learners to acquire EE skills and knowledge. Significantly, environments that are conducive have all the learning benefits that include collaboration, opportunities for learning, activities and problem-solving. All these are learner-centred startegies of the constructivist learning approach and they prepare learners to real world scenarios (Bazemore 2015).

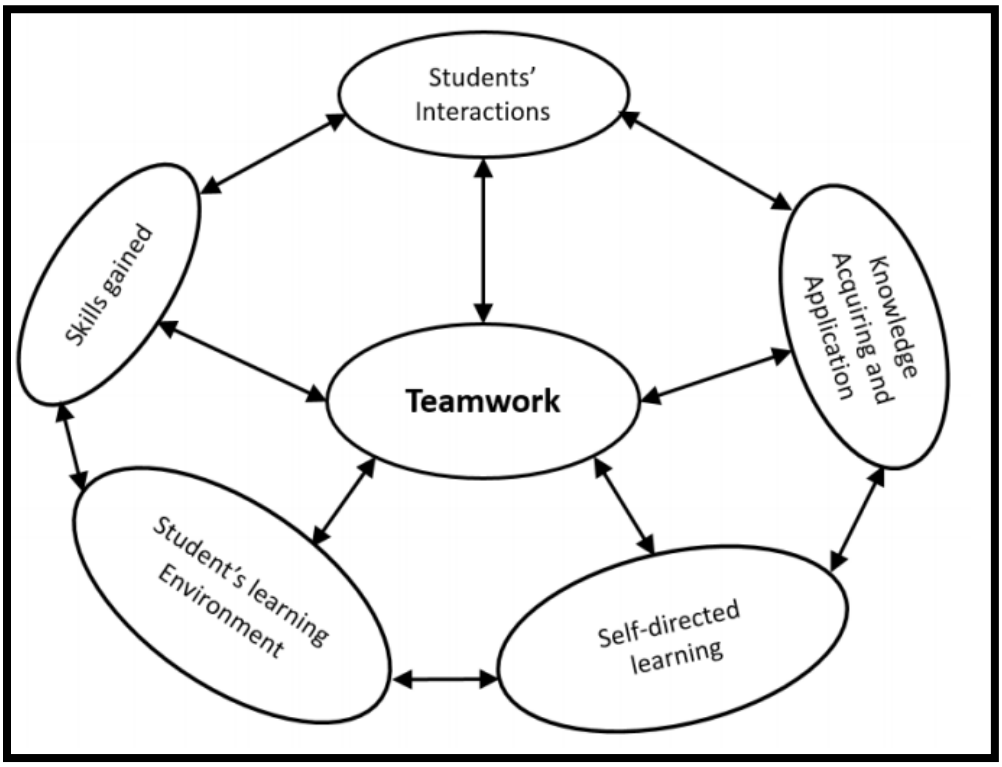
3.6.2.3 Problem-based learning approach (PBL)

A problem is defined as "a negative force which hinders one's purpose in the journey of life" (Runco 2014:1544). According to Fukuzawa, Boyd and Cahn (2017:175) "Problems incurred during the period of learning give learners an opportunity to apply their practical skills in solving them". An important feature of the theory is that learners are informed of the problems or scenarios before the relevant learning has taken place, thus new learning is triggered by a problem that requires a solution. Student-centred education is enhanced when supervisors or lecturers conduct regular interviews so that learners come up with their own opinions in pursuing their goals (Fukuzawa, Boyd & Cahn 2017:175). Starting a new business is difficult so courage to overcome challenges and navigate the way out through sweat and toil is needed. The Problem Based Learning (PBL) approach grooms prospective entrepreneurs to face the challenges in venture creation. Lecturers need to channel their efforts towards motivating students to learn through hands-on experience, despite the noted gaps in the teaching and learning of ESD.

According to John Dewey problem-based learning is seen as challenge-based learning (Siagian, Saragih & Sinaga 2019:333). The same authors remark that PBL comprises learners with high intellectual ability who can come up with solutions to problems, hence facilitating investigations and inquiries. PBL is universal in its application such that students benefit in a variety of ways through researching, practical scenarios and public lecture presentations (Gibb 1987). Gorghiu, Draghicescu, Cristea, Petrescu and Gorghiu (2015) confirm the attributes of PBL as where many non-active team members learn more through discovery of new knowledge. Students can work independently and consult the lecturer for direction. Students find their motivation when they work independently and discover new things.

The problem that often surfaces with lecturers is that they teach for examinations and cannot relate textbook information to what happens in the environment. “Improvement in performance among nursing students was a resultant effect of employing PBL in teaching”(Chan 2013). A study conducted with 126 participants in Malaysia identified an important relationship between learners and the teacher as a facilitator. The study intended to observe the impact of PBL on final year students in promoting teamwork with the teacher as a facilitator. The results showed that a structured and organised PBL setting which promotes teamwork also functioned to motivate groupwork learning, encourage students to apply knowledge, gain skills and interact entrepreneurially. From the foregoing, it can be inferred that “in making use of PBL the teacher must give first priority to contextualisation in which problems occur, and then probe learners to use their analytical-mental skills to bring solutions to problems” (Siagian, Saragih, Sinaga 2019:333). Figure 3.4 below shows the impact of PBL in promoting teamwork.

Figure 3.4 showing the impact of PBL in promoting teamwork



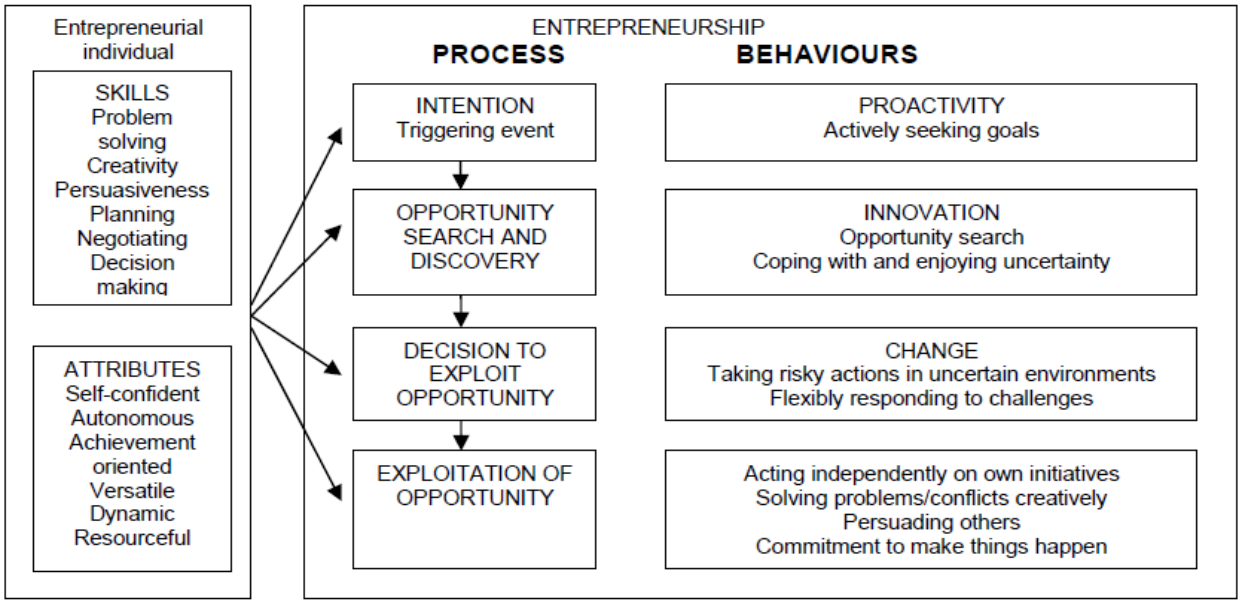
Source: Hashim Bin Mohammad (2017)

The process of interaction among students enhances collaboration through team working and problem solving in various interconnections as shown in figure 3.4 above. Entrepreneurship projects and assignments are commended as they create platforms for knowledge sharing among students. PBL is quite ideal as it helps students develop critical thinking and generate problem solving skills among young entrepreneurs. Unfortunately, this may not be easily possible in Zimbabwe because most of the proprietors of self-owned businesses have a tendency to go it alone for fear of witchcraft. This method is effective when it is used to groom new entrepreneurs in Zimbabwe's polytechnics.

3.6.2.4 The Entrepreneurial-directed Learning Approach (ELA)

Learning has been described as "an ongoing activity where there is an interface between an individual and diverse stimulus from the environment as a result of experience and knowledge-seeking actions" (Kayes2002). Heinonen and Poikkijoki (2006) suggest that entrepreneurs can transit to self-owned businesses simply through putting primitive methods of learning into practice. The learners are simply directed to keep them focused, but they own the whole learning curve. Educators come in as facilitators who guide the learning process among active participants. The approach is illustrated in figure 3.5 below.

Figure 3.5 Entrepreneurial Process: Behaviours, Skills and Attributes



Source: Heinonen and Poikkijoki (2006:84)

A self-centred business experience is of "greater advantage to learners as it provides learners an enhanced ability for technique handling in achieving their purpose" (Ellis 2007:446). This can elevate the students' aspirations to venture into self-businesses, where ownership of the business is motivational despite persistent challenges. Overall, "more advanced students

participate in solving persisting challenges in the environment" (Neck & Corbette 2018:17). Entrepreneurial self-directed learning provides an array of skills and attributes. These skills include, among others, high self-esteem, autonomy, achievement-orientedness, versatility, dynamism and resourcefulness.

The entrepreneurial directed technique involves co-learning between the students and instructors/educators.There is, therefore, a need to check the progress of learners and assist them as need arises. For instance, students in the college can always come to lecturers for guidance on running an incubation project. Unfortunately, tertiary education and learning are hampered by consistent resource challenges. This has a preponderance to limit the scope of explicit formal entrepreneurship. Furthermore, Breunig (2018:2) quotes Dewey's assertion that "primitive techniques of conducting lectures demotivate students during their course of obtaining knowledge". The types of methods discredited by Dewey do not add value to learners. Instead, they discourage learners from nurturing an inspiration towards self-entrepreneurial business. This is so because they do not blend learning with lived experiences. Lecturers should treat courses as learning experiences rather than learning silos. EE is flawed by learning gaps, which makes the educator a central figure in the stimulation of employment intention or else the educator imposes learning barriers to the learning of the subject. The teaching is meant to turn the situation around and enhance skills through education. A lot can be learnt from self-centred business education since it is connected to various teaching techniques coupled with theoretical learning" (Ellis 2007:446; Kozlinska 2015:32). Lecturers are strongly advised that they should avoid using "teaching materials that contradict the curriculum and further hinders curriculum implementation" (Schiefelbein & McCinn 2017:63). This understanding is consistent with Fayolle and Gailly (2015) and Linan and Fayolle (2015) who aver that several concerns are raised on the need to investigate effects of contents and methodology when training students.

The discussion was broad, espousing the groundwork for the achievement of the research objective number two. This discourse became the baseline which answered the second research

question; “How effective are entrepreneurship training approaches used to teach students to develop self-employment intentions?” The conclusion discerned from the research question has shown that entrepreneurship training methods were inadequate and not the best to effect a positive spirit in students who ought to develop self-employment/entrepreneurship spirit. The methods used during lesson delivery were not effective because the educators rooted their teaching in traditional methods to the exclusion of interactive approaches. The following section is dedicated to answer research question number three in 1.4, in chapter one of the research study.

3.7 Entrepreneurship Education Curriculum Content

This section is dedicated to answering the research question which says “what is the entrepreneurship education content being taught to polytechnic students in the Midlands province?” In answering this question the researcher concurs with Sjovoll and Pederson (2014:2) wh say that “institutions should directly participate in creation of business minded individuals”. This merits significance considering the essence of entrepreneurship and job creation in Zimbabwe. In fact, entrepreneurship education training content offered in polytechnics makes sense when students gradually benefit from self-employment activities. Perspectively, the content taught has a significant relationship with how it is taught and who does the teaching with regard to the students’ future career prospects. The educators need to select content wisely so that learners benefit a wealth of knowledge that balances theory and practical experiences.

According to Rayne (1982), introducing entrepreneurship as a formal course of study means there are benefits to be derived if the strategy is treated with confidence and commitment. Whether it is an individual subject or a course, the entrepreneurial profile is supported by both entrepreneurial characteristics and entrepreneurial intention (Centobelli, Cerchione, Esposito &

Raffa 2016; Cvallini, Carpitelli, Corsano & Cihon 2019:2). The ideal thing in this regard pivots on the right content. Ultimately, learners will benefit when choosing life time career options.

3.7.1 Entrepreneurship subject content

The content of an entrepreneurship course as indicated by Mabunda (2002:89) suggests areas of learning that are considered useful and ideal to know, especially those about entrepreneurship businesses which are:

-Drawing up a business plan

- Marketing and advertising

- Pricing and costing

-Bookkeeping

- Rules and regulations

- Labour relations

- Working relations

- Working capital.

Entrepreneurship educators have a role to teach students to become experts in entrepreneurship. Baluku, Matagi, Musanje, Kikooma and Otto (2019:8) identify several concerns, such as the need to investigate the effects of course content and methodology on early stage venture start-up businesses. As affirmed by Othman and Nasrudin (2016:884), a good entrepreneur should possess entrepreneurship awareness skills and should be able to develop entrepreneurship. To date there are challenges to do with the appropriate content that

constitutes creation of mind-sets towards entrepreneurship business. As such, the content taught in Zimbabwe's polytechnics is exposed to many flaws given that entrepreneurship programmes are still in their infancy.

Teacher-centred approaches and theoretical content have dominated classroom discourse.This affects students' mastery of entrepreneurship education as a practical discipline and a career trade (Otache 2019; Piperopoulos & Dimov 2014:8). It is argued that educators are compelled to primarily expose students to appreciate the importance of entrepreneurship education through awareness programmes, role playing and learning activities. Bandura (1977) argues that the ability to note the attitudes of others enables individuals to learn within their own sphere of influence. Interaction with role models, guest speakers and real entrepreneurs improves subject assimilation and enables students to gain relevant insights in EE. This facilitates the opportunity to acquire and transmit entrepreneurship values at an early stage. The use of real entrepreneurs or qualified staff in the teaching of EE goes a long way in helping students to understand experiential environments created by real entrepreneurs. Kolb (2015:51) considers, "knowledge as a bi-product of concept internalisation through a series of new changing learning experiences focused by the education institution". Since the inception of EE in 2007 in Zimbabwe, tertiary education institutions still lack commitment and political will since many stakeholders remain in the dark regarding the place of entrepreneurship skills development in polytechnics. The gap has been widening because of a shortage of empirical researches within the context of how EE impact programmes in polytechnics.

Othman and Nasrudin (2016:884) espouse that "methods of delivery, content and resources are essential in supporting entrepreneurship". Under this score, Ahmad (2016) concurs with Yasin et al. (2011:200) that "there is absence of relevant entrepreneurial skills, training and good approaches in teaching among lecturers". Hence, students are not fully exposed to appropriate EE content. This might have created low influence or low student motivation to embark on entrepreneurship business ventures. Lack of practical lessons hinders students from having

effective EE learning in polytechnic colleges in Zimbabwe. “The proper distribution of information is of great concern to reach out to learners’ needs from various learning activities” (Othman & Nasrudin 2016:886). The impact of EE is undermined by lack of knowledge on delivery of content such as accounts topics that feature in the EE syllabuses. On this note, students’ inspiration is betrayed by several factors such as polarisation of the curriculum and unconducive learning environments which create several flaws in the implementation of EE programmes.

Othman and Nasrudin (2016) studied five Malaysian polytechnics’ instructional dimensions of the entrepreneurship study, located within a qualitative research paradigm. The findings showed that polytechnics could not produce as many graduates for entrepreneurship business as desired. From such research studies it has become apparent that if EET content is not well articulated it stifles students’ desires to venture into start-ups after graduation.

Mabunda (2002) concurs with the view that the entrepreneurship content should be able to define the concept of entrepreneurship, achieve self-assessment, and use a business plan to reflect the business idea. Another point is the actual running of the business. Lastly, political environment and international issues also need to be given due attention. The researcher is concerned about the development of entrepreneurship skills because the teaching of the business plan has remained bookish and does not expose learners to real life scenarios. Baluku et al. (2019:8) highlights that there are several concerns with assessment because of the results that are not reliable in content and apparently inadequate. Despite the weaknesses noted above, assessment of curriculum effectiveness should be carefully done in order to establish a connection between course content and methodology and their influence on students’ desires (Fayolle & Gailly 2015; Linan & Fayolle 2015). A course content that does not stimulate students is not conducive for the creation of new businesses.

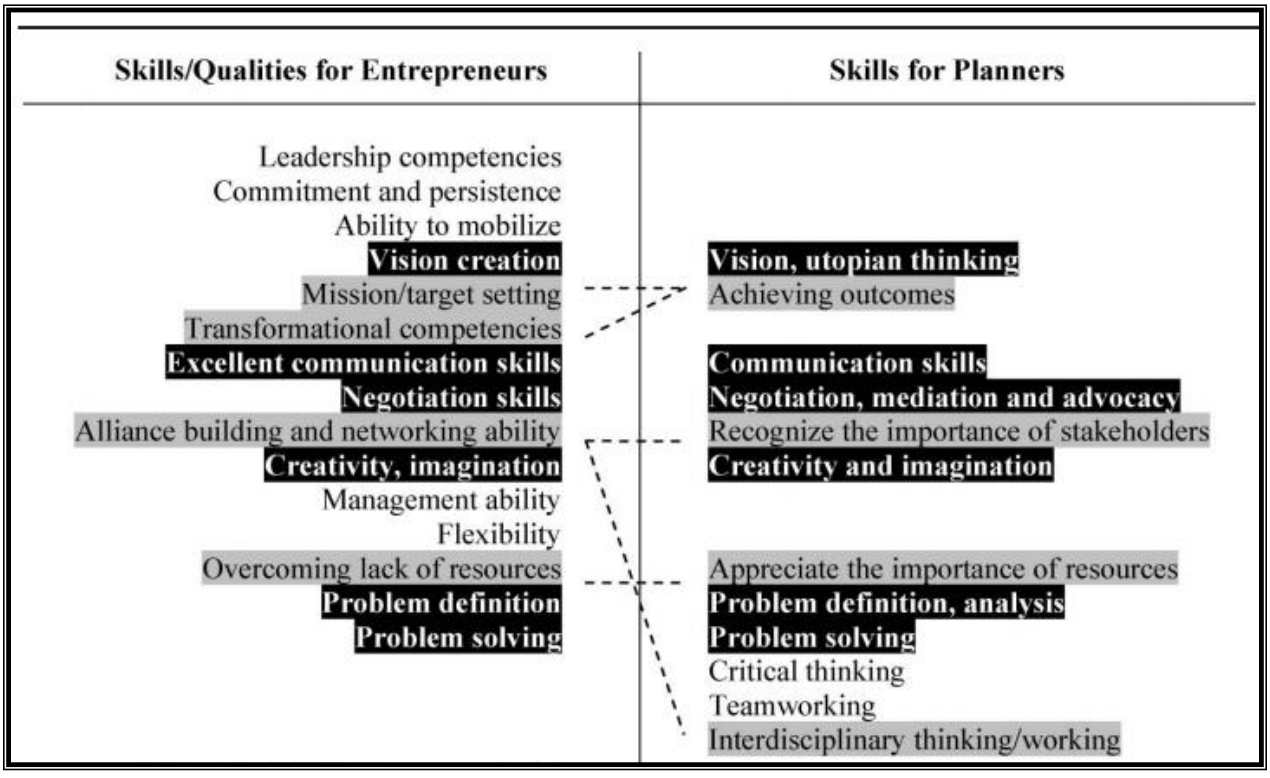
Othman and Nasrudin (2016:882) identify the five objectives below to be considered in entrepreneurship education:

- Generate a flair of motivation and best attitude (“know why”)

- Develop entrepreneurship networking (“know who”)
- Encourage an intelligent action timeously (“know when”)
- Obtain new business knowledge and information (“know what”)
- Obtain technical capabilities and skills in business (“know how”).

In addition, content educators need to instill in students the knowledge and application of the concepts learned. Figure 3.6 below expands content skills to be taught to entrepreneurs. Figure 3.6 compares the two groups of skills between an entrepreneur and a planner.

Figure 3.6 Comparing Skills of Entrepreneurs and Planners

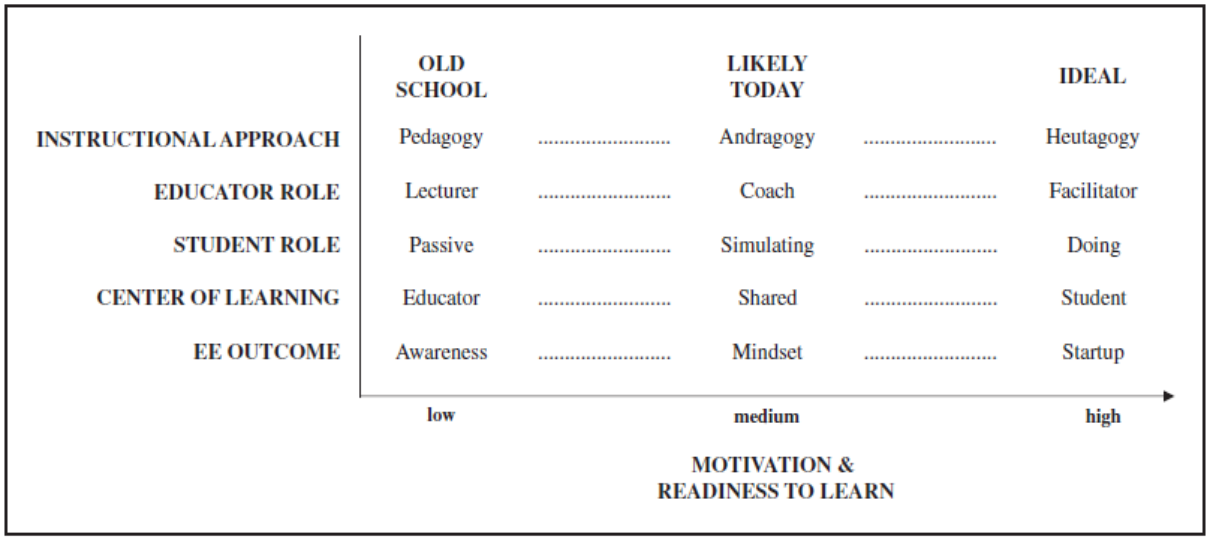


Source: Frank A. I. (2007)

The skills in figure 3.6 above are thought to possess significant influence in preparing students with entrepreneurship skills for business ventures. These skills include, vision creation, excellent communication skills, negotiation skills, creativity, imagination, and problem definition and solving, among others. This is important content that learners should be taught in polytechnics in the Midlands province. The skills generate confidence and readiness among students to venture into entrepreneurship self-reliance activities. Moreover, "students are perpetually provided with insights in developing entrepreneurship knowledge content on programmes like small business education" (Othman et al 2012:886). Unfortunately, Zimbabwe is affected by an array of problems from economic, political, social and many others. This automatically spells the limitations government faces in addressing these problems. Limited government support stifles entrepreneurship development in Zimbabwe and other African countries.

Advocates of entrepreneurial content maintain that to positively implement the teaching content in (EE), attention is needed to observe and embrace the continuum of (EE) in figure 3.7 below.

Figure 3.7 Continuum of Entrepreneurship Education



Sources: Neck & Corbett (2018)

Referring to figure 3.7 above, each continuum is presented in accordance with learner readiness to learn. "The correct procedure is to directly operate towards the right side using the correct approach to teaching EE" (Neck & Corbett 2018:31). Current researchers like Neck and Corbett (2018) place emphasis on heutagogical approaches that are pinned on self-determined learning. Self-determination is more enhancing because it is motivational and leads to goal achievement. However, there is a noticeable departure from andragogical instructional approaches that emphasise self-directed learning. Knowledge transmission depends on the traditional lecture approach and its connectivity to pedagogy (Neck & Corbett 2018). But its effectiveness is limited by its poor delivery approach. Unlike this approach, advocates of Heutagogy (Blaschke 2012; Hase & Kenyon 2013) posit that learners who are inspired about entrepreneurship characteristically show communication skills, self-efficacy and team working skills, positive values and creativity in new environments as key learning content during delivery". This is critical to the educator's teaching content. The teaching should give students practical exposure and make them reflect on the content and turn it into action. EE content is critical to learners who are fond of improving knowledge for business start-ups.

A study amongst polytechnic students in Ghana by Azila-Gbettor(2013:163) explored curriculum coverage in entrepreneurship and the results were worrisome. For instance, the link between entrepreneurship development course and students' readiness to run businesses was negligible. Reasons that were mentioned included poor content teaching and learning methods. Both were considered important tools that could help improve knowledge and skills for entrepreneurship businesses. In conclusion, it can be deduced that the educator, content, learner and the teaching methods remain central to ET students.

3.8 Competencies of Educators who Teach Entrepreneurship Skills Development

This part of the study is prompted to ascertain the competencies possessed by educators who teach entrepreneurship skills development in Zimbabwe's polytechnics. In the literature discussion the following research question was answered, "How do entrepreneurship education curriculum competencies of educators influence polytechnic students to gain employability skills?" Entrepreneurship training educators have a mammoth task to improve their competencies in order to effectively teach EE. Enukoha, Meremikwu and Odey (2013) concur and argue that the purpose of ET educators is to train students to foster a spirit of entrepreneurship so that they get the motivation to choose self-employment as a career choice after graduation. Educators who lack the stamina to impart the right knowledge and skills stifle the development of young entrepreneurs to realise their business ambitions. At this stage the term 'competence' is defined.

3.8.1 Defining competencies of educators

Ogonnia (2016) defines competency as the collection of knowledge, skills, attitudes and values displayed during a teaching learning situation with students. Competencies are expected to help pedagogy and content to mutually effect conceptualisation of entrepreneurship ideas. According to Ogonnia (2016) competency can be developed through training which is adequate for the accomplishment of some specific tasks. Effective educators should use their proficient knowledge which forms part of their core requirements to perform a job effectively (Mojab, Zaefarian & Azizi 2010). This study reckons competencies to mean the effectiveness of EET educators to impart required skills, knowledge and attitudes that assist learners to make commendable businesses. Neck and Corbett (2018:9) caution how "the academy seldom assesses students' work". This, therefore, means that supervision of the teaching of entrepreneurship skills development is a core requirement to improve pedagogy and content delivery to learners.

3.8.2 Educators' competencies for teaching entrepreneurship education

Existing studies (Kuratko, 2005) have corroborated that educators are part of the problems in the teaching of entrepreneurship skills development because they profess ignorance with regard to the pedagogy of the subject. They do not understand the differences that exist between the needs or requirements in the field of entrepreneurship and in other business majors (Gartner & Vesper 1994; Kuratko 2005). As a result, syllabuses are poorly interpreted which often results in flawed implementation of the EE programme in colleges. In view of this development, Zahari (2010:888) reports that "the failure of learners to develop interest towards entrepreneurship was due to poor entrepreneurship education's teaching". Therefore, learners are inadequately trained and suffer from knowledge deficiency. Teaching and learning can sound more effective if the instructional objectives are achieved. Learning objectives can be achieved only if the educators apply the right method (experiential method, discovery method, guest speaker method, field trips, seminars and many more) in teaching entrepreneurship education. Rusman (2015:107) opines that "curriculum becomes successful if only lecturers deliver adequate information to their students during lectures". The implication is that the teaching of EE is not limited to the classroom environment because outdoor practicals in EE become the stepping stones to understand the real world of entrepreneurship businesses.

Poor curriculum implementation might have been the major obstacle in Zimbabwe's polytechnics.Local literature unpacks the general impediments in tertiary education systems in Africa and the developing countries. Othman and Nusradin (2016:888) conducted a research study entitled "Entrepreneurship education programs in Malaysian polytechnics". The study used a quantitative descriptive research paradigm with forty students in Malaysia's polytechnics and the following results were observed:

> The teaching techniques were not reliable as they only focused on the theoretical part only. Consequently, minimum anticipated standards were below acceptable levels.

> Hence, learners lacked skills and competencies in the subject. The findings illuminated gross negligence in the teaching, in addition, although learning was theoretically dominated, learners have no specific knowledge in various disciplines, components of innovation, creativity and management aspects were omitted more often than not.

The situation reported could have something to do with either the teaching of a syllabus with content irrelevant to the needs of students or the lack of competent educators to teach the subject, or both. Educators lacked the competencies to deliver in the subject. Moreover, "teachers were not learned enough for them to teach entrepreneurship programmes hence their interests and commitments towards entrepreneurship were demotivated" (Othman & Nusradin 2016:888). The above observation explicates lack of professionally competent educators in developing countries such as Zimbabwe.

In view of the above, EE in polytechnics is in great danger of failing to influence enough graduate students to run entrepreneurial venture start-ups after graduation. Thus, in this thesis authors unravelled the weaknesses among educators who teach students self-employment undertakings. Past studies such as the one done by Gure et al. (2010:23) in both Turkey and the United Kingdom found that ET was unable to motivate tourism polytechnic students and this was ascribed to use of traditional teaching methods. Therefore, the teaching method adopted by educators in teaching entrepreneurship has a role to play in improving the entrepreneurial intentions that foster a spirit of job creation (Ogonnia 2016:60). In a research conducted by Uzoegwu and Ikechukwu (2014) in Nigeria with 450 students undertaking entrepreneurship education training, it was found that graduates were not ready to start self-businesses at any time even after college life. The reasons mentioned were poor content delivery by educators, poor management, lack of vocation skills, poor teaching such as use of lecture methods with large classes and with no multimedia. In Zimbabwe, lecturers normally conduct mass lectures to average classes of 500 students each in squashed auditoriums.This came out during data collection.

In the United States of America, students who aspired to run businesses as students "started companies before graduating" (Scarborough 2013:30). This milestone has been ascribed to an enabling learning environment and to effective competencies displayed by the educators as they taught entrepreneurship concepts for self-business start-ups. In the African context, particularly in Zimbabwean, Mbeteh and Pellegrini (2018:95) lament the dominance of theory in Zimbabwe's pedagogy.They note that theory " does not promote students to be involved in interactive learning in their real business environments"(Mbeteh & Pellegrini 2018:95). Lack of practical knowledge hinders a calculated transition to individual occupation.

Chibuike and Waziri (2011) in Ogonnia (2016:62) underscore that business educators should inculcate business education for entrepreneurial students to decipher business opportunities in their immediate environments. The educators' teaching competencies remain important to foster a spirit of self-business in polytechnics. Active participation of students can be more vibrant when learning activities blend theory with practice. Furthermore, it is stated that technical skills acquisition by technical college students could be enhanced if the technical college teachers make their teaching integrate technical theory with practical activities (Ifedili & Ofoegu 2011; Gabadeen & Raimi 2012). It has been noted that EET educators teach students to pass examinations, sidelining the intention to own businesses.

A study was done to assess the spread of entrepreneurship lessons in universities in Zimbabwe (Mauchi et al 2012:2). The findings indicate that entrepreneurship education has not yet spread widely in tertiary institutions. Pedagogical flaws were quickly noted in the training methods used even though EE was not yet popular. This realisation underpins lecturer competency as noted in attempts to influence students towards an inclination to self-venture employment. Uzoagulu (2012:12), in Nigeria, remarks that "in the process of examinations lip service was shown to the teaching of ESD, for instance, there were poorly prepared learning materials, which were taught by unknowledgeable lecturers so that at the end students would only write examinations so as to meet prescribed course requirements." The researcher realises the possibility of

'entrepreneurially' raw graduates, who graduate with flying colours in ESD, yet they do not possess relevant employability skills in many disciplines. In most cases, the blame is directed to the lecturers before it is shifted to anyone else. The researcher concurs with concerns that EET is poorly taught. A "majority of teachers have insufficient knowledge of subject, pedagogical knowledge, content and evaluation skills to teach EE" (Zwelibanzi 2016:6).

Mohammed (2015:14) opines that graduate unemployment is rapidly increasing in Nigeria since the skills possessed by job seekers are not the ones required by industry. Baba (2013) bemoans lecturers' limited entrepreneurial knowledge, attitude and skills which has resulted in institutions producing graduates with no adequate entrepreneurial skills needed to start and manage their own businesses. This finding can as well apply to Zimbabwe, whose situation has exceeded acceptable proportions with a 90% unemployment rate (ZIMSTAS 2014). This indicates lack of skills and many other factors needed to start self-businesses among graduates. In fact, the educators' teaching methods must be tailor-made to practical orientation to impel some motivation while instilling self-reliance and removing fears of the unknown.

The following findings were unravelled from previous studies including those from Malaysian polytechnics:

- Entrepreneurship education teaching methods were not relevant to the training.
- Entrepreneurship education curriculum is too theoretical and needs improvement.
- Unknowledgeable lecturers lacked relevant entrepreneurial teaching qualifications.
- Training and methods of teaching require revamping.

Mwiya's (2014) research study in Zambia found that institutional factors such as behaviour of educators, instructional content, learning methods, organisational policy and the learning environment can be taught, leading to rising levels of self-employment intentions of students. For instance, if students graduate without the knowledge of running a business, fears of a flawed

system are piled on the methods, content, students and the competencies of the educators manning the EET programme.Azila-Gbettor's (2013:163) study amongst polytechnic students in Ghana evaluated the abilities of educators' to teach the subject in accordance with the ministry's goals. The results revealed poor connections and lack of readiness to start a business. The reasons cited include poor teaching skills and lack of subject mastery by lecturers. Generally,the lecturers' competencies were heavily flawed and teaching entrepreneurship was not a simple task.

Neck and Corbett (2019:15) reiterate that entrepreneurship activities are enhanced by inviting business motivational speakers who are well-versed with entrepreneurship knowledge. The research question has been addressed. It has also been espoused in literature that educators can influence polytechnic students to embrace EE for self-employment purposes. Lecturers' incompetencies in the teaching of EE stifle learners' motivation to do self-employment businesses after graduation.

3.9 Role of Entrepreneurship Training, Self-Employment and Intentions

The role of entrepreneurship training is best understood through a clear conceptualisation of what entrepreneurship intentions are. Diaz- Casero et al. (2012) define EI as "a plan of generating a new venture business, intending to have one's own business which one can dedicate his/her time and energy". Scholars like Kautonen, Van Gelderen and Fink (2015), Udo-Imeh, Badiya, Ahmadu and Kabiru (2016:352) concur that entrepreneurship intention is the most predictable way in which new businesses are created. Entrepreneurial intention is the desire of undertaking entrepreneurial activity or becoming self-employed. Conceptually the scholars consider entrepreneurial intentions as any conscious move towards establishment of a new business venture (Thompson 2009). This thesis prefers Thompson's definition because it falls in line with the study's intention to motivate learners to want to run their own businesses after graduation.

Desires contribute to the decisions of starting a business even in countries where entrepreneurship education is not common (Linan & Chen 2009). This position is affirmed by Bignotti & Roux (2015:1) who underscore that "people who have studied EE have increased levels of entrepreneurial intentions" (Otache 2019; Fayolle & Linan 2014:664). The desire to start a business venture depends on many factors including skills, knowledge, family support and experience. However, attitudes are the most significant determinant. Attitudes, traits and skills of becoming an entrepreneur are developed through education. This has beenhighlighted earlier that formal and informal processes are used to acquire patterns of behaviour (Paco, Ferreira, Raposo & Rodrgious 2015). Studies attest to the effect that EET enhances the acquisition of knowledge or content which is pivotal in starting businesses (Otache 2019:47; Roxas, Cayoca-Panizales & Jesus 2008; Clercq & Arenius 2006:61-77). The main purpose of entrepreneurship training on intentions and venture creation was explored in literature by authors such as Otache(2019) and Fayolle and Linan(2014:664) .

Karimi, Biemans, Lans, Mulder and Chizari (2017:9) investigated the significance of entrepreneurship training in moulding students' EL in Iran.The study used a sample of 320 tertiary students who had enrolled for an entrepreneurship education course. They contend that practical studies offer relevant insights needed to improve educational programmes tailor-made to increase EL. Noted in their argument was that perceived behaviour control has a compelling effect on becoming an entrepreneur whether one was educated or not. There is a shared view that besides being driven by personal interest there are other forces that push or force people to be more excited about entrepreneurship business. The motivation may come from the significant others such as family members and friends. On this note, the key issue is to positively influence decisions to become entrepreneurs. There are three basic attributes needed for one to be an entrepreneur, namely; "personal choices, function of environment and life experiences" (Otache 2019:47). Some people are not entrepreneurs by choice.This may attest to the notion that some are entrepreneurs and others are limited to formal career choices.

Nguyen (2018:17) says Shaperos and Sokol's (1982) focal point was raised to inform the essence of perception when predicting intention, which is normally followed by some specific action. Individuals who lack confidence are likely to retreat or dismiss the idea of entrepreneurship. Past research findings corroborate the view that both students' entrepreneurial intentions and entrepreneurship education boost the self-confidence of prospective entrepreneurs (Mahmood & Abdullateef 2017). Otache (2019:52) corroborates the view that the effectiveness of intentions is wedged on the amount of self-confidence as a motivating tool towards choosing an entrepreneurial career. While some polytechnic students pass the EE examination with distinctions, lack of self-confidence is an impediment to venture creation. Muharam and Serah (2014) underscore that students' perceived desirability and students' self-employment intentions could be improved through entrepreneurship education. They add that "participation in entrepreneurship training increases students' perceived desirability thus increasing the students' intention to be self-employed" (ibid). Nasrudin and Othman (2016) reached the position through a survey questionnaire which investigated effects of EE on 94 undergraduate learners in Malaysia. Despite lack of similar studies in the same field (Muofhe & Du Toit 2011:14; Ramos 2014:5) these results were in agreement with other past researches. Paradoxically, a recent South African study found that students displayed an increased interest in their self-efficacy and were prepared to take entrepreneurial career paths (Rankhumise 2014).

There is scarcity of research studies in ET in polytechnics in Zimbabwe.This, thus, makes this study so opportune to avail literature on entrepreneurship education's impact on students' self-employment intentions. The following section explains the situation confronting polytechnic students in Zimbabwe.

3.9.1 Polytechnic students in Zimbabwe

The GEM's (2010) short survey in America indicates that previous entrepreneurship education awareness was coupled with new business creation. In addition, many developed countries have more people involved in business creation even before leaving college. In the United States of America measures were put in place to encourage the teaching of entrepreneurship training at Harvard University.

Zimbabwe's EE is offered in both polytechnics and universities. The Entrepreneurship Training course in polytechnics is done by all first year students who graduate with a National Certificate, in which EE appears as an individual subject. The reason for all first year students undertaking EE is that the subject is intended to help polytechnic students and graduates to engage in entrepreneurship during or after college life. Lackeus (2020) further clarifies that EE is made compulsory because it presumably leads to new business start-ups with many ways to show their innovations. Although the aim is to spun wealth creation and employment generation the efficacy of EE among graduate students has remained a bone of contention in Zimbabwe.

The unemployment rate has remained like an epidemic that medical doctors have failed to cure in Zimbabwe. Accordingly, Otache (2019:51) says essentially, EE empowers students through creation of wealth and income from their own jobs. In this regard, the study has been done at a time when employment interventions have been accepted as key tools to address the 90% unemployment rate in Zimbabwe. There are many students who have graduated with a pass in ESD since its inception in 2007. For instance, in 2016 the two polytechnics under study produced 1692 graduates translating to 21.4% of all polytechnics students. Tracer studies reveal that graduates crave to have own self start-ups so as escape the vicious poverty caused by lack of formal employment. Nonetheless, compelling empirical research attests to the existence of self-employment businesses triggered by the influence of positive intentions among students. While Adawo (2013) still maintains that graduate unemployment can be resolved in developing

countries like Zimbabwe through studying EE, the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development Report (2016) shows that polytechnic students in Zimbabwe encounter pedagogical challenges while learning entrepreneurship education training. The next section unfolds the reality of graduate unemployment in Zimbabwe.

3.9.2 Graduate unemployment in Zimbabwe

According to ZIMSTATS (2014) unemployment in Zimbabwe cuts across all age groups and gender; the old and young, and males and females alike. The highest unemployment rate of 70% is amongst college and university graduates. In addition, 60% of jobless youths are below 35 years of age. The level of unemployment among graduates is exceedingly higher in comparison to other age groups. To this effect, the propensity of such a high unemployment rate triggers a correspondingly high poverty rate (Dedi et al 2018). This is despite that enrolment in tertiary institutions has increased disproportionately to the number of job opportunities created in the country. According to Mwenje (2016) the information on Vendors Initiate has observed that 15% of vendors were graduates from tertiary institutions, and 75% of them had never been formally employed. Insufficient opportunities for employment have remained dire and pathetic. The Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (2014) indicate that over 30 000 youths graduate from tertiary institutions yet the country cannot generate a sufficient number of jobs to suit the national need for employment. Jobs are specifically needed to cater for the 90% registered unemployment figure, which is above 10.8% official rate (Chinjekure 2013). The official rate given is a dire misconception of reality and this thesis is there to come up with substantiated current rates in order to minimise biases in academic research.

Mwenje (2016:4) conducted a study in Mutare, the fourth largest city in Zimbabwe. The study investigated the challenges of graduate unemployment in Mutare. However, weaknesses of the

research study were that it was limited to one town in Zimbabwe and had only 40 participants as compared to 8243 students who had graduated in 2016. Despite the limitations of Mwenje's study, it does make significant observations about entrepreneurship among the youth in Zimbabwe. The study by Mwenje (2016) shows that 29% of graduates were unemployed and automatically had no sources of income, that 24% of the graduates were in the vending businesses while 47% of the graduates were outrightly unemployed. On average, it takes about 4 years, after graduation, for students to find employment or earn a living in some other way. The researcher is prompted to argue that entrepreneurship in Zimbabwe is being triggered by lack of employment and increased poverty (Dedi, USep, Tjutju & Andia 2018).

In addition, Zimbabwe is mainly characterised by poorly trained graduates.The education system gives the highest priority to mastery of theory and passing of public examinations at the expense of acquisition of practical skills and core-competencies (Woyo 2013: 184; Uzoagulu2012:63; Onuoha 2011). Importantly, EET's influence on students' self-employment initiatives is relevant, especially in third world countries like Zimbabwe. The following section focuses on factors that militate against graduate self-employment in Zimbabwe.

3.10 Factors Militating against Graduate Self-Employment in Zimbabwe

The importance of entrepreneurship training has received wide coverage both in literature and feasible business projects. Students, whose entrepreneurial spirits are high, find themselves more comfortable to use various platforms to start their own businesses than those who are still unsure of their intentions. Lorz (2011:13) cites a positive connection between people who have taken entrepreneurship programmes at college and entrepreneurship businesses. Studies in the developed nations like the United Kingdom and the United States of America, noteinstitutional challenges that impedenewcomers from starting entrepreneurship businesses. Similarly, Zimbabwean graduates both from universities and colleges have also been impeded. Owusu,

Acheampong and Amanamah (2018:31) unpack institutional constraints to entrepreneurship development. Factors mentioned by the authors above include, among others, inadequate materials, finance, motivation and interest in Zimbabwe. EE has been introduced in polytechnics and universities, yet "a number of graduates still experience high unemployment and underemployment in a country of 13 million people" (ZIMSTATS 2014:20). The preceding observation cements Mwasalwiba's (2012) assertion that there is still unsubstantiated evidence that indicates the positive influence of entrepreneurship training.

In Zimbabwe, research has shown that because of lack of management skills and since EE training is too theoretical, it is therefore difficult for the graduate to start his/her own business. Mwenje (2016:13) outlines that graduates are hindered from starting new ventures due to qualifications that cannot match available job opportunities. It is further opined by lecturers in the study institutions that graduates are handicapped to start ventures because they have never run small projects or any other experience during their time as students at college. The same lecturers indicated that introduction of incubation hubs could go a long way in enabling learners to experience setting up or the running of real business start-ups while still at college.

Starting a business in Zimbabwe is by no means a simple task. According to the Zimbabwean Youth Entrepreneurial Development Report (2011-2013) graduate youths were concerned about the inaccessible finances, rampant corruption and inefficient government bureaucracy, which were deemed as major impediments to entrepreneurship development. The issue of finance is one stumbling block to graduate entrepreneurship as highlighted in the following citation. "The youths in Zimbabwe have encountered enormous hindrance in accessing capital due to insufficient collateral security" (Youth Forum in Zimbabwe 2012:115). Additionally, ILO (2010) reveals that upcoming entrepreneurs have no connections and have poor knowledge about where to get business advice on how to run businesses. This development has frustrated many Zimbabwean graduates. Most of the graduates are doing manual work activities to earn a living. This study would not have done enough justice if it did not unveil how EE could enhance graduate

self-employment in Zimbabwe. Strategies of enhancing graduate self-employment are explained below.

3.11 How Entrepreneurship Education Curriculum can Enhance Self-Employment Activities among Polytechnic Graduates

The background of entrepreneurship education in Zimbabwe has been given above. This section is dedicated to addressing the research question: "To what extent does entrepreneurship education enhance job opportunities for graduate students from polytechnics?"

The sole purpose of doing EE is to influence polytechnic students such that they strive to come out of the cocoon of poverty and improve their standards of livilihoods through wealth generation. Ndofirepi (2016) in Chienwattanasook and Jermsittiparsert (2019) affirms that EE facilitates college graduates to acquire knowledge and skills useful in the running of own sustainable enterprises. Likewise, acquisition of EET skills could empower the graduates not to hesitate to exploit job opportunities in the market and improve social welfare in the face of risks lurking in the environment. Past research underscore (ILO 2010) the fact that upcoming entrepreneurs have no connections and have poor knowledge about where to get business advice on how to run a business. EE is, therefore, important to obliterate barriers brought about by lack of networking. Thus, networking in business is pivotal as it enables graduates to familiarise with different environments, be able to secure space and decipher more job opportunities. Mwenje (2016:13) asserts that graduates are hindered from starting new ventures due to qualifications that could not match available job opportunities. The education that is pursued by students must be matched to the trade. This would make life easier and increase job options as well as enhance ways of creating employment. Although classroom teaching is important, there is need to make students experience the practical requirements of a trade. Ndofirepi (2016) in Chienwattanasook and Jermsittiparsert (2019) reiterates that EE facilitates college graduates to

acquire knowledge and skills to run own sustainable enterprises. An education that does not make you earn a living out of it is not an education at all.

In their research findings, Tukuta, Saruchera, Bhariri and Muchaendepi (2015:36) discredit lectures, group discussions, literature reviews, tutorials and examinations as impediments to entrepreneurship development. They argue that acquired knowledge and skills would come to nothing without demonstration of an ability to apply knowledge practically. If EE is anchored in practical orientation it will enable graduates to pursue the trade with bubbling confidence. Students may do better through learning by doing, that is, the hands-on experience. Brown (2012), and Offorma, Egbe and Eze (2012) in Agbonlahor (2016:212) maintain that "lack of experimental learning was a major cause for poor industrialisation in Nigeria, hence increasing the rate of unemployed people". In support of the above view, Lee (2016) asserts that experiential-based learning enhances decision-making abilities, managerial abilities, students' self-confidence and interpersonal skills which equip new entrepreneurs. The fundamental implication that drives the youth to create their own enterprises is pivoted on skills that they acquire during the teaching/learning situation and the experience thereof they have in entrepreneurship. Therefore, these new jobs would subsequently reduce the unemployment rate among graduates. Experiential learning provides an opportunity for learners to repeat the activity until it is well performed. This type of learning leads to discovery of new things and actualises innovation which is integral in economic development. For instance, "students with the intention or prospect of becoming entrepreneurs, are given assistance via business incubation centres to start businesses before they operate in the real environment" (Abdullah 2020:12). This is pivotal as it allows students to put theory into practice and unveil the applicable ways of running self-enterprises.

The knowledge that graduates obtain from college is pivotal in initiating change and innovation because they would need to put their intentions into action after graduation. Actually, graduates would then turn ideas into action. Many governments have potentially changed their economies

into knowledge-based economies by incorporating entrepreneurship education and innovation as economic factors that transform economies (World Economic Forum 2014). EE enhances producing self-enterprising students and reducing the burden of looking for paid employment after college life. Badawi (2013) notes that the blending of entrepreneurship skills and occupation specific skills act as a mitigating tool to reduce unemployment and open opportunities for both self and paid employment among graduates. This renders it almost impossible to separate EE from occupational opportunities. Entrepreneurship education has taken centre stage in influencing students (Gelaidan & Abdullateef 2017). This is mindful of the views of scholars such as Patricia and Silangen (2016) who assert that entrepreneurship education is effective when students have taken a business direction as their main career option. Although EE enhances students to end up taking self-employment (Ebewo, Rugimbana & Shambare 2017) there are contrary views noted by other scholars.

A study by Abdullar et al. (2017) underscores that sometimes the long time spent in acquiring education does not always guarantee an inducement into taking entrepreneurship as one's career path. By implication, fostering EE in tertiary institutions avails many strategies that graduates may decide to take. There could be stiff competition for jobs as opportunities may not be limited to those who have attained studies in entrepreneurship. Yoon (2018) emphasises that it is reality that entrepreneurship education can be taught and that its significance in venture creation has been hailed by many authors. A graduate whose career intention is not in entrepreneurship may go where his job inclination may enhance employment opportunities. Odewale et al. (2019) maintain that personal form of employment is a preference or choice by an individual who has weighed the benefits. This literature has explored how EE could enhance graduate self-employment after college life. The next section intends to explicate how college graduates sustain self-employment initiatives in the actual/real environment where business activities take place. The research question was answered by weighing the strategies discussed to enhance the job opportunities of graduating students.

3.12 How Entrepreneurship Education Curriculum Contributes to Polytechnic Graduates Engagement in Self-Employment Activities

This section attempts to answer research question number six on how EE contributes to graduate students' interest and self-efficacy to engage in self-entrepreneurial activities. Literature has it that there are many dimensions (Otache 2018) that may be taken by a graduate to foster self-employment activities for a living. However, an individual can ultimately decide to go for an alternative employment opportunity in the event that there are no other means to become self-employed (Kansiime et al 2018). A deliberate intention to engage in entrepreneurial activities is an example of the preferred choice to earn a living (Blackburn 2016) rather than being coerced by a situation of joblessness. The essence of EE is realised when an individual, aided by the knowledge of entrepreneurship, is capacitated to discern or to recognise an opportunity and act on it. Hence, EE aids graduates to decipher job opportunities that linger in the market while others cannot foresee what the environment holds for new business ventures.

Entrepreneurship education has remained the bedrock for early stage start-ups by graduates from higher education institutions. Through entrepreneurship education curriculum, learning efforts eventually yield entrepreneurial motivation focusing on graduate entrepreneurship (Nabi & Holden 2008). Strong entrepreneurial intention is likely to motivate graduates who would eventually start new ventures (Udayanan 2019:9). Future behaviour of students is predicted by the intentions they develop during their time as learners. An incentive to the creation of new businesses emerges from moulding positive attitudes and behaviours through entrepreneurial education and support (Huq & Gilbert 2017:168; Garika, Negara, Magahana & Selatan 2019:2). For instance, Kerr, Kerr and Xu (2018:10) report that entrepreneurial self-efficacy promotes formulation of business plans, while Brinckmann and Kim (2015) observe that business planning studies are promoted by entrepreneurial perseverance. These skills are shaped and influenced by entrepreneurship education curriculum and act as incentives for graduates to engage in employment activities. By the same token, Ajzen & Fishbein (1977) opine that the underlying

conditions of students' future intentions are grounded in manning entrepreneurship businesses of their choice after acquiring some education that specifically endows them with self-enterprising knowledge and skills. When students learn more about EE they motivationally generate intentions to start their own employment ventures after graduation. Thus, previous exposure to entrepreneurship through running entrepreneurship incubation hubs at college could stimulate graduates to find ways of undertaking employment activities. Asri, Ahmad and Ismail (2019) affirm that there is an interlinked connection among the environment, entrepreneurial support and students' entrepreneurial intentions. Likewise, if self-employment is more appealing to graduates and with a possibility to do self-occupation, it will be high regardless of available options. Students have talents which they may not know about but once they attain EE they will discover them as they engage in employment undertakings..

Contextually, EE targets development of entrepreneurs for students to increase employment opportunities (European Commission 2018). Otache (2019:48) gives a timely reminder that it is almost difficult to find many graduates vying for self-employment.When opportunities for paid-employment are more than opportunities for personal employment the numbers of the self-employed will automatically decrease. Launching a business will depend on whether the business will be successful or not. If it will transform the life of an individual a decision will be made. Educators have a crucial role to shape the learners' attitudes towards a desired trade during entrepreneurship education. There is an interconnectedness between personal values, attitudes and motivation towards learning to become an entrepreneur. So, entrepreneurship training has an important role in promoting learners to grow in the spirit of entrepreneurship. An entrepreneur should have a well-articulated schedule of how to start a business (Schlaegel & Koenig 2014:293). Such a contribution to EI is made during training at colleges.

Entrepreneurship educators mentor and facilitate awareness and mind-set transformation, ultimately resulting in new start-ups. EE's contribution to self-help undertakings is evident in Zimbabwe's economy as over 80% of the traders are into informal activities. Chigunta (2017)

agrees to this and observes that high unemployment is considered as a situation causing the emergence of informal businesses and or entrepreneurial activities/self-employment ventures. Creativity is a crucial skill that forms part of any entrepreneurial teaching/learning content. Entrepreneurship is teachable (Wahid, Ibrahim & Hashim 2017). Creativity is a skill that is teachable. This concurs with Schumpeter's (1934) view that successful entrepreneurs are creative and innovative. Creativity as a skill generates novelty and new ideas that propel new business outfits. However, the baseline of EE is underpinned on its effects for the provision of entrepreneurial knowledge that stimulate business start-ups (Nowinski et al 2019). In the majority of cases EET will stimulate entrepreneurial intention that cultivates an entrepreneurial mind-set.

Several authors (Otache 2019:52; Huq & Gilbert 2017:168; Fellenhofe 2017:71; Quan 2012:946; Nieman & Nieuwenhuizen 2009:11) observe that entrepreneurial intention among students has taken an increasing trend due to levels of education and inspiration from role models and family members. It follows that a positive entrepreneurship attitude can be moulded through role modelling. A role model can foster and create a positive intention among students to embrace attitudes and enhance self-efficacy as successful business owners (Fellnhofer 2017; Auken, Fry & Stephen 2006). Possibly, graduates may seek professional models who possess the competencies to inspire them to cope with a new business scenario based on their skills. Thus, sufficient attributes must exist among entrepreneurship aspirants to motivate behaviour towards entrepreneurship business (Thomas & Mueller 2001). The research question was fully answered because many underlying factors that contribute to graduates' interest and self-efficacy are enhanced through entrepreneurship skills development.

3.13 New Digital Skills For Students' Self-Employment Intentions

Researchers among them Fischer and Reuber (2014) and Sigfusson andChetty 2013) investigated the effects of modern technology in assisting an entrepreneur's decision making process. The importance of digital skills in new business start-ups is illuminated with regard to the challenges that entrepreneurs encounter in their businesses. An estimated global entrepreneurship index (GEI) has increased to 10%. This potential growth is believed to span trillions of US dollars on the global GDP. Therefore, digital skills play a pivotal role in economic development through revenue generation from entrepreneurship.

In this 21st century, Information Communication Technologies (ICTs) are of utmost importance, especially for new business entrepreneurs. ICT is multifaceted.Its role includes, among others, "acquisition, processing, storage and dissemination of information in various designs and forms" (Iwu & Nzeako 2012:125). These key roles are enhanced through computerised information and communication systems and platforms. The use of such systems and platforms may include dissemination of information through any communication devices such as cellular electronic gadgets, phones, computer network, radio, television, computer hardware, software, electronic mail, satellite systems and other services associated with them. These facilitate a step towards improving entrepreneurship businesses by transforming ideas into services or products (Schumpeter 1934). When programmes do not work for the best, the learning of both the young and old may fail dismally and programmes schemed to prepare workforce changes may always lag behind (Bandura & Grainger 2019). The twenty 21st century entrepreneurial graduates need to be acquainted with digital skills to propel their intentions towards entrepreneurship business start-ups. This makes life easier for an entrepreneur who synergises with the world of business in these times of globalisation. The importance of such insight is stressed in this thesis.

New technologies in developing countries can become handy and "students can expedite them as entrepreneurship platforms and offer a variety of services to include online selling of

agricultural goods, communications with suppliers of goods and services, thus increasing income revenues of the extreme poor" (United Nations 2016:17). Knowledge and skills are insightful for entrepreneurial mind-sets for students. The craftsmen in rural China, for instance, have benefited from recent technology as they can do shopping of costume-dresses via online shopping websites, and the low-income families significantly increase their income in the village through Closed Circuit Television (2017:13). Digital systems enhance skills and knowledge required by an entrepreneur to use ICT, hence accomplishing their own goals in life. However, many countries nurture a traditional view that good jobs are connected to good academic education, while TVET is perpetually despised and remains stigmatised and inferior to several trades both in modern and traditional occupations (Bandura & Grainger 2019:2). According to Adebisi (2015:83) "a skill implies a trained ability, which is portrayed during a particular operation". Thus, digital skills enhance further opportunity surveillance in the field of self-employment businesses. ICT skills can unplug many business opportunities for prospective opportunity seekers after college life.

ICT is a system which triggers innovation through entrepreneurship, where entrepreneurial opportunities for students are either limited or expanded by digital components (Lusch & Nambisan 2015:4; UN 2015:14). Frey and Osborne (2017) recommend that developing countries be proactive "ahead of changes brought by digitalisation through implementing measures to promote and improve quality of EET, employee benefits and offer subsistence to the vulnerable, among others". Digital entrepreneurship and novel digital technologies are the way to go as many business entities respond to the use of ICTs in a global village. "Digital economies are mighty users of new digital technologies which include among others: major data platforms, mobile and cloud solutions.These are easy platforms for graduates to commence entrepreneurship business in this field (European Commission 2015:1). The digital skills have a record of importance to students' intentions for employment. Interesting research by Zhao and Collier (2016) has cited Australia's entrepreneurs, and small and medium sized enterprises as gaining momentum from digital technological services. These new technologies have improved a wide range of activities

in the information technology disciplines which include business to business services, leading to generation of both employment and revenue for the nation (Zhao & Collier 2016:2177).

The uses of ICTs/digital skills have been hailed in South Africa because of their benefits for economies and business ventures. Calitz, Cullen and Whittaker (2012:5) note the benefits of ICTs for entrepreneurs which include:

- Transformation of the world,
- Encourages innovation and productivity
- Makes borderless communities
- Enhancement of living conditions through creation of opportunities across the globe

While there are benefits derived from digital skills there are also limitations that affect entrepreneurial businesses. The following section discusses how the digital skills impact on graduate entrepreneurship businesses.

3.13.1 Digital skills' impact on graduate entrepreneurship businesses

The contribution of mobile phones to the socio-economic development is a top notch service even in developing countries. For instance, smartphones can be used for different pedagogical tasks on communication and research, where surfing the internet through a smartphone is ideal. Successful entrepreneurs need to adopt the full usage of ICT equipment to make life workable and facilitate better use of resources to promote entrepreneurship businesses. Polytechnic graduates can start small, utilising these new platforms that generate massive employment opportunities in the world today. Lack of resources among business start-ups stifle growth of new ventures and leaves many opportunities at bay. Small business entrepreneurs obtain profit if they are able to use information systems effectively (Qureshi & York 2008). However, the lack of digital skills among many entrepreneurs stalls business ventures. According to Ongori and Migiro

(2011:13) age has a positive influence among young entrepreneurs in ICT adoption. Ongori and Migiro maintain that entrepreneurs have to develop digital skills regardless of their young age. Thus, with the digital skills chances of employment creation among entrepreneurs are enhanced. It is further asserted that "digitalisation enhances transitions of job marketing and all weather forms of employment are available, where new jobs are generated and standards of living are enhanced" (United Nations Conference Trade and Development 2017:10).

Drammen et al. (2015:5) observe that "entrepreneurship education grooms learners to new roles of developing new opportunities at various digitalized market places" (. Entrepreneurs who embrace digital services are poised to run new digital entrepreneurship businesses. According to the EU Science Hub (2013) European Centre for Development of Vocational Training has estimated about 85%-90% jobs will require modern technology by 2020. As a result, graduate entrepreneurs are compelled to update skill-sets in order to cope with the digital revolution. It is an accepted fact that "vocational learning which has gained ground becomes even more collaborative when online environments create platforms for learners to share knowledge through exchange of ideas" (Barber 2016). Digital skills act as enablers and could avail opportunities for employment which could be exploited by graduate entrepreneurs in developing countries. However, apart from the importance attached to digital skills, there are other dimensions of challenges that have been seen to affect young entrepreneurs. According to Danso, Affum and Hayfron-Acquah (2012:3) the following challenges are factors that affect young digital entrepreneurs in Ghana. They include lack of:

- capital to kick start the ideas which are common to most entrepreneurs and fresh graduates. Financial institutions are not ready to commit financial resources to ideas "which they consider to be abstract"

- legal frameworks against piracy and intellectual property theft in developing countries
- highly skilled labour workforce who are proficient with latest technologies
- proficiency in digital skills which in turn affects opportunities to grab self-business ventures.

The place of digital skills in entrepreneurship businesses has been proven to be rather more technical in nature than using ordinary perception due to the nature of digital skills, which requires some form of training before students leave the college. In the 21st century digital skills have come to stay in all forms of businesses, hence, there is a need for graduate entrepreneurs to embrace this new dispensation. The last research question has been answered through the literature discussion, which intended to explicate how entrepreneurship education contributes to graduate students' interest and self-efficacy to engage in self-entrepreneurial activities. Literature unravelled many ways in which entrepreneurship education curriculum influence graduates on employment activities.

3.14 Conclusion

The concept of unemployment has been discussed. It has been noted that many age groups have been affected by massive unemployment. The problem of unemployment is more common and higher in developing countries than in the developed ones. This chapter assessed the effect of unemployment in Zimbabwe and reasons were given as to why the youths in Zimbabwe are mostly affected by lack of jobs. Solutions to this problem are not yet feasible, hence the high unemployment characterised by lack of requisite job market skills.

The chapter also highlighted the influence of ESD on self-employment of polytechnic graduates in Zimbabwe. The commonalities between entrepreneurship education and self-employment creation have been documented. Substantial research has indicated that lack of effective teaching of entrepreneurship skills development in polytechnics dampens the zeal for self-employment venture start-ups. The literature shows that entrepreneurship training shapes the way in which students prepare for self-ventures after graduation. Research in entrepreneurship training has dominated in universities, leaving a gap to be filled in polytechnic institutions. In this research, the importance of entrepreneurship training (ET) approaches, and competencies of ET educators received extensive coverage. Digital skills in the twenty 21st century were examined as

present research has hailed their importance in graduate entrepreneurship businesses. Chapter 2and 3 documented the literature review which has prepared a baseline to tackle the next chapter 4.

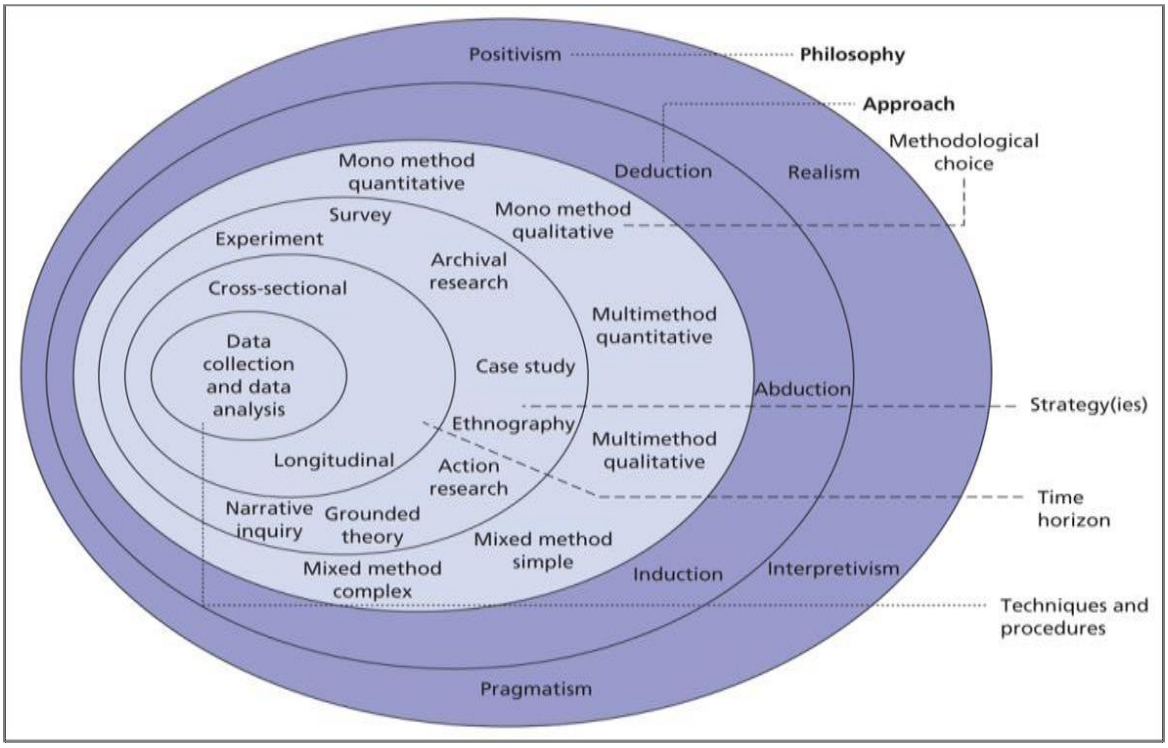
CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

Chapter 4 discusses the research methods in detail, mainly focusing on achieving intended objectives of study. The direction of research is of significance especially in this thesis because a road map shows how activities of the research were logically explained. “A research methodology is an important research construct that provides a justification of ways in which research activities are carried out” (Briggs & Coleman 2007:19). In order to achieve that, the research philosophy, the approach and techniques used to investigate the phenomena under study are documented. Furthermore, the research validity and reliability are laid out to ensure that well-informed and in-depth data on influence of entrepreneurship education on employment of polytechnic graduates are collected. The in-depth face-to-face interviews and focus group discussions were employed to collect data. Again, the chapter highlights the ethical considerations and sampling techniques as well as data analysis. The framework proposed by Saunders et al. (2012) was employed to reflect and give a clear understanding of the research design. Below is the framework depicted in Figure 4.1.

Figure 4.1 Case design process



A research framework

Source: Adapted from Saunders et al.'s (2012:160) Research Design Elements

4.2 Research Philosophy (Interpretivism)

The researcher used the research onion by Saunders. Interpretivism as a paradigm is justified regarding its relevance in qualitative studies. Interpretivism leads to the construction of reality from divergent and subjective answers from the study participants. In fact, "Interpretivism is about understanding how human experience is perceived by various individuals to give meaning to the ways they see things" (Kivunja & Kuyini 2017:33). It is further pointed out that the baseline is to "capture a total picture about informants' inner thoughts and feelings about a phenomenon under study" (Kivunja & Kuyini 2018:33). Hence, an interpretivist makes the subjects of research pivotal since all the information that must be known and analysed are given meaning. The researcher made inductive interpretations from the participants' views. Understanding

respondents' views differently was subjective and the researcher was able to construct the reality as it came from different and divergent settings. Therefore, this study adopted the interpretivist philosophy. Knowledge is dynamic in this sense, because it depends on how it is socially constructed and given by the subjects narrating their own experiences, which are not necessarily the same from another different setting (Kivunja & Kuyini 2017:33). Interpretivism allows researchers to depend on views that come from subjects, to make it easier to understand reality as it is given by the research informants (Cresswell 2013). For an example, the methods and processes of data collection were free from rigidity such that important information from informants flowed unobstructed. In this thesis, the views of lecturers, students and graduates on the ways to contribute to entrepreneurial undertakings are critically important.

4.4 Postivism Philosophy

"Positivism is a systematic procedure in which the importance of facts observed while doing research are given due attention" (Van Rensburg, Alpaslan, Du Plooy, Gelderblom, Van Eeden & Wigston 2010:22). This philosophy can be used to understand the social world by bringing specific relationships that exist between variables under observation. As a matter of fact, entrepreneurship education's influence on the employment of graduates from polytechnics needs to be investigated to ascertain whether it promotes both paid-employment and self-employment or not. According to Blumberg et al. (2014) both the researcher and the participants do not share any dependence on each other exccept that the researcher is a staff member in one of the institutions under study. The researcher is informed of these variables to treat them as they are. Furthermore, the researchers highlighted that the social world exists externally and is viewed objectively. Interpretivism allows researchers to depend on views from the participants. Whereas Positivism Philosophy is used by researchers to the social world from an objective point of view, it focuses on generalisations of very big samples. This paradigm does not consider details in the situation, thus, it falls short in a qualitative study. Interpretivism focuses on details of the situation and uses small samples due to in-depth investigation on a phenomena. The

phenomenological paradigm enabled the researcher to collect qualitative information which flowed from all the interviewees and focus group participants. In support of Interpretivism, the phenomenological paradigm was also used in this study because of its ability to focus on meaning since it looks at the totality of each situation in order to develop ideas through induction from the data available.

Table 4.1 Justification of Interpretivism vs Positivism

INTERPRETIVISM	POSITIVISM
It is external, objective and independent of social factors.	Socially constructed, subjective, may change several times.
Only observable phenomena can provide credible data and facts. Focus on causality and law like generalisations, reducing phenomena to simplest elements.	Subjective meanings and social phenomena. Focus upon the details of situation, a reality behind these details, subjective meanings and motivating actions.
Research is undertaken in a value-free way, the researcher is independent of the data and maintains an objective stance.	Research is value bound, the researcher is part of what is being researched, cannot be separated and will be subjective.
Highly structured, large samples, measurement, quantitative, but can also use a qualitative method.	Small samples, in-depth investigations and qualitative method.

Source: Saunders, et al., (2009:119).

The researcher has adopted the Interpretivism paradigm because it is socially constructed and hence makes it subjective in nature. This is in line with the study because the views from participants are not one size fits all. Their views are individually presented, therefore, are

subjective because they are individual perceptions. Interpretivism is ideal because observable and non observable phenomena can provide important information to aid unbiased results from divergent sources, in this case, lecturers, students and industry graduates. The reality behind the information can be discerned. Finally, positivism concentrates on large samples of data and it is highly structured, unlike the Interpretivism which uses small samples, in-depth investigations and the qualitative method. The study is qualitative with a sample of 40 participants. On this basis, Interpretivism is the best paradigm for this study. The findings were "constructed and interpreted in their context and in a subjective manner" (Creswell 2007).

4.4 The Positvism and Phenomelogical Research Paradigms

"Phenomenological research is an enquiry of lived experiences that are narrated by participants about a phenomenon under study" (Creswell 2014:14). This thesis used phenomenological research in which the inquiry recorded the information as it was being off-loaded by participants from memories of their lived experiences on how they learned EE and how effective the educators' teaching methods were. The phenomenological paradigm enabled the researcher to collect qualitative information which flowed from all the interviewees and focus group participants. In order to make sense out of similar views and opinions, data was generalised from one research site (Institution A setting) to another site (Institution B setting) and to the data obtained from 20 graduates in industry.

The researcher chose a research philosophy that enhanced skills during the discussion of the two paradigms, namely; positivist and phenomenological. The features of the two paradigms have been outlined in a tabular form adopted from Easterby-Smith et al. (1991:27). Table 4.2 compares the two paradigms below.

Table 4.2 The Positivist and Phenomenological paradigms

		Positivist Paradigm	**Phenomenological Paradigm**
Basic beliefs		The world is external and objective	The world is socially constructed and subjective
		Observer is independent	Observer is part of what is observed
		Science is value free	Science is driven by human interests
Researcher should		Focus on facts	Focus on meanings
		Look for causality and fundamental laws	Try to understand what is happening
		Reduce phenomenon to simplest elements	Look at the totality of each situation
		Formulate hypothesis and then test them	Develop ideas through induction from data
Preferred method should include		Operationalising concepts so that they can be measured	Using multiple methods to establish different views of phenomenon
		Taking large samples	Small samples investigated in depth or over time.

Source: Easterby-Smith et al. (1991:27)

Differences noted in the two paradigms can also be viewed through another lens. Hussey and Hussey (1997) explain that characteristically, positivist paradigm articulates a hypothesis and requires large samples to enable access to plenty of data. This explains the essence of statistics when validating hypotheses. This paradigm is objective; hence it commands a high validity. Since this study does not use quantitative method, phenomenological paradigm was adopted on the basis that it enjoys small samples in line with the nature of its qualitative data used for content analysis. The way data is collected has high amounts of data and this is where in-depth information was sourced for deep content analysis.

4.5 Ontology and Epistemology

Research can be very interesting at times but very difficult to prove. For instance, the search for the vaccine to cure HIV/AIDS is an interesting journey into the future. The cure of the pandemic has still not been discovered. Many assumptions are being made in the quest for a solution to this problem. Likewise, ontology is relatively assumed to possess knowledge and ideas needed to solve human problems. Ontology is a branch of knowledge in which intricacies of issues have led to many assumptions being held to authenticate whether something exists or is real, (Kivunja & Kuyini 2017:26; Scotland 2012). In fact, key questions may arise such as does teaching entrepreneurship education curriculum influence employment of NC and ND graduates during and after college life? The reality can only be tested when graduate students are either self-employed or are employed by someone else. From another perspective, when people study ontology they do so to understand whether something really exists. Conversely, ontology examines an underlying belief system, about whether something exists or not. Kivunja and Kuyini (2017:26) assert that "basically research thrives in making assumptions as a point of departure so that the ground for processes are followed on the rationale that a problem exists and solutions are being sought to minimise the negative impact to human beings". In order to avoid doubt or guess work, the study was important to verify whether or not entrepreneurship skills development promoted self-employment among graduate students.

Epistemological research was invoked in order to facilitate how the assumed truth or reality could be understood better (Kivunja & Kuyini 2017:26). There was sense in understanding whether ESD really impacted on graduates' behaviours to use knowledge acquired as a basis for running self-businesses. Epistemology is important in this study to verify what counts as real knowledge that students ought to acquire in order to heighten inspiration towards becoming entrepreneurs. Many studies have pointed out that truth is very difficult to conceptualise because it depends on the phenomenon under investigation. In many situations, there are conflicting variables which make people doubt what constitutes truth because the truth underscored must be seen to exist.

This thesis had to do a tracer study to assess whether the behaviour of graduates resulted in self-businesses or not. Thus, epistemology can be used to understand truth and reality (Kivunja & Kuyini 2017:26). This study is judged by its knowledge contribution to society, hence epistemology helps the researcher to generate confidence in data assembled as containing the truth. This placed the researcher in a neutral position that allowed subjectivity to be observed from information gathering, analysis and interpretation, even though the researcher is a member of staff in one of the two institutions. The following gives more insight on research approaches available to researchers.

4.6 Research Strategy: Multiple-Case Study Design

The research study adopted a multiple-case study design. A design is a road map which stipulates a series of activities that articulate approaches and ways aggregating data and interpreting it (Zikmund et al 2013:64). Participants in this study were located in Institution A, B and industry graduates who owned self-businesses. The study being a qualitative one had to adopt a multi-case studies. Room for comparison of the case study findings was used to improve research methodology triangulation. The multi-case research enjoys the advantage of making available an extensive information relevant in theory development (Yin 2003; Saunders, Lewis & Thornhill 2016). In addition, Mouton (2003:55) corroborates that "a design forms a framework or a detailed plan of a project and includes surveys, case studies, programme evaluation etc." Previous studies have also noted that the structural plan of activities followed when executing research reflects an organised design (Peniel 2016:2). In this thesis organised designs/plans are of significance when assessing and interpreting information. The central point is grounded on a "framework for generating information relevant to answer questions in this research" (Bryman & Bell 2011; Denzin & Lincoln 2011). This is an important guide on how to go about influencing attitudes, perceptions, behaviours and personalities of students and graduates towards the spirit of engaging in self-employment businesses. Understanding personalities of students studying EE was found to be critical as highlighted in related literature review in chapter two.

Any strategy chosen is for the specific purpose of laying a foundation on which methods and techniques are used to collect, organise and analyse data (Creswell 2014). The importance of the strategy informs the researcher of the correct research design which underscores its relevance in the final findings. Bryman (2012) corroborates that explanatory, descriptive and exploratory designs all reflect candid results by using the research strategy. For that reason exploratory research was found to be suitable for this study as it invokes the minds of participants to answer particular research questions and meet the intended objectives. The research used three case studies from which research primary data was collected, namely; from Institution A and Institution B participants. The third case of data set came from the former polytechnic graduates who were already employed in the industry. Understanding the views of polytechnic graduates already in the industry or labour market was critical and the researcher also had to collect data from their employment premises. Soliciting data from industry aided the researcher to comprehend the lived experiences of the graduates as well as give leeway to be understood as a common view expressed by several individuals (Creswell 2013). Room for comparison of the case study findings was used to improve research methodology triangulation.

The case study became the research design strategy followed in this research study. This is where a research strategy exists to make a practical analysis of a current phenomenon in the context it exists, as well as the boundaries that exist between the phenomenon and the settings that are not clearly demarcated (Yin 2003). Thus, the study used a multicase research or multi-case studies design, which enjoys the advantages of making available an extensive nature of information relevant in theory development (Yin 2003; Saunders, Lewis & Thornhill 2016). There was room for information replication from one case to another case. Likewise, transferability of the results could be valued relevantly in other settings due to the replication. For instance, the information from graduates already in the industry gave a true picture of how EE influences polytechnic graduates on skills for employment. The graduates could be experiencing first hand how they were influenced and affected by EE after graduation, that is, after obtaining a national certificate since EE is only done at national certificate level. It is corroborated that besides

adopting speculative opinions in data collection the world can be better understood through observation (Antonakis & Day 2018).

Cases were in the form of industry, organisations and persons. The participants from industry, Institution A and Institution B were all coded with pseudonyms so as to observe confidentiality and anonymity . The persons/participants were ET lecturers, ET National Certificate graduates and National Diploma graduates (Industry graduates) who had completed their courses and left college. As mentioned earlier on, the case study approach uses multiple cases as the study intended to understand EE curriculum's influence on the employment of polytechnic graduates in the Midlands province of Zimbabwe. The main reason why researchers use case studies is that they facilitate clear understanding of difficult real life situations (Harrison et al 2017). Easterby-Smith et al. (2018) posit that researchers who concentrate on a small number of informants would adopt a case study research method. Where a researcher uses more cases the reason is to be able to make comparisons, build a theory or propose commonalities (Leedy & Ormrod 2005). So, in multi-case study design there can be theoretical replication and this gives credence when similar settings are also able to reflect or ensure the transferability embedded in the research phenomenon. A medium for application to different cases can be obtained when developing a robust analytical context through multicase research methodology (Shannon-Baker 2016). The multi-case study design was chosen for this study on the backdrop of the above justification.

4.6.1 The deductive theory approach

When a hypothesis is being used there is a need to cross-examine the correlation between variables under consideration. Empirical hypothesis testing takes place in deductive theory where a rigorous analysis of information takes place to validate empirical findings (Bryman & Bell 2007:11). The foregoing definition shows that the deductive approach is in line with quantitative data. When testing in-depth human behaviour, the approach falls far short hence it cannot

answer how and why questions (Mwiya 2014:138). Such an exposition can only be done when an inductive research approach is being used. For instance, it is beyond the deductive approach to justify why entrepreneurship education curriculum is introduced to National Certificate candidates instead of final year students. Questions like how graduate employment is influenced by ESD cannot be ascertained under this approach It is prudent, therefore, to unpack the inductive approach to give a clear distinction.

4.6.2 The inductive theory approach

The inductive approach starts from a general view of analysis of information to a specific point where data is transformed to develop a theory. All emerging trends are given attention through descriptive data patterns (Mwiya 2014:138). The inductive approach holds that data collection will be used to unearth trends, patterns and themes that are important pillars in framework development (Saunders et al 2012). In the induction study, codes are used to allow the generation of themes, categories and constructs. These are important elements of significant values when analysing and interpreting data. The inductive approach is built on inferences and subjectivity when interpreting data and this may leave room for weaknesses. With qualitative samples, findings are not extensively generalised with a strong conviction because of the sample size limitation (Mwiya 2014:138). According to Saunders, Lewis and Thornhill (2019) inductive approach assists researchers to make clear interpretations of the multiple insights and realities that flow from participants in the research. So, reality was understood through the meaning given by participants of the study on whether or not EE influences employment of polytechnic students and graduates in the Midlands province of Zimbabwe. Thus, inductive research was used in this study.

4.7 The Research Approach

4.7.1 Qualitative research

The study, from the outset, has chosen qualitative methodology as the guiding research method due to the fact that this study was exploratory in nature. The researcher was motivated by the topic in which the interest to assess the influence of EE curriculum implementation on learners became the research interest. There was alsothe need to study the sites located within the college setting in which the implementation of EE was being investigated. In order to test further actions after acquiring job creation skills the study conducted a tracer study to validate the final impact on employment generation anchored on knowledge, skills and attitudes acquired from the implementation of EE in polytechnics in the Midlands province. There was an intense assessment of the research methodology from different angles or taxonomies. Saunders at al. (2016) refer to abduction, deduction and induction since these approaches are important for theory development. The qualitative, quantitative or mixed approaches are selected by researchers for their potential to elicit and analyse data (Creswell & Plano Clark 2015). Qualitative research understands that reality is socially constructed and mainly focuses on personal opinions from insiders. The qualitative research takes cognisance of what participants say, then makes an in-depth analysis of the words for themes and investigates the phenomenon in a reflexive and subjective manner (Creswell & Clark 2015). Kislali and Boz (2016) aver that the researcher has the opportunity to delve into the minds of the informants through asking questions like why, when, how and where in terms of the factor under investigation. In doing so, the researcher is rewarded by an in-depth insight into the phenomenon. Thus, people's behaviours are understood through the qualitative research methodologies and the reasons they give for social interactions, in order to understand situations around them (Leack et al 2020). In the same vein, an in-depth analysis of an individual, group, or social unit can be understood through a case study (Polit & Beck 2017). Thus, the qualitative case study made it possible to acquire knowledge through an extensive and in-depth inquiry to understand the phenomenon with its rich

descriptions about the study (Heinz 2011). A deeper meaning is understood if data categorised into different meanings relate to different life experiences. Previous studies suggest the use of qualitative research since reality is innumerable when social relations are to be analysed (Queiros, Faria & Almeida 2017). A qualitative method was adopted in this study on the basis of its advantages reflected above.

4.8 Research Methodology

The philosophy of doing research is guided by procedures that govern its processes. This serves as a reminder that research is not a haphazard approach when looking for solutions to problems. A systematic investigation and analysis of variables that form the basis of problem solving was imperative in this study. In research, steps and procedures are followed to sustain curiosity in the study. “Before a researcher embarks on the research journey, important constructs require one’s attention in order to situate methodology in line with paradigm and methods to understand research questions” (Creswell 2013:144). There are many platforms in which methodology defines the knowledge being generated and analysed in order to attain intended outcomes of the study. Understanding meanings attached to methods is important as that knowledge will be used to scrutinise and analyse information (Mhlanga & Ncube 2003:15). In this study, there was need to explain, infer and even predict, in order to interpret how entrepreneurship education impacted on employment skills of polytechnic graduates towards venture creation. It is assumed that EE influences graduates to start, grow and run self-businesses after graduation.

4.8.1 The purpose of the research

Chapter 1 has revealed the need to answer the research problem and make a contribution of novel knowledge through the customisation of the framework in chapter 6 in order to reduce

unemployment in Zimbabwe. A researcher is required to build up new knowledge and also understand the prevailing situation to avail solutions to problems. The researcher can analyse the phenomenon contributing to that new knowledge so that new ways of doing things could be well-explained and be adopted. According to Hussey and Hussey (1997:2) cited in Radipere (2012:149), for the objectives of the study to be achieved, it is important to take note of the important skills needed. The research purpose is important to researchers because it enables them to cast more light on why the research is being conducted. There are various opinions and reasons given for using a selected research purpose, one of which is intended to distinguish relationships that exist among variables under study (Saunders et al 2012:140). Otache (2019) outlines that a number of entrepreneurs emerged from tailor-made education for entrepreneurship. Otache's (2019) study posits that, to some extent, the various subsequent cause and effect relationships on entrepreneurial behaviours have stronger connections that determine EE's impacts. In order to remove speculation of whether or not graduates should undertake entrepreneurial activities, this research went further to conduct a tracer study of former polytechnic students who are running self-employment jobs. This proved the claim against the practice. The following are the objectives and the study problem.

4.9 Objectives

To explore the influence of entrepreneurship education curriculum on employment of graduate students from Midlands province's polytechnics in Zimbabwe.

The above is a primary research objective which is expanded upon the following secondary objectives:

- To establish the entrepreneurship education curriculum's influence on students' personality traits from the polytechnics.

- To identify the effectiveness of the entrepreneurship education curriculum epistemology on students' learning skills in the Midlands province
- To evaluate entrepreneurship education curriculum content being taught to influence knowledge for business start-ups to students.
- To analyse the extent to which entrepreneurship education curriculum competencies of educators influence polytechnic students to gain employability skills.
- To analyse whether entrepreneurship education curriculum enhances job creation for graduate students from polytechnics.
- To explore entrepreneurship education curriculum's contribution to graduate students' interest and self-efficacy to engage in and sustain self-entrepreneurial activities.
- To develop a novel framework of entrepreneurship education to guide policy makers to reduce youth unemployment among polytechnic graduates

4.10 Study Problem

Despite government's concerted efforts and policy interventions to combat youth unemployment, the percentage of graduate unemployment remains extremely high. Education stakeholders and industrialists always voice concerns about a curriculum that lacks self-employment related skills and practical mastery of skills (Ideh 2013:8; Idris & Rajuddin 2012:8). In fact, the ideal situation is that polytechnics must train students who can, upon graduation, create employment for themselves and others. Unemployment has been noted to have negative consequences on the youth in Zimbabwe. Currently, unemployment has relatively remained high, among youth and is pegged at above 70%. To that effect, the Zimbabwe Government has increased self-reliance skills by introducing entrepreneurship education curriculum in tertiary institutions. Earlier studies reveal that there is evidence of entrepreneurship training gaps in the

polytechnic education system. Matlay (2011:4) observes in his study that many authors have no knowledge on the influence of EE on graduate self-employment and entrepreneurship businesses in Zimbabwe. Linan, et al. (2018:453) affirm that limited research exists to examine EE curriculum's influence on entrepreneurial initiatives. In this persepective, lack of such literature poses challenges to researchers to generate reliable data on entrepreneurship education programs with the capacity to stimulate students' self-employment businesses. This study contributes to current literature by providing an entrepreneruship model to assist polytechnics and policy practitioners fill the gap of inadequate practical learning skills.

4.11 Unit of analysis

Although Yin (2014) avers that a unit of analysis is regarded as an event or a process, for Hart (2017:70) a "unit of analysis refers to individuals, groups, programme components, whole programme organisations, critical incidence and time period upon whom or which a study is focused." To give more clarity on unit of analysis, the researcher draws from Hart's (2017:70) postulation above. In this case study, the unity of analysis comprised groups of individuals that included polytechnic entrepreneurship training (ET) lecturers, entrepreneurship training National Diploma (ND) 1 and 3 students who have graduated with a course at National Certificate level which has an entrepreneurship education component as well as polytechnic graduates who have completed their courses and left college. The industry graduates constitute a tracer study because the graduates have lived experience on how ET might have influenced them in getting employment before and after graduation.

4.12 Time horizon

Time horizon is the integral component that has been represented in the research onion. It serves the purpose of showing the duration over which the researcher collected data in the field. Data is collected from the two platforms which are either the cross-sectional or longitudinal time horizons (Saunders et al 2016). When data is collected at different times or intervals over a prolonged period the researcher chooses to use the longitudinal, but if it is collected within a specified moment a cross-sectional platform is used. When research information is assembled over a year, it could be envisaged that a longer period of fieldwork might obtain information with the likelihood of affecting responses from the polytechnic graduates. Accordingly, this study adopted the cross-sectional time horizon. Data on all participants was collected between August 2019 and September 2021.

4.13 The Population and Sample

4.13.1 The population

The population in a research must be known so that the correct sample technique and research design are chosen to facilitate collection of data. Population refers to a group of people from which a few members with representative attributes would be chosen in order to obtain a representative sample (Mensah & Oteng-Abayie 2017). Furthermore, population is made up of an aggregate of well-organised units or a collection of people whose characteristics are uniform (Explorable.com 2015). The study population was drawn from Institution A, Institution B and industry graduates. The impact factors which were assessed to ascertain if they stimulated a spirit of entrepreneurship include; entrepreneurship education curriculum's impact on students' personality traits, methods of teaching EE, students' self-interest and self-efficacy and, finally,

the need for a stakeholder collective approach intervention of entrepreneurship education framework.

In Zimbabwe there are ten (10) polytechnic institutions. These polytechnics have been established to cover every province in the country. The biggest polytechnic college in Zimbabwe is in Harare, it being the capital city of Zimbabwe. The study's area of research is in the Midlands province of Zimbabwe. Due to the economic opportunities, there are two polytechnics in the Midlands Province. For the sake of maintaining confidentiality the institutions are coded Institution A and Institution B. Institution B polytechnic's student population was 2700 including those who were on attachment. The student population at Institution A polytechnic was 2120 inclusive of those on attachment. The target population comprised National Diploma1 and 3 students who had graduated at national certificate level, former students who had graduated and educators who taught ESD. The national certificate candidates were left out because they had not yet obtained a qualification in entrepreneurship. The National Diploma 2 were not in college although they had a qualification in EE.They were on industrial related learning and were therefore left out. The industry graduates were chosen because they had graduated with a full course and were now employed after college life. Entrepreneurship skills development is a common subject for the national certificate level only, so all students have done it at that level. Educators have an understanding of the phenomenon through planning, scheming, teaching, marking, assessment and examination of the subject at national level certificate only.

4.13.2 The sample

4.13.2.1 Probability and nonprobability sampling techniques

There are many types of sampling techniques applicable to both qualitative and quantitative research. Those sampling techniques are derived from the main two sampling designs, which are the probability and non-probability sampling designs. The elements of the probability sampling design are selected through random selection and every element has a non-zero inclusion probability (Wisniowski, Sakshaug, Ruiz & Blom 2020:1). According to Struwig and Stead (2010) probability sampling consists of stratified, systematic, multi-stage sampling and simple random sampling. Researchers argue that their results are reliable and can be generalised when dealing with quantitative methods. For qualitative research, nonprobability techniques are employed. Inclusion probabilities in nonprobability sampling designs are unpredictable and usually have arbitrary selection of elements into the sample (Wisniowski, Sakshaug, Ruiz & Blom 2020). According to Cooper and Schindler (2011) the non-probability sampling techniques are convenience, purposive (judgemental), quota and snowball. The nonprobability sampling are inexpensive but results from them are not subject to generalization. The study, being a qualitative one, used nonprobability sampling. This is in line with arguments that "small samples are selected for qualitative researches" (Asiamah, Mensah & Oteng-Abayie 2017:169).

4.13.2.2 Sampling techniques

Researchers have an interest in understanding the population from which participants selected. Most importantly, a sample is to be defined so that cost implications and the possibility of getting similar responses is kept high (Tustin, Ligthelm, Martins & Van Wyk 2005:337). Qualitative research is not rigid in terms of adherence to the number of people that make a sample. What

counts is the aggregate of information needed, so a limited number of participants is required as long as they give adequate data to saturate points, from participants' responses (Åkerlind 2012). Qualitative research provides enormous information of a few respondents, makes it possible for understanding participants' experiences in their context and is strictly the participants' views not the researchers' (Creswell 2015). Therefore, a large sample was not necessary given that the study was qualitative. In sampling processes what matters most is to consider the reason for choosing a smaller group of participants selected from a larger group (population). Thus, Easterby-Smith et al., (2018) advise that researchers should take note that a smaller number of study participants in a case study is the main focus because the goal is to solicit rich in-depth information.

Since the goal of qualitative research samples is to mine deeper for more robust and detailed information the study used purposive sampling and snowballing to select educators who taught ESD and national certificate graduate students. Snowball sampling was employed when the researcher collected field work data from graduates already working in the industry. With these sampling methods, exactly 40 participants were reached as follows:

- 8 national certificate graduates in institution A participated in focus group discussion and they were aged between 21 years and 35 years;
- 8 national certificate graduates in institution B were focus group participants aged between 20 years and 34 years;
- 2 lecturers in institution A who taught EE aged 45 and 47,respectively, were selected for face-to-face in-depth interviews;
- 2 lecturers in institution B who taught EE aged 43 and 45, respectively, were selected for face-to-face in-depth interview;
- Of the 20 national diploma and higher national diploma graduates already in employment (aged 27 years and older), 12 were selected for face-to-face individual in-depth interviews

and 8 participated in a single focus group discussion. Table 4.3 shows a summerised profiles of the 40 participants.

Table 4.3 Profiles of the 40 Interviewees and Focus Group participants

Case Site	Population	Sample	Total Participants	Total Number of Interviewees and Focus groups
Institution A	2120	Interviewees Lecturers: Male 2 Lecturers: Females 0 Focus Groups Participants Students: Males 4 Students: Females 4	2 8	Lecturers: Interviewees 2 Students: Focus Groups 2
Institution B	2700	Interviewees Lecturers: Males 2 Lecturers: Females 0 Focus Groups Participants Students: Males 4 Students: Females 4	2 8	Lecturers: Interviewees 2 Students: Focus Groups 2
Industry Graduates	More than 2700	Interviewees: Graduates: Males 7 Graduates: Females 5 Focus Group Participants: Graduates Males 5 Graduates Females 3	12 8	Interviewees 12 Students: Focus Group 1
Total			40	**Interviewees: 16** **Focus Groups: 5**

Source: Field Survey 2019-2021

The study was qualitative in nature and intended to mine deeper information from students and graduates directly affected by the phenomenon. Thus, the industrialists and policy makers were not selected as participants. The inclusion and exclusion criteria also affirmed this position. The study was not quantitative, hence, the participants chosen for the study were deemed adequate because the sample was not obliged to be representative since it was a qualitative study that adopted non-probability sampling techniques. The population sample size was not based on

some criteria or any ratio consideration. This postulation depended on the research methodology adopted. This research methodology didnot seek to have a representative sample because it dealt with smaller samples that would give detailed information on the phenomeon under investigation. A sample size of 5-25 is suggested for phenomenological studies. Related to qualitative sample sizes (Creswell 1998) and Morse (1994) recommend at least six participants regardless of how big the population is.

The inclusion criteria for focus group participants in the two institutions was based on the reason that the students had graduated with a course on EE at National Certificate level. Participants were purposively selected for the study. Lecturers who taught entrepreneurrship education were purposively selected in each institution. The last group of interviewees (former polytechnic students) were recruited on the basis that they had done EE and graduated from a national certificate and had proceeded to complete National Diploma or Higher National Diploma course from selected Midlands province polytechnics. Students who did not graduate with national certificate were excluded and lecturers who did not teach EE were not picked too. Although snowball sampling technique was used, graduates who had not done EE and were not from Midlands province's polytechnics were excluded. Purposive sampling techniques are quite popular to qualitative researchers.They are used for their advatantages to the researcher as discussed below.

Purposive sampling involves the identification and selection of individuals or groups of individuals that are highly knowledgeable about or experienced about a phenomenon of interest (Creswell & Plano Clark 2011). The experiences and opinions of the phenomenon were articulated and communicated in detail during the interviews with industry graduates and lecturers. Details of the 40 participants in the study are reflected in Table 4.3 above. Many case studies are known to use small samples where qualitative in-depth studies are conducted (Lune & Berg 2017; Saundes et al 2016). This research literature justifies the use of 40 participants because this is a qualitative study.

Snowball sampling refers to obtaining a subsequent number of participants from information provided by the former participants (Saunders et al 2016). The sample was made up of the graduates already in the industry who had completed the full training course at National Diploma or Higher National Diploma. Compelled by the nature of the unit of analysis, the researcher had to gain access to graduates already employed.These would practically show evidence of how EE curriculum had influenced them, in the sense that it might have instilled in them a desire to start entrepreneurship businesses. In order to identify graduates who participated in individual face-to-face in-depth interviews the first participants directed the researcher to others whom they knew. There were twenty self-employed graduates who participated in the face-to-face in-depth interviews in this study in the Midlands province.

4.14 Data Saturation and Triangulation

The goal of qualitative research is to gain a deeper understanding of the phenomenon. According to Mayer (2015) a researcher who uses several perspectives to enhance the research's thoroughness, range and difficulties of findings will attain data triangulation. The credibility of the results of a study is augmented by using multiple data source collections (Johnson, Adkins & Chauvin 2020). Hence, data triangulation ensures data saturation. In addition, Fusch, Fusch and Ness (2018) highlight the importance of triangulation to the researcher for it enhances quality analysis and data configuration to improve its meaning and purpose to other readers or users. It is also emphasised that bias in similar sources and responses is reduced. Collecting data from many sources enabled the researcher to adhere to the requirements of data triangulation. The data for this study was sourced from forty participants as highlighted in Table 4.3 above.

The essence of data saturation lies in confirming research trustworthiness. The components of quality, credibility and trustworthiness are the main pillars worth of sound qualitative research (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Burroghs & Jinks 2018). Saunders et al.,

(2018) contend that only when no more new information or new ideas are coming from participants would saturation have been reached. Morse (2015:587) confirms that authors have concurred that many researchers have used saturation as a guarantee to measure the qualitative rigor of research integrity. Interq Research (2019:2) asserts that "based on studies that have been done in academia on qualitative research, anything less than 30 participants to more than 10 is within acceptable range because the data will still yield convincing results". More authors recommend that for sample size to achieve saturation with homogenous samples in qualitative studies it should be between four (4) and sixteen (16) people (Saunders et al 2016; Namey et al 2016; Kruger & Casey 2015:82).

Adding new information to the study did not work even though more participants were being roped in to provide responses on questions that were asked. Dukes (1984) suggests 3-10 participants in phenomenological study, Parse (1990:10) suggests 2-10 so that chances of data saturation or redundnancy are achieved and Morse (1994) recommends at least 6 participants. For a phenomenological study, Creswell (1998) recommends 5-25 participants while Kuze (1999) suggestss 5-8 respondents in a homogenous sample. In this qualitative study, forty participants were consistent with phenomenological studies (Flycuska 2018). However, Hammersley (2015) warns that qualitative researchers' focus must be keen on information regarding development of theory rather than on how many informants are sampled in a qualitative study.

Barnett (2018) posits that generally, qualitative research samples are small so as to come up with a detailed oriented-case analysis, which this study pursued. In qualitative research saturation is important because it assists researchers to come up with a meaningful number of qualitative study participants. However, what counted meaningfully was the depth of the data and not the number (Burmeister & Aiken 2012). The samples were drawn from industry and the two polytechnics in the Midlands provinve. The study developed a framework which potentially qualifies and reinforces the essence of theory development.

4.15 Data Collection Methods

In order for a study to remain credible, the information solicited should be able to speak to the lived experiences of subjects in the research area. Critical is the need to collect in an orderly manner, information generated about the variable of concern (Johnson & Christensen 2012). The prime role of information assembled was to evaluate the findings of the study and answering the research questions. The data from participants were assembled through open-ended questions, in-depth interview (audio) and field notes. These were the ideal data instruments used (lecturers, national certificate graduates and former polytechnic graduates) in their natural settings (Daniel 2016).

4.15.1 Pilot study

It was imperative for the researcher to conduct a pilot study in order to appreciate important considerations in generating data from participants. If there were any inconsistencies or ambiguities in the research tools, corrective measures would be instituted before the actual collection of data from participants. The researcher employed a pilot study to ensure that participants would understand the questions and the language used to formulate the questions. Research validity and reliability are enhanced through conducting a pilot study (Schachtebeck et al 2018; Lune & Berg 2017). Pretesting the interview guide was done to identify any corrections needed on the interview (guide) tool so all forms of question, ambiguities were addressed before the instrument could be used to actual research participants. The participants who participated in the pilot test were chosen from those who were not going to take part in the interview sessions and focus group discussions. There were no problems experienced in understanding the interview guide, and, therefore, the researcher continued with the empirical data collection.

4.15.2 In-depth interviews

An interview is a discussion that involves "an oral interrogation approach between the researcher and the respondent" (Zwelibanzi 2016:76). It follows then that an interview is a conversation meant to generate important information about a phenomenon. More specifically, an in-depth interview is defined by Gray (2014) as a one-on-one method of generating data between the interviewer and the interviewee through discussing a specific subject in depth. An in-depth interview is an important tool that researchers use to solicit for rich information in a conversation. In this thesis in-depth face-to-face interviews were employed because they have the ability to open up unfamiliar data dimensions and insights thereby leading to deep understanding of the phenomenon under study (Easterby-Smith et al 2018). This aided in understanding the perspective of participants. Unstructured and semi-structured interviews were the main tools used to profile the lived experiences concerning the influence of ESD on employment skills of national certificate and diploma polytechnic graduates from the Midlands province. Data collection under the phenomenological study had to follow in-depth interviews because the participants had experienced the phenomenon. The in-depth face–to-face interviews were conducted with four lecturers and twelve industry graduates and the total number of interviewees for the study were 16. More details are in Table 4.3 above.

4.15.3 In-depth interviews with lecturers in institution A.

According to Creswell (2003:212) the most important aim underlying qualitative research is to unravel and understand phenomenon. In this study, there were two sets of interviews conducted with lecturers in institution A. The first interview was conducted in the upper library. The place was deemed very convenient and free from any disturbances. A male lecturer aged forty-seven participated in the in-depth interview. He was coded (LA1) meaning lecturer institution A number

one. The researcher assured the participant after he had completed the consent form that confidentiality and anonymity would be observed.There was need to create rapport.

After three days another interview was conducted in institution A with another male lecturer. This time around the venue was the lecturer's office. The male lecturer coded LA2, aged 43, participated in the in-depth face-to-face interview. The researcher introduced himself, his role and the purpose of the study in each interview session. The reseracher made it clear that he was there to learn from the lecturer interviewee and his experiences. The interviewer assured him that the information shared in the interview was anonymous. The interview occurred according to time and appointment schedule. Both interviews were using the same crafted questions to solicit more information from the participants. Questions were asked such as *'How does EE influence graduate students on self-employment?'* Open-ended questions were used to solicit rich information about the phenomenon.

4.15.4 In-depth interview with lecturers in institution B

The third set of in-depth face–to-face interview was conducted with a male lecturer in institution B. It was important to get first hand information from interview informants in their different study areas. The researcher introduced himself, his role and intentions of the study in each interview session. Having obtained permission from the principal to go ahead with the interviews the researcher managed to recruit the lecturers who taught ESD. It was done to solicit more information on how EE was taught and to what extent it encouraged graduates to create employment for themselves. The interview took place in the male lecturer's office. The 48 year old lecturer was coded (LB1) meaning lecturer institution B number one. Unfortunately, the lecturers interviewed were males and there were no females teaching the ESD during the time of the study.

After filling the consent form the interview commenced in a relaxed atmosphere. It was the norm that each in-depth interview began by letting the participant know that he/she was not expected to disclose any information that emerged in the interview to any third party. The respondent was informed of audio taping and verbatim transcriptions. Besides audio recording the interview, the researcher also made some notes.

This study was exploratory and the researcher was particularly interested in finding out what respondents believed to be obtaining on the impact of teaching EE to polytechnic graduate students regarding creation of self-enterprises. Hence, researcher involvement was not much because the conversation allowed information to emerge naturally. After completing the consent form, the in-depth interview occurred in the office of a male lecturer aged 44 years. The lecturer was coded (LB2) meaning lecturer institution B number two. The questions that were used were similar in each case to initialise the conversation and more questions came upon answering each question. Given (2008:582) postulates that "there was no way in which participants' answers may be known or presumed in open-ended questions". The bottom-line in the study was to minimise or eliminate bias related to questions asked. The researcher ensured that the interview questions were deliberately taken from the research topic and objectives too.

4.15.5 In-depth interviews with individual graduate students in industries

The last set of in-depth face–to-face interviews was conducted with twelve graduates who had left college upon attaining their final qualifications. The in-depth interviews were individual face-to-face discussions with the former students who consented to participate in these sessions. Their ages were between twenty-four and forty-one years. There were six males and six females. The interviewees were coded P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 and P12. These codes were used instead of using their names. P1 means Interview Participant one (1) up to Interview Participant twelve (12). Before each interview, the researcher emphasised that participation was

voluntary and refusal to participate was not going to cause any discomfort or harm because the researcher strictly observed the rights of the interview participants. The researcher had to always introduce himself and the purpose for his visit to each of the twelve participants individually. The researcher had to go by the date and time of appointment slated for each individual interview. It was easier to schedule discussions with individuals. After giving consent to participate each graduate was asked to complete the consent form before commencing the interview. In order to elicit further responses from participants and more information, probing questions were asked (Lune & Berg 2017; Saunders et al 2016). For example, "*how did you benefit from EE?"* Then the participant answered, *"It helped me to fight competition". "How did you fight competition ?"*

This kind of questioning was done to provoke the flow of ideas related to the impact of EE curriculum on employment of polytechnic graduates in the Midlands province. Moreover, a deliberate initiation of the discussion was done to understand the problem, having a visibility test of making detailed but extensive studies in order to make headway for future studies (Babbie 2010; Gray 2009) in Mandengenda (2016). The researcher directly interviewed the participants face-to-face to get first-hand information on how ESD had impacted on accessing employment skills and opportunities in the Midlands province. This was an important stage of data collection because the interviewees could tell their experiences of how they had benefited from knowledge and skills learnt at college and how they could sustain their employment aspirations in the industry. Greeff (2011:151-152) endorses that interviews help to eliminate distortion in statements. Greeff's endorsement permited an exploration of new ideas on students' employment opportunities.

The researcher decided to use in-depth interviews on the basis of their adaptability and flexibility as informed by Babbie and Mouton (2006). The use of in-depth interviews was preferred because participants could reveal lived experiences of the phenomenon under study. At times, open-ended questions were used such as *'should personality traits be taught to enhance employment after college life?*' From there onwards the respondents had to answer more questions based

primarily upon the initial response. The respondents were allowed to speak freely, while controlling the conversation to make it remain focused on the specific topic being discussed. This aspect was very valuable in this study because it opened up room for detailed information about thoughts, experiences and behaviours regarding implementation of ESD in the Midlands province's polytechnics in Zimbabwe. The dynamic nature of the in-depth interviews with participants enabled deep probing that yielded some important responses (as guided by Rowley 2012). The interview sessions lasted between forty-two and sixty minutes.

Digital gadgets were used in this study to record information narrated and discussed by participants. Zwelibanzi (2016:76) articulates that digital recordings safe-guarded loss of data obtained during interview conversations. The advantage was that clear points of reference were being created since it was difficult to capture every word in interview discussion sessions. This being a qualitative study the information from the participants was captured as it was because it was the most important source of primary data. The researcher had to travel to dotted places where interviewees were doing their businesses. Their businesses ranged from selling of clothing, cross border trading, selling of food stuffs, cosmetics or, selling of kitchen ware, auto-electrical repairing, fixing car radiators, information technology repairs, fabrication to fit and turn entrepreneurial activities. All twelve participants were individually interviewed and all digital recordings were transcribed. Data saturation was reached at the 12 th interviewee.Participants number thirteen to twenty had their focus group on a specific date.

4.15.6 Focus Group Discussions

A focus group discussion is a sharing of common interests among people gathered for the purpose of objectively discussing important information that the researcher is keen to assemble (Gibbs 1997). In this context, the services of a focus group were grounded on sharing ideas, values and experiences on EE curriculum's influence on employment of graduate students from

polytechnics in the Midlands province. Focus group discussions are widely used in conversational discussions more often than other less popular techniques like the Nominal Group Technique (Huge & Mukherjee 2017). As such "qualitative researchers are given the opportunity to carry out interviews through group discussions" (Babbie 2011). The advantages of a focus group discussion include being economic, convenient and interactive, which speeds up the process towards the objectives to be achieved. Focus group approach allows participation of all members who would allow the flow of information from divergent angles. In addition, the investigator has the room to probe further.

According to Morgan (1996) participatory research has often been chosen for focus group discussions because it is inexpensive and has several advantages in conversational research. However, focus group discussions have been discredited for being less effective when evaluating the strengths of group decision making. There is loss of creativity and individual thinking in focus groups, hence, many researchers have argued against their efficacy. Although Nyumba, Wilson, Derrick and Mukherjee (2017:21) in their disagreement maintain that information on demerits of focus group discussion was still at large. Bryman (2008) notes that prejudice is common among participants in a group discussion and such personalities were to be quickly identified so that normalcy is restored such that every member becomes free to discuss with confidence. It has been noted that some participants in the group feel the dominance of others, eventually leading to timid participantion. This was promptly and amicably dealt with to the advantage of all members of the group. Furthermore, to address such challenges, in this study, the researcher encouraged participants to feel comfortable, participate fairly and express their views without fear of intimidation by dominant or outspoken members.

4.15.7 Focus group discussions with students in institution A

Participants were allocated codes according to their institutions during the focus group discussion and interviews. In each focus group there were four individuals. This was in agreement with research work by Kruger and Casey (2015:82) who insist that focus groups ideally, should consist of at least four (4) to eight (8) participants to make them manageable. Scholars have cited many views regarding the ideal number of participants in a focus group discussion but Nyumba et al. (2018) and Onwuegbuze et al. (2009) recommend between six and twelve participants. The smallest sample sizes in qualitative studies were deemed to be between four (4) and sixteen (16) in order to subdue saturation of the given samples (Saunders et al 2016; Namey et al 2016). With this sample size, the researcher could achieve detailed solicitation of information to answer the research questions. The researcher's role, during interviews, was mainly to moderate discussions so as to maintain the groups' focus on questions asked and also to allow opportunity for discussion to be enjoyed by all participants. There was maximum opportunity for eye contact with focus group members sitting around a table. This also allowed maximum participation and involvement by all members (Stewart, Shamdasani & Rook 2013). However, any weaknesses in the focus group dynamics were offset by attaining responses to saturation from different groups answering the same questions.

In institution A, the focus group discussions were conducted in the upper library as it was found to be convenient and away from noise disruptions. The semi-structured in-depth focus group interview discussions lasted between forty and sixty-five minutes. In institution A, there were two focus groups. The first group was coded FGA1. Four members took part in the focus group discussions in the upper library. The participants were also coded as FGA1.1, FGA1.2, FGA1.3 and FGA1.4. On another date, the second focus group discussion was done in the upper library. The group was coded FGA2 (meaning focus group number two) and it had four members who participated in the group discussions. The participants were coded as FGA2.1, FGA2.2, FGA2.3 and FGA2.4. Saunders et al., (2016) aver that most case studies use smaller sample sizes when conducting in-depth qualitative research. The use of a multi focus group was helpful and saw to

it that no new information was obtained from the same questions asked several times. In fact, data saturation was achieved. The only way participants could show their voluntary participation in the study was by signing consent forms. The focus group discussions were conducted in a free-conflict atmosphere around a big table. The sitting arrangements for participants in this focus group created an opportunity for rapport/trust with all participants. The focus group discussions were audio recorded while field notes were also taken.

4.15.8 Focus group discussions with students in institution B

Case study research enables researchers to understand challenges in a manner that minimises disruption of procedures followed up until everything is done in a professional way (Liamputtong 2013). As alluded to earlier, focus group discussions and interviews were the researcher's tools for qualitative data collection. The use of unstructured questions was helpful and facilitated a consistent way of obtaining responses (Yin 2014). This resulted in an intensive in-depth focus group discussion with national certificate graduates. The focus group discussions took place upon being given the permission from the principal to conduct the college based interviews. The national certificate graduates participated in the study.

In institution B the upper library was also found to be a convenient place to make focus group discussions as the venue had minimum noise and less disturbances. There were two groups of participants. The first group was coded (FGB1). This meant focus group institution B one. The participants in this group were coded as FGBI.1, FGB1.2, FGB1.3 and FGB1.4. The focus group discussions started after participants had completed the consent forms. The information solicited from interview discussions was electronically recorded while notes were being taken concurrently. The discussions lasted for about sixty to sixty-five minutes. Further questioning was done to elicit further replication of information. Creswell (2014) postulates that qualitative research enhances understanding and participants often answer questions such as "why", "how",

"in what way?", "will?" and "to what?" The semi-structured interviews allowed this group of participants to think through the answers they were providing. Examples of the follow-up and probing questions that were used are; *"please may you shed more light"* or *" Is ESD learnt for passing examinations, elucidate please?"*

The second focus group participants in this institution were also interviewed in the upper library. This second group was coded FGB2. This meant to say that institution B focus group number two. The participants were coded as follows. The participants were coded as FGB2.1, FGB2.2, FGB2.3 and FGB2.4. There were four members who took part in focus group discussion number two (FGB2). The discussion commenced after the students completed the consent forms. The focus group discussions allowed the researcher to probe further until issues the researcher wanted were clearly illuminated. There were important questions from the topic that were used to initiate the in-depth focus group discussions among members (Lune & Berg 2017). The primary data collected served as the information for the study and the analysis thereof (Whyte & Tedds 2011). This data reflected on ESD content, methodology, competencies of educators, personality traits, interest and self-efficacy of doing entrepreneurial activities and the extentto which EE enhanced job creation. The focus group discussions were audio recorded while field notes were also taken.

4.15.9 Focus group discussions with industry graduates

The preference of focus group discussions lies in the collection of more and richer information from many participants than an individual person (Derrick & Mukherjee 2018). One focus group session was held and found appropriate, given that accessing participants was through the snowball sampling technique. This technique also limited the recruitment's potential. The focus group discussion session was conducted in the Midlands province towns The researcher collected

the voluntary members from their places to the venue of the focus group discussion. There were eight members who had committed themselves to be present on the day of the discussions.

All the participants were assured of the confidentiality of the information they provided during the discussions and that the research would strictly maintain that confidentiality throughout. Before the day of the session the researcher visited the participants and the issues of participation, and that every participant was free to withdraw his/her participation at anytime, without prejudice were clearly articulated. The issues of COVID-19 protocols were followed. Before each session participants were asked to wash their hands with soap and running water, sanitize their hands and to wear surgical face masks.

The participants in the last focus group of the study were coded as industry graduates Focus Group Participants (FGP) 13 to 20. Their codes were given as FGP13, FGP14, FGP15, FGP16, FGP17, FGP18, FGP19 and FGP20. The focus group participants' businesses included, among others; poultry, clothing, buying and selling electrical hardware, cross border trading, and door frame and window frame manufacturing businesses. The industry graduates had one focus group with eight members. The researcher intended to solicit detailed information from diverse participants. It was, therefore, deemed necessary to use eight members instead of four members as noted in the previous focus groups in institutions A and B.

4.16 Data Analysis

4.16.1 Basic processes of generating data

The process of generating data in the field was enabled by using the audio recording, notes and conversations. The records of what transpired in the field have been maintained and kept safely.

The data classification was done in preparation of developing themes and ascribing meaning to each theme. According to Filla, Jackson, Cotton, Gardner and Killackey (2018) there is need to take heed of critical steps when summarising themes and making conclusions in order to produce credible report findings. The essential steps that were followed in oder to reach at the stated themes in Table 4.3 below included the following :

1) Identiying themes from the transcripts
2) Creating preliminary codes,
3) Identifying themes,
4) Revising themes,
5) Naming and summarising themes.

In order to achieve the above stated steps the researcher collected detailed notes from all verbal communications. The detailed procedures to arrive at the themes to enhance further data analysis using Nvivo 12 Pro software are explained below table 4.4.

4.16. 2 Coding process

Filla, Jackson, Cotton, Gardner and Killackey (2018) highlight the need to take heed of the critical steps taken when summarising themes and making conclusions in order to produce credible report findings. Following this reminder, the researcher used five steps to arrive at the themes in this Table 4.4. Step 1: Identifying themes from the transcripts. The transcribed focus group discussions, lecturer interviews and industry graduates interviews focus group findings were thoroughly analysed through careful reading of the transcripts, field notes and verbatim recordings. This was done several times in order to familiarise with the data. After common patterns of answers began to emerge the researcher moved to the second step.

The most important stage of the study was when interviews and focus group transcripts were read through several times before the researcher became familiar with the data. The details of codes are in chapter 5 Tables 5.7 and 5.8. A category is a group of similar but unrelated concepts generated through inductive data analysis (Guetterman, Babchuk & Smith 2017:6).

Step 2: Creating preliminary codes, At this stage a further reading was done and initial codes were generated. The codes were jotted on the margins and that was done several times. In fact, the procedure was recycled severally. Doing this over and over again allowed a process of looking for some familiar codes to take its course leading to named categories.

Step 3: Identifying themes.At this stage the overarching themes that evolved from cross checking categories to understand the flow of information were obtained. Step 4: Revising themes. The researcher was primarily concerned with the emergence of common patterns and relevant themes on the influence of ESD curriculum on students' ability to create entrepreneurial businesses (Carter-Greene 2019:64). Step 5: Naming and summarising themes. The codes were observed and the researcher also checked on peer reviewed work.The overarching themes were used in building the superordinate themes. The final themes were a result of further data analysis through Nvivo 12 Pro software as explained in Table 4.4 It was expected that details of context resonate with respondents and readers of the research report. The data solicited through semi-structured interviews prompted the use of content and thematic analysis (Yin 2003; Saunders et al 2016; Lune & Berg 2017). The themes that emerged from the application of Nvivo software are tabled in the following table 4.4.

Table 4.4 Descriptions of emergent themes from the research study

Superordinate theme	Constrcucted meaning	Examples of significant statements/codes
Self-motivation	Entrepreneurship starts with the individual's personal goals	Entrepreneurs have ambition, confidence,goal-setting, independence, optimism, self-confidence and self-esteem.
Ineffective teaching methods	Students fail to master entrepreneurship skills while at college	Mass lectures, no supervision of students, insufficient teaching time slots, lack of interactivity, no practical application, theoretical knowledge
Real-life experiences of entrepreneurship	Hands-on experiences of entrepreneurship led to the mastery of skills and learning the trade	Participation in family businesses, courses with practicals
Commercial subjects	Commercial subjects are aligned to entrepreneurship	Business Communication, Management, and Risk Management,Business administration, Business Information Systems, Business Maths, Business studies, Commerce, Economics, and Information Technology.
Lecturers' qualifications	Lecturers who are entrepreneurs seen as best role models for students. Lecturers from a discipline give relevant and course-specific assignments/examples	Need for lecturers who are entrepreneurs, subject/course-oriented lecturers
Outdate technology	Technology changes should be incorporated into the curriculum.	practice/skills-oriented trades such as engineering and mechanics, technological advancement, Chinese machines

Source: Nvivo 12 Pro. 2019-2021

4.16. 3 Coding of participants sequence

There were 20 graduates working in industry who participated in the study. Of these 12 took part in in-depth face–to-face interviews and were coded P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 and P12. The last 8 graduates participated in focus group discussions and were coded as FGP13, FGP14, FGP15, FGP16, FGP17, FGP18, FGP19 and FGP20. These eight participants made up one focus group discussion. The size of the group was considered more valuable as many divergent views were to be assembled from one group in the industry as a unit of analysis. This size improved the flow of information in a single group than the information from a group of four participants as was the case with institution A and B. Each single focus group discussion lasted between forty and sixty-five minutes. For the purpose of ensuring triangulation of qualitative sources the researcher was obliged to cross-check patterns for consistency of information. To achieve data validity and reliability, forty participants produced detailed empirical accounts of how EE influenced the employment of graduate students. The researcher checked for consistency in partiipants' views over and over again by comparing the different views perspectives. In the same vein, Mayer (2015) underscores the need for a study thoroughness, range and complexity of findings which make an integrated connectivity of ideas which support one another in order to achieve data triangulation. Verbatim transcriptions of face-to-face interviews and notes from the focus group discussions were compiled for content analysis using Nvivo 12 Pro software by a statistician researcher. Some of the examples of themes from the Nvivo 12 PRO software are shown in Table 4.4 above.

Qualitative methods are normally hailed because of the important values that researchers uphold when analysing research data. Scholars such as Carter-Greene (2019) and Watkins (2017) pay respect to qualitative methods because such methods facilitate access to rich description of data. This is essential during data interpretation, leading to an understanding of human experiences from different perspectives. In line with Figure 4.3, the systematic and flexible ways of data analysis were prompted by the content and thematic analysis which further managed to identify

subjects and patterns (Saunders, Lewis & Thornhill 2016). Thematic and content analysis were employed in the data analysis process from the 40 participants. Dimensions of data categories were done and any existing relations were noted among patterns in categories before finally deriving meaningful conclusions. In order to work effectively with qualitative research, there was a need to take cognisance of information that came from participants because they had a wealth of experience in the phenomenon under consideration, that is, the influence of EE on employment skills of graduate students from the Midlands province's polytechnics. Of essence, "qualitative researchers ought to be fully appraised of human experiences constructed in their settings, in order to make robust examination of lived experiences (Meriam 2014). In this respect, the researcher was interested in lived experiences that spelt the influence of EE on employment of graduate students from the Midlands province's polytechnics.

The responses from unstructured interviews with individual lecturers were also recorded. Data was collected, sorted and sifted, identifying recurrent data which was then categorised according to themes. The researcher was primarily concerned with the emergence of common patterns and relevant themes of meanings on the influence of ESD on the employment of polytechnic graduates in the Midlands province (Carter-Greene 2019:64). Themes and sub-themes emerged from the classification of content through a Nvivo software 12 Pro. The themes were further analysed to enhance data reliability from participants. This enabled the researcher to comprehend the data further. The researcher used content and thematic data analysis to process the transcribed data (Lune & Berg 2017; Saunders, Lewis & Thornhill 2016).

4.17 Field Work Report

There were no field workers recruited to assist in the field. The sole participant in the collection of data was the investigator. The researcher was aware of participants' main language and culture since the researcher was a lecturer in one of the two institutions. The approval from the

Research Ethics Committee of South Africa was received on 5 June 2019 setting the beginning of the fieldwork.

The research site itinerary was done immediately upon receipt of the ethics approval. This was a very important starting point in the data collection phase or fieldwork. To this effect, the researcher's plan of action indicated starting the field work in Institution A. The researcher went to the office of the principals and showed them the ethics approval certificates and requested their permission to immediately conduct the research study in their institutions. The two principals of the colleges immediately approved and the researcher went ahead with the field work. Any other necessary help was obtained from the Vice Principals and Heads of Department. The researcher recruited participants thereafter, guided by a schedule which would not affect the students' learning sessions.

4.18 Recruitment of Study Participants

The researcher consulted lecturer participants on an individual basis in both Institution A and Institution B. The researcher revealed the intention of the study and that participation of concerned members would remain secret and the information would be used for research purposes only. Any information from the participants was secured firmly in a password-protected computer, and, after a period of five years the information would be destroyed. Hard copies would be destroyed on completion of the research study. The researcher ensured that confidentiality was upheld at all costs. The lecturer participants were also requested to treat the process with confidentially. They were also informed of their freedom to take part or not since the information needed was authentic, original and real.

The researcher was a lecturer in Institution A.It was therefore critical to obtain informed consent from student participants without causing any fear, threat or coercion. Firstly, in order to

overcome this concern, the researcher sought informed consent, strictly from the students he had never taught or was currently teaching. The researcher did not teach Entrepreneurship Education (EE). The process of informed consent prompted the researcher to visit the national certificate graduates who were the ND 1 and ND 3 classes. He visited them during their free period and introduced himself and explained the purpose for his visit. All relevant information relating to the thesis was disclosed to participants who had been selected for the study. The knowledge about voluntary participation was emphasised and refusal to participate was not an offence because the research strictly observed the rights of the participants. The students were given a clear platform free from coercion or undue influence to decide whether or not to take part in the study.It was clearly stated that information was strictly for academic purposes only. The students were given at least two days to make their decisions and the next meeting addressed the ones who had shown their interest to take part in focus group discussions.

The last group recruited for this study came from the former students who had completed their courses and were already in employment. Thus, a tracer study was to be conducted to meet the doctoral expectations of this study. Through snowball sampling technique, the researcher had the opportunity to be introduced to many former students, including those known to the researcher. The recruitment was done through one-on-one interface discussion. Twenty graduates working in industry were recruited for participation in the study. Twelvegraduates took part in the in-depth face–to-face interviews and the eight participated in a single focus group discusssion. The participants who were selected had to be strictly former students of institutions A and B. The selection was delimited to employed graduates only. The participants were informed about what was expected of them and they were assured of anonymity and confidentiality. The participants had shown their voluntary participation by signing a consent form that indicated willingness to participate in the research.

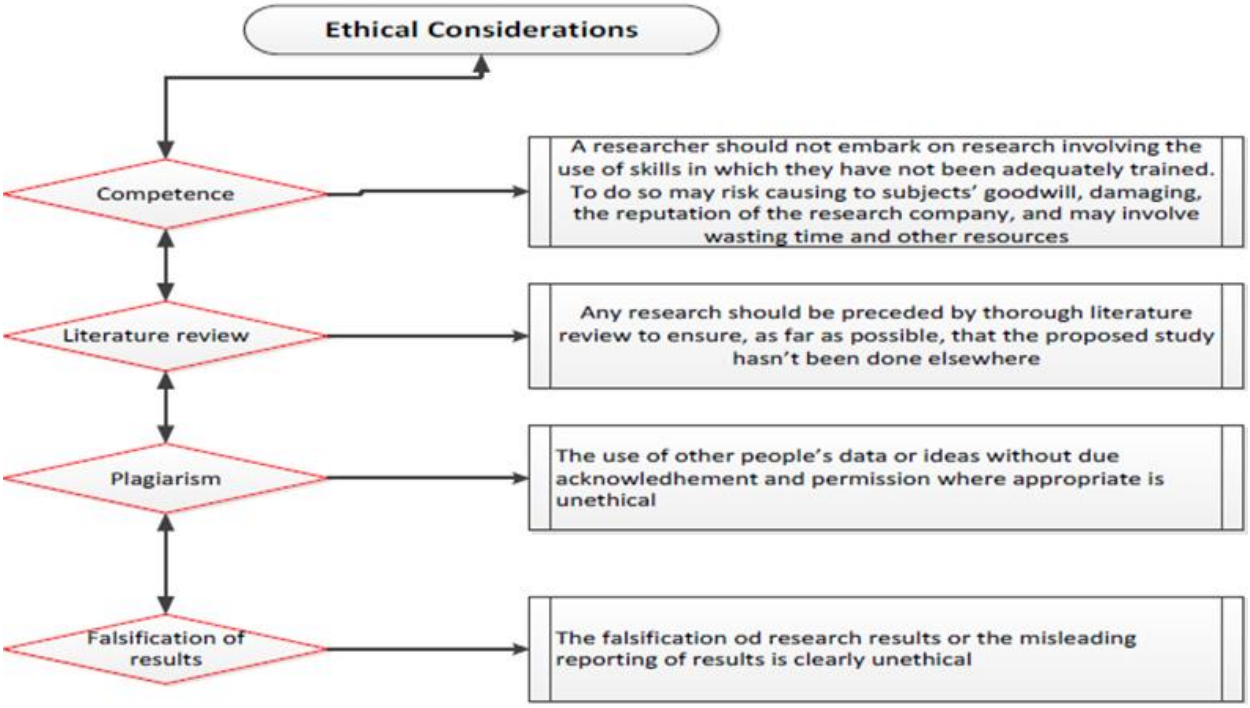
4.19 Ethical Considerations

Several scholars have shown concern with the conduct of some researchers during their course of study. Of significance was integrity of the participants and to provision of their safety from harm. Participants were safeguarded against any factors that could cause harm, discomfort or embarrassment or loss of life. When the participants demonstrated their full knowledge on informed consent it increased the transparency of the study and free participation (Tshabangu 2016:128; Cooper & Schindler 2011:36; Babbie 2010:84; Gray 2009:73; Saunders et al 2009:160). Respecting ethical conduct in managing research promotes quality work that is very transparent and free from possible violations (Marshall & Rossman 2011:140). Researchers should take heed of ethical considerations in their pursuit of research. De Vos et al. (2013) state that anything that pertains to research must always put the safety of participants first so that no harm affects participants of the research study.

The protection of subjects cannot be overemphasised, for instance, "offering a statement of disclosure which intended to maintain confidentiality and informed consent" (Carter-Greene 2019:68). The students, lecturer participants and industry graduates offered consent for voluntary participation in the study. The researcher adhered to all specified requirements as stipulated by UNISA's Research Ethics Committee. The Minister of Higher and Tertiary Education, Innovation, Science and Technology Development granted the permission to get access to the research sites along with permission from principals of Institutions A & B, respectively. Informed consent means that prospective research participants (lecturers, students and industry graduates) knew the purpose and procedures of the research following the systematic presentations of the study's intentions. Documents of consent were individually signed after the researcher explained about the confidentiality and informed consent forms. Pseudonyms were used in place of the actual names of the polytechnic colleges and the actual participants. Having been given consent by participants the conversations were audio-taped. After coding the data it

was locked in a file cabinet. All materials related to the study were also secured in a file cabinet as advised by Carter-Greene (2019:68). The advice made it possible for the researcher to give each participant a pseudonym to hide true identification. Electronic data was stored in a safe place (password-protected computer) for a period of not less than five years. Further ethical considerations followed are shown in Figure 4.5 below.

Figure 4.2 Ethical considerations



Source: Adapted from Welman et al., (2005).

The participants were assured of their safety and security, informed consent, confidentiality, freedom from harm and anonymity before, during and after participation in the study. The students were assured of free participation, without any threat of harm or victimisation and they could, at any time, be free to withdraw participation. The rights of the participants were

honoured. Participation in the study was not binding, therefore, it was optional to take part in the study. There were no restrictions regarding a participant's decisions.

An ethical clearance certificate was issued by the University of South Africa's Ethical Clearance Committee and the study followed meticulously the full ethical protocols as follows:

- Secrecy, during interview sessions, the researcher conducted the interview in a place convenient and away from non-participant members of the population.

- The Confidentiality clause was considered when the researcher ensured participants' confidence and that data gathered was to be used only for the fulfilment of the thesis' professional requirements.

- Informed consent was administered. The researcher followed the procedure religiously.

- Anonymity was maintained and interviews were conducted with participants at the college premises during normal working hours that participants were in the college. Data collection from industry graduates (former polytechnic students) took place in the areas they were employed.

- Freedom was granted to respondents to change their decisions when they felt uncomfortable with the conditions in which the thesis was being conducted.

- Participants were cordially requested not to disclose their personal details to any person other than the researcher.

- Assurance of confidentiality was emphasised for any information solicited from research subjects. Data security was enhanced by locking all materials in a file cabinet in the researcher's office.

4.20 Reliability And Validity Of Data

According to Saunders et al. (2012) reliability and validity have been named “measures of trustworthiness”. For Lincoln and Guba (1985) these comprise confirmability, dependability, credibility and transferability. These measures are also of relevance in ensuring quality in qualitative research. A qualitative inquiry which does not depict trustworthiness fails to meet the reliability test of its findings.

The concept of reliability holds that the study should show results that do not contradict each other if a similar study is conducted in another different setting or environment. The same research can be repeated in a different setting successfully. Whether or not the research is applied in a different setting it is expected to obtain similar results consistently if done repeatedly. The concept of reliability, according to Noble and Smith (2015), is measured by consistency and neutrality (also called confirmability). The authors further postulate that a reliable and trustworthy research should maintain a clear and verifiable decision trail. Data related decisions were clearly articulated in a transparent manner in order to increase consistency, confirmability and dependability.

Although validity and reliability are linked to quantitative studies, in qualitative studies, validity means to scrutinise data for accuracy through a consistent analysis process in order to support the research question (Creswell 2014). The ability of a data collection tool to measure what it intends to measure adequately is called internal validity (Saunders et al 2016). To ensure internal validity research questions were linked to interview questions as well as the pilot tested interview schedule. According to Saunders et al. (2016) construct validity is achieved when multiple sources of data are demonstrated by the researcher. In this study the researcher collected data from multiple focus group and interview participants in order to achieve construct validity. Furthermore, this thesis has attempted to enhance reliability and validity of the research results by observing the following strategies.

a) Credibility: According to Wahyuni (2012) credibility deals with the accuracy of data to reflect the observed social phenomena. This puts the results from participants to test, to verify the credibility of information that flowed from participants' conversations during interviews and focus group discussions. The researcher deliberately prolonged engagement with participants in their institutions in order to ensure research credibility. This was done during their flexible time. Persistent interaction allowed the researcher to develop good rapport and trust with the participants in an effort to gather data until no more new information emerged. To validate credibility and triangulation, data was collected from more than one source.For example, in this research, unstructured in-depth interviews were used for NC graduates, lecturer respondents and industry graduates. All in all, there were forty participants. The strategy was to rephrase the same question in different angles during the interview to check whether views were similar and to probe for more information. Credibility observed issues like member checking as part of rigour.This was made possible by confirming with participants to restate what they would have said before closing each interview. The right to change their earlier submissions was left to the researcher as opined by Stake (2006). Cross analysis of data was done to verifiy consistency of the information solicited from all the cases. The lecturers were the first to air their views, followed by students (national certificate graduates) and industry graduates on the influence of EE on employment of polytechnic graduates from the Midlands province's polytechnics. According to Polit and Beck (2014) the process of member checking is done during or after collection of data. Follow-up discussions were done after each interview with participants to verify if the researcher's understanding was correct. Results from data analysis were provided through rich descriptions.

b) Dependability: Dependability offers an advantage where results of the study could be repeated some time later to check consistency of the findings. In fact, there must be observable similar trends across researchers, techniques of analysis and consistency over time on how the study was done (Flick 2007). A researcher should be able to replicate,

explicit repeatable findings as much as possible. Yin (2014:46) emphasises that dependability demonstrates that it is possible to obtain the same results reapplying same methods in data collection. Guba and Lincoln (1989) advise that there is nothing like permanent methodologies yet their transformation is a very indespensible factor underpinning qualitative inquiries. These changes form the cornerstone of the research inquiry process. Any changes and shifts noted in qualitative studies were clearly identified and described so that they were track-checked and traceable. To validate this, the researcher kept an audit trail which stored the collected and analysed data in specific themes. Triangulation occurs when a researcher attempts to collect data from more than two lenses (Remenyi 2012). Triangulation in this study was followed through by collecting the same data using interviews and focus group discussions from several sources (40 participants) at different times and different sites. Similar findings were obtained from different lenses, thus, confirming results dependability through consistency in findings. In order to uphold dependability, the study's information such as materials relating to coding and themes were to be kept in safe storage places such as online, or in secured cabinets for not more than five years. This makes it possible, according to MacMillan and Schumacher (2006), that access to data may corroborate the purported analysis to ensure its dependability over time.

c) Conformability: Confirmability is the state of study results that can be indisputably corroborated by others (Shenton 2004). In fact, the inquiry's findings must be in congruence with data evidence. Triangulation was followed through collecting the same data using interviews and focus group discussions from several sources at different times and different sites as earlier alluded to. Similar findings were obtained from different lenses, thus ensuring results confirmability due to consistency in findings. The data collected from both forms of interviews were important for data consistency and accuracy on the phenomena under investigation. Furthermore, consistency of data was ensured when data analysis documents were compared to original transcripts by the peer researcher (the statistician through a Nvivo 12 Pro software). All records and notes were kept in safe storage. A well-grounded research must be able to show confirmability when

research findings show the degree of neutrality. In fact, it must be apparent and transparent to ascertain originality that confirms participants' responses and have no forms of biases related to the researcher's personal motivations. The authenticity of data analysis procedures on ET were treated objectively, and were considered in the manner they were solicited in order to maintain validity of the responses obtained. This is why member checking was done during data collection.

d) Transferability: Transferability is the state in which qualitative results can be used under dissimilar contexts or settings so that the quality of the results portray their originality free from researcher biases (Trochim 2006). In order to achieve the verity of the information collected the researcher's interpretation was informed by a detailed methodology. Data was collected and analysed as it emerged from focus group discussions and interviews. The study endeavoured to describe the responses from participants. Demographics and descriptive data were added to ensure a clear understanding of the reader about the participants. The researcher was the custodian of all the data analysis documents used to solicit answers for the research questions. Past studies require researchers to make strong, albeit diverse descriptions related to culture, context and characteristics of participants. The study's context was crucial since participants lived in different towns and different institutions, thus, having different backgrounds on entrepreneurship training perspectives.

4.21 Trustworthiness

- Audit trails

According to Merriam and Associates (2020) audit trails are details in a research study that include the data collection procedure, the process of deriving categories and the decisions made

in each stage throughout the inquiry. The researcher diarised the details by recording frustrations, questions and decisions made in the whole study. Data was collected with minimum disturbances from lecturers. Inconveniences could not be avoided when students were not accessible for interviews in institution B when they were busy writing supplementary examinations.The research itinerary had to be rescheduled to accommodate realities of such disturbances. Guba and Lincoln (1989) express this as the surveillance of the investigator's own developing constructions, normally critical for establishing credibility. In this study, credibility had important connections with member checking.

- Member checks

According to Meriam and Associates (2020) member checking is the process of reconfirmation of data interpretations by taking it back to research subjects who had offered responses in order to verify its believability. According to Polit and Beck (2014:299) the process of member checking during or after collection and analysis of data could be done to validate the work officially or unofficially. To validate data accuracy member checking came under a rigorous data verificarion and checking process to screen and retain key words that were relevant to the research questions and more often said for lasting emphasis. This verification process went on even after the interviews. The researcher constantly checked the data by asking himself whether the data made sense during analysis.

- Investigator characteristics

During the research process the investigator should be cognisant of the changing circumstances by being responsive, sensitive, adaptable and being able to synthesise data holistically and consolidate the pieces of data (Shento 2004). Patton (2002) claims that credibility of the investigator is of superior importance in qualitative data because he/she is the outstanding instrument for the collection and analysis of data. In this qualitative study, the researcher presented the data, overall, from Institutions A, Institution B and former students working in

industry for analysis, immediately as it was collected. The investigator was open-minded, sensitive insightful and guided by what participants had spoken.

- Verification strategies

The verification strategies ensured both reliability and validity of data consisting of sampling sufficiency, data collection, methods consistency and theory development past the data analysis stage (Morse, Barrett, Mayan, Olson & Spiers 2002). In the first place, coherence in methods enhances congruence between research questions and components of methods. There is no linear path in the research process, so the question or methods may need to be modified. The sample was relevant and reliable, consisting of participants who were knowledgeable about entrepreneurship education curriculum. The study's qualitative samples were reliable and adequate as the students, lecturers and industry graduates had enough experience in ESD. Thirdly, collecting and analysing data concurrently formed a connection between what was known in literature, what was on the ground and what was still to be known. Fourthly, it was about thinking along the theoretical components. This happens when novel knowledge occurs as a result of emerging new ideas. It became possible when data already accumulated underwent verification and reconfirmation. It was the ability to think theoretically that prompted the researcher to develop a framework to assist the policy makers on how to reduce the figure of unemployed polytechnic graduates from amongst the unemployed youth in Zimbabwe.

4.22 Conclusion

This chapter explained the methodology and research design of this study. Phenomenological and Interpretism paradigm shifts were used in line with the qualitative research methodology. The justification included a case study. Procedures in presentation, interpretation and analysis were explained in detail. The study problem was highlighted and research questions posed to

find out EE's impact on the employment of polytechnic graduate students were stated. Furthermore, field work procedures and data collection instruments were discussed. This chapter addressed the issues of population and sampling procedure in data collection phases. The data trustworthiness process was documented through a holistic assessment of data reliability and validity. A detailed presentation of the data collected from the field is presented in the next chapter.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter unpacked the methodology of the thesis. In this chapter 5, the researcher presents the data collected from the field. The study adopted a qualitative research methodology in the fieldwork and the main tools used in data collection were focus group discussion interviews coupled with in-depth face–to-face interviews with national certificate graduates, lecturers and industry graduates, respectively. The intention of conducting the study was to establish the influence of EE curriculum on the employment skills of polytechnic graduates from the Midlands province of Zimbabwe. The major question to be answered was: does entrepreneurship education curriculum influence the employment of polytechnic graduates from the Midlands province?

This work followed a qualitative methodology in collecting data using focus group discussions and in-depth interviews, respectively. Understanding participants in social groups requires a prevailing natural atmosphere that enhances a more enabling environment, free from fear and uncertainty.This justifies the reason the research study employed focus group discussions and interviews. A focus group discussion is about “sharing common interests among people gathered for the purpose of discussing important information objectively that the researcher is keen to assemble” (Gibbs 1997; Lewis 1995). The focus group is an instrument which collects information from a number of informants who contribute their ideas, views, opinions and varying perceptions (Tracy 2013:6). This instrument relies on taping information that flows from purposively selected members and the information is adequate without use of statistical data. Focus group discussions

are widely employed in research conversations because they are popular and inexpensive when collecting information from many people unlike less popular techniques such as the Nominal Group Technique as a classic example of question methodology (Huge & Mukherjee 2017). From the target population of national certificate graduates the researcher used purposive sampling to recruit his subjects (Polit & Beck 2010) of lecturers who taught ESD and former polytechnic graduate students in the industry. The industry graduates (snowball sampled) participated in focus group discussions and in-depth face-to-face individual interviews. The research study answered seven research questions. Data from the first four research questions was collected from the institutions A and B cases. Data for the fifth and sixth research questions were collected from a tracer study by industry graduates (former polytechnic students) who own business start-ups in the Midlands province. The last research question catered for the novel framework that policymakers are requested to customise in order to reduce the number of unemployed polytechnic graduates in the Midlands province. The table 5.1 below shows participants from institution A.

Table 5.1: Demographic profile of focus group participants from institution A

Focus Group Name	Participant Code	Age	Gender	Qualifications
Focus Group 1	FGA1.1	22	F	National Certificate
	FGA1.2	25	F	National Certificate
	FGA1.3	28	M	National Certificate
	FGA1.4	26	M	National Certificate
Demographic profile of focus group participants in institution A				
Focus Group 2	FGA2.1	27	F	National Certificate
	FGA2.2	24	F	National Certificate
	FGA2.3	25	M	National Certificate
	FGA2.4	21	M	National Certificate

Source: Own source-Field work 2019

Table 5.1 above presents the demographic profiles of the focus group participants in Institution A. There were two focus groups that participated in the discussion interviews in this institution.

Eight national certificate graduate students constituted the two focus groups as illustrated in Table 5.1 above. A total of four participants at a time took part in focus group discussions, separately. In focus group 1, participants were in the age group range of between 22 and 28 years and focus group 2 had an age range of between 21 to 27 years. The proportions of participants in Focus Group 1 to the proportion of participants in Focus Group 2 are not significantly different. Thus, focus group 1 and 2 were similar in terms of age and characteristics relating to the knowledge of EE curriculum in their different settings. This justified the relevance of studying entrepreneurship skills development by these informants. The Global Entrepreneurship Monitor (2019) note that the youth (18-30 years) are more active in nascent entrepreneurship than the overall adult population because the youthhave the energy to drive their businesses forward. The age categories require support as they are eager to engage in prestart-up activities, hence, the need to adopt a stakeholder collective approach intervention for entrepreneurship education to enhance graduate start-ups. Nabi et al., (2006) observe the acute shortage of resources and support needed to influence decision processes for venture start-ups.

Table 5.1 presents the participants according to their gender groups.There were four females and four males . This implies that findings had equal number of gender representation since they had been purposively selected to take part in the interviews. There was, therefore, no gender bias. All the participants were national certificate graduates who had studied entrepreneurship skills development in their first year of college. In addition, their location was in Midlands province town and the researcher had met them at institution A.

Table 5. 2 Demographic profile of interview lecturers from institution A

Institution Name	Participant Code	Age	Gender	Qualifications	Work Experience
A	LA1	47	M	DIP MKT	18
A	LA2	43	M	DIP MKT	9

Source: Own source-Field work (2019)

The two lecturers who participated in the study were aged 43 and 47, respectively, and both were males. This had no relationship to gender bias since there were no female lecturers teaching entrepreneurship skills development in the institution. No female lecturer had a qualification to teach EE. Besides that reason, teaching the subject was demanding hence females opted to teach in disciplines of their specialisations. The lecturers were ideal participants due to their long experience of teaching ESD in institution A. With this result, the study confirmed that teaching experience was central to the activation of the entrepreneurial mind-sets of students. This is in line with Chuah et al's (2015) postulation that the educator's level of experience is important because it builds up intent in learners and the students look up to the support and encouragement of learning experiences that allow them to develop. The table 5.3 below shows the demographic profiles of participants from institution B

Table 5.3: Demographic profile of focus group participants in institution B

Focus Group Name	Participant Code	Age	Gender	Qualifications
Focus Group 1	FGB1.1	24	F	National Certificate
	FGB1.2	25	F	National Certificate
	FGB1.3	25	M	National Certificate
	FGB1.4	29	M	National Certificate
Demographic profiles of focus group participants in institution B				
Focus Group 2	FGB2.1	23	F	National Certificate
	FGB2.2	27	F	National Certificate
	FGB2.3	25	M	National Certificate
	FGB2.4	26	M	National Certificate

Source: Own source-Field work (2019)

There were two focus groups that participated in focus group discussion in this institution as indicated in table 5.3 above. A total of four participants took part in each focus group discussions separately. In focus group 1 participants were in the age range of 24 to 29 years, contrary to the age range of 23 to 27 years. This group of participants was found ideal for the study on the entrepreneurship skills development (ESD) of the youth. Moreover, the results could also be valuable for policymakers on youth entrepreneurship development in Zimbabwe. The need for policy coincides with the literature reference point that government must promote EE through legal frameworks, regulations, policies, institutions, national plans and agendas to shape the context of EE in education systems (UNCTAD 2015) in Zimbabwe. The study opines that the age bracket of 23 to 29 needs more generic experience and knowledge due to its potential to engage in early stage venture start-ups.

In both focus group age brackets there were equal numbers of participants in respect to gender. The results reflect that views from either males or females were inclusive and, thus, participation in entrepreneurship is gender inclusivie. There are important insights that can pivot on how EE curriculum influences gender in view of experience and maturity. It is noted in existing studies (Fayolle & Gailly 2015) that the previous entrepreneurial experience affects gender to a certain extent although this research did not take gender for further research as an individual construct.

Table 5.4 Demographic profile of lecturer in-depth interviews in institution B

Institution Name	Participant Code	Age	Gender	Qualifications	Work Experience
B	LB1	48	M	Degree MKT	11
B	LB2	44	M	Degree Economics	9

Source: Own source-Field work (2019)

Table 5.4 above shows that lecturer participants were both males and aged 44 and 48 years, respectively. The demographic data is relevant as it depicts a mature calibre of lecturers

supported by long years of experience in teaching ESD in this institution. The lecturers wereboth holders of degrees in Marketing and Economics, respectively. However, the qualifications of the two educators were not in any way related to entrepreneurship education which could have compromised the quality of teaching this subject. Unfortunately, the results show no credence to gender parity as there were no female lecturers who taught entrepreneurship in institution B. Female lecturers lackedspecialisation in the EE subject area, hence did not have an interest to teach the subject.

Table 5.5 Demographic profile of industry graduates interviews

Participant Code	Age	Gender	Qualifications	Experience in Business	Type of Business
P1	31	F	HND-P/Supply	3 years	Clothing and kitchen ware
P2	38	F	Transport & Logistics Degree	18 years	Cross border Trading
P3	34	M	ND-Banking & Fin.	6 years	Cross Border Trading
P4	31	M	HND-Accountancy	5 years	Selling Hardware Electrical
P5	33	F	ND-P/Supply	2 years	Clothing
P6	41	M	ND-Electrical	10 years	Electrical Engineering
P7	24	F	ND-P/Supply	2 years	Poultry
P8	38	F	HND-Accountancy	5 years	Clothing and Food Stuff
P9	35	F	ND-HRM	2 years	Selling Cosmetics
P10	28	M	ND-ICT	5 years	ICT Repairs
P11	24	M	ND-Quantity Survey	3 years	Car Radiator Repairs
P12	29	M	ND-Diesel Plant Fit.	7 years	Fabrication, Fit & Turning

Source: Own source-Field work (2021)

The biographical information for twelve graduates working in industry was obtained.There were six male and six female paricipants in total. These graduates owned businesses which they had

started after graduation with National Diploma and Higher National Diploma courses. The industry graduates owned different entrepreneurial employment activities as depicted in the above table. Four interview participants' age groups ranged between 24 and 29 years and the other eight were aged between 31 and 41 years.

The data from this table shows that EE was associated with age and experience in business. This is confirmed in the above table which shows one female business owner who had a degree in Transport and Logistics and had eighteen years of experience in cross border trading. Two participants had HNDs in Accountancy and Purchasing and Supply Management, respectively. The rest of the participants were holders of national diplomas. A 41 year old interviewee had ten years of experience as an automotive electrical engineer. He graduated with a National Diploma. Thus, five business owners had two to three years of experience in entrepreneurial employment activities. The results reflect that the national diploma graduates participants dominated this research and also indicates that graduates who owned businesses in Zimbabwe were highly educated. The other seven (58%) had fiveto eighteen years of experience as entrepreneurial business owners. It can be noted that education played an indispensable role for the influence EE had on venture start-ups. This study reflects that a good education gives an edge for efficient business operation, setting up and running the actual business start-up (Zafer, Mustafa & Iraq 2017). The foregoing also supports the view that the impact of employability skills on graduates presented the idea of running a business after completion of their course studies (Krueger 2000: 130). However, the level of education acquired was important to understand issues related to entrepreneurship business start-ups as evidenced by the experience shown in manning own venture start-ups.

Table 5.6 Demographic profile of focus group graduates in industry

Participant Code	Age	Gender	Qualifications	Experience in Business	Type of Business
FGP13	24	F	ND-P/Supply	2 years	Poultry
FGP14	28	M	ND-Marketing	3 years	Poultry
FGP15	25	M	ND-P/Supply	2 years	Clothing
FGP16	33	F	ND-HRM	2 years	Clothing
FGP17	25	M	ND-P/Supply	3 years	Poultry
FGP18	31	M	HND-Accountancy	5 years	Selling Electrical Goods
FGP19	34	M	ND-Banking & Fin.	6 years	Cross Border Trading
FGP20	38	F	Transport & Logistics Degree	18 years	Cross Border Trading

Source: Own source-Field work (2021)

From this study there were eight industry graduates who took part in a single focus group discussion, of whom five were females and three were males. Table 5.5 shows that most participants (6) had national diploma qualifications, the other (2) had Higher National Diploma and one (1) a Transport and Logistics degree. The one with a degree had furthered her education from one of the universities in the country. It was quite interesting because the vast experience she had in entrepreneurial activities had the potential to improve knowledge on entrepreneurship and business management. Of the eight members five had two to three years of experience in self-employment activities while the other three have fiveto eighteen years of experience as entrepreneurs. The experiences in entrepreneurial businesses by participants suggest the essential knowledge needed to open up new business ventures. Thus, entrepreneurship education has aided the starting of self-businesses. Eurostat (2019:14) noteds that “A growing share of self-employed youth have a tertiary education”. Thus, education on entrepreneurship, experience and age have a net effect in starting and running business start-ups effectively. In addition, Table 5.6 shows that all of the twenty participants were from the

technical and business services industry. Thus, the research was dominated by paricipants from service industry. Their services were categorised as poultry, clothing, cross border trading and electrical service goods. Drawing conclusions from Table 5.6 above, the research study found that the major fundamental reason traceable to most entrepreneurs was the nature of their businesses that were established with the intention to avoid strict government intervention and regulation in Zimbabwe. An important factor here was the lack of financial capital for early stage ventures.

The findings presented in the study are results that came from national certificate graduates, lecturers and industry graduates (former polytechnic students). Triangulation was done through many sources that provided data on the same topic, particularly the forty participant sources. The themes evolved during data analysis were important in guiding the achievement of the research objectives. In the presentation of various themes, statements were occasionally taken directly from participants as they were presented. Results were also compared with related literature studies discussed in chapter 2 and 3. The next section presents and analyses findings on the influence of entrepreneurship education on employment of polytechnic graduate students from the Midlands province.

5.2 Data Presentation, Analysis and Discussion Of Findings

Findings from both sets of interviewees were presented and analysed. The themes that emerged were used to present the findings as reported. The first phase of this presentation is the report of findings from the two institutions A and B. The first findings were collected from institution A, where two lecturers participated in in-depth interviews and two focus groups of four students each were in this institution. There were four participants for each focus group. The second phase entails the presentation of findings from Institution B. The information was provided through face-to-face in-depth interviews by two lecturers and eight national certificate graduates who

participated in focus group discussions. Each focus group was made up offour participants in accordance with the view that “focus groups ideally consist of four to eight participants to make it manageable” (Kruger & Casey 2015:82). The third case results were collected from industry graduateswho had already graduated and employed. It is also recommended according to Krueger and Casey (2015:82) that “a small number of less than four groups be held, since data is analysed across groups until the point of data saturation”.

5.2.1 Qualitative data results

This section presents the approaches used to analyse qualitative data using Nvivo 12 Pro. This is a computer-aided software programme. This section is organised following the sub-themes: data analysis using Nvivo 12 Pro, analysis of interview data and content analysis.Research articles were used and they led to the general development of data analysis using resources such as in-depth interviews, voice recordings, transcriptions, visual diagrams and memos. The coding by nodes and running queries to produce conclusions enabled the analysis of data through developing resources which enabled verifications for the development of a framework. According to O’Neill’s (2012) postulation many researchers are more interested to analyse Nvivo data for reasons of achieving accuracy and generalisation to other context and complexities. The Nvivo software enhances the ability of researchers to achieve authenticity of work through rich data. In addition, plenty of data could be handled more accurately and easily if resources were availed in time. Handling data with Nvivo added rigour to the results (Czerkawski 2004).

Nvivo 12 Pro enabled constant comparisons to be made. These comparisons noted different patterns in data as it was analysed to attain data consistency and redundancy (Hutchison et al 2010). In order to analyse data using Nvivo 12 Pro, some four stages have been adopted from Edhlund (2011). In stage 1 the sources, values and classifications of data are developed. Stage 2, identifies the obvious topics and creating nodes. In stage 3 there is merging of nodes into

hierarchies, data sets, models and relationships, and running internal cross-case query analysis. In stage 4 there is verification and drawing a conclusion in which a theory or framework is developed.

The researcher developed a data base for the research study in order to keep a record of all the data sources. The data slots were both prevalent in memos and externals while other categories were in the internal sub-sections (O'Neill 2013). In-depth interviews were conducted with lecturers, students in polytechnic institutions and with Industry graduates (former polytechnic students) in the Midlands province. There were four focus groups of students who took part in the study. The fifth focus group comprised Industry graduates who were already running self-businesses in the province. The focus group discussion and in-depth lecturer interviews lasted between forty minutes and one hour. All the names of the institutions and individual participants were not disclosed for ethical reasons.

The internals for this research comprised audio files of interviews, transcriptions with forty participants being sources of primary data and also data from research articles. The comparisons and conclusions were used carefully to extract data recorded in memos and primary data. Externals were created for transcribed interviews in order to certify data reliability and analysis of audio interviews which were transcribed by a professional statistician so that consistency between audio recordings and transcribed report resonated. For data validity, the researcher also had to carefully listen to the audio recordings and match them with the transcripts. In terms of attributes, values and classifications, the research comprised both individuals and institutions. Attributes such as age, group, location and or individuals or institutional cases were used to give characteristics of a source. For example, two years, five years eighteen years, all denote values in experience of industry graduates in their businesses.

This is the stage for development of themes. Coding of the interview materials and grouping of related concepts were done. The themes clearly showed trends which also appeared in the

propositions. Nvivo 12 Pro, software helped by connecting the passage or item to a code. A source and reference were created with the names of the participants. This enabled the generation of queries (O'Neill, Booth & Lamb 2018). When axial coding was done by linking categories to its properties, the generation of thematic content analysis became easy to identify. According to Yin (2009) the least developed but most difficult aspects of a case work is its analysis. Nvivo 12 Pro software was used for coding and analysis purposes and for theme development.

Nvivo 12 Pro software was used to conduct content analysis, and this was done by a professional researcher already alluded to above. Coding was done and themes were developed. The codes were further merged into hierarchies. The themes were used to develop a data set where two different codes could be related to each other without experiencing any changes in the node structure (Bazeley 2007). The models that were developed through Nvivo 12 Pro were later used to examine analytical observations. In addition to models developed the visualisations in Nvivo software enabled the researcher to obtain a clear picture of the research themes that emerged during recording, coding and analysis. The coding of the participants' responses was analysed until point of saturation. Acording to Lowe et al. (2018) the level at which the interviewer would continuously receive similar information from the previously supplied information such that no more new data could emerge. In this section it is evident that Nvivo 12 Pro software improved the capacity for data analysis through the use of several ways to recover, catalogue and question raw data.

Table 5.7 Illustrates the description of themes emerging from the study. Tables 5.7 and 5.8 comprise superordinate themes, with constructed meanings and examples of significant statements/codes. These were essential in the content analysis and codes used in Nvivo 12 Pro. The overview of themes found in the study were given while justifying the constructed meanings with significant statements/codes.

Table 5.7 Descriptions of emergent themes from the research study

Themes	Constructed meaning	Examples of significant statements/codes
Self-motivation	Entrepreneurship starts with the individual's personal goals	Entrepreneurs have ambition, confidence,goal-setting, independence, optimism, self-confidence and self-esteem.
Ineffective teaching methods	Students fail to master entrepreneurship skills while at college	Mass lectures, no supervision of students, insufficient teaching time slots, lack of interactivity, no practical application, theoretical knowledge
Real-life experiences of entrepreneurship	Hands-on experiences of entrepreneurship led to the mastery of skills and learning the trade	Participation in family businesses, courses with practicals
Commercial subjects	Commercial subjects are aligned to entrepreneurship	Business Communication, Management, and Risk Management,Business administration, Business Information Systems, Business Maths, Business studies, Commerce, Economics, and Information Technology.
Lecturers' qualifications	Lecturers who are entrepreneurs seen as best role models for students. Lecturers from a discipline give relevant and course-specific assignments/examples	Need for lecturers who are entrepreneurs, subject/course-oriented lecturers
Outdated technology	Technology changes should be incorporated into the curriculum.	practice/skills-oriented trades such as engineering and mechanics, technological advancement, Chinese machines

Source: Nvivo 12 Pro. 2019-2021

Table 5.8 Descriptions of themes emerging from the research study

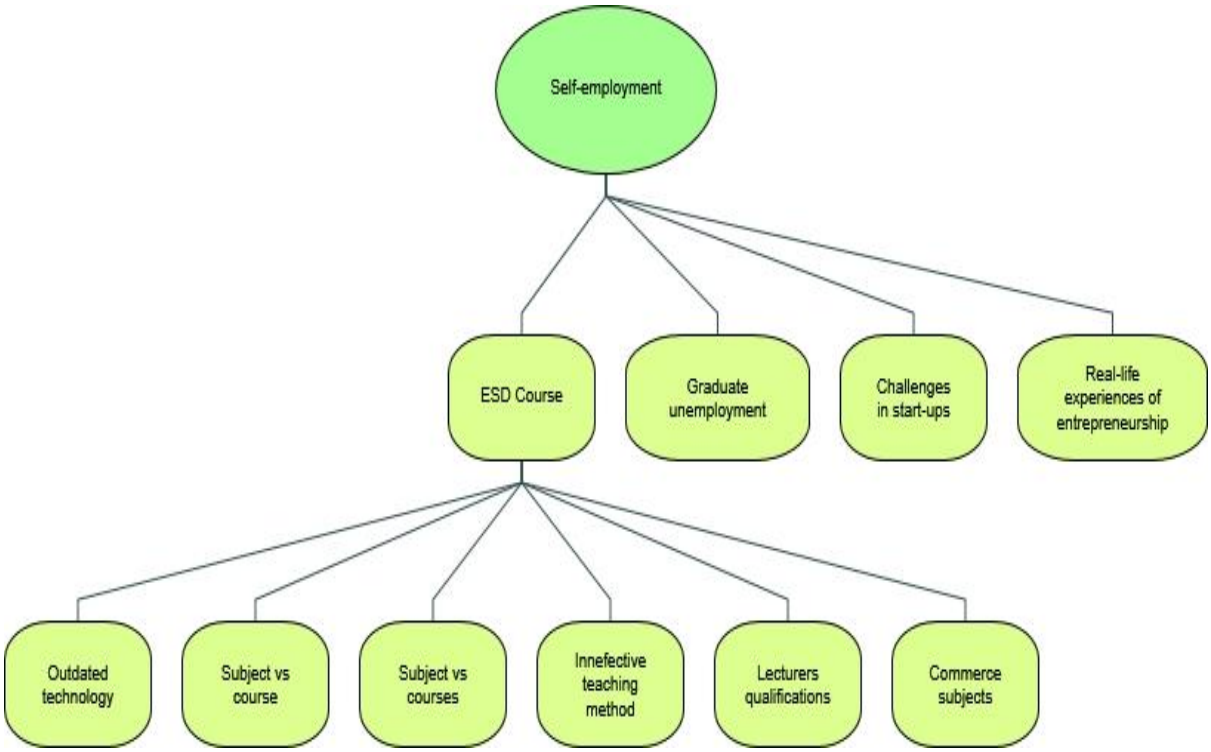
Themes	Constructed meaning	Examples of significant statements/codes
Real-world usage of skills learnt	Participants mention the skills they use on a day-to-day basis in the business world	Usage of Financial management skills/accounting, Small business management, human resources management, operations management etc. to run businesses
The course lacks depth	The course cannot lead to the application of entrepreneurship skills	Lack of practicals, the content of the course, no tracer studies, no adequate business formation skills
Subject vs course	Subject vs course. If ESD is introduced as a course, it would assist some people with resources to know how to turn the resources into entrepreneurial projects.	"aah we want ESD as a subject not as a course, as a subject it is fine but not for everyone in the department, as a subject you will be limited in terms of information so as a course its better" "ESD to be taught as a subject other say it must be taught as a course"
Self-employment	Former graduates are engaged in diverse entrepreneurial projects because of various factors, but mostly for the need of independence	Independence, economic challenges, role models (e.g., family businesses), entrepreneurship course
Challenges in starting up businesses	Notable challenges that affect graduates' entrepreneurial start-ups, occur at the macro level	Macroeconomic inflation, lack of capital, hostile regulations framework, corruption, stiff competition, and operational costs.
Self-efficacy in entrepreneurship	Negative, mixed and positive feelings expressed by the participants elaborate graduate's self-efficacy in entrepreneurship	"I think the graduates, to some extent, have interest, and to another extent, they have no interest"
Graduate unemployment	Graduate unemployment results from several factors in the micro to the macro environment	Negative attitude, lack of capital, ignorance, lack of confidence, the curriculum taught at college, hostile regulations framework, missed opportunities and laziness

Source: Nvivo 12 Pro. 2019-2021

The data set used to present information in Nvivo 12 Pro. Software was collected from the following sources used during field work. The researcher collected data from 2 male lecturers in institution A, 2 male lecturers from institution B, 2 focus groups discussions from Institution A including 4 female and 4 male participants (8) . There were also 2 focus groups from Institution B with 4 female and 4 male participants each. In addition, more information was collected from 12 interviewed polytechnic graduates in industry, 6 males and 6 females. The last data set came from a single industry focus group of 8 participants made up of 3 males and 5 females. The process of coding, theme development and data analytical observations by the Nvivo 12 Pro software, enabled rigor in the analysis of the participants' responses until saturation was attained.

Nvivo 12 Pro software was used to conduct content analysis, and this was done by a professional researcher already alluded to above. The following steps were taken to arrive at the data in Tables 5.7 and 5.8 above, while figure 5.1 below resonated with the whole process of coding for theme development. The data sets that were used to develop the themes included the fieldwork data from Institution A, and B focus group discussions, lecturers' in-depth face-to-face interviews, and interviews data from industry graduates. The codes were further merged into hierarchies. The themes were used to develop a data set where two different codes could be related to each other without experiencing any changes in the node structure (Bazeley 2007). The models that were developed through Nvivo 12 Pro were later used to examine analytical observations. In addition to models developed the visualisations in Nvivo software enabled the researcher to obtain a clear picture of the research themes that emerged during recording, coding and analysis. The coding of the participants' responses was analysed until the point of saturation. Acording to Lowe et al. (2018) saturation point is the level at which the interviewer would continuously receive similar information from the previously supplied such that no more new data could emerge. In this section it is evident that Nvivo 12 Pro software improved the capacity for data analysis through the use of several ways to recover, catalogue and question the raw data. Below is figure 5.1 showing the visiaulisation of themes found in this research study.

Figure 5.1 Conceptual visualisation of the themes found in the study



Source: Nvivo 12 Pro. 2019-2021

Figure 5.1 above shows the conceptual visualisation of the relationships of the themes found in the study. From Figure 5.1 it can be seen that most of the themes discuss the content relevance of the ESD course, the teaching methods and qualifications of lecturers and how these interact with self-employment, without excluding the personality traits that impact on behaviour in order to achieve one's personal goals. Other themes relate to challenges of self-employment and real-life experiences of entrepreneurship.

5.4 Research Question: How Does Entrepreneurship Education Curriculum Influence Students' Personality Traits in Polytechnics?

1 Research objective	Research question
To establish entrepreneurship education curriculum's influence on polytechnic graduate students' personality traits for employment.	How does entrepreneurship education influence curriculum polytechnic graduate students' personality traits for employment?

The study utilised the findings from the heart of the participants by asking them the characteristics that make entrepreneurship pivotal in influencing graduates' mind-sets, interests and motivation to ultimately venture into actual business start-ups. There were factors that came out from the in-depth interviews that were found critical for students to master so as to change their mind-sets towards venture creation. The traits such as innovativeness, self-confidence, creativity, perseverance, motivation, persistence, risk taking, hardworking and working under pressure were generated from data. The interviews comprised of focus group discussions and face-to-face in-depth interviews.

5.4.1 Influence of entrepreneurship education curriculum on students' personality traits for employment.

5.4.1.1 Sub theme: Self-motivation leads to entrepreneurship

Table 5.9 below shows that the participants felt that self-motivation was the highest trait that entrepreneurs should have. They defined self-motivation as having facets of ambition, confidence, goal-setting, independence, optimism, self-confidence and self-esteem. The second highly rated traits included creativity, hard-work/perseverance, and innovation. Lowly rated traits included inquisitiveness, intellectual capacity, innovation, philanthropy and, risk taking.

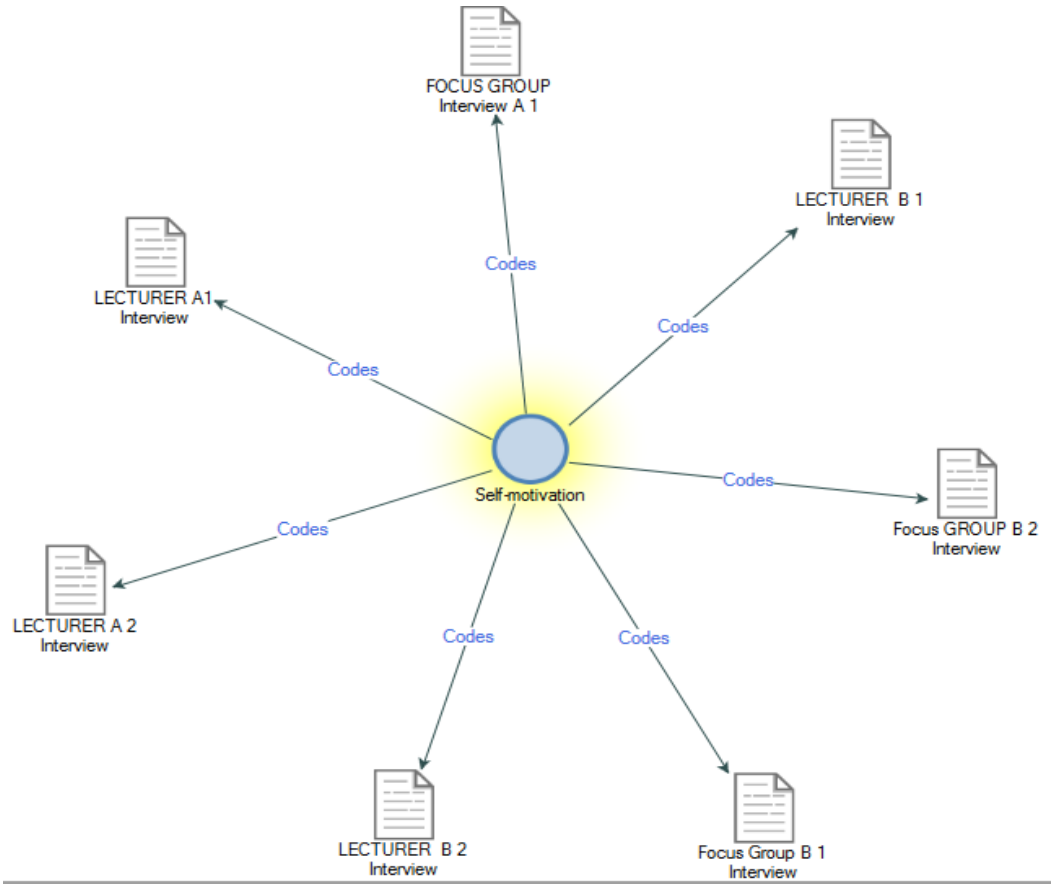
Table 5.9 : Personality traits of entrepreneurs

Trait	creativity	Hard work	humility	Self-motivation	Inquisitive Ness	Interlectual Capacity	Net working	Risk Taking	Philan thropy	Innovation
Ref (n)	3	3	2	19	1	1	2	1	1	3

Source: Nvivo 12 Pro. 2019-2021

Findings from the Nvivo 12 Pro, software informed that self-motivation embraces many characteristics that play a paramount role in influencing learners into venture start-ups. The self-motivation trait was discussed in interviews with lecturers and former students from the two institutions A1, A2, B1 & BA2 (see Figure 5.2) below.

Figure 5.2 An explore diagram of participants who mentioned self-motivation as a trait.



Soource: NVIVO 12 Pro. 2019-2021

It was discussed and found that students ought to harness more of motivational characteristics to keep their mind-sets alert to business. Lecturer participant B2 expressed the following quote. *They need to have intrinsic motivation, individually pushed, those intrinsic motivation, seeking for greatness, making names for themselves; by way of achievements. (Lecturer B 2).* In discussing self-motivation LA 1 reported that *In fact, what I see is an aspect of someone who wants to do things on his own, someone who wants to start his/her own venture, one who is self-determined to do those kind of things. Do things on their own; supervision free and having self-determination.* The results stand by motivation as the most activating trait to breed fearless entrepreneurs. Entrepreneurs were understood to be self-confident and could stand on their own.FGA 1.3 said *They are fearless and goal oriented.* This participant seemed inspired even though he aspired to possess the above traits through education in entrepreneurship. This participant was self-directed and informed of the characteristics that impel prospective entrepreneurs. He was a goal setter and did not allow himself to simply get into business with less know-how of business start-ups. In similar veinLFGB2 noted that *Our lecturers ought to take us through field trips to shape our traits in line with business requirements.* Of interest to this participant was that he was well informed of the personality traits that were needed for one to transit to self-employment after graduation. This finding aligns with **those of** Otache (2019) and Ahmad (2015), who confirm that EE capacitates students' personalities for employment generation and wealth creation.

Student participant FGA1.1 reported that: "*Learners must demonstrate traits that include; being fearless, goal achievement, motivation, self-esteem, creativity, risk taking, initiative, decision making, enthusiasm, being patient, dedication, role models and perseverance".* (FGA1.4) added*, Characteristically, students must have practical know how of doing business, in order for them to realise the traits that shape and guide the spirit for venture creation, but this is lacking".* Participant FGB2.4 concurred by noting that*"Personality traits that are identified with entrepreneurs are: confidence, optimism, dynamism, fearlessness, working under pressure, skilful, innovation, hardworking, persistence and self-motivation.* FGB1.2 further articulated that *At least if we are taught some of them can inspire us and boost our entrepreneurship orientation.*

The results indicate a consensus among participants that personality traits were critical for entrepreneurship businesses. They itemised several personality traits as a sign that they were aware of their importance in pre-start-ups activities.

Participant FGA 1.4 echoed G*ood communication with people, pursuing your own goals, innovativeness, risk taking and positive attitude must be important factors to consider. Lecturers can develop some of these traits through role playing and making field trips.* It follows that field work enhances the growth of personality traits of leaners. The calls for exposure and experience in the field is the main issue of concern. Participant FGB 1.3 mentioned that *Students need to be taught how to think outside the box so that they have more exposure and learn to redirect their feelings and emotions on business start-ups*. This finding resonates with Uher's (2017:2) postulation that a person's behaviour is compounded by thoughts, feelings, motivations and emotions which could be understood better while doing the work physically. It is important for venture owners to have experience and business skills.I In this way, they may know which product or service to offer and which risks to avoid or to co-exist with for the type of business they may chose. Participant FGA 2.2 posited that *We cannot start our own businesses because we do not have the right knowledge in business formation because our traits require proper development and fine tuning.* It seems that negative perceptions in starting new businesses impacted on the personalities of graduates which then posed greater barriers to business creation for youth (GEM 2019).

LA 2 respondent had this to say:*Deal with the mentality of the student if you want to make a grip on their traits. There is need for orientation when joining the polytechnic, not just to get certificates to be employed only; learners have a paid-employment mind-set.The aspect of starting their businesses rarely crosses their minds.* Entrepreneurship education can be taught (Huq & Gilbert 2017:168).This postulation corroborates Gamede and Uleanya's ideas (2018) where they draw attention to the ability to establish and grow own business start-ups as clear testimony that entrepreneurship education influences personality traits.

The point to note is that personality traits of graduates are influenced by fear.There is also lack of national stakeholder support for business creation by youths. Livontin (2019:8) reports that the ideas from entity theorists suggest that human attributes are permanently not subject to change. This view contradicts the assertion by Tran and Von Korflesch (2016) who note that personality traits contribute important insights in understanding an entrepreneur's behaviour. The findings of this research concur with the view that entrepreneur-behaviour can be understood through studying personality traits. Thus, education plays a pivotal role in answering how to influence graduates' mind-sets towards a spirit of owning a self-business.

FGB 2.4 states *As entrepreneurs we must possess characteristics like perseverance, decision making initiative, innovation and being confident to become more inspired. Our major problem is that we do not get to the field to have the feel of the activities and see how others are doing it.* Participants seemed to be very much informed of what they should have or do in order to move to the next step towards pre-venture start-ups. They generally have a positive mind to develop and shape their traits in line with business activities. The perseverance trait is a summary of many traits mentioned above in students who inspire towards venture creation.

Regarding personality traits that influence graduates, participant FGB 1.1 averred that "*The proper influence that we may gain from EE is to be taught creativity, risk taking, understanding one's potential. We can understand if we are practising entrepreneurship as trainees, running a tuckshop at this college can enhance our traits. I would rather be taught humility because when buying and selling, you have to be humble so that you deal with customers ethically" (FGB 1.2).* Participants may become flexible when making decisions as risk takers and business actions can be taken ethically. Being humble may require one to think through without making swift actions in business. The above findings are in total agreement that EE can influence learners through student centred learning activities and character building. Character building in this thesis is the art of changing the trait to fit into the new existing norm.

FGB1.3 said:

> *The underlying personality traits of an entrepreneur are self-motivation, self-esteem and goal-orientedness. To me the three are the pillars. You cannot venture if you do not have*

goals, if you are not motivated and if you lack self-esteem. Although we are taught goals in a business plan assignments it is not enough. Stories of former students who are now entrepreneurs will do us good".

There is need for a programme where successful former students could be called back to college and share the intricacies of self-venture start-ups. Following up former students who would have completed their education could go a long way in establishing how EE goals were being translated into actual business start-ups after college.

FGB 1.4 raised the concern that, *We need to be taught goal achievement, self-actualisation and determination as risk-takers. Research and presentation of many successful entrepreneurs like Strive Masiwa can be an open window"* . It seems activities to generate robust influence on personality traits are limited. Educators are more concerned with completing the syllabus in preparation for HEXCO public examinations than in skills development as commented by LA 2.

Participant Lecturer A 1's perception on personality traits that educators need to teach said the following;*Learners must have the capacity to innovate, ability to identify opportunities when they occur, learners should possess among others optimism, commitment and innovation, the ability to take risks, self-efficacy and locus of control.* Generally, students could be learning quite a handful of the traits but it seems the teaching approach was not giving particular attention that were cognisant to the environmental needs that could promote students to learn more skills. Practically, development of skills and competencies are supported by knowledge application to include creative thinking, effective communication as well as problem solving(Du toit 2018). For instance, entrepreneurial intention enhances and promotes career paths supported by a positive education which is cognisant of the dynamics in the environment. The Theory of Planned Behaviour echoes that the environment motivates the personality if it is desirable or feasible to do business (Ajzen 2011). The results of this thesis concur with the theory of entrepreneurship. These findings are in agreement and support the Theory of Planned Behaviour's constructs.

The participants were asked to elaborate on how entrepreneurship education influenced their personality traits. Lecturer Respondent A1 had this to say, *Through teaching, entrepreneurs must possess attributes that include skills in areas of specialisation e.g. Mechanical engineering, Fabrication, Boiler making in pursuit of their studying areas.* LB2 underscored the following,

> *Traits that help graduate students to become entrepreneurs, learning about optimism, maintaining a positive outlook of things or events, locus of control, creativity and self-efficacy which builds one's self-esteem. Discipline increases income and it requires discipline to manage funds, taught skills, management of finances, financial skills, marketing skills, human skills.*

Both students and lecturer participants concurred on the essentials of personality traits needed in business creation. All in all, findings note that the students were more of academics and had no previous experience in entrepreneurship. The point of experience was noted and concurred with Shultle-Holthaus's (2018) postulation that more often than not participatory learning and real-life experience were fostered by the mutual relationship to the cultural experiences that students enjoyed in a case study. Past studies by Fayolle and Gailly (2015) support this finding that experience influences the personality of students by creating a positive outlook in building entrepreneurial work. A gap in literature was observed by Fayolle and Gailly (2015) regarding entrepreneurial experience as affecting the influence of EE programme on a student.

The students may not be able to relate more positively to the positive influence of personality traits needed for venture start-ups. To them, the environment is anti-entrepreneurial for most of their time in college. Identified as an important trait in entrepreneurship is the inclination to take risks (Antoncic, Hisrich, Marks & Bachkirov 2018). This could limit the anti-entrepreneurial environment perception by learners.

Participant Lecturer A 2 had his own views on personality traits that learners ought to possess for successful venture start-ups. He opined that :

People who are prepared to do things on their own are self-driven, they are ambitious, courageous to do their own work.We need to teach aspects like self-determination and having discipline in running small ventures. It was going to work very well if we had innovation hubs at college, then we would supervise students thus monitoring how these traits are enhanced and shaped in line with one's own business idea . But we are under resourced, hence we have a limited influence on personality traits.

The knowledge on personality traits is not a problem but it seems the how part to influence some of the traits has remained a challenge, apparently exacerbated by lack of institutional support and other support from relevant stakeholders such as industrialists. Learners need to be optimistic and believe in success and achievement. The students need to persevere to reach levels that they see regarding other achievers in life. Entrepreneurial trait school of thought has found that entrepreneurs are not genetically different from others (Otache 2019). Hence, graduates need to set targets with a view of successful entrepreneurs in order to keep their motivation soaring. Earlier scholars reported results that support this study (McClelland 1961).

This research question was partially answered because the learners showed awareness of the personality traits although they claimed that they did not have adequate knowledge to enable them to increase their participation and engagement in entrepreneurship activities. The industry graduates were in total agreement that they had adequate knowledge on the traits which they used to start their own ventures. This conforms to Levine's and Rubenstein's (2017) assertions that personality traits have shown a wide range of entrepreneurial activities which denote differences among personalities. This scholarly work supports the research question. This observation resonates with the literature from scholars like Antoncic, Kregar, Singh and DeNoble (2015) who corroborated the view that the foundation of entrepreneurship is embedded in personality attributes of an entrepreneur and these personality characteristics are considered the pillars of entrepreneurship. Hence, graduates should pivot on their personality traits to become more successful in entrepreneurship businesses. In summary, the findings of this

research were supported by the Theory of Planned Behaviour, Entrepreneurial trait theory and McClelland's (1961) motivation theory.

5.5 Research Question: What is the Effectiveness of Entrepreneurship Education curriculum Epistemology on Students' Learning Skills in the Midlands Province?

2 Research objective	2 Research question
• To identify the effectiveness of entrepreneurship education epistemology on students' learning skills in Midlands Province.	• What is the effectiveness of entrepreneurship education epistemology on students' learning skills in Midlands Province?

5.5.1 Entrepreneurship education methods in teaching polytechnic students

5.5.1.1 Sub-theme: Ineffective teaching methods

Currently, the entrepreneurship education course is taught for one year at national certificate level only. The teaching methods include mass lectures, group assignments, practical lessons and projects. The mass lecture is the most used teaching method wherein a maximum of 100-400 students would be taught in the Great Hall. In response to the mass lecture method, international literature notes that there is a constraint that comes with big classes. It has been noted that particularly large classes do not promote fruitful and effective learning because they produce poor and negative results for the learners as a class contextual factor (UNESCO 2016). The mass lecture has been criticised for its lack of interactivity between the student and the teacher due to congested timetables and the need to complete the syllabus. Also, some participants criticised the one-year industrial attachment for its inadequacy to prepare students for entrepreneurship start-ups. This is exemplified in the quotations from participants below:

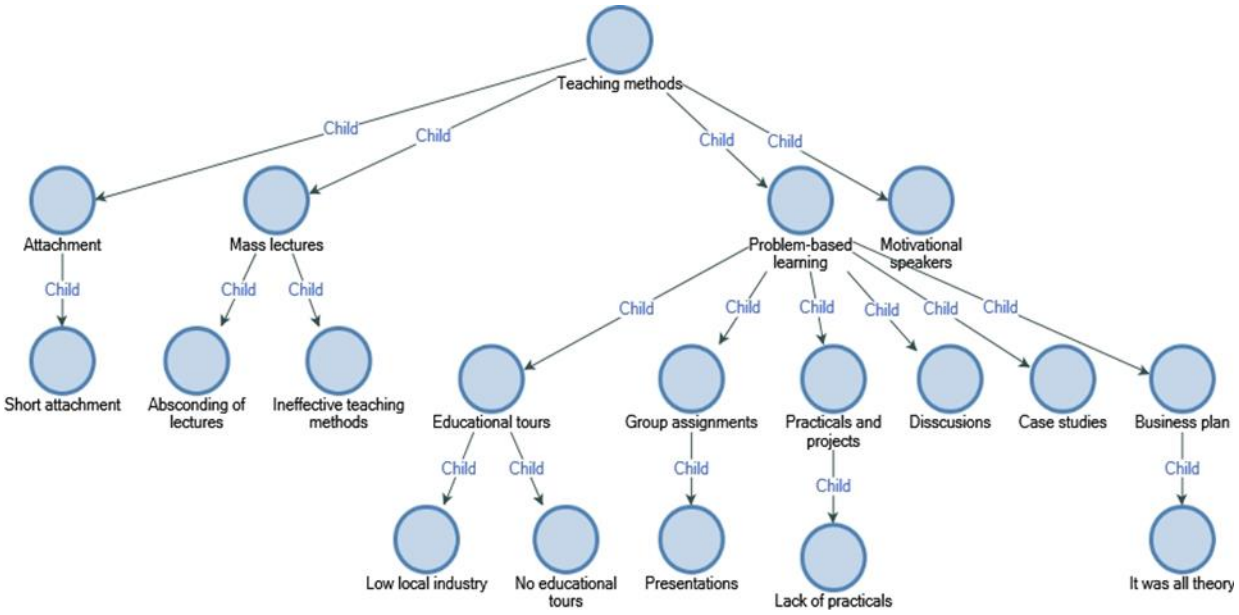
> *Lecturer-centered methods vary; case studies; business plan and lecturers conduct mass classes. The major challenges of mass-lectures is when teaching 300-400 students at once.*

This is due to shortage of staff; inadequate infrastructure, complex time tables which are too congested (LA 2).

Students find it difficult to come up with ideas. They hate supervision; students want autonomy; lecturers have a paid-employment intention than self-employment. There is one mass lecture per week for two and half hours. In addition lecturers rush to complete the syllabus. (L A1 Interview).

The lecture method dominated the learning continuum and participants felt that it was difficult to conduct any successful learning while policing 400 students in a squashed auditorium. This finding means that effective curriculum implementation could be flawed. Respondent LA2 commented that: *Teaching entrepreneurship content at tertiary institution level is teaching the old dog new tricks.* The entrepreneurship learning gap has existed from primary and secondary education curricula which do not include this subject. The emphasis was that the foundation of ESD at tertiary level was peripheral, hence not enough. Apparently, the basics of EE could have been introduced and laid at primary and secondary level to develop a better foundation and appreciation. These results conform to the statement made by His Excellency, Cyril Ramaphosa, the President of the Republic of South Africa, who publicly commented that: *If entrepreneurship is made part and parcel of the basic education school curriculum it would achieve levels of success* (City Press 2017). Below is Figure 5.3 exemplifying the teaching methodology and styles used in the polytechnics. The research advocates the need for lecturers and institutional support to provide enough infrastructural equipmnet to improve the teaching of entrepreneurship skills development. Below is a key conceptual map of the key teaching methods used for the ESD subject illustrated in Figure 5.3.

Figure 5.3 A conceptual map of the key teaching methods used for the ESD course subject



Source: Nvivo 12 Pro. 2019-2021

The mass lecture method and the learning venues have never been conducive for teaching learners. The methodology structure above presents a cross case analysis in terms of the teaching structures. It depicts inadequate attachment time allocation, yet attachment is very crucial in order for entrepreneurs to gain industrial experience. Students abscond the mass lectures and thus defeat the goal of teaching learners for entrepreneurship. Problem based teaching methods should be supported by practicals, educational tours, local industry support through offering attachments, apprenticeship and curriculum inputs, case studies and business plans. The down side of the methods is the lack of learning through entrepreneurship which gives an added advantage to experience real life ventures. Previous scholars also perceived the experience of real life ventures as something that could be harnessed through learning entrepreneurship (Piperopoulos & Dimov 2015; Scharmer et al 2020).

Lecturer A1 observed that:

> *Lecturer-centered methods vary: Case studies; Business plans; mass lecture classes. There are major challenges of mass-lecturers when teaching 300-400 students at once.This is due to shortage of staff; inadequate infrastructure, complex time tables which are too congested. Students find it difficult to come up with ideas, they hate supervision. Students want autonomy; Lecturers have a paid-employment intention than self-employment .*

The following sentiments also came from graduate industry participant 11

> *You see the problem when you are still at college, most students, especially in those mass lectures don't find learning effective. Because when you are there, for example, it's a mass lecture, you are doing it in a great hall, so many people are there.If you are late for that lecture it means you will sit at the back…and we all know nothing good comes out at the back, there are noise makers there, people are doing everything, so most of the times people wouldn't want to attend those lectures.(Participant 11).*

The above findings confirm the weaknesses noted in EE delivery.This has the potential to compromise the effectiveness of the methods in teaching EE such that learners' traits could not be fully geared towards entrepreneurship designs and processing of services and products. Recent literature ostensibly posits that in order for learners to make quality and sellable products on a small scale they should develop knowledge and practical skills (Umalusi 2014). The practical skills have not been given an upper hand in the teaching phenomenon, hence students may have deficiency in knowledge and skills in EE for venture start-ups.

FGA1.3 mentioned that *A business plan and lecture methods are the main knowledge transmission tools.* When asked about the content that must be taught, participants FGB1.2 and FGB2.3 both concurred and proffered the following *risk-taking levels, business ideas, customer care, managerial skills, business plans and ideas, business ethics and social responsibility.* Other

participants like FGA1.2 posited that *Public lectures with entrepreneurs are needed. Content is silent yet it has to provide benefits of being entrepreneurs. The content is full of theory without practicals. There are no real life scenarios".*

FGA 2.4 resonated the above feelings in *the words : The content does not give a feasibility study of a business plan with operating stakeholders.*

With these findings, it was not surprising that the attitude towards entrepreneurship skills development had a negative influence that could have led to an increase in graduates who shun early-stage venture start-ups, given a choice. These findings resonate with Othman and Nasrudin's (2016:882) studies of the five Malaysian polytechnics on instructional dimension of the entrepreneurship subject whofound out that institutions could not produce many graduates for entrepreneurship business due to inadequate content.

The group assignment was used for hands-on projects for students conducting market research in order to develop a sound business plan. The lecturers found that the group assignment allowed more interactivity between students and the people whom they met. However, the downside was that students sometimes copied the business plan. The students claimed that the course was too theoretical, contrary to the lecturer's statement that there were practicals. Some students like FGB 1.3 felt that tours (e.g., to America or China) should be included as part of the teaching methods to motivate students with entrepreneurship ideas from real-world experience. Also, it seemed the students wanted a real-life entrepreneurship project to manage rather than merely writing a business plan. This is shown in the interview responses that follows. The interviewer asked the respondent if entrepreneurship education teaching was skewed to practicals or to theory or whether the educators balanced both theory and practical. Participants echoed responses such as :

Yes, in fact it was more of theory.

Alright, so the way you were taught was it more of practical or more of theory? (Interviewer).

In follow up the interviewer persisted*,Was it more than practical stuff?*

Participant 7: *Yes, when you do it practically you begin to see the challenges.* When the interviewer asked about the type of practical, in terms of whether students did craft a business plan, Participant 7 replied *Yes I am able to craft a business plan.* The lack of skills development was blamed on the lack of practical application of the entrepreneurship theory. As such, students' talents were not actualised due to inadequate practical skills. In brief, learners' learning was limited in understanding EE and that was a serious setback stifling motivation for venture start-ups.

In addition, FGA1.3 mentioned a business plan and lecture methods as the main knowledge transmission tools. On a different note Ibrahim, Baharuddin, Jamil and Rosle (2017:213), in their postulation, criticise the teaching of a business plan as a peripheral method or instruction thus:"a business plan does not structure learning rather it falls in the entrepreneurial learning process". Hence, a gap in learning is encountered by students through the use of a business plan which has been considere as ineffective. Participant FGB2.3 complained that, *Lecturers force students to adopt a business idea they suggest when crafting a business plan. Our learning opportunities are very slim and lack innovation.The very intention is for learners to master the knowledge for the examinations.* However, in contrast to this finding a business plan was also found to be an effective method of delivery. Bell and Bell (2016) argue that a business plan is effective in experiential learning or practical learning. The inconsistent scholarly work calls for further research to be done in order to empirically avail substantial contribution to pedagogy in respect to the use of a business plan in teaching ESD.

5.5.1.2 Subtheme: Outdated technology

Another downside experienced by students who are in practice/skills-oriented trades such as engineering and mechanics was that the technology used in the colleges was outdated. Whereas technology has advanced in the world outside of college, students have been left with inadequate skills. Industry Participant 12 with an engineering background said the following:

> *My father went to this polytechnic some 30 years ago and used the machines I am using now. Due to changes in technology the machines being brought by the Chinese now are being used to manufacture the products that are in the market today. As entrepreneurs we do not have exposure to new technology that is being used today. It affects my business as technology develops.People come with different problems which require latest technology.If you don't have the technology it will be difficult to understand the job or do that job unless you go and buy that machine technology. (Participant 12).*

Participant FGB1.4 had this to say about EE teaching methods:

> *The danger in theorising practical things is that students are not able to visualize theoretical aspects due to the syllabus which is examination-tailored.This may affect the effectiveness of such approaches.For instance,there is use of historical methods and these discourage creativity and innovation in business.(FGB1.4).*

All it implies is that when educators are not using the experiential learning or problem based learning as the most ideal methods for teaching EE, curriculum is compromised. In addition, lack of resources to effectively transmit the instruction would stifle knowledge acquisition and a spirit of motivation towards self-enterprises. An analysis of these results indicate that the educators can stifle innovation and creativity because of their teaching approaches. Hynes and Richardson (2007) indicate that students ought to acquire knowledge, entrepreneurial skills and aptitudes which are more innovative and flexible in an ever-changing environment, not just learning to

start up new businesses. There is a negative relationship between the teaching approach and the need to motivate students to open early-stage ventures in line with what the environment holds. There may be a problem of policy inconsistency as students' career choices do not tally with the new trends in the labour market (Sibiya & Nyembezi 2018). Learners believe that their interests are not being cultivated. Rather, what dominates is the educator-centred teaching approaches apparently tailored to complete the syllabus for public examination purposes.

Students thought that for the instructional methods used to be effective they should prepare the learners to be able to do the following as also suggested by Lecturerinterviewee B2:

> *There is need to have several tuck shops, internet cafees in the college for a start, electronic cash (Ecocash) in the college and live project management so that students (national certificate graduates) are exposed to practical realities of business start-ups.*

Participant FGA2.4 reiterated that *the whole teaching is mere lip service because some lecturers are not even competent* (Participant FGA2.4). The aforementioned results conform with those of Othman and Nasrudin (2016) who observe that students' inspirations are betrayed by several factors such as polarisation of curriculum and unconducive learning environment which create several flaws in the implementation of EE programmes.

The lecture method has been criticised as indicated in the responses by national certificate graduates. For example, one focus group member, B2.4, said: *Teaching of more than 300 students in a mass lecture is not feasible. Meeting with real entrepreneurs was quite unheard of once a term or once per two terms..* One participant in FGA1.1 said: *Lecture method is effective because it helps the lecturer to deliver and make many students understand better at once.Teaching methods vary so one uses a comfortable method one chooses.* The participant hailed the teaching method and it may not be surprising that participants 1 up to participant 20 have owned businesses today because they have graduated from polytechnics. Focus Group participant A2.4 posited that, *training methods are important because they lead us students in*

the right way of doing things.They provide guidance and drive the entrepreneur graduate to go into the field. On the same note, Respondent Lecturer A2 added that,*Training methods are important as they contribute to students' understanding of entrepreneurship and ways through which creativity can be enhanced.*

In contrast, Respondent LB2 disagreed and said: *Lecture method is preferred but not effective due to mass lecture teaching practice, use of congested timetable with many subjects. As lecturers we are bound to rush in order to complete the syllabus.* FGB1.3 confirmed that: *Theoretical teaching strategies discourage development of self-employment initiatives, mass lectures do not allow many questions to be asked and they also discourage innovation hence the effectiveness is partial.* The EE subject requires methods that are learner-centred. This is imperative because ESD learners should understand the value of the subject and how it could assist them in their careers as young entrepreneurs.

Perception of effectiveness has remained negative among interviewees. There is a disagreement in the results supplied with regard to effectiveness of the educators' methods of lesson delivery. Other participants support the teaching approaches that educators use to deliver instruction. For instance, Participant FGA1.1 said, *Lecture method is effective, it helps the lecturer to deliver and make many students understand better at once.Teaching methods vary so one uses a comfortable method he/she chooses*. However, weaknesses in methods raised a flag as shown in previous scholarly work. According to the Human Capital Development Theory as put by Becker (1964; 1993) knowledge and skills are the contextual factors educators must focus on in order to understand human development success. This disclosed that lecturers' incompetencies could be mirrored in their use of approaches that were not learner-centred. In line with previous research conducted in Ghana, Namibia, Zambia, Tanzania and South Africa, Fejes, Nylund and Wallin (2018) authors were prompted to conclude that lecturers lacked requisite competencies to transform teaching to its better levels.

Participant LB1 further noted::

> *The learning approach becomes too bookish. In most cases there is overreliance on books alone instead of relating information in books to real life situations. Some learning methods give room to think but the lecture method is too restrictive.*

The responses seem to agree that the teaching methods used may be important but they lack effectiveness to change learners' behaviour towards early stage venture start-ups to a certain extent. Although it has been noted that the teaching is important, the findings of this study expands that of Nwosu and John (2018) who posit that although the students gain the knowledge the type of classroom teaching mostly focuses on concepts and not marketable skills. The research indicates that there were more activities of a practical nature that could be taught preferably outside the classroom environment to improve understanding of ESD by all stakeholders.Lack of EE understanding by government, principals, educators and industrialists may deny Zimbabwe the full potential of the subject (EE) that could contribute to the economy, including job creation and poverty alleviation (Mvula 2018).

5.5.1.3 Sub-theme: Real-life experiences of entrepreneurship

Students who had real-life experiences from their professions or had practicals included in their course used their knowledge and experience to augment the lack of practicals in the ESD course. The excerpts below show how one student from Purchasing and Supply Management and another from Engineering transferred their knowledge and skills from the ESD course:

> *We used to do practicals and projects, we used to go out like visiting supermarkets as per the course I was doing…For me I actually benefitted since I was doing Purchasing and Supply Management. I had the knowledge to see the setup of the warehouse, how things are set up in the warehouse. I was also able to know how I was supposed to put my clothes so that there would be a way toattractcustomers. I also learnt how to do stocktaking,*

which I believed would further help me to understand when I have my own company(Industry Graduate Participant 1).

Field trips are a very effective practical based method of learning. The above participant got the experience, hands-on and was confident to start her own company.

I actually started it before I went to college. My daddy was into Engineering for quite some time. So, growing up, I just spent my time in my daddy's workshop and he was always teaching me how to use my hands. So, at college I just went for an extra educational qualification but on practical side I actually was ahead of others… We were given tasks to do like you could be asked to make a product for someone and then you were made to calculate the price of the product right from the materials you used for you to earn a living out of that… It was more of practicals because in theory what we use now is communication skills but on practicals. I have to know what I have to provide. I have to provide something good for me to get something in return. (Participant 12).

The issue of a role model cannot be ignored as it has a positive impact on embracing self-start-ups intentions. There is an important connection between role models and the subsequent behaviour of the entrepreneur. The Theory of Planned Behaviour confirms the view that entrepreneurs have made their decisions to perform or not perform at an event towards entrepreneurial intention from the support of family members as evidenced by Industry graduate participant 12. Ideally, many graduates would continue to openown ventures with or without any form of sponsorship. This postulation corroborates the study by Panwar (2020) in London he studied the impact of entrepreneurship education on students' entrepreneurial intention. Hs results conform to the findings of this research. He found a relationship that existed between entrepreneurial intention and the family role model.

Participants FGB 2.1 and 2.4 posited that:

There is lack of interviews with real entrepreneurs, lazy students do not work and they hate coming up with a business plan, theoretical lessons were given with no practicals, no guest speakers, lecturers are not entrepreneurs, there is a mismatch due to area of specialisation.

There are more barriers to learning about entrepreneurship education subject and sometimes some of the barriers are graduates-related. These findings are confirmed in prior research which states that;Youths are likely to cite “fear of failure” as a barrier to start-up in European Union member states (GEM 2019:16).

It is hoped that practical lessons have innumerable benefits.To that effect, participants FGB2 strongly recommended that *lecturers ought to give scenarios of problems and solutions*. Problem-based learning methods and constructivist methods of teaching entrepreneurship education were not used. In the words of Lackeus (2016:1) “entrepreneurship competencies enhance an individual’s development to cope and even thrive in a global changing environment”. Entrepreneurial competencies are key variables among entrepreneurs. These findings support the incremental theory in that human attributes are subject to change in order to offset problems in a changing entrepreneurial environments.

5.6 Research Question: How Relevant is the Entrepreneurship Education Curriculum Content Being Taught to Students who Want to Engage Business Start-Ups?

3 Research objective	**3 Research question**
• To evaluate entrepreneurship education curriculum content being taught to influence knowledge for business start-ups to students.	• How relevant is entrepreneurship education curriculum content being taught to influence students’ knowledge about business start-ups ?

5.6.1 Subtheme: Commercial subjects

Table 5.3 shows the subjects that participants thought were relevant for entrepreneurship education. It can be seen that most of the subjects given are aligned to commerce rather than to areas of specialisation. Accounting (6) forms the highest subject, followed by Marketing (5), Business Communication (3), Management (2), and Risk Management (2). Other less prominent subjects include National Strategic Studies (NASS), Records Keeping, Business Administration, Business Information Systems, Business Maths, B/F, P/S, Business Studies, Research Methods, Commerce, Economics, and Information Technology.

The results shown in Table 5.10 below reflect that Accounting and Marketing subjects were popularly considered by educators when teaching EE content. The inclination to teach Marketing more was thought to be a close link or connection the educators had with that subject course because they were specialists in the marketing discipline. The highest percentaage in Accounting and Marketing was attributed to the fact that participants shop some of the subjects from other disciplines so they were more familaiar with them. An analysis indicated lack of adequate concentration in other courses that had lower scores. Business Communication and Management also came under the second rank.These two subjects were also being taught in other disciplines and students took advantage of the synergies in knowledge acquisition. The rest of the subjects seemed to be getting equal but minimum attention in terms of the content applicable to entrepreneurship skills development. These subjects are outlined in Table 5.10 below.

Table 5.10: Relevant entrepreneurship education courses

Course	References (N)
NASS	1
Accounting	6
Records keeping	1
Business communication	3
Business administration	1
Marketing	5
Business information system	1
Business Maths	1
Management	3
B/F	1
P/S	1
Risk management	2
Business studies	1
Research methods	1
Commerce	1
Economics	1
Information Technology	1

Source: Nvivo 2019-2021

There were suggestions that the content of the course should be increased to include entrepreneurial mind-set, personality traits of entrepreneurs, why entrepreneurship is important to the entrepreneur, why there are poor graduates, managerial efficacy, hand-on business plan and risk management. One participant said that the content was inadequate and outdated and that lecturers depended on “recycled notes” (FGA 1.4) However, another student applauded the content taught in the course, but felt that some of the lecturers’ inefficacies and poor traits were

the reasons why students did not excel in the course and in real-life. This student said the following:

> *The good content in the subject is affected by misinformation on the side of the lecturers, the content itself is good but no one can articulate it to our benefit.* – (FGA 1.4).

More opinions related to commercial subjects were recorded from participants during the data collection.For instance, FGB 2.4 observed, *Our syllabus is too general, topics with components of Accounting, Marketing, Record keeping and Management are taught in passing and there is lack of entrepreneurial knowledge and skills.* Participant FGA 1.1 and FGA 1.2 emphasised *that There was passive participation by students in the classroom., Business Plans were for marks and most of these business plan assignments were a group effort and there was rampant copying among students.* FGA 1.3 and FGA 1.4 similarly expressed the feeling that:*The content was relevant, educative but lacked proper enforcement, sometimes it depends on area of specialisation..*

LA2 affirmed that:

> *The content in the syllabus has topics from general subjects especially from management. Rather, the content must relate to one's area of specialisation. Where each department should have its own syllabus. Currently, as it is, syllabuses are wrongly constituted, so far there are no advantages yet*.

The findings imply that there were serious learning gaps in terms of entrepreneurship education curriculum content.To that effect, the methods of delivery were flawed. Such content material could be compromising the interests of national certificate graduates to foster a spirit of self business start-ups after completion of their studies. These findings resonate with Ahmad (2016) who concurs with Yasin et al. (2011:200) that "there is absence of relevant entrepreneurial skills, training and good teaching approaches among lecturers". It was, therefore, difficult for learners

to construct knowledge actively and to link it to existing ideas because they only studied for the sake of passing an assignment.

When asked about the content that must be taught, participants FGB1.2 and FGB2.3 both concurred and proffered the following, *risk-taking levels, business ideas, customer care, managerial skills, business plans and ideas, business ethics and social responsibility.* FGB 2.3 posited that;*Public lectures with entrepreneurs are needed. Content is silent yet it has to provide benefits of being entrepreneurs. P*articipant FGA1.*2* averred that*: The content is full of theory without practicals. There are no real life scenarios.* FGA2.4 also stated in agreement that:*The content does not give a feasibility study of a business plan with operating stakeholders.* With these findings it is not surprising that the attitude towards entrepreneurship skills development was negative. Positive and incentivising strategies are, therefore, needed to motivate students towards venture creation. A positive attitude leads to a stronger behavioural intention. These results disclose that entrepreneurial intention under this research question was very low and hence poor content assimilation stifled specific intentions to own a business. These findings resonate with Othman and Nasrudin's (2016:882) studies of the five Malaysian polytechnics on instructional dimension of the entrepreneurship subject where they found that lecturers could not produce many graduates for entrepreneurship business because of the inadequate content.

There were perceived content gaps, a disorganised structure of topics in entrepreneurship education curriculum, lack of training and lack of entrepreneurial experience as gathered from interviews. This development stifled self-employment intentions among graduates. These findings tend to deviate from the theory of Reasoned Action which states that before any behaviour occurs there is an intention to execute the specific desired behaviour provided it is also perceived as positive. Very low intentions would not positively motivate the feasibility of starting early-stage start-ups just as Bandura (2001:60) postulates that entrepreneurial performance is predicted by an individual's self-efficacy. This means that high self-efficacy is associated with many own venture start-ups and the reverse is true.

Some suggestions from informants were that the correct curriculum could pave way for graduates to be assisted in their start-up endeavours after graduation. Lecturer Participant LA1 said:*There is no model in Zimbabwe to trace the impact of entrepreneurship education after graduation.* This study has managed to fill the gap of lack of a tracer study to former students from polytechnics in the Midlands province. A lecturer from institution B (LB1) emphasised that: *Students leave college with basic knowledge and there are no follow-ups to check how they would be doing in the projects to translate the same content into reality.* Furthermore, Participant LB2 agreed with previous informants. He said: *Content can enable students to do businesses if they are taught how to source capital, how to come up with real and tangible business ideas, how to manage funds, how to cater for customers and on the content to enhance innovation and creativity.* Drawing some conclusions from these findings it can be said that EE content was not enough to empower the graduates with the content knowledge that could encourage the formation of early-stage venture start-ups. Past literature corroborates that when the right content is taught learners can be motivated to start self-businesses before completing their courses because the motivation drive would be more than anything ever (Davey & Hannon 2016:173).

FGB2.4 articulated that:

> *Accountancy in EE helps for the calculation of profits and costs. Business Ethics content is needed because it helps entrepreneurs to know how to handle customers. The major drawback with this subject is that it is not in any way oriented/related to practical realities of venture start-ups.*

This statement attests to lack of knowledge of the participant, a clear indication that EE learning has knowledge content gaps that become barriers because they lead to negative attitudes towards new business ventures. The Theory of Planned Behaviour (TPB) conforms to these results which contend that before people perform any behaviour, they may be controlled by their beliefs and attitudes (Ajzen 2005). If it is positive, a business venture would be created but if it is negative there would be slim chances to do so. That

is the essence of desirability and feasibility of the action, as corroborated by the theory of Shapero and Sokol (1982). The theory of planned behaviour also supports Shapero and Sokol (1982).

5.6.2 Sub-theme: Real-world usage of skills learnt

Former students used the content they learnt from college to manage and sustain their businesses. They spoke of how skills developed from courses which were used in real-life situations. The Table below shows the distribution of usage of skills learnt at college

Table 5.11 Distribution usage of skills learnt at college

Course	Oper. Mgt	F/mgt. Skills	Problems olving	Makting Skills	Comm Skills	Creativity Skills	Purchas Skills	Negotiat Skills
Ref (N)	6	10	2	16	3	1	1	1

Source: NVIVO 12 Pro. 2019-2021

Marketing skills (which include e-marketing and market research) were the highest used skill with 16, followed by Financial management skills/accounting (10), Small business management (business plan, human resources management, operations management (6) and the rest in the ranking order displayed in Table 5.15 above. Some participants said that they needed more than financial management and marketing skills for sustainability. Ideally, educators were fond of teaching marketing and accounting because they had a wide knowledge base in those areas. Some EE educators had high qualifications in marketing, with many modules shopped from accounting. These results, show that some learning areas such as engineering had learning set-backs due to educators' limited knowledge in disciplines. Educators should not pretend to be

jacks of all trades when teaching EE. There are other relevant skills which could not have been classified under the above list.Some of these are exemplified in the quotes below:

> *Discipline sir, sustains my business. In terms of cash flow, I manage it so well, I don't spend my money on luxurious stuff.* (Industry Participant 5).

> *Firstly, there is inflation, you have to know how to deal with inflation. You have to know the time and level to re-order the stock. You have to know which type of products you are supposed to buy. You should also know the market that you are targeting, the place that you are selling the products… Know the needs of each market, e.g., jeans are not good in rural areas, Know the timing of selling some products, know your prices and know the competitors' actions…You know that in business there is competition. So, you should know your competitors so that you can price your things, you have to make promotions of your products and you have to sell quality goods to sustain your business.* (Industry Participant 1).

However, the last three skills seemed to have been mixed up with content from courses such as Engineering and Logistics and Transport Management respectively. This is seen below:

> *The ones who were doing engineering, the ones who were doing the courses involved, yes they have been taught because l have a friend of mine she did clothing and technology.She is making a living out of that.She was never employed and l have seen another boy who did fabrication. He is doing burgular bars and gates for people and he is making a living out of it and he has never been employed.* (Industry Participant 2).

In addition to this, Participant 20 added that: *With negotiation skills I can attach that to the main course I was doing which involves negotiation skills.* The participant was asked the course she was doing and mentioned that she, *was studying Logistics and Transport Management.* These results showed that graduates who managed to open their own businesses tapped from the knowledge acquired in their disciplines or areas of specialisation. Uniquely, ESD has taken a subsidiary role in many subjects. Lecturers found their knowledge of content wanting or limited.

Thus, content in EE was also limited to students. This could be because of the educators' knowledge deficiency in teaching and the shortage of EE books and a limited syllabus. The outcomes of this study were consistent with an earlier study by Umalusi (2014), who propounds that the type of content should serve as scaffold for the enhancement of EE learning through skills development.

On the syllabus one of the participants said the following:

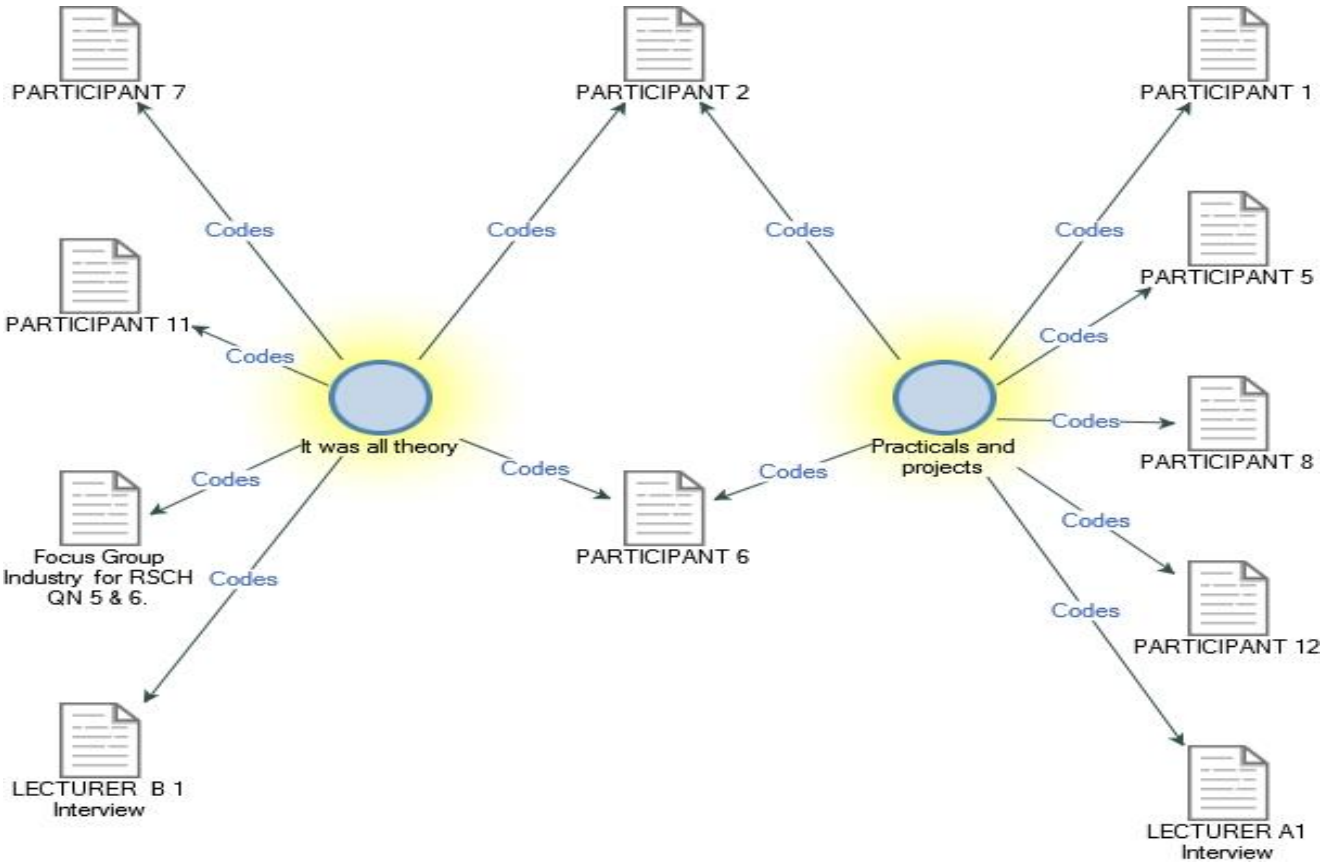
> *One who has to teach about entrepreneurship in the engineering department should be one from the Engineering Department. I say that because there are some areas you will need to link to the engineering side practically or theoretically* (Industry Participant 6).

It can be discerned from the findings that there was misalignment regarding the content being taught as it is considered general and lacking depth. Existing studies corroborate with this finding. Many researchers bemoan the lack of endurance given to entrepreneurship education associated with business, employment or commercial objectives.Rather, it is given peripheral attention, which denies students the opportunity to acquire the much needed knowledge (Frederiksen 2017; European Commission 2014).

5.6.3 Sub-theme: The course lacks depth

Some of the students criticised the content of the course for its lack of depth. They complained that the course was too theoretical and lacked practical application, perhaps due to the teaching methods used. This led some of the students to fail to develop business skills that could be applied in the real-world. Figure 5.5 shows how the participants discussed the theoretical aspects and whether there was any practical application of the subject. The figure shows that only two participants (Participant 2 & 6) discussed both the theoretical and practical application of the subject. However, the discussion did not have much deeper relevance to key content being measured.

Figure 5.4 Illustrating lack of depth in entrepreneurship education content



Source: Nvivo 12 Pro. 2019-2021

Figure 5.5 results disclosed that the lecturers did not make follow-ups on former students to evaluate whether they had mastered the skills that were needed for one to become an entrepreneur. The FGD participants gave the following perspectives about the depth of the course content.

Participant FGA3*: Students learned just in passing, no adequate business formation skills. So, this scares graduates from getting into entrepreneurship business.*

Participant FGB 2:*Even though, when the issue of content was ok, how can a lecturer deliver a worthwhile content in a lecture to 300-400 students at once?.*

The aforementioned results conform to Othman and Nasrudin (2016) who observe that students' inspirations were betrayed by several factors such as polarisation of the curriculum and

an unconducive learning environment which created several flaws in the implementation of EE programmes.

5.6.4 Sub-theme: Changing the ESD curriculum

Generally, the content in EE is not adequate to convince students to engage in early venture start-ups. Normally, the students who would still be in college rush to predict the outcome of the business before they can do it. These findings are consistent with previous studies in literature. Shook and Bratianu (2010) confirm these findings when they posit that the beliefs about the end results of any behaviour have remained the anchor to any decision taken about the next alternative move in life. Positive feelings beget positive outcomes, while negative feelings are associated with negative outcomes, alike.

Most of the recommendations from the seventeen participants were about the reformation of the ESD curriculum. However, there were divergent views on how the course should be structured. Table 5.12 summarises the perspectives given by the participants. The majority of the recommendations centred on the suggestion of the course versus subject, wherein most participants felt that ESD should be introduced as a course (national certificate or diploma, and from national certificate to degree level) instead of a subject that is subsumed in a course they were pursuing.

Table 5.12: Recommendations on the structure of the ESD curriculum

Recommendations	References Number
Course must be subject-oriented	5
Course vs subject	6
ESD should be at final year	3
ESD should be at ND3 level	1
Teach ESD at HND	1
Teach ESD at ND	1

Source: Nvivo 12 Pro. 2019-2021

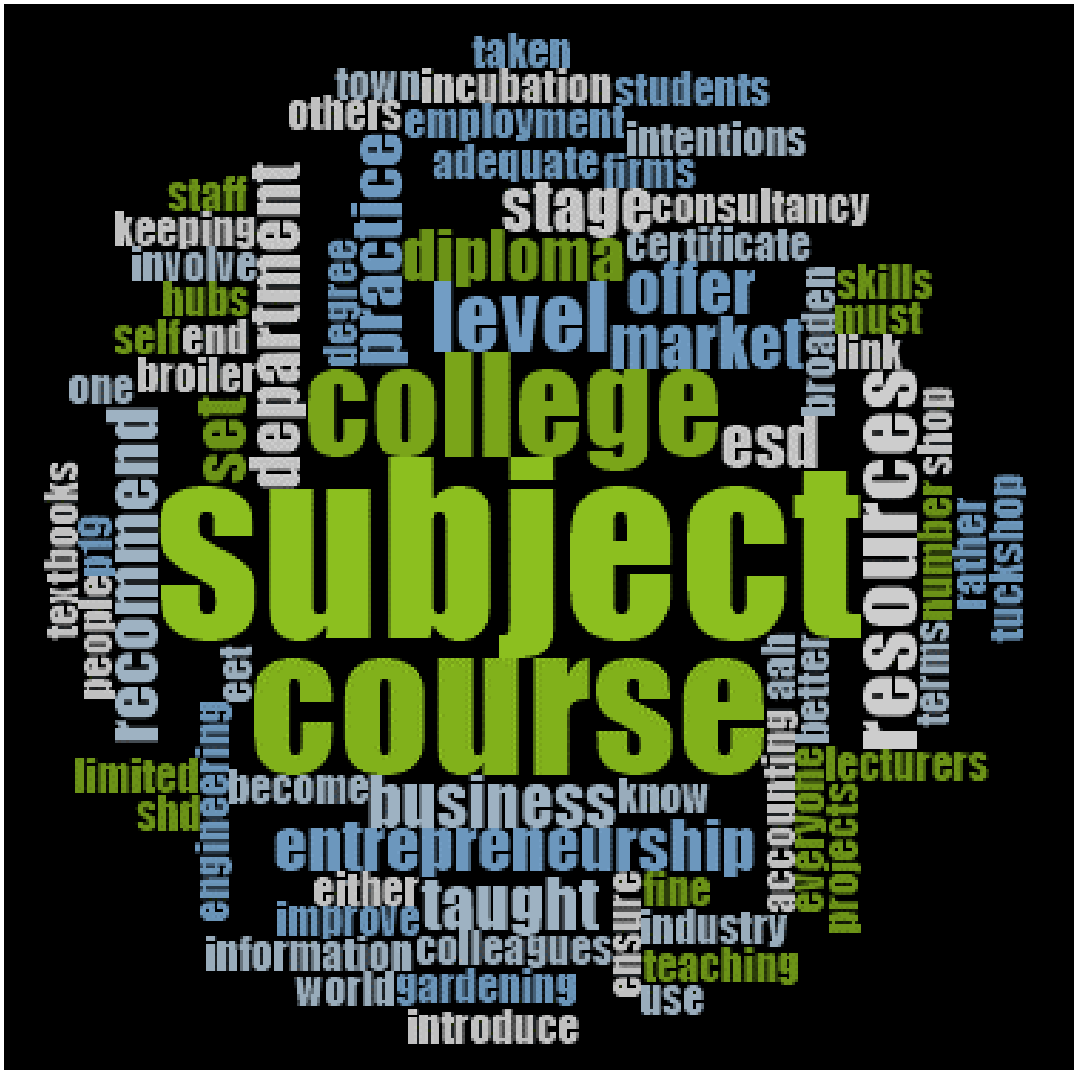
Table 5.13 indicates that the majority of participants preferred ESD as a course rather than as subject. A subject is limited to the extent of content taught as compared to the knowledge, skills and attitudes, as is the case. In the same manner, the participants recommended that the subject be oriented to one's area of specialisation so as to acquire knowledge that enhances that area of specialisation. That would prove an ideal advantage to start a business in one's area with minimum constraints. For instance, participants 20, 12, 6, and 1 echoed the easiness of business start-ups in their areas of specialisation.

Existing studies corroborate this finding. It is posited that entrepreneurship education is associated with business, employment or commercial objectives.It is given a rather peripheral attention which denies students the opportunity to acquire the much needed knowledge (Frederiksen 2017; European Commission 2014). The need to effect curriculum reforms was in the best interest to achieve the national goals and reduce unemployment and poverty through actual business start-ups.

Advocacy for curriculum reforms suggests that ESD should be a course on its own and remain subject-oriented. The participants who felt that the course should be more discipline/subject-oriented said that the syllabus should be informed by the area of specialisation. In this way, each

department would have its own syllabus. This novel idea is clearer in the following accounts. The participants felt that ESD would not be limited in terms of specialisation if it were introduced as a course which would allow students to master essential skills. If ESD was introduced as a course (perhaps at certificate to HND level), it would assist some people with resources to know how to turn the resources into entrepreneurial projects. Some of the key arguments are summarised in the word cloud in Figure 5.5 wherein additional resources are seen that could make this paradigm shift a reality, for example, incubation hubs and small projects (broilers, gardening and tuckshops).

Figure 5.5 Word cloud on the teaching of entrepreneurship as a subject versus a course



Source: Nvivo 12 Pro. 2019-2021

When participants responded to the question "What recommendations can you give to improve the implementation of ESD in Zimbabwe?"a word content analysis was done as indicated in Figure 5.7. The larger the word appears in the diagram, the more frequently it was mentioned by the participants in response to the question. Respondents received and reacted to the research question with mixed feelings. This question was answered partially because the participants in college noted many deficiencies in content. The industry graduates who became the tracer study participants avowed that the content was relevant but required some additions in practical form. The results also speak to the theory of Shepero and Sokol (1982) that says that only desirable intentions directly influence entrepreneurial intentions positively while undesirable situations breed negative intentions.

5.7 Research Question: How do Entrepreneurship Education Curriculum Competencies of Educators Influence Polytechnic Students' Employability Skills?

4 Research objective	4 Research question
• To analyse whether entrepreneurship education curriculum competencies of educators influence polytechnic students in the Midlands province.	• How do entrepreneurship education curriculum competencies of educators influence polytechnic students' employability skills?

5.7.1 Sub-theme: Lecturers' qualifications

Most of the students (8) were unsure about the lecturers' qualifications to teach the ESD course. Some of the students felt that the lecturers did not have specialised knowledge to teach the course (e.g. a higher learning qualifications) or enough subject knowledge to teach the course to

specialised groups. For some students, lecturers had to have their own businesses as a prerequisite to teach the course. The discussion below focuses on group and interview data:

> *Lecturers to have done higher level of education. Learners want to be taught by entrepreneurs; we need an automotive engineering entrepreneur in the field. Commerce lecturers cannot teach entrepreneurship in engineering. Students need reference in their fields of study.* (Focus Group 2 A).

> *Need for a degree in EET. Most lecturers are specialists in marketing it gives them a bias towards marketing, yet ESD is much more than marketing, Our learners are NC level so there is not much of a problem.* (Lecturer B 1 Interview).

When a question was asked on how lecturers could be assisted to improve competencies for teaching ESD both lecturers and students pointed out the need for capacitation. The popular sentiments among participants were that educators cannot be effective if they lack proper training in the teaching of the subject. For an example, Participant FGA1.4 echoed that: *One who is not an entrepreneur should not teach one to become an entrepreneur. We need renowned entrepreneurs. We also need lecturers who are serious entrepreneurs, we need proper business skills to do proper business.* These findings resonate with scholars who argue that the attitude of an individual is central to the decisions that are going to be manifested. The findings have been underlined in theories such as that of Shapero and Sokol (1982) which says individuals will do nothing until something happens to change the status quo. Thus, the change may be positive or negative. Necessity entrepreneurs are driven into entrepreneurship because of poverty.Students from well-to-do families may decide to look for a job of his/her own. This point resonated to industry graduate participant eleven (11).

Students added that they needed degreed entrepreneurs with a first class. They claimed that educators ought to possess professionally recognised courses like Association of Chartered Certified Accountants (ACCA), Chartered Institute of Secretaries (CIS) and Institute of People

Management of Zimbabwe (IPMZ), but in entrepreneurship discipline. Professional courses enhance the staff development of an individual member. Respondent LA1 concurred with views pointed out by students that educators must possess a minimum qualification of a first degree in entrepreneurship.

FGA2 participants stressed that *lectureship in entrepreneurship must be a call not an option.* They suggested the strategy of avoiding misinformation and careless communication which is not helpful at all. Shortcomings of educators were mentioned as lack of delivering skills, inadequate subject knowledge, lack of commitment and being psychologically out of touch with behaviours of students. The findings also noted that one cannot perform miracles while teaching over 300 students in a fully-packed hall.This came out from Focus Group Participant B2.4.

FGA1.2, like 1.3 averred that:

> *Lecturers do not have experience in entrepreneurship so they cannot talk from experience but from books. Educators' competencies cannot expose learners to the outside world. They do not understand what they are teaching because they lack the relevant knowledge and experience. We need an automotive engineering entrepreneur in the related field not a marketer.*

The quality of teaching is not hailed and, to some extent, depicts the educators' poor teaching capabilities.

Andragogy is pivotal in nurturing students in information dissemination and knowledge acquisition which may be critical to aid entrepreneurship networking regarding ideas in areas of speciality. LA2 stated that *to improve competencies, educators must have requisite technical skills in particular areas of specialisation. Skills are short of what we expect, hence EE trainers must be degreed in entrepreneurship*. On a positive note, Participant FGA2.4 submitted good recommendations stating that *strategies to improve educator competencies and skills could include availing resources, supporting the learning processes and having more field trips.* This engagement can improve the competencies of educators in the teaching of entrepreneurship education. These results reveal the need for planning on the part of the educator in order to

improve competencies in teaching the subject. Field trips are more interactive and more experiential outside the classroom environment. This position is hailed in TPB which states that every action in human behaviour is planned (Ajzen 2017b).

> FGB 2.2: *There is lack of information among lecturers and one doing Political Science cannot claim to teach EE and model students' behaviours towards a job creation mind set.*

> FGB1.2*: If one has majored in Shona and comes to teach entrepreneurship, what is that? No! We need an expert in the area, we need people who are specialised to develop entrepreneurs; these qualifications must be held by gurus in entrepreneurship knowledge. A good content articulated by an entrepreneur is bound to produce more of the entrepreneurs alike.*

The interviewees from the two institutions were in total agreement that lecturers' competencies were not adequate to impart employability skills needed for new venture start-ups. Drawing from these findings there was a need to actualise a holistic learning process for one to become an entrepreneur.This should start in the classroom and throughout, even after completion of course studies. On this score, there is need to give a definition of competency. It is defined by Ogonnia (2016: 61) as an aggregate of knowledge, skills, attitudes and values displayed during a teaching learning situation with students. By implication the educators do not have adequate knowledge, skills, attitudes and values to stimulate national certificate graduates to race for new actual business start-ups.

FGB2.4 expressed the following, which sum up the general views of participants:

> *The attitude of staff shows that they take ESD as a peripheral subject and this also seems to approve negative attitudes held by learners.One who is not an entrepreneur should not teach one to become an entrepreneur. We need renowned entrepreneurs. We also need lecturers who are serious entrepreneurs, we need proper business skills to do proper business* (FGB2.4).

There were gaps between what was being taught and what is expected to match business environmental requirements. With poorly trained educators, students were bound to gain poor employability skills in entrepreneurship. Hence entrepreneurial intentions could be stifled.

Bringing the responses into picture, there is more to be done to improve the competencies of educators. Training of educators is one solution that is needed to make the teaching of EE more effective by instilling career management competencies in students. This requirement ties very well with previous scholars who found out that EE was indispensable because it enhances teaching and the robust and effective learning of entrepreneurship.(Neck & Corbett 2018:2). An entrepreneurship skills development framework is needed so that all stakeholders are conscientised to support the implementation of this subject with a view that it can contribute to economic development through job creation and poverty alleviation.

Suggestions have been made on the typical qualifications that lecturers who teach the course should have. These qualifications include a Business Management degree, Masters in Economics, Masters in entrepreneurship, Business Administration Degree, Degree in Accountancy, Diploma, Masters in Business Administration, Entrepreneurship Degree, PhD in Entrepreneurship, Pedagogic Entrepreneurship degrees, undergraduate or postgraduate in Entrepreneurship, Degree in ESD and Project Management. A person specification was given that the lecturer should be someone with five years' experience and must be an entrepreneur. However, some participants (6 out of the 20) felt that entrepreneurship should not be taught by any degreed lecturer from any discipline because the lecturer may have a specialisation but still fail to refocus on the commercial aspects of entrepreneurship. Only one participant felt that lecturers from any field could teach the course. Below are some of the quotes from the participants:

> *The teaching lecturers must have a degree in entrepreneurship; Degree or Masters in Marketing management or Master's in Business Managementt. The orientation towards these qualifications is towards understanding the needs and wants of customers, opportunity identification and exploitation. The qualification holders can teach entrepreneurship at a lower level if they do not have any orientation.* (L A1 Interview).

We might not have any problem as long as that lecturer is able to appreciate the environment. Yes, lack of relevant knowledge. No problem, entrepreneurship covers a whole lot of different disciplines. Any lecturer can teach EET but it can be done in specific disciplines. (LB 1 Interview).

Literature corroborates the view that in such circumstances educators need to use learner-centred learning which is based on constructivist learning, which dovetails well with learning for entrepreneurship and through entrepreneurship (Hoadley 2010). All subject members agreed that for lecturers to improve their competencies and skills in teaching entrepreneurship education, management should support and have adequate structures, resources, and training must be given first priority. Participants FG1.1 and 1.2 lamented lack of material resources to support them during teaching/learning situations. LB2 confirmed this claim thus:*There is a scarcity of entrepreneurship books so far in Zimbabwe, so, educators rely on the internet and foreign materials.* Previous scholars have noted that there are times when the curriculum is being contradicted when teachers use the teaching materials that do not connect with the expectations of an ideal learning process (Scheiefelbein & McGinn 2017). This further hinders the implementation of the intended curriculum. This observation also surfaced in student focus group 2 where Participant FGA2.3 expressed that, *the content is not tailor-made to suit a third world country like Zimbabwe.*

The teaching of educators cannot be more hands-on if there are no innovation hubs at college to expose learners to a practical business idea. FGB 1.3 spelt this out where she said: *You cannot assess a business idea in the classroom but outside in accordance with the location, rules and regulations in that environment.*FGB 2.4 pointed out: *As long as there is lack of practicalities of business in teaching EE we cannot barely achieve better levels of employability skills from our lecturers. Without doubt public speakers can raise the capabilities/employability skills needed for venture stat-ups.*

The implication is that teachers need staff development that equips them to be effective when teaching entrepreneurship skills development subject. The following quotes speak to the findings discussed above. Nusradin and Othman (2016) studied entrepreneurship education programmes

in Malaysian polytechnics Their results confirm these findings. The results observed that teaching techniques were not reliable as they only focused on theory. Hence, learners lacked skills and competencies in the subject. The findings illuminated gross negligence in the teaching. In addition, although learning was theoretically dominated, learners had no specific knowledge in various disciplines, components of innovation, creativity and management aspects were omitted more often than not.

> Respondent LA 1 reiterated that:*As an individual lecturer I am not well versed with these approaches such as the constructivist and experiential learning, so teaching in ignorance is just but de-teaching.This is a sad state in our institutions. In addition, for entrepreneurship education to benefit students and raise their employability skills, all lecturers ought to exhibit a positive attitude rather than taking ESD as a peripheral subject.*
>
> LA 2 argued that: *To improve competencies, educators must have requisite technical skills in particular areas of specialisation. Skills are short of what learners expect, hence, EE trainers must be degreed in entrepreneurship and show outstanding skills when teaching learners.*

Participant FGB2.3 of interview indicated that: *In fact, we need to be taught by entrepreneurs. Lecturers do not have experience in entrepreneurship so they cannot talk from experience but from books* .

The aforementioned results resonate with those of Uzoegwu and Ikechukwu (2014) who conducted a research in Nigeria with 450 students undertaking entrepreneurship education training. Their results unearthed that Nigerian graduates were not ready to start self-businesses any time even after college life. The reasons mentioned were poor content delivery by educators, poor management, lack of vocational skills, poor teaching such as lecture method with large classes and without multimedia. However, the limitations placed upon educators' competencies

are exacerbated by severely inadequate resources such as shortage of books, learning rooms, critical EE staff shortage and subject related incompetencies. Despite the negative view on poor competencies of educators some graduates who have graduated from polytechnics opened their ventures upon graduation. The empirical evidences were proved from a tracer study conducted on industry graduates.

Participant FGB3 reiterated that:

> *There is lack of entrepreneurship training workshops in the college. How can lecturers be articulate when there is no match between theory and practice? The lack of support for both students and lecturers has compelled the lecturers to nurture a negative attitude to EET*

So, the advocacy is to have well staff-developed entrepreneurship practitioners in order to influence learners through imparting relevant employability skills. Whereas it has been important to improve educators' competencies, resources also need to be provided to improve their delivery. Although reaction from participants is negative, educators facilitate the dissemination of EE knowledge to graduates to their best capabilities. The results from the industry graduate participants (P6, P11, P12 and P20) show concurrence that they have benefited a lot from the knowledge they learnt at college.

Participant FGB1.1 echoed *that:*

> *Effective entrepreneurship education lecturer must possess and display characteristics of a good role model so that he or she would find entrepreneurship a better way to get employment.*

A role model is the centre piece for new business start-up owners. Good role modelling offers silent competencies which may inspire actual business start-up owners. This too concurs with Bandura's (1977) view that in the context of social learning, one way that people learn is by observing the behaviours of others. By implication, if students are taught by entrepreneurs or someone knowledgeable about entrepreneurship, quite a number of limitations could be overcome. Supporting the evidence of this research finding, Muller (2008) believes that the role

models could re-orient the attitudes, perceptions and intentions of learners due to their impacting influence on human behaviour. These findings are no different from Nowinski and Haddoud's (2019:183) who conclude that **"**entrepreneurial intentions have been inspired by role models' behaviours".

For instance, one participant, FGA2.3 from the Engineering Department bemoaned that:*A lecturer specialist in Marketing has no knowledge of Engineering and the same Marketing lecturer is teaching EE to Engineering students. He has no knowledge of engineering designs*. Participant FGB2.1 added that *We recommend qualified lecturers. For instance, an Auto-electrics educator must have a degree in entrepreneurship tailored to auto-electrics".* Industry Participant 6 said *"Although I benefited, the teaching did not have anything to do with auto-electrics but had something to do with business.It was divorced from my area of study. That was a big challenge at college".*

There is evidence of lack of competencies on the part of the educators, according to the research findings. It may be naïve for lecturers who are misinformed and under-qualified in a discipline to act as a role model to learners. An attitude towards the behaviour is important according to the theory of TPB due to the fact that one's individual beliefs about carrying out a behaviour are key. Observations made in literature found that "suitable learning content needs to be designed bearing in mind the needs of beneficiaries in various subject disciplines" (Norasmah & Norfadhila 2016:886).

Thus, effective entrepreneurship educators are more competent if they possess a good blend of competencies for teaching EE for venture creation and knowledge assimilation. Implications are that educators must reform teaching approaches so that these can instil correct knowledge, attitudes and skills in practice of the subject to achieve learners' career dreams. Entrepreneurship educators are facilitators for the realisation of graduate employment among learners in the Midlands province in Zimbabwe. A tracer study was conducted to validate claims that EE influences graduates from accessing opportunities for self-employment. The following

are research findings from industry graduates who had managed to open up entrepreneurial businesses after graduation from the polytechnics in the Midlands province. All in all, these results disclosed the assertions confirmed in the theory of planned behaviour which corroborate that an effective attitude to entrepreneurship business, depends on behavioural impact as affected by positive or negative attitude (Ajzen 1991:188). The research question was extensively discussed.

5.8 Research Question: To What Extent Does Entrepreneurship Education Curriculum Enhance Job Opportunities For Graduate Students From Polytechnics?

5 Research objective	5 Research question
• To analyse whether entrepreneurship education curriculum enhances job creation for graduate students from polytechnics.	• To what extent does entrepreneurship education curriculum enhance job opportunities for graduate students from polytechnics?

5.8.1 Sub-theme: Self-employment

In view of the intentions of the topic to assess the influence of EE curriculum on employment skills of graduates in the Midlands' polytechnics, the objectives were designed to assess the impact of EE curriculum on the ability of leaners to acquire the right knowledge and skills that might eventually be the tools used to start self-venture start-ups during and after graduation. The study also had discerned that some students who had graduated at National Certificate had already started their own self-ventures given that there was high unemployment in Zimbabwe.A student would not wait to complete the course and then would start self-ventures. In addition, the objectives were further designed to assess further, the output of the programme for the

former students of the polytechnics now working in their self-enterprises in the industry. The study justified the relevance of the tracer study conducted.

Findings from this study illustrate that polytechnic graduates could transform the education on ESD to form business start-ups after graduation. The interview and focus group participants were interested to share with the researcher what actually prompted them to form their own businesses.

The industry graduates interviewed highlighted that they were motivated to have their own businesses because they had conducted market research which aided them to spot opportunities for job creation.They had adequate knowledge and skills, they could plan and budget since they had accounting skills,management skills and, above all, knew the products needed in the market. Interview participant (2) averred that: *I had to mix the knowledge from the book and the skill that l already had then it made sense to me. I am now able to plan my things ahead, even to budget the salaries of my workers. I now know how to manage my inventory and achieve my goals.* This response shows that it was more preferable to work for oneself than to work for someone. Participant 10 concurred with the above findings and echoed that: *I preferred self-employment activities because there was independence, there was freedom. I can do my job in my own time, at my own space and l can have some time to take care of other things, for my personal gain".* These findings are similar to the results from institution A and B at other instances. Literature corroborates and confirm the findings that:*Business educators must be able to decipher business opportunities in one's immediate environment through imparting to students the required skills and management competencies necessary to make them excellent entrepreneurs* (Ogonnia 2016:62). These findings typically suggest that EE had a positive impact on graduates because they could prey on opportunities for venture start-ups. It contributed to job creation as a result of the knowledge acquired during training, as purported by the informants.

This research findings indicate that entrepreneurship education positively influenced graduates' motivation for venture start-ups. Entrepreneurs from the college sold diversified products such as poultry (4). 5 are selling clothing, 4 are into cross border trading, 2 are into buying and selling

(electrical hardware), 1 fabrication, fitting and turning, 1 sells cosmetics, shoes, weaves, and women oils 1 fixing car radiators, 1, and 1 repairs computers (information technology). Some of the participants bought their wares from the capital city Harare.Others ordered online, or used cross-border trade. These entrepreneurs ordered their wares using mobile stores, online, personal marketing, shops and door-to-door salesmanship. Other entrepreneurs worked in family businesses that included auto-mechanics. There were instances when the entrepreneur was in dual employment (i.e., working in formal employment while running a business, 'Participant 8'). The participants who were already running their businesses used the course to find a missing link between what they were doing and what was being taught at polytechnics, for self-actualisation and to upgrade their skills.These were Industry participants (6 and 20). The following excerpts show how participants with work experience used the course.

> *To me it helped a lot comparing doing the business before I go to college and after. I saw it has become helpful. I remember I learnt about types of businesses and from that topic I was able to see myself as self-employed and it inspired me a lot.* (Participant 6).

> *It has helped me to meet my Job aspiration not in my working circular.But it has enabled me to do things besides what I am to do at my workplace.That is why I can manage to sell personal things while I am still at work. It also motivates me to go to greater levels or at work, to know that I have to achieve something as an individual. I have to know that I have needs and wants that need to be satisfied profitably* (Participant 8).

When asked about the motivation for early-stage venture start-ups, Participant (7) opined that "*Although my intention was not strong, the situation in my country led me to be self-employed because of the COVID-19 pandemic.* A positive effect on stimulation of intentions for business start-ups is discerned from these results. On the other hand, it may be discerned that some intention to start a business may come as a result of a difficult situation, like failing to get paid employment. This point resonated well with Baluku et al.'s (2019:7) findings that economic conditions such as unstable jobs and unemployment, push individuals into making decisions for self-employment. In view of these findings, the fundamental driving force in business start-ups is

the intention nurtured in one's behaviour. The Theory of Planned Behaviour confirms these results (Ajzen 1991). In effect, intention promotes the desire to do entrepreneurship activities. *My intention to start a business came as a result of the frustration of unemployment as no industry could give me a job (P3).* The results demonstrated a clear impact of EE on the creation of feasible business start-ups after learners completed their education.

It may be concluded that adequate exposure and experience in entrepreneurship skills development contributes to the desirability of running a self-enterprise. According to the results of the interviews, in order to increase the level of entrepreneurial activity among students and graduates, it is therefore necessary to increase their entrepreneurial knowledge, exposure and experience.

Most of the participants (16 of them) mentioned that they started their own businesses because of the need for independence followed by economic challenges (10) (the lack of money and unemployment), then role models (7) (e.g., family businesses). However, other entrepreneurs believed that working for someone else did not leave room for advancement and that salaries remained lower despite one's performance (Participant 12).

Excerpt summary from participant/s who preferred independence:

> *Unemployment, there was no company or any industry to take me or give me a job, so l decided to use my skills l got from the colleg to start a new business so that l could sustain myself and fight poverty…Before, I got into entrepreneurship l was going to look for a job but right now, I'm no longer thinking of getting a paid job.Rather I prefer to do it by myself…I prefer self-employment activity because, once there is independence, there is freedom. I can do my job at my own time, at my own pace and l can have some time to take care of other things, for my personal things have got enough time, and its well-paying.* (Participant 5).

Excerpts from participants who faced economic challenges - Focus Group Industry - for research questions 5 & 6.

Participant 15: *For me the first point was for the sake of enjoying my own profits and also for the creation of employment since I discovered that in our country it is very rare to get employed. I discovered that the only way to make money is to start your own job and employ others.*

Participant 18*:Unemployment has led me to start my own business.After graduating I spent years without getting employed. I was also a bit confident to apply my entrepreneurship skills I learnt at college.*

Participant 12 who was inspired by role models said:*:*

I actually started it before I went to college. My daddy was into Engineering for quite some time. So, growing up I just spent my time in my daddy's workshop and he was always teaching me how to use my hands. So, at college I just went for an extra education but on the practical side I was actually ahead of others.

Some of the former students felt that spin-offs from college would reduce bureaucracy when it was time to register the business. In terms of the spin-offs that could be started at the college, one of the Lecturer participants said: *They should also involve the department to have projects at college level. For example., students can practice skills such as accounting, marketing at the college tuckshop.* (Lecturer B 1 Interview).

"EE has instilled in me a spirit of starting a business" (FGP18), "I studied how my competitors are operating, (FGP14), so it acted as a guide in everything" (FGP17), "I segmented my markets" (FGP15), "I know the opportunities and threats in the environment how to counter them" (FGP19).

The graduates seem to agree that they were capacitated with prior knowledge on entrepreneurship education for entrepreneurial activities. The Theory of Planned Behaviour cannot go unchecked pertaining these findings. Ajzen (2005) supports these findings and says that the actual behaviour is best predicted by the intentions. Many business start-ups typify the intentions of their owners. Furthermore, Mwasalwiba (2010) affirms that an intention is a primary element in understanding planned behaviour.

When participants were asked about the importance of EET in stimulating intentions to start an own business the following statements were echoed:

This information from college acted as an opportunity to create employment. (P3),

I nurtured a mind-set to or spirit of starting my own business. (P4).

One might envisage a situation where learners could fulfil their interests to start own start-ups even while at college. For instance, participants 2, 6, 11 and 12 started their businesses before they even thought of going to college. This research also noted that beside graduates being excited to translate their intentions into feasible business entities, lack of job opportunities has also pressured them into starting own businesses. This study, therefore, remarks that mastery of entrepreneurship knowledge and skills through EE, in turn, influences perceived feasibility and desirability of a new venture. The literature supports that "results have shown that students' perceived desirability and students' self-employment intentions can be improved through entrepreneurship education" (Muharam & Serah 2014:11).

The researcher asked the respondents to outline the challenges of starting and managing their pre-start-up ventures. Participant 20 reacted thus: *Starting a new venture is cumbersome and managing it successfully has been found to cause many business failures especially among many novice entrepreneurs.* In support of this reality, Global Entrepreneurship Monitor (GEM) (2019) pinpoints that in respect of new venture start-ups, many fledgling businesses fail within the first three and half years (Kelly et al 2012; Martinez et al 2010). The following sentiments came from the industry graduates in relation to admiration of managing new ventures:*I manage pressure by myself because I am my own boss. I can stand on my own, manage to run my own business (P10).*P 12 added: *I acquired some knowledge and management skills, now I can pay my bills, electricity bills, pricing my products and fighting competition*. In line with the theory of Planned Behaviour, Schlaegel and Koenig (2014) note that entrepreneurship is a planned behaviour and, therefore, to start a business there is a need for the entrepreneur to plan it and manage it. Management of start-ups is a key variable and requires skills in order to keep going. Practical hands-on of EE makes graduates realise the importance of entrepreneurship which underlies the interest, confidence, favourable attitude and effort toward EE. It may be deduced from

participants' comments that they have knowledge in managing and sustaining their businesses. For example, this current research ha found that 50% of industry graduate participants have between five to eighteen years of experience in businesses. Therefore, ESD has necessitated an adequate orientation to management of early venture start-ups despite challenges in their formation. Doing EE is thus beneficial to polytechnic graduate students.

5.8.2 Sub-theme: Benefits of entrepreneurial activities to graduates

When asked to clarify whether ESD was beneficial to graduates all the twenty industry graduate participants reiterated, *we benefitted to a greater extent.* The researcher noted that these graduates had a positive attitude towards ESD. Criticism was found to be less important probably on account of graduates' experience and maturity levels attained, which placed them far above those students still in college. They were unlike many participants in institutions A and B who had shown outright negative attitudes to the teaching of ESD and the daunting challenges in turning the knowledge into actual business start-ups.

Contrary to the above views, the industry graduate participants argued that:

> *It is beneficial, that is when I realised that I could be independent, when I have my own business and enjoy personal growth, before I did not know it I can do things on my own* (FGP13).
>
> *It is benefiting me because I managed to create my own job, so entrepreneurship has helped me to start a business, making my income, designing a business idea, understanding the market as to who are my competitors and what they are selling and what their price strategies are* (FGP18).

The comments above are more realistic because they came from people on the ground. It ascertains that EE is an enabler to venture creation. If many people are given the opportunity to do entrepreneurship businesses , it may possibly help to promote entrepreneurship across the

country leading to economic development. Matlay (2009) calls on all stakeholders to include the media, support institutions, government, entrepreneurs, students and educators to play active roles in promoting entrepreneurship. There is a need for a collective stakeholder approach intervention on EE in order to stimulate many graduates' intentions towards early-stage enterprises. Two studies on entrepreneurship education done in two separate worlds, one in Ukraine, a European set up and another in Egypt, an African one, revealed a connection between entrepreneurship education and self-employment intentions.

Further comments prevailed during the discussion as put forward by the following participants. For instance, P3 said: *I now know how to do the buying and selling. I can order my clothes in Harare (capital city) and sell them in Gweru.* P4*)* said:*I benefited from the idea of starting our own businesses as youths and cancelling the employment syndrome mind-set.* The sentiments above tend to contradict Sibiya and Nyembezi (2018:1) who note that "TVET products were let down by inappropriate skills, lack of preparedness which has given the graduates to make unsound employment choices". While this observation cannot be ignored, the graduates seemed grateful for the knowledge attained at college. The industry graduates had benefitted from EE because it aided them to create employment leading to income generation, wealth, better status and poverty alleviation. With these revelations, it can argued that EE influenced the employment opportunities of graduates to a greater extent. However, below are barriers to entrepreneurial activities as expressed by participants.

5.8.3 Sub-theme: Challenges in starting up businesses

Table 5.14 below shows that notable challenges that affect graduates' entrepreneurial start-ups occur at the macro level. These challenges include macroeconomic inflation (12), lack of capital (including the need for collateral security) (11), hostile regulations framework (10), corruption (9), stiff competition (9) and operational costs (8).

Macroeconomic inflation caused fluctuations in exchange rates between the local currency and foreign currency. Although the country has its own local currency, foreign currency was preferred because of its stability. However, the entrepreneurs noted that they would sometimes have disagreements with customers when converting prices of goods from the local currency to foreign currency or vice versa because of the different exchange rates that are used. The following excerpt shows sentiments from Industry graduate Participant 12.

> *The challenge of the economy basically is our currency. Problems come when pricing the job either in Real Time Gross Earnings (RTGS), US Dollars or Rands. Actually, the problem is with our currency which fluctuates every time. RTGS and US dollars, so with US dollars customers have to go into town to buy the forex on the black market; they buy from local illegal foreign currency dealers.*

At times, the self-business owners ended up dropping the prices so that they do not lose the customers to competitors, especially to the Chinese, whose threat to local businesses is real. According to respondents, the Chinese use new technology as an edge over venture start-up owners.

Table 5.13: Challenges faced by graduate entrepreneurial start-ups

Challenges faced by start-ups	References (N)
Changes in technology	1
Corruption	9
COVID-19	6
Delays in ordering	3
Financial indiscipline	3
Hostile regulations framework	10
Lack of capital	11
Macroeconomic inflation	12
Market	2
No motivation	2
No operating premises	1
No social support	1
Operational costs	8
Policy inconsistence	2
Stiff competition	9

Source: Nvivo 12 Pro, 2019-2021

Table 5.14 shows that lack of capital was cited since there was need to buy goods for resale or machinery for production. Most of the banks and financial institutions required collateral security for venture start-ups to access loans. However, some of the participants felt that there was corruption in government which prevented graduates from accessing low-interest loans and funding. This was despite that government had been compelled to craft supportive regulatory framework to encourage the growth of venture start-ups. In addition, challenges such as stiff competition, operational costs and corruption significantly suppressed growth of venture start-ups. This was also due to lack of regulatory policies to curb unearthical business practices, corrupt disbursements of funds to SMEs and lack of policies to protect the infant industry. Over and above the other challenges, the macro-economic inflation in the country has negatively affected the growth of early stage venture start-ups in the country. These environmental factors have left a negative dent on graduates' spirit of opening self-venture start-ups in the country.

The participants also decried the hostile regulatory frameworks as stifling and preventing start-ups from emerging. Some businesses needed licenses to operate.The owner(s) had to meet certain requirements and pay exorbitant license fees. The cost of acquiring that certificate of operation would be exorbitant to these newcomers in the business. For example, Industry

Participant 20 noted that : T*he food industry needs certification on the quality of the food.* Lack of funds to capitalise business beginners has stifled entrepreneurship development, despite the graduates being equipped with knowledge and skills in various trades. The entrepreneurial ecosystem is disjointed, meaning support for the early stage ventures remains constrained and under resourced. In the face of many challenges, new business outputs remain incapacitated and this may ultimately lead to politicisation of support or corruption.

In addition to the challenges, more information was espoused by Industry Participant 14 wo observed that: *The government should, as a matter of urgency, separate political issues from economic ministerial departmental issues because there is politicisation of funds from Small to Medium Enterprises (SMEs) Ministerial department. There is rampant corruption.* Accordingly, all participants acknowledge such misalignment in public offices. Participants 18 and 20 attributed other obstacles to entrepreneurship job creationto *lack of capital, graduates' laziness, shyness, do not want to start small, stiff competition, high inflation and unstable currency.* Effectiveness is the extent of success associated with achievement of goals, interests and business intentions. It may not be easy to have an own business in the face of such challenges. The challenges listed above hinder and stifle job creation leading to an increase in poverty and unemployment among the youths. No wonder the rate of job creation is very low while the rate of unemployment keeps soaring in Zimbabwe. The current findings resonate with prior research by Mwiya (2014) who says that challenges that delay the motivation for entrepreneurship businesses have something to do with the negative perceptions of the entrepreneur as well as absence of an enabling entrepreneurial environment. The increase in entrepreneurial intention may fill the research gap on establishing the reasons causing graduates not to actively participate in self-employment activities. It may be concluded that various stakeholder support is needed and an affordable suitable infrastructure must be provided to increase employment opportunities for polytechnic graduates. This point has received considerable emphasis in the cases A and B with the research question clearly and fully answered.

5.9 Research Question : How Does Entrepreneurship Education Contribute to Graduates' Interests, and Self-Efficacy to Engage and Sustain in Self-Entrepreneurial Activities?

6 Research objective	6 Research question
• To explore entrepreneurship education curriculum's contribution to graduate students' interest and self-efficacy to engage and sustain in self-entrepreneurial activities.	• How does entrepreneurship education curriculum contribute to graduate students' interest and self-efficacy to engage and sustain in self-entrepreneurial activities?

5.9.1 Subtheme: Self-efficacy in entrepreneurship

Findings from the empirical research and related literature on interest and self-efficacy demonstrate the significance of EE in polytechnics in its preparation of students for entrepreneurial activities. While opinions varied from one participant to another, it was revealed that graduates' interests and self-efficacy were evidenced in self-business start-ups running during the current study. Industry participants 3 and 4 concurred that, *some college graduates are passionate about realising sell-ventures and they can identify opportunities, needs and wants of consumers*. Some graduates were thought to have partial interest and self-efficacy. Participant 12 echoed that where she said: *Yes they have interest but they lack capital* and Industry FGP19 alsp said: *Some of the youths may have interest and self-efficacy but they lack knowledge, youths misuse the funds and the government no longer wants to support financially.* It may be argued that there may be interest and self-efficacy to engage in entrepreneurial activities but lack of stakeholder support may be limiting the growth of new enterprises. Despite this observation, it has been argued that about 50% of the industry graduates' businesses have been in existence for more than five years. This may be a clear demonstration of business sustenance in the midst of challenges. Notwithstanding these findings, a submission in literature posits that about 90% of

start-ups in the world (Akinso 2018), mainly in developing countries fail as soon as they are created (Egbesola 2020). Thus, a more adequate sample of industry graduates would be needed to validate this finding.

Table 5. 15 below shows that 6 participants had positive perceptions about students' self-efficacy in using entrepreneurship skills, 6 had negative responses and 4 had mixed feelings. From among the 6 graduates who had positive responses, reasons were that graduates had acquired the skill from college, earned residual income and were self-employed. Besides, one participant echoed that he had started a business while he was a student after attaining the national certificate. His motivation derived from the turbulent post-2000 Zimbabwe's economic conditions where many workers had been experiencing company shutdowns or closures. Participants who had mixed feelings about students' self-efficacy said graduates had differing interests. Some were interested in entrepreneurship, and others were not; there was no capital to start entrepreneurial projects, and some students had only passed the course to fulfil academic requirements. Participants who had negative feelings about students' self-efficacy on entrepreneurship skills reiterated that the course was being taken solely for academic purposes. It was further highlighted that not all students learnt to become business owners. One may have the self-efficacy but not being interested in entrepreneurship businesses. Further comments prevailed that students' negative attitudes towards the ESD were because the subject was not being taken as a course.

Table 5.14: Efficacy of students in using entrepreneurship skills

Positive response (N)	**Mixed feelings (N)**	**Negative response (N)**
6	4	6

Source: Nvivo 12 Pro. 2019-2021

From the results in Table 5.15 there is a balance between how participants reacted to their efficacy in using entrepreneurship skills. Therefore, the respondents were not in agreement that self-efficacy was a direct precursor to using entrepreneurship skills in venture start-ups. From these results, there is evidence to conclude that self-efficacy may or may not encourage the emergence of new venture start-ups. In view of the above observation self-efficaacy depends on the personality of the graduate coupled with the environment in which establishment of the business venture is intended. The reasons given below could be among those that affect the self-efficacy of graduates from polytechnics.FGP 18 said: *Lots of graduates are loitering in the streets without any form of business. They have no interest at all.* Focus Group Participant 18 further expressed that: *Skills acquired from college are not enough for them, I think the issues of employment syndrome that I should be employed by someone kills their interest and self-efficacy.* Starting a business in the Midlands province is fraught with challenges. This is regardless of graduates having interest and self-efficacy in actual business start-ups.

However, participants transformed entrepreneurial motives into actual starting of businesses and they created employment opportunities as a result of the entrepreneurship education curriculum knowledge. These findings are confirmed by Mwasalwiba (2010) who affirms that EE curriculum has some positive impacts on students who have not yet started own businesses. Hence, the conclusion that certain behaviours to start self-businesses are induced in EE graduates. Understanding the impact of curriculum on the attitude, behaviours, feelings of students' personalities on whether they have a feeling for self-venture businesses was, therefore, paramount in this study. Those who had interest demonstrated the ability to sustain their ventures and 50% of the participants have run their business for five years and above.

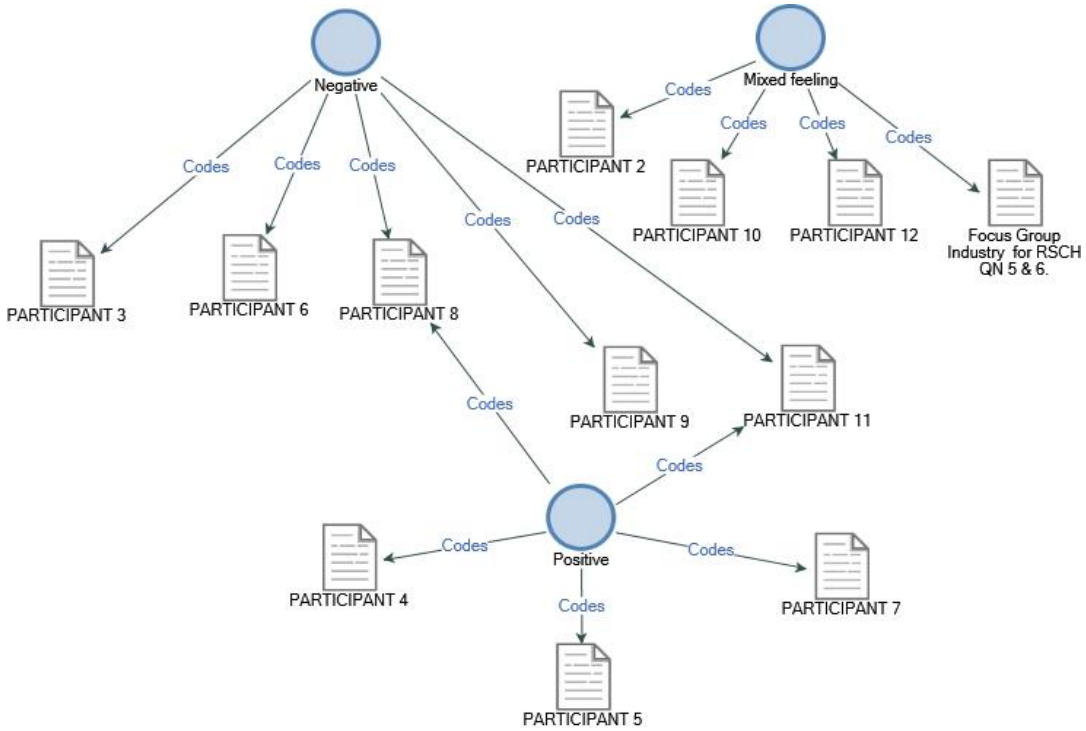
According to FGA1.4:

> *Students, graduates or any other person harbouring the passion for entrepreneurship ventures must exibit some form of courage or being fearless, goal achievement, motivation, self-esteem, creativity, risk taking, initiative, decision making, enthusiasm, being patient, dedication, role models and perseverance. Characteristically, students must*

have practical know how of doing business, in order to realise the traits that shape and guide the spirit for venture creation, but this is lacking.

It takes quite a lot of courage to venture into business, taking cognisance of the above statements. The above exposition is also supported by the objective one which intended to establish how EE curriculum impacted on the learners' traits to enhance the need to enjoy individual benefits as entrepreneurs. Thus, the importance of teaching students entrepreneurial traits that motivate individuals to decide to earn a living as a self-employed graduate or student.

Figure 5.6 Illustrates a cross-case analysis of participants' views on students' self-efficacy in entrepreneurship.



Source: Nvivo 12 Pro. 2019-2021

The cross-case analysis highlights that responses from Participant 8 and Participant 11 were significant in that they linked graduates' efficacy in ESD to attitudes (see Figure 5.8). The responses are presented below for illustration.

> Participant 11:*I wouldn't know but at college, everyone was not taking entrepreneurship very seriously. I remember when I got to college when I was going for these mass lectures, other people who were already at the collegeall said haa, this is nothing, you can just get it when you are about to write. You can cram and forget it when you pass.So you see if you just read to pass you won't pay attention.*

The comments given by the respondent give a picture which explains the failure to acquire skills for venture start-ups, because of the students' attitude. The mind-sets of students were rather anti ESD. When the interviewer posed this question, *So, it seems as if students had negative attitude about entrepreneurship skills developments*,he was answered in the affirmative.

When the interviewer asked the respondent to justify the negative attitude Participant 11 proferred the following comments:

> *Eh I think students had negative attitude to this entrepreneurship education.It is the same with National Strategic Studies (NASS). I do not know why these attitudes are there, but I think most of the times it would be boring because of how EE is delivered, mass lectures are not motivating at all.*

Such a comment illustrates the setbacks in the teaching of ESD in polytechnics in the Midlands province and how that impacted graduates when they wanted to use ESD knowledge to start own venture start-ups.

The interviewer asked how learners were affected and Participant 11 responded thus:

> *I think it's now just a matter of motivation. With young people I think the parents' influence matters a lot that because you cannot just complain that you have graduated but be doing nothing. It means you have not trained them to be self-sufficient to want to venture into business. So I think when they get the right motivation, I think everyone wants to work.*

The results disclose the sort of hatred students had about learning through the mass lecture.. According to students that teaching strategy limited their acquisition of the knowledge which is ideal for self-venture start-ups.

During interviews with industry participants the researcher asked the participants how EE helped them sustain their entrepreneurial activities. All participants (P1-12) and (FGP13-20) (100%) agreed that knowledge about entrepreneurial environment was a panacea to business sustenance. When they were asked "why" they gave comments such as:

> *To keep going, I do environmental scanning, know your competitors' actions and operate with proper documents and have discipline with your finance (P2);*
>
> *Timing of selling some products, know your prices and know the competitors' actions (P1);*
>
> *Discipline sir, and perseverance sustain my business (P5);*
>
> *Surviving as a small business, I market my business through whatsApp platforms, Facebook and online (P8).*

It is evident from these comments that participants' knowledge of the environment is critical in sustaining their enterprises. Participants have full knowledge of the dynamics of the environment and can make their businesses survive. The Theory of Reasoned Action supports these findings. It says the more the person attempts to execute the behaviour, the higher the intention in starting the business venture. The above findings suggest that knowledge of self-efficacy and the entrepreneurial environment improve management and subsistence of business start-ups. These findings of this research resonate with Shapero and Sokol's (1982) argument that any path being considered has to be perceived as not only desirable, but also feasible. Entrepreneurship businesses are more feasible after completing courses.

Ogonnia (2016:62) observes that "business educators must be able to decipher business opportunities in one's immediate environment through imparting in students the required skills and management competencies necessary to make them excellent entrepreneurs". Thus, any

increase in interest and self-efficacy might influence graduates to become entrepreneurs despite challenges stifling new start-ups. This is in line with studies by Bowles and Pearman (2017:2) who claim that “personal ability (self-efficacy) creates confidence which inspires students to achieve their potential and increase learning aspirations”. This current study, therefore, concluded that entrepreneurial knowledge was positively related to levels of personal attitude and self-efficacy.

5.9.2 Sub-theme: Graduate unemployment

The participants noted that there were graduates who were unemployed. Negative attitudes towards entrepreneurship (these include: “doing the course for the sake of graduating”, the lack of passion towards entrepreneurship and the need for paid employment) werecited as the highest reason (25) why graduates were not employed (see Table 5). The lack of capital scored the second highest reason (21) why graduates were unemployed. Other significantly high reasons for graduate unemployment included ignorance (6), lack of confidence (5), curriculum taught at college (4), hostile regulations framework (4), missed opportunities (3), and laziness (3). All in all, the majority of graduate students seemed to decide for self-employment only when other avenues of employment had failed. This spoke much about their attitude towards owning business start-ups to a certain degree as evidenced by the highest number on the negative side (that is, not intending to start own businesses).

Table 5:15 Reasons for graduate unemployment

Reasons for graduate unemployment	References Number
Curriculum taught at college	4
Failure to start small	2
Fear of the unknown	2
Hostile regulations framework	4
Ignorance	6
Indiscipline	2
Lack of capital	21
Lack of confidence	5
Lack of guidance	1
Lack of skills	2
Laziness	3
Missed opportunities	3
Negative attitude	25
No premises to operate	2
Over-dependence on parents	1

Source: Nvivo 12 Pro. 2019-2021

One of the participants, Participant 4, who spoke about graduate students' negative attitudes towards entrepreneurship said:

> *If you go back to the colonial and pre-independence periods, people believed that after they graduated from school they would be employed. So that employment syndrome is still in the young people up to now. In fact, what is in their mind is that after graduating I'm going to get employed. This is fine but that was a thing of the past. If you look at the current situation it is totally different. In the past the companies were operating efficiently because during the Rhodesian government things were flowing quite smoothly in terms of company operations and job creation.Why? Because there were lots of activities in terms*

of company operations, be it owned locally or by foreigners. So that is the spirit which is still in people of today. They believe that soon after graduation they will be employed.

The need to be employed was also linked to the students' need for professional status after graduating. This is exemplified in the following conversation:

I wouldn't say, they do not like doing because as it is right now, most of my colleagues are home, seated, while 'looking' for the job they think, the job they did, the job they qualified for. That's where the problem is because right now, even for me, If I am to go around looking for a job, I am sure I will never find one. So I have to work with what I have to make sure I pursue my dreams (PARTICIPANT 11).

Students' mentality about choice of career was mainly rooted in educational qualifications as well as the subjective norms suggested in the Theory of Planned Behaviour. The individual's propensity to get into a form of employment may be subject to views given by parents, peers, friends and role models when making decisions which determine one's career. It is the issue of feasibility, whether or not one could choose to start own venture. Earlier studies confirm these decisions noted in this research study that the power in perceived feasibility is derived from the right self-efficacy (Ajzen 2017a:1; Schlaege & Koenig 2014:317).

Findings pertaining to subcategory (c) revealed that there were several challenges that stalled entrepreneurial sustenance and development in the Midlands province. Many participants (P1-12) and (FGP13-20) listed lack of funds, inflation, price instability, lack of operating space, government policy, COVID-19 pandemic restrictions, inadequate knowledge, and corruption. Despite all these impediments to entrepreneurial development, graduates called for their counterparts to persevere in entrepreneurial businesses. The industry graduates indicated the obstacles they experienced in doing business, hence, found it limiting their potential to tap into entrepreneurship business opportunities. Due to perseverance, they managed to climb mountains of challenges to realise their dreams and intentions. They also mentioned corruption in government ministries since the funds earmarked for youth projects would be diverted to

benefit undeserving elements due to corruption and nepotism and not get to students. The economic instability in Zimbabwe has escalated the challenges such as unstable currency, shortages, black markets and inflation. These problems presented formidablebarriers to college students who wanted to start new business start-ups. Eurostat (2019) observed this reality in many European countries.

These challenges have retarded the rate at which entrepreneurial activities could gain momentum in the Midlands province. Participant 12 said :

> *As entrepreneurs we do not have exposure to new technology the Chinese are making life difficult for us cheap, cheap things but do not last.*

In addition to this observation P7 said:

> *The chronic power outages have affected businesses.Chicks that need warmth all die because of cold and this makes me get off the business and recapitalisation as another insurmountable challenge.*

FGP15 further revealed that *Competition from big companies is leading to price dropping and that hinders us from accessing our customers.* It is categorically clear that competition, as one of the factors in the environment was affecting the development of entrepreneurship, especially among the smaller business persons. With or without competition, the scourge of COVID-19 pandemic nowadays called for the starting of own entrepreneurial activities by many people since companies were retrenching thousands of workers to curb the spread of the disease.

Past research has identified factors that influence the actual decision to start a business including the potential of the entrepreneur, perceived opportunity and confidence to actually start the business, good job opportunities, the market and finance (Herrington & Kew 2013). It follows that if these factors are suppressed, the rate of actual business start-ups is retarded and many college graduates become job seekers. In order to stimulate early entrepreneurial venture start-ups Cotei and Farhat's (2017) advise that personal resources such as personal savings should be

an imperative form of funding for start-up activities. The findings of the World Bank (2016) corroborate and confirm these results. This could assist graduates from polytechnics to achieve their decisions and self-efficacy to engage and sustain their entrepreneurial activities.

In some of the above comments, it may be concluded that graduate entrepreneurial activities were stifled by challenges related to lack of government and stakeholder support, absence of financial support, lack of entrepreneurial knowledge, attitude to entrepreneurial business and the absence of an enabling entrepreneurial environment in the Midlands province. Findings that emerged from the graduates' comments were in support of the findings obtained from institution A and institution B. In line with the findings of this current study Mwasalwiba's (2010) research has discovered a positive move towards "attitude-changing" in entrepreneurship education. Empirically, the findings are in agreement and are supported by the theories of Shapero and Sokol (2982), the Theory of Achievement Motivation by McCelelland (1961), Human Capital Development by Baker (1934) and Ajzen's (1991) Theory of Planned Behaviour.

5.11 Conclusion

The work in this chapter culminated from research findings presented and interpreted in chapter 5. The chapter 6 discussed the findings that emanated from interviews and discussions on the influence of entrepreneurship education on the employment of polytechnic graduates from the Midlands province in Zimbabwe. The discussion highlighted that personalities of individuals impacted on learners' attitudes, knowledge, skills and behaviour towards developing self-employment activities. The lecturers' personalities were instrumental in effecting the desired practices, motivation and inspiration for self-employment. The study unravelled that the lecturers were the key change agents through lecture delivery and as role models too. The methods of teaching in both institutions were found to be primitive, hence were not best at influencing a significant number of learners to aspire to take entrepreneurship as a potential

career choice. The ESD content was found to be too general and had remained shallow because of the unstable Zimbabwean economic environment. In fact, the curriculum addressed past problems that did not move with changes in the environment. To some extent, the content was reckoned to play a significant role as it emerged that graduates from polytechnics own self-businesses started before and after their college life. It was avowed that educators lacked proper competencies and skills to articulate the teaching of EE due to lack of expertise, experience and sound teaching techniques. Accordingly, Senne and Shambare (2012) note that the main barrier experienced by students was reported to be the flawed teaching methods used by the academic staff in teaching entrepreneurship education. In fact, lecturers lacked relevant qualifications to teach ESD, hence, some of the learners had nurtured negative attitudes to the subject. The findings of this study revealed that there was absence of an enabling entrepreneurial environment.As such, entrepreneurial activities among graduates were stifled. In addition, factors such as inflation, lack of start-up capital, unstable currency, power outages, corruption and stiff competition, lack of institutional support were stifling the opportunities for employment in the Midlands province. Further details are mirrored in the framework in the next coming chapter.

CHAPTER SIX

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

The previous chapter presented and discussed the findings of the study. The object of this chapter is to summarise the research findings discussed. The background of the study and the research design will be presented in brief. A summary of the main findings of the study will be addressed. The research questions and objectives will be discussed in this chapter making a follow up to the previous chapter which discussed findings. The importance of entrepreneurship education will be highlighted in terms of its contribution to employment generation by graduates from polytechnics. The study's contribution to knowledge, followed by the research implications of the research findings will be visited. The chapter will also present the limitations, conclusions and recommendations.

Empirical evidence of this research expressed that students had inadequate personality traits, while educators demonstrated knowledge deficiency in the teaching of EE. Their teaching was mainly rooted in traditional methods that were devoid of interactive learning. Many gaps in ESD content were noted including lack of practical exposure, which compromised students' capacity to acquire EE knowledge holistically. Therefore, the learning failed to stimulate and transform learners' mind-sets towards understanding of EE for emergence of early stage ventures to a certain extent. Lastly, it was realised that lecturers' competencies impact on learners' intentions to foster a culture of entrepreneurship for early venture start-ups. During the time of this study, ESD has proved to be one of the best interventions to address the problems of poverty and unemployment among polytechnic students. The tracer study conducted revealed that some former polytechnic students owned self-businesses, after graduation. As Pansar (2020)

postulates the ability to cope with setbacks is a major feature of successful entrepreneurs. Similarly, in this study, despite challenges in early stage venture start-ups some students prospered in their business ventures. The background insight on the impact of entrepreneurship education can be further elaborated in summarised findings, conclusions and recommendations as the chapter unfolds.

6.2 Background to the study

Generally, Africa is experiencing a retrogressive economic down turn caused by the social problems affecting the youths on the continent. The scourge of unemployment has affected the youths mostly, especially those who graduate from tertiary institutions. Youth unemployment has remained extremely high in Zimbabwe and pegged slightly above 70%. To that effect, the government embarked on many small scale projects earmarked to improve the welfare of the youths from colleges and universities alike. Despite the introduction of many projects for graduates from polytechnics, the thrust in this study was on the increasing numbers of unemployed graduates. Besides the Zimbwabwe government's attempt to conscientise banks and other stakeholders to support the youths financially in order to promote and sustain feasible projects lasting solutions to youth unemployment have remained a perennial challenge in the country. Banks and other financial institutions are unwilling to lend money to the youths because youths do not have a good track record of repaying loans since most do not have collateral security to pledge for the financial support (OECD 2018). A similar postulation was highlighted in the findings of the World Bank (2016). Despite chronic challenges noted, the Zimbabwe government has thought of introducing entrepreneurship education in tertiary institutions with the intention of supporting graduates from polytechnics with knowledge, skills and attitudes that may be of importance for early stage venture start-ups. This intervention was used with the hope that it could lead to economic emancipation through employment generation, ridding poverty and enhancing economic development in Zimbabwe and Africa at large.

Although entrepreneurship education has been extensively studied in developed economies and partially in developing countries, the previous scholarly work unravels lack of adequate knowledge on how the intervention influences graduates from polytechnics on employment opportunities leading to actual business start-ups. It is, therefore,essential to conduct an empirical research study with graduates from the Midlands province's polytechnics in Zimbabwe, so that worthwhile recommendations can be availed and used to overcome the problem of youth unemployment. This research fills some of the research gaps (knowledge, literature and lack of employment) that exist in Zimbabwe since entrepreneurship education is a new phenomenon and that not much is known about its impact on the employment of polytechnic graduates. A platform for further research could be availed to demonstrate the influence of EE on graduate self-employment in Zimbabwe.

6.2.2 Problem statement

The study explored whether students in polytechnics in Zimbabwe were triggered/influenced by entrepreneurship education knowledge and skills. It also explored whether the EE knowledge platform was a vehicle to create business start-ups and eradicate poverty and hunger in Zimbabwe. Despite the important background and potential capabilities of polytechnic graduate students to stimulate employment generation and economic growth in Zimbabwe, their motivations, intentions and challenges for job start-ups have not been established. These constructs were indispensable to the understanding of the process of entrepreneurship and its outcomes on business start-ups (Cheng et al 2009) in the Midlands province of Zimbabwe. The research findings were configured in line with the research questions, as well as taking due cognisance of the theoretical framework and review of empirical works by other scholars. In total agreement with the theoretical framework, literature review and data analysis, the findings from this study confirm that EE is a vehicle to entrepreneurial entry and leading to the emergence of early stage venture start-ups by graduate students. Provided that the SCAI framework of EE is customised in Zimbabwe, this would contribute to poverty eradication and economic

development. The following subsection discusses how EE influences graduate students from polytechnics on employment opportunities and job creation.

6.3 Influence of EE on employment of graduate students from polytechnic and objective review/revisitation

The study explored the influence of entrepreneurship education on the employment of graduate students from Midlands province's polytechnics in Zimbabwe. The summary of the research findings were presented according to the research questions, without losing focus of the theoretical framework, through data analysis and discussion of findings. Several insightful revelations were aided by empirical works of other scholars and supported by literature review. The research study confirmed that entrepreneurship education was an important intervention that required all stakeholders to offer collective support in order to scale up the formation of early stage venture start-ups. Entrepreneurship education has the power to contribute to poverty eradication, improve standards of living and spearhead economic development in Zimbabwe through employment generation by the youths. In the following section this study summaries the findings according to each objective.

6.3.1 Objective 1: To establish entrepreneurship education curriculum's influence on polytechnic students' personality traits.

The findings for this objective underscored the importance of personality traits among students. The theme that emerged from this objective was "Self-motivation leads to entrepreneurship". Participants felt that self-motivation was the most important trait that entrepreneurs should have. They defined self-motivation as having facets of ambition, confidence, goal-setting, independence, optimism, self-confidence and self-esteem. In conclusive terms, personality traits

were not adequately taught, hence, students could not exhibit positive behaviour regarding making decisions to start their own ventures. Although there were several personality traits that could be used to groom potential entrepreneurs, student participants felt that if perseverance, determination, self-efficacy, innovation, opportunity identification, risk-taking, creativity and, overall, self-motivation were effectively taught they could trigger learners' capabilities to venture into self-businesses. Students averred that they had not learned the above traits much, although the lecturers insisted that students had learnt some of the traits. Educators and a majority of students concurred that students had received inadequate knowledge about personality traits. Hence, this retarded the rate at which students could be motivated enough to increase interest in entrepreneurship, to plant or seed entrepreneurship as a career option, thus, leading to an increase in entrepreneurship orientation.

Scholars like Antoncic, Kregar, Singh and DeNoble (2015) corroborate the view that the foundation of entrepreneurship is embedded in personality attributes of an entrepreneur. From the respondents' views the personality traits identified in this study make the basis for crafting an entrepreneurship personality traits curriculum for Zimbabwean polytechnics. However, students were found to fall short of the expected standard of personality traits that could assist them to apply their knowledge through new entrepreneurship businesses. Personality traits were inadequately established in students, hence, many students did not have the thirst to venture into own business start-ups. National certificate graduates could not be self-motivated to start entrepreneurship businesses/self-employment businesses. Entrepreneurial intentions could not be heightened as the participants felt that the course was of a very short duration of only one year. Early studies documented that at pre-college levels entrepreneurship education would be effective because there would be more interest in new subjects (entrepreneurship) among leaners (Wilson et al 2007). However, findings indicate that industry graduates (former polytechnic students) found their participation in new businesses overwhelming despite inadequate personality traits. Recent literature documents a positive capacitation of students' personalities to create new business ventures, create jobs and wealth for themselves (Otache 2019; Ahmad 2015). A future study exploring the impact of personality traits on entrepreneurial venture start-ups could enrich this current study.

The results of this research indicated that the government's regulation regime stifled students' personality traits through feelings of negative attitude to pre-start-up activities. GEM (2019) discloses that negative perceptions in starting new businesses dominated personalities of graduates and, hence, they pose greater barriers to business creation for the youth. Therefore, government efforts should be geared towards creating an enabling environment guided by user-friendly policies that stimulate early stage venture start-ups. In line with this observation, the interviewees disclosed that the traits that helped graduate students to become entrepreneurs included self-motivation which embraces optimism, maintaining a positive outlook of things or events, locus of control, and creativity and self-efficacy, which builds one's self-esteem. However, results have shown that personality traits were important constructs in self-businesses, hence, the extent to which they contributed to venture creation could become fertile ground for future researchers to justify the assumptions empirically.

6 .3.2 Objective 2: To identify the effectiveness of entrepreneurship education curriculum epistemology on students' learning skills in the Midlands Province.

The overarching themes for this sub objective were (i) 'Real-life experiences of entrepreneurship' students who had real-life experiences from their professions or had practicals included in their courses used their knowledge and experience to mitigatethe lack of practicals in the ESD course, (ii) **'**Ineffective teaching methods such as the mass lecture approach. The mass lecture method was criticised for its lack of interactivity between the student and the educator due to a congested timetable and the need to complete the syllabus solely for examination purposes. Problem-based learning was conducted to give students hands-on experiences, for example, developing a business plan and conducting market research. However, the downside was that students sometimes copied the business plans and the business plans were not done for a real-life project (it was theoretical). It seemed the students wanted real-life entrepreneurship projects to manage, rather than writing the business plan. The next theme item (iii) 'Outdated technology' was the downside experienced by students who were in practice/skills-oriented trades such as

engineering and mechanics. It was specifically about how the technology used in the colleges was outdated. Whereas in the world outside of college technology has advanced, students in colleges have remained with inadequate entrepreneurial skills. One participant with an engineering background, Industry Participant 12, said the following:

> *My father studied at this polytechnic and used the machines I am currently using now some 30 years later. Due to change in technology the machines being brought by the Chinese now are used to manufacture the products that are in the market today. As entrepreneurs we do not have exposure to new technology that is being used today*

There was, howevr, a positive view that was shared by both students and lecturers. The view was that the delivery of content through the lecture method that was paired with field based teaching assignments, group discussions, making of comprehensive business plans, role play and educational tours could be beneficial and have important learning curves. The second view was negative and it emerged from student participants. The students' views pointed out poor teaching techniques which stalled motivational intentions for self-employment. Hence, the research study has established the limited nature of the knowledge and practical skills ideal for personal development in entrepreneurial trade. For instance, students' training through a business plan was not an important training method. As documented in literature, a business plan does not structure learning. Rather, it falls in the entrepreneurial learning process (Ibrahim, Baharuddin, Jamil & Rosle 2017). Empirical results of this research study found that EE influenced students' behaviour, provided the teaching and learning was more interactive and participatory. The lecture method dominated all the learning yet it was deemed too traditional and lacking interactive learning practice. However, a research gap has been noted by renowned scholars such as Pittaway and Cope (2007) that there is incomplete research on EE and its outcomes.

The industry graduates' sentiments highlighted educator-centred methods of teaching which did not promote an increase in entrepreneurship intentions. Previous scholarships by von Gravenitz al al (2010) concur that little is known about how EE courses impact on students' willingness to engage in entrepreneurial activity. These scenarios have worsened the prospects of becoming entrepreneurs after completion of their courses. There was little or no connection between

heaps of knowledge acquired through mass lectures and the practical handling of new ventures. This was reported as a perennial concern among participants. Learning was incompatible with the learners' needs. Mbeteh and Pellegrini (2018:95) have found that "the challenges of the theory-driven pedagogy do not promote effective students' engagement with practical realities in the business environment". Important methods of lesson delivery such as experiential learning, problem based learning and constructivist learning were very important methods which were not being used during the training of students. Knowledge deficiency among the educators coupled with lack of pedagogical guidance in entrepreneurship skills development were the major learning barriers noted in this study. On the whole, the teaching methods used in EE were important but not adequate to empower many students from different backgrounds. Entrepreneurship activities were not the first employment priority among many participants in the two institutions. However, all the industry participants claimed to have engaged in entrepreneurial activities to augment inadequate income despite the challenges noted in early venture start-ups. Most of them shoulder responsibilities of their families, hence, they were bound to take up business. EET methods failed to impart adequate knowledge, skills and attitudes which remain pivotal facets for self-employment in the Midlands province.

6.3.3 Objective 3: To analyse the extent to which entrepreneurship education curriculum content being taught influenced knowledge for business start-ups?

Subsequent to effective implementation of the entrepreneurship skills development, it was important to understand the relevance of the subject content. The sub-themes that emerged included (i) 'Commercial subjects'; participants thought that most of the following subjects were relevant for entrepreneurship education: Accounting forms the highest subject (6), followed by Marketing (5), Business Communication (3), Management (2), and Risk Management (2). Other less prominent subjects include NASS, Records keeping, Business Administration, Business Information Systems, Business Maths, B/F, P/S, Business studies, Research methods. It can be seen that most of the subjects that were given were aligned to Commerce rather than to areas

of specialisation. Therefore, ESD content is general and not specific to area of specialisation. One participant said that the *content was inadequate and outdated and lecturers depended on recycled notes* (Focus Group A 1.4).

Another theme for this objective was (ii) "The real-world usage of skills learnt" Former students used the content they had learnt from the college to manage and sustain their businesses. Some participants said that they needed financial management and marketing skills for sustainability. The content/syllabus was not specified according to each field's needs and the examples given in the subject were not according to the needs of each subject. One of the participants, Participant 6, said the following, *One who has to teach about entrepreneurship in engineering department should be one from the Engineering Department. I say that because there are some areas you will need to link to the engineering side practically or theoretically.* It was also discerned from the Nvivo 12 Pro that "The course lacks depth", being the third theme. Some of the students criticised the content of the course for its lack of depth.The course was considered too theoretical and lacking practical application, perhaps due to the teaching methods used. This led some of the students to fail to develop business skills that could be applied in the real-world. Also, the lecturers did not make follow-ups on former students to evaluate whether they had mastered the skills needed for one to become an entrepreneur. Therefore, ESD content was considered limited and thus required curriculum reforms. The next sub-theme (iv) was 'Changing the ESD curriculum'. Most of the recommendations from the seventeen participants were about the reformation of the ESD curriculum. To improve content, ESD should be introduced as a course (national certificate or diploma and from national certificate to degree level) instead of being a subject that is subsidiary to the course being pursued.

The ESD content was deemed to be mismatched with changes in the environment and syllabus content which had been reviewed without due cognisance of issues such as the new wave of information technology. According to the economic theory of entrepreneurship an entrepreneur emerges due to the incentives and economic gains that come from an enabling environment.

Hynes and Richardson (2007) indicate that students ought to acquire knowledge, entrepreneurial skills and aptitudes which are more innovative and flexible in an ever changing environment, not just learning to start up new businesses.

Most national diploma students who came from industrial attachment noted that during their time in the field, the knowledge/content that they learnt as industrial training curriculum was more important and more hands-on than what the college taught. ESD content required experts who could teach the subject to the advantage of students. Further to this requirement, was the need to avoid the misinformation that was demonstrated by educators during the lesson delivery. This observation was an eye opener on how content was mishandled and improperly delivered. Thus, Fejes, Nylund and Wallin (2018:2) conclude that lecturers lack requisite competencies to transform teaching to its better levels.

The learners claimed that ESD content was entirely theoretical, leaving the practical side totally unexplored, to the detriment of the student. Kirkley (2017) echoes that effective and quality teaching practices are an integral part of entrepreneurship education. To that effect, the teaching expectations were tailored towards HEXCO public examinations not to EE life skills. The content was examination-tailored.I It was, therefore, not meant to trigger the formation of self-businesses after college life, nor to instil a culture of entrepreneurship in students. In this research, the lecturers complained that the students had an attitude problem in engaging in entrepreneurship education programmes.

The poor teaching of EET content was exacerbated by lack of resource materials, human and financial support. This has defeated the assumption that curriculum content is an enabler to entrepreneurship orientation. For instance, lecturers' and students' opinions concurred that financial institutions were always hesitant to offer credit support to new business set ups because they lacked a track record of loan repayment (Kelly et al 2016). Financial institutions adopt such rigorous measures because, in many cases, newly established businesses fail to raise requisite collateral. Lack of financial support for graduate students could be one reason why many businesses are closing down, tipping an escalation of unemployment in Zimbabwe.

The national certificate graduates complained about lack of practical content which could enhance early stage venture start-ups. This concern was also raised by industry graduate participants. The students perceived gaps in practical areas and this demotivated those who wanted to do entrepreneurship simply basing from the theoretical knowledge skills they had acquired during training. Balanced ESD content should entail the psychomotor, intellectual, social and emotional domains so that EET content was not compromised, hence disadvantaging learners. This research found a lot of content deficiency. It thus appears challenging to inspire a general interest among students to start-up new things such as fostering new behaviours for self-employment ventures (Lorz 2011). However, under conducive conditions, curriculum content is an enabler to entrepreneurship orientation. Industry graduates appreciated the EE curriculum but much of their support emanated from the experience in understanding the business environment.

6.3.4 Objective 4: To analyse whether entrepreneurship education curriculum competencies of educators influenced polytechnic students in the Midlands province.

The discussions expressed convincing evidence that effective teaching of EE was a pedagogical problem. The theme that emerged in data analysis was “Lecturers’ Qualifications”. Some of the students felt that the lecturers did not have specialised knowledge to teach the course (e.g., higher learning qualifications) or subject knowledge to teach the course to specialised groups. For some students, lecturers had to have their own business as a prerequisite to teach the course. However, only six participants felt that entrepreneurship should not be taught by just a degreed lecturer from any discipline because the lecturer might not have specialised knowledge in a particular discipline and unable to refocus the specialised knowledge to all disciplines from an entrepreneurial perspective.

Some lecturers had no adequate knowledge to teach the subject although it had been indicated that the educators had relevant qualifications for the Marketing subject and Economics. The findings suggest that the educators needed capacity building for them to be effective when delivering and presenting lectures. There was evidence to support that all participant educators lacked competencies and skills in teaching EE and they disclosed their shortcomings. These results are similar to the study of Mbeteh and Pellegrini (2018). Some educators exhibited less knowledge as they thought that EE was the same as marketing. Contrary to the educators' competency irregularities all industry graduate participants indicated their desire to be taught by degreed lecturers in entrepreneurship education. Unfortunately, this was not the case because almost all of the EE educators had no training/qualification in the entrepreneurship discipline.

Furthermore, responses revealed that lecturers were undertrained and limited their teaching to traditional methods which stifled acquisition of practical-related entrepreneurship skills. The lecturer-centred approach dominated the lecture delivery. This meant that the learners lacked the exposure that could be enjoyed through access to hubs and incubators in higher education institutions. In this view, Mahmood, Jamil and Yasir (2016) reiterate the importance of business incubation strategies to enhance a culture of community entrepreneurship and job creation through business schemes, business opportunities and diversification. However, lecture attendance was not an adequate or sole instrument to measure the mastery of EE content. The inability of educators to design content in line with current needs in the field of EE was deemed an indication of lack of competencies and skills in articulating implementation of the curriculum. Topical literature suggests that lack of competencies contradicts the curriculum which further hinders the implementation of the intended EE curriculum (Scheiefelbein & McGinn 2017). Therefore, a learning gap existed and students could not develop a culture of entrepreneurship (Lackeus 2016) since most of them could not easily cope and even thrive in a globally changing environment. It has been illustrated in findings that students may aspire to develop self-employment activities provided they are coping from their role models. This finding is in line with Nowinski and Haddoud's (2019:183) findings that "the place of role models cannot be

underestimated in communities they live because they have always retained a legacy of producing entrepreneurial copycats". The Theory of Planned Behaviour confirm these results through the understanding that subjective norms have an important attachment to opinions rendered from friends, role models, parents and peers when making decisions on career choice.

International literature has echoed that the main role of lecturers is none other than selecting interesting and motivating methods to transmit curriculum knowledge so that government's expenditure towards education is justified (South African Department of Basic Education, 2015). Under this objective, lecturers' competencies were barely adequate to stimulate and transform learners' mind-sets towards embracing entrepreneurship education on employment of polytechnic graduates. Surprisingly, findings from industry graduates had overwhelming evidence. The industry graduate participants interviewed were found to be owners of start-up businesses. The level of educators' competencies were barely minimum but this did not hinder the industry graduates from fostering a spirit of entrepreneurship, thus, leading to their perseverance and self-motivation and opening of their businesses despite persistent challenges in the Midlands province of Zimbabwe.

6.3.5 Objective 5: To analyse whether entrepreneurship education curriculum enhanced job creation for graduate students from polytechnics.

The findings pertaining to this objective showed that the majority of industry graduates interviewed had started their own businesses after completion of their entrepreneurship education at polytechnics. Two themes emerged, namely; (i) 'Self-employment ventures and (ii) Challenges in starting up businesses. Entrepreneurship education has enhanced job opportunities for some graduate students from polytechnics through self-employment. Fifteen (15) participants mentioned that some of the skills that they had gained from the course enabled them to open their own businesses and to employ others. Entrepreneurs from the college sold

diversified products such as clothes, food, kitchenware, perfumes, poultry, shoes, weaves, and women oils.

The findings illustrated that EE had a much stronger push after graduation than they thought the situation would be before graduation. Thus, according to industry graduates, EE enhanced job creation among graduate students in the Midlands province. Ndofirepi (2016) in Chienwattanasook and Jermsittiparsert (2019) affirms that EE has the capability to enhance the knowledge and skills of college graduates to become self-employed with sustainable enterprises that are unique and highly attainable. The participants echoed that the motivation to cherish entrepreneurial intentions emerged from the knowledge and skills acquired at college. The need for independence to work for oneself coupled with market research enabled industry graduates to spot job opportunities in the environment and resulted in actual start-up ventures. FGP18 averred that, *EE has instilled in me a spirit of starting a business.* Students got capacitated to be able to know the opportunities and threats in the environment and the techniques on how to counter them as viewed by FGP13. The responses from graduates indicate that they had the entrepreneurial intention to venture into pre-start-up activities against all odds. The results conform to the findings of Schlaegel and Koenig(2014) that intentions have been given a relevant consideration in capacitating college graduates to start businesses. Thus, the knowledge from ESD aided the industry graduates to identify opportunities and create self-employment in the province. Management skills also enabled participants to sustain the enterprises with confidence. *It has equipped us with skills and it has instilled confidence in us* (FGP20). When they were still at college they could not see the benefit but understood EE benefits after some realised that they could own businesses and enjoy personal growth. Thus, experience in entrepreneurship is a capstone to success of venture businesses.

However, the findings disclosed notable challenges that affected graduates' entrepreneurial start-ups, and that they occurred at the macro level. These challenges included macroeconomic inflation (12), lack of capital (including the need for collateral) (11), hostile regulations framework

(10), corruption (9), stiff competition (9), and operational costs. The participants also decried the hostile regulations framework that prevented start-ups from emerging. Some businesses needed licenses to operate, and the owner(s) had to meet certain requirements and pay exorbitant license fees. Lack of capital was cited as there was a need to buy goods for resale or machinery for production. Most of the banks and financial institutions required collateral to access loans and it was not feasible to access loans due to stringent requirements.

The researcher also found these results related to the reviewed literature in chapter 3 of this thesis. Despite the challenges, EE has enhanced industry graduates to transform knowledge into actual business start-ups. It may be concluded that entrepreneurial development is associated with continuity of funding, good preparation, transparency, support and positive attitude. This objective was achieved.

6.3.6 Objective 6: To explore entrepreneurship education curriculum's contribution to graduate students' interest and self-efficacy to engage and sustain in self-entrepreneurial activities.

In this current study it was revealed that EE enhanced graduates to sustain their business start-ups. The themes that emerged included (i) 'Self-efficacy in entrepreneurship' and (ii) 'Graduate unemployment'. Six (6) participants had positive responses about students' efficacy in using entrepreneurship skills, 6 had negative responses and 4 had mixed feelings. Among the 6 who had positive responses, their reasons were that graduates had acquired the skill from college, earned residual income and were self-employed. From the other 6 with negative responses, their reasons were that some were interested in entrepreneurship, others were not, there was no capital to start entrepreneurial projects, and that some students passed the course for academic purposes only. Opinions varied as some graduates pointed out that there were many graduates loitering in the streets looking for paid employment. Graduates who were unemployed were classified as lacking confidence, lacking start-up capital, holding frustrations associated with new

venture creation and lazy. The other participant with mixed feelings about students' self-efficacy on entrepreneurship skills reiterated that the course was taken solely for academic purposes.Further, students had negative attitude towards the ESD course, which they did not take as a subject, and they lacked self-confidence to run a business. In addition, participants noted that there were graduates who were unemployed. A negative attitude towards entrepreneurship (this includes: "doing the course for the sake", the lack of passion towards entrepreneurship and the need for paid employment) was cited as the main reason (25) graduates were not employed.

Earlier scholarship on challenges to start new business noted formidable challenges which had become barriers that were feared by students who were still in college to start new businesses (European countries by Eurostat 2019). Participants ranked their counterparts as unable to sustain entrepreneurial employment activities, given the opportunity to own one. Some participants such as P2 bragged that: *To keep going I do environmental scanning, know your competitors' actions and operate with proper documents and have discipline with your finance.*P1 also commented: *Time the selling of some of your products, know your prices and know the competitors' actions.* With this exceptional knowledge, the industry graduates could sustain their businesses in the face of an unstable operating business environment in Zimbabwe. However, despite shortages of capital, unstable currency, spiking inflation and many other challenges, their businesses are still running. 50% of industry graduates' businesses have attained 2 to 4 years of operation and the other 50% have operated for 5 to 18 years. Typically, these findings answer the objective that graduate students could sustain their businesses without question. The findings of the study confirm Shapero and Sokol's (1982) argument that any path being considered has to be perceived as not only desirable, but also as feasible.

Sustaining entrepreneurial activities is important because it increases opportunities of self-employment.From this study it was concluded that graduate students were capable of sustaining their own businesses in the face of economic challenges in the Midlands province. In addition, the research established through responses from informants, that self-efficacy played a

significant role in revitalising the inspirations of the young business owners. This is in line with earlier studies by Bowles and Pearman (2017:2) who claim that "personal ability (self-efficacy) creates confidence which inspires students to achieve their potential and increase learning aspirations". The results are similar to the study of Souitaris et al. (2007) who conclude that the existence of an essential link between inspiration and entrepreneurial intention signifies the potential entrepreneurship benefits. The need for entrepreneurship career has been over-emphasised and graduates are encouraged to start small and gradually grow big with more resources accessible for each stage of the business. This part illuminates the reasons why Cotei and Farhat (2017) advise that personal resources such as personal savings were found to be an imperative form of funding good for start-up activities. This explains the reason why graduates defied all odds such as corruption in accessing funding, inadequate knowledge and unstable operating environment for small start-ups in Zimbabwe. Moreover, some of these graduates were not aware of the procedures to be followed to seek support but they could still survive as they were able to augment their capital from salaried employment.

In summary, all the findings have disclosed the positive impact of EE in influencing graduating students to start their own self-businesses. The challenges mentioned were mainly to do with lack of financial support, unstable regulatory policy, corruption, poor infrastructure and poor implementation of EE curriculum. According to respondents, educators' teaching methods and their competencies were flawed. There was overwhelming evidence from industry graduates who had translated their entrepreneurial intentions into actual business start-ups. These results were similar to the studies done by Lorz (2011), Souitaris et al. (2007), Bowles and Pearman (2017) and Otache (2019). In order to strengthen new knowledge, the following section highlights contributions of the framework to this research study.

6.4 Contributions of the Framework to Strengthen New Knowledge

In accordance with the research findings new knowledge has been noted as the chief contribution of this study. This knowledge could contribute to the development of a comprehensive EE framework that ensconces concerted efforts to overcome poverty and unemployment among graduates from institutions of high learning in Zimbabwe. There are several tertiary graduates who are championing the formation of venture start-ups in developed countries such as the United States of America, Canada, China and Malaysia alike. Thus, the framework ushers in a notable era of both curriculum and entrepreneurship development in Zimbabwe. The best practice of curriculum reform in Finland is in support of this novel framework which has called for all stakeholders to approach curriculum reform collectively. In higher education, institutional reform and knowledge sharing give impetus and platform for collaboration and sharing of different stakeholders' competencies, experiences and blocks of knowledge (Pietarinen, Pyhalto & Soini 2017).

The stakeholders, including government and higher education Ministry, are charged by the EE framework to design and implement policies that influence EE reform, awareness, implementation, monitoring and evaluation of the programme's effectiveness. Previous scholarship has established the existence of policies that scale-up community entrepreneurship through their motivation, knowledge, skills and accessibility to information, consultancy services and financial resources (Davari & Farokhmanesh 2017:433). In this regard, the framework could lead to celebration because the study has contributed to the knowledge and understanding of the short time influence of ET on polytechnic graduate students' employment activities. This framework has filled the gap noticed by research scholarship that entrepreneurship outcomes are underresearched (Pittaway et al 2007). The new specific knowledge on entrepreneurship education's influence could be shared, used or benchmarked by other studies in other economic environments different from Zimbabwe.

EE framework hereby benchmarks and explains the impact of entrepreneurship education by adopting the Triple Helix Model, where higher education institutions adopt an academic-industry-government partnership that contributes to technological innovation and economic development (Goldstein 2008:86). In other words, the framework spells out all stakeholders who have a stake in promoting ESD programmes, starting mainly in colleges and cascading to the wider environment. Therefore, the Triple Helix Model supports my framework in that it shows an integrated coordination of interrelated components of this model coded Stakeholder Collective Approach Intervention model of entrepreneurship education. The SCAI model articulates a novel collective approach to improve the feasibility of EE as a future career path, thus filling up the knowledge gap noted in the implementation of entrepreneurship skills development training programme in Zimbabwe's polytechnics.

This study contributes to ESD literature which has been documented as being scarce in this study's findings. The information is critical for improving the trainer, and guiding the choice of student-centred approaches that are cognisant of student involvement and ownership with a bias to practical activities. It could enable policy makers and principals as college directors to design support and training programmes for educators and learners. This could create opportunities to develop key competencies that address the dearth of pedagogical expertise and skills mentioned by educators, students and industry graduates in the findings. Previous literature has profound and overwhelming contributions in that the society's new demands must be augmented by meaningful knowledge, which is versatile in new work environments as a step up to enhance meaningful practical entrepreneurship skills and knowledge (Confederacion Espanola de Organizacioes Empresariles 2017). The model below is a blue print through which polytechnics could discourage poverty and unemployment through engaging in venture start-ups in Zimbabwe.

From a different standpoint, this framework attempts to explain the contribution of the innovative incubators and hubs in relation to the exposure theory of entrepreneurship. The insights of the theory contend that exposure to the proliferation of new opportunities and novel

ideas contributes to the development of entrepreneurial culture in the economy (Mahmood, Jianfeng, Munir & Yasir 2016). In this novel framework, the inception of incubators in polytechnics would see both students and educators getting the experience required in the early stage venture start-ups. In this view, Mahmood, Jamil and Yasir (2016) reiterate the importance of business incubation strategies to enhance a culture of community entrepreneurship, job creation through business schemes, business opportunities and diversification. China has scored big successes by cushioning student entrepreneurs from the shocks of many business risks that attack early stage venture start-ups. The study contributes to theoretical literature for future studies that may be conducted on how to improve teaching approaches for entrepreneurship education.

Previous scholarships established that the creation of new start-ups provides a platform for knowledge transfer and intranets as one of the benefits of business incubation and not limited to networking services, training programmes and consultancy (Li, Ahmed, Qalati, Khan & Naz 2020:2). This framework highlights the obvious benefits that enhance the influence of EE on employment of polytechnic graduates. For instance, effective learner-centred teaching approaches may lead to actual behaviour change culminating into entrepreneurial intentions as indicated in the SCAI model. The SCAI framework takes into consideration the theory of planned behaviour which articulates that a result in entrepreneurial intentions would definitely result in the creation of business start-ups provided the outcome is positive and feasible. The study highlights the important role played by the government's regulatory system to stimulate innovation in higher education institutions through the provision of incubation hubs. The contribution of my model resonates with Bird's model (1988) which discloses the importance of intentions for organisational development and for the implementation of entrepreneurial ideas. The model highlights the need for start-up kits that sustain the early stage venture start-ups. The hubs that are recommended enhance the strength of the model in a manner as "to boost the innovation process, the government in consultation with other stakeholders should endeavour

to upscale policies that incentivise stakeholder-engagement in promoting new venture start-ups (Li, Ahmed, Qalati, Khan & Naz 2020).

The current study has contributed to a potential tool (the SCAI framework) which educators could use to understand the ESD programme and structure their teaching of the subject in line with expectations of society and learners' needs. The framework highlights an important component that may measure the extent to which the HEIs were achieving EET goals. The implementation of ESD has never been evaluated since its inception in Zimbabwe. My framework thus calls for the relevant stakeholders to expediently evaluate the ESD programme. An evaluation would be valuable if it justified assessment of programmes and the resources allocated in order to establish the learning results whether they were real and significant (Nwambam, Sunday, Nnennaya & Nwankpu 2018).

The role of the Zimbabwe government to deliver adequate and well-planned financial support to entrepreneurship development was a cause for concern as put by all participants. Therefore, any financial package to the advancement of entrepreneurship business is likely to augment the success and survival of early stage entrepreneurship ventures. It is discernible that the framework delivers a significant insight into the higher education institutions, government and industry to harness financial and material support to achieve early stage entrepreneurship ventures in Zimbabwe. In view of the findings that induced the researcher to develop a Stakeholder Collective Approach Intervention framework for entrepreneurship education (Figure 5.9), all the interacting variables collectively enhance influence of early venture start-ups. For instance, Zimbabwe's Curriculum Development Unit (CDU), in consultation with government influences industrialists, HEXCO examination board and higher education institutions such as the polytechnics regarding syllabus review, curriculum reforms and implementation. The Ministry of Higher and Tertiary Education, Innovation, Science and Development Technology has the mandate to implement government's national educational goals through policy formulation. A number of activities take place in the polytechnics; these include among others, staff

development of lecturers, relevant training in consultation with the Ministry of Higher Education, syllabus review and implementation, teaching, continuous assessment, and examinations of course subjects (entrepreneurship education). The current model has underpinned the value of financial capital as the life blood to the success of students' venture start-ups. This framework implores the financial packages from Zimbabwe Development Fund (ZIMDEF), a parastal mandated to sponsor the Higher Education programmes, cadetship, government allowances, government grants, and the Non-governmental Organisations (NGOs) to be transparently used all round the components of the framework. Singh (2012) echoes that finance is "the lifeblood" of any venture start-up, regardless of the size. Effective teaching results in behaviour change and the positive traits would significantly promote entrepreneurial intentions inspired by self-motivation which are the pillars to early venture start-ups during and after completion of their courses.

There are many perspectives that impel polytechnic graduates to venture into actual business start-ups after graduation from the colleges. In order for students to develop an appreciation for self-employment ventures, there are various reasons that could spur self-motivation leading to entrepreneurial intentions and ultimately creation of own venture start-ups. Individual characteristics comprise of self-motivation, vision, risk taking, determination, self-confidence, creativity, innovation, self-efficacy, mind-set and behaviour change. Prominently, the educators' teaching methods, the content in EE and educators' competencies have an upper hand in instilling entrepreneurial knowledge, shaping personality traits, developing motivation, self-efficacy and making decisions for career choice. Overall, to make the above factors achieve a robust employment of graduates from polytechnics, the framework has hailed the indispensable support from stakeholders in the form of finance, curriculum innovation, and students' industrial attachments, innovation hubs in polytechnics and curriculum inputs and reviews.

Figure 5.15 below shows how entrepreneurship education in polytechnics could effectively be used to influence graduate students to finally end up with a decision either for own business start-ups or decide to be employed by someone. The Higher Education Ministry's prime role is to

implement government's national goals through line ministries and departments. This Ministry is responsible for training and recruitment of qualified educators in various subject disciplines in collaboration with HEXCO and polytechnics. There is pedagogy training, syllabus interpretation and review, critical supervision of educators in terms of content, methods and their competencies in teaching EE in polytechnics.

The EE curriculum evaluation is done through polytechnic principals in collaboration with HEXCO, Curriculum Development Unit (CDU), industrialists, policy makers and the Higher Education Ministry. The stakeholder support is channelled to the polytechnic institutions. This support will revitalise the implementation of ESD. Effective teaching methods and content could stimulate learners' motivation. As polytechnic students learn through entrepreneurship, there is real life experience of actual start-ups (Piperopoulos & Damov 2015) leading to enhancement of skills and competencies. Learning is tailored for the student or is learner-centred leading to self-directed, practical design through innovation hubs. Guest speakers would come in with industry experience, making practical business plans coupled with industrial attachments experience. This framework has filled a research gap where polytechnic graduates could not increase the rate of start-ups due to lack of balance between theory, practical knowledge and skills in entrepreneurship education. That missing link or balance has been rectified, thereby upscaling confidence, motivation and any support to induce growth of small venture start-ups in Zimbabwe.

There are many traits now tailored to entrepreneurial businesses such as risk taking, confidence, innovation, creativity and determination, just to name a few. These translate the graduates to harbour entrepreneurial intentions ultimately leading to a change in behaviour as decisions for career choices are made either for own venture start-ups or for being employed by someone. Increase in youth employment could generate personal wealth, eradicate poverty, reduce unemployment and make a contribution in the form of growth of GDP, employment opportunities and economic development in the country. Graduate employment makes a contribution in the form of growth of GDP, employment opportunities and economic

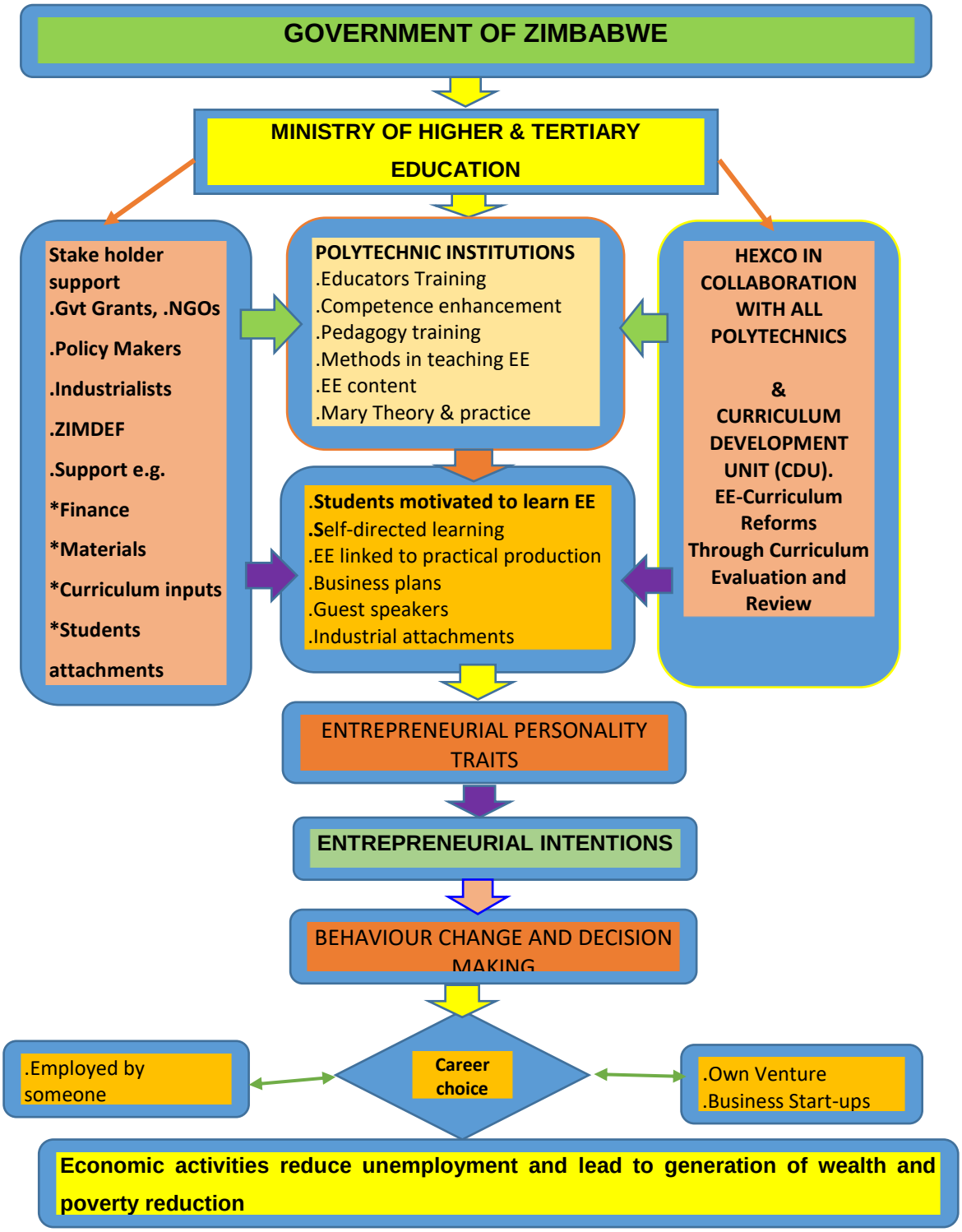
development in the country. Furthermore, there was a consensus on entrepreneurial behaviour, that it was enhanced by the entrepreneurial intention, which exemplified the stepping stone to the development of entrepreneurship. Along the same vein, entrepreneurship education programmes were assumed to trigger intentions which create opportunities for behaviour modification in many polytechnic environments and in some developing countries (Fayolle & Gailly 2015).

Below is the suggested framework and its detailed contribution has been discussed above.

To improve the framework, the study hereby suggests future research to investigate firm level performance in order to evaluate the factors of entrepreneurship education influencing firm performance in Zimbabwe. This will be different from the current research which has focused on the individual person.

A future research study is imperative in order to design an appropriate pedagogy for entrepreneurship education programmes. This can be used to investigate the entrepreneurial competency challenges among polytechnic graduates in Zimbabwe and proffer best ways to address them.

Figure 6.1 EE FRAMEWORK FOR POLYTECHNIC STUDENTS



Source : Author's contribution to knowledge: A Stakeholder Collective Approach Intervention for EE success in Zimbabwe. (Mabhanda, SCAI Model).

6.5 Implications of the Findings

Most of Zimbabwe's early-stage entrepreneurial activities exist in the diverse sectors of the economy. These include, among others, the manufacturing industry, household goods, commodity trading, cross border trading, agricultural goods, automotive industry, industrial engineering, market gardening, beauty therapy and food service industry. It is, therefore, possible that graduates from polytechnics could contribute actively to these sectors. An understanding and awareness of these particular fields demands adequate knowledge and expertise which is the reason for assigning polytechnic students on work-related learning or industrial attachments. All stakeholders, including the government, should develop an understanding of the crucial role played by the early-stage ventures competing with, and outperforming each other in the economy. There are many young people in the various sectors of the economy who have engaged in entrepreneurial activities to alleviate poverty. However, for the creation of the much-needed jobs in the country to be successful vast material, financial and human capital support is needed.

This study showed that effective implementation of the entrepreneurship education programme could benefit the trainees through engaging in early-stage venture start-ups during and after completion of their studies. The study revealed that although EE programme has been offered in the polytechnics over the years there has never been a time to assess the programme for the course challenges or disturbances affecting both the implementers and students. In the absence of any measurement and evaluation of the programme since its inception, it may be difficult to measure the impact of the programme. The findings from this research therefore provide the data that is essential to government and policymakers. Its absence may undermine informed policy review on EE intervention. Therefore, an assessment of the effectiveness of entrepreneurship skills development might assist all stakeholders, including the higher education institutions. The importance attached to the programme and support shown to the programme

through public private partnerships could be a welcome development, and therefore, any form of support would be welcome.

This study disclosed that EE programme in polytechnics seemed to be doing well since there had not been any problem raised regarding the teaching of the subject. It appeared as if the polytechnics were achieving their mandates. However, the missing link was that no one actually knew how the programme was fairing. Reports had showed very good pass rates, yet many graduates from polytechnics could not find any job opportunity after graduation and were thus continually being frustrated. The results confirm that the programme was not fit for purpose because it did not fully benefit its target group as intended. The polytechnic graduates failed to secure employment in industry because they did not have industry-related knowledge and experience.

Many participants in the college identified several flaws in the EE programme. These included lack of funding, poor educator quality, poor methods of teaching and inadequate content. This research supports the view that polytechnics in Zimbabwe need to adjust and become more supportive in order to achieve improved milestones through developing robust students' entrepreneurial mind-sets and entrepreneurial actions in specific areas of specialisation.

6.6 Research Limitations

There were challenges noted that were beyond the researcher's control. This was an important stage to provide mitigations so that the research's validity may not be compromised.

The major limitation was that of inadequate resources as the researcher was awarded a bursary by the University of South Africa that catered for tuition fees only . The researcher made several attempts to mitigate the limiting factor until he finally resolved to work within the available budget.

This research considered the influence of EE on the employment of polytechnic graduate students from the Midlands province with a very specific target group of participants. The conclusion of the research may not be applicable to students outside the province. The qualitative study was based on data obtained from 40 participants' views and this sample could not represent the views of all current and former students who had done the EE subject. Other polytechnics could have their own unique unemployment challenges that impeded self-employment initiatives. In this situation the results only apply to two institutions studied and the former students (industry graduates) who were manning own business start-ups in urban areas. These results may also not be comprehensive enough to reflect on the entire early-stage venture start-ups that should take into consideration the rural entrepreneurs. More studies including other provinces and polytechnics are therefore needed.

The other limitation was the exclusion of other Zimbabwean stakeholders such as industrialists, policymakers and curriculum designers. Their inclusion in policy formulation and implementation is the most important role that they play to guide the production of entreprenuers. Studies that involve such players are needed as a matter of urgency in order to keep abreast with current changes in curriculum reform in Zimbabwe.

The study was confined to the qualitative methodology approach in data collection and the participants were purposively assembled. Thus, robust data collection could not be possible considering that the study used 40 participants. The qualitative methodology's applicability is thus rather limited because of the impossibility to generalise the results nationwide. A mixed method approach could be adopted to make more detailed findings in future.

6.7 Recommendations/Future Research

The impact of entrepreneurship education participant profiles was not one size fits all. Hence, these variations have implications for these research findings. The findings show that national certificate students who were still in college showed negative attitudes to the teaching of entrepreneurship education. Such students appeared partially motivated to venture into self-businesses soon after graduation. However, results from industry graduates (a tracer study) indicated the existence of more positive intentions to venture into actual business start-ups. Hence, further research focusing on what specific profiles of participants could benefit from entrepreneurship education could potentially bring forth more novel knowledge. There is, therefore, need for ESD lecturers to conduct tracer studies to evaluate the effectiveness of the course, that is, whether it has created employment opportunities among graduates and whether the graduates have effectively used the skills obtained.

According to findings of this research, entrepreneurship skills development programme has never been evaluated as a programme since its inception in polytechnics. This has denied its target group the benefit of any suggestions for improvement and better ways of preparing graduates for early-stage venture start-ups either during or after completion of their courses. A more realistic assessment has to specify for which target group entrepreneurship education objectives are appropriate.

The study recommends that government, industrialists, higher education institutions, ZIMDEF, policy makers and Curriculum Development Unit (CDU) conduct a collective assessment approach of the entrepreneurship education syllabus so that its effectiveness dovetails with the ever-changing technological environment. Research literature reveals that ICT is a system which triggers innovation through entrepreneurship, where entrepreneurial opportunities for students are either limited or expanded by digital components (Lusch & Nambisan 2015:4; UN 2015:14).

Therefore, the research recommends new and emerging economies, such as Zimbabwe, to adopt ICTs in venture start-ups to improve new business operations.

The study results demonstrated that personality traits had a bearing on an individual aspiring to become an entrepreneur. Unfortunately, students indicated lack of exposure and learning of the most important traits as tools for early stage venture start-ups. This study thus recommends self-motivation, self-efficacy, innovation, opportunity identification and risk-taking among others as important tools for new venture start-ups which should be part of the EE curriculum. In order to instil adequate orientation on personality traits, lecturers should be adequately trained to teach personality traits in line with transformation of students' mind-sets.

The thesis recommends the development of more practical application opportunities for entrepreneurship education both in content and textbooks. The practical component aids in linking EE to real-life experiences of learners which enhances a sound entrepreneurship orientation. There was an outcry from students that educators devoted teaching to theoretical sermons at the expense of practical application. In order to enhance robust training. EET should be adequately supported by resources in all the components specified in the EE framework. Resources are needed for the training of educators, staff development programmes, purchasing of entrepreneurship tool kits, text books, field trips, more learning rooms, and curriculum review programmes. In addition, students could be given hands-on experience on entrepreneurial projects while they are at college using incubation hubs or spin-offs that are developed at the college. For example, it was suggested that the Engineering Department could start consultancy firms which would link the college to the industry and allow students to practise their skills.

Entrepreneurship Skills Development is a compulsory subject but this study recommends that students be allowed the freedom to choose because the use of force to make students admire self-employment activities is the least effective way to nurture prospective entrepreneurs. The researcher agrees with earlier studies in developed countries such as those by Ozaralli and Rivenburgh (2016) and Yesuf and Buli (2016) which suggest that the decision to become an entrepreneur should be free from coercion but be time bound, while being guided by a considerable planning and a considerable amount of cognitive processing. One lecturer,

Participant LB 2 reiterated that:*ESD should be based on someone's calling, one's passion, zest and zeal, thus it must be respected.*

The study has shown that EE is a new study area in Zimbabwe beginning from primary education to tertiary education; hence, there are no people with expert knowledge on the teaching of EET. The study found that the EE content has proved to be insufficient, hence students could not get enough knowledge to give them confidence to start new businesses. There is a need to reconstitute the syllabus content and incorporate practicals which had been sidelined in most of the academic lectures presented. There is a need for quality assurance in terms of the teaching and implementation of ESD curriculum in polytechnics in Zimbabwe. A similar view is also shared in the works of Baluku et al. (2019).

So far EE is being taught for certification. This study recommends that the teaching be tailor-made towards creation of entrepreneurial intention, which is a good recipe for actual business formations. There is a need to have a robust monitoring and evaluation programme on how the EE curriculum is being implemented in Zimbabwe's polytechnics. This recommendation is of relevance as it coincides with past studies by Baluku et al.(2019), Fayolle and Gailly(2015) and Linan and Fayolle(2015).

From the knowledge gained through findings, this study recommends that the teaching of EE aligns to students' areas of specialisation so that specialist entrepreneurship educators could give discipline-specific examples of entrepreneurship content as depicted in the curriculum. It is possible to embed ESD in various specific disciplines but it should be taught by specialist entrepreneurs in those specific disciplines. A better option desired by other students and industry graduates was to introduce EE as a course, not as a subject, so that deficiency of knowledge, attitudes, skills and content are overcome.

Some educators have demonstrated some ignorance in their teaching of ESD. This has proved their incompetency and inability to influence students' positive minds towards a culture of

entrepreneurship business. In this regard, it is recommended that staff development and in-service training among educators commence at the earliest convenience in order to avoid misinformation in the teaching of EE in Zimbabwe's polytechnics. Many lecturers thought EE and Marketing were the same.This has shown the gravity in the misapplication of information. Therefore, the study further recommends lecturers who teach EE to be experts with at least a minimum of a degree in entrepreneurship. Future research in these areas would be of importance to offer new information to academia and practitioners.

In addition, inclusion of EE in stages before tertiary level education could incentivise future entrepreneurs because basic knowledge in entrepreneurship will have been mastered through primary and secondary education training (Kelley, Singer & Herrington 2016:80). Therefore, the researcher recommends a long entrepreneurship training programme which could influence students to foster a positive culture of entrepreneurship.This would make a sound motivational step towards starting venture start-ups. Rather, graduates should be taught how to do low-capital start-ups and then springboard into bigger projects rather than attempting to start big and then fail. Already, this study has advocated for a robust entrepreneurship education to impact future research from primary and secondary education, Such levels of education could be fertile ground for new knowledge nurturing entrepreneurial intentions for job creation. Thus, introducing EE at lower levels would contribute immensely to the bridging of the entrepreneurial intentions gap which hinders the growth of pre-start-up ventures in emerging economies.

In addition to the recommendations the study has also come up with contributions through a model in the form of a framework for entrepreneurship education. The contributions above suggest what polytechnics and other higher education institutions should do in order to improve the teaching of EE to such a manner that it encourages entrepreneurial intentions that lead to new venture businesses in Zimbabwe. Below is a section of the conclusions of this research.

6.8 Conclusion

The study proposed to explore influence of entrepreneurship education on the employment opportunities of polytechnic graduate students from the Midlands province in Zimbabwe. Based on the findings discussed in the previous chapter, the following conclusions were noted. As a main conclusion, EE positively influenced polytechnic students in Zimbabwe to embrace it as a potential career choice after college life. This was despite the differences in personal attitudes and challenges that affect early stage entrepreneurial start-ups. One reason that was mentioned by participants in the two institutions as well as by the industry graduates was that the subject was being taught largely for HEXCO certificate's public examinations with less emphasis on self-employment entrepreneurial activities. However, industry participants have hailed ESD as being a pivotal factor to the formation of their business start-ups. All participants in this study concurred that personality traits were the cornerstone for prospective entrepreneurs.Student participants illustrated lack of interest in self-employment ventures because they lacked the knowledge of personality traits mainly driven by self-motivation.

Results from the two polytechnics reiterated the view that some of the teaching methods used during training sessions were not relevant in the articulation of knowledge for self-employment activities. A more student-centred approach was recommended. However, this comes with the price of recruiting more lecturers and changing the teaching methods. However, there was consensus on this by all participants. Further appraisal of the teaching methods indicated a different angle when general sentiments from students showed dissatisfaction in the manner in which EE was being taught. The students bemoaned the use of lecture method and that all the major learning was premised on theory at the expense of practicals, the latter of which form the cornerstone of entrepreneurship businesses. A suggestion was given that students could be given hands-on experience on entrepreneurial projects while they were at college using incubation hubs or spin-offs that were developed at the college. For example, it was suggested that the Engineering Department could start consultancy firms which would link the college to the

industry and allow students to practise their skills. In light of this observation, literature has it that Constructivist learning is preferred when teaching entrepreneurship education to the standard instructional approach because the latter does not provide learning opportunities (Huq & Gilbert 2017:160; Valliere, Gedeon & Wise 2041:92). ESD was perceived by all students to be important for self-employment businesses, but due to lack of methods that showed interactive learning, the majority of participants were not attracted to it. Constructivist learning, experiential learning and problem based learning methods were not being used during the teaching to facilitate effective knowledge assimilation by students. It was evident that the lecturers had no sufficient knowledge of teaching methods for a subject like ESD.In addition, they had little knowledge on the implementation of entrepreneurship training content to foster a spirit of self-employment in learners. Unfortunately, learners were not being adequately prepared for self-venture businesses in the Midlands province. Even the industry graduates voiced their concerns but had no choice other than to start their own businesses. Some of them experienced rejection as no industry was prepared to offer jobs to graduates.

However, ESD was perceived as an important subject that should be learned in order to open up future job opportunities for students. In this current study, it emerged that content deliverables were pivotal to the increase in the skills, knowledge and attitudes about the subject. The problem that emerged was that the content was not enough as relevant material.It was too general and there was a lot of mismatches such as the teaching of Engineering students using the same approach as teaching Accountancy students. A weakness in syllabus interpretation was evident as the content could not be linked to the student's area of specialisation. In spite of the ET content being inadequate, that content was deemed to be emanating from many subjects.The lecturer pretended to be a jack of all trades yet his/her qualifications reflected marketing and economics specialties. In such cases it became difficult to articulate the content to the satisfaction of the learners.

Some lecturers who taught the EE subject were not real entrepreneurs. The student participants' sentiments were that lecturers should not teach them not because they were the academics but that they were practical entrepreneurs. It was suggested that ESD teachers should be persons who were entrepreneurs in their right who could merge their experiences with pedagogy to address the syllabus. The same sentiments were echoed by the industry participants. The teaching competencies and lecturers' skills were deemed inadequate as lots of misinformation happened during lesson delivery and presentations. This prevailed among students' revelations. Educators had no adequate knowledge of teaching the subject, hence, their teaching could not influence students to embrace entrepreneurship for venture start-ups. It was also concluded that there were many impediments to the teaching of ESD, such as lack of support from the college, HEXCO and government, to achieve the education goal regarding job creation. In view of the above assertion, it is confirmed and concluded that polytechnic lecturers are not robustly empowered to build adequate capacities or influence students towards entrepreneurial intentions for venture start-ups in Zimbabwe.

Further conclusions emanated from the business owners (industry graduates) who indicated that ESD had enhanced their capacities to transform the knowledge and skills into actual self-start-ups. Despite the challenges cited, they hailed the teaching of entrepreneurship education as instrumental to entrepreneurial knowledge. They developed entrepreneurial intentions for self-employment, opened their self-businesses, and managed these start-ups and survived the challenges associated with new venture creation. Furthermore, the participant graduates developed entrepreneurial self-efficacy and interest which they hailed as the chief cornerstone that sustained their ventures to date. Although many students were interested in EE, the lack of capital, poor content delivery, corruption and politicisation of funds and ESD curriculum had left many unemployed and still job-seeking.

This thesis concludes that on the whole, the weaknesses that were exposed in the teaching of ESD in the Midlands province inform the landmark policy implication in transforming Zimbabwe's higher education institutions towards entrepreneurship development since entrepreneurship is

so topical when it comes to creating jobs, eradicating poverty and improving economic power in the economy and labour market (Chung-Gyu, Chang, Joo & Dae 2018:1).

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APPENDIX A: PERMISSION TO CARRY OUT RESEARCH AT GWERU POLYTECHNIC

Gweru Polytechnic
P.O.Box 137
Gweru

17 June 2018

The Principal
Kwekwe Polytechnic
P.O.Box 399
Kwekwe

Phone Number: +263 5522 991
Cell Number: +263 773 521 801
Email: cmuzongondi@gmail.com

PRINCIPAL
KWEKWE POLYTECHNIC
20 AUG 2018
P.O. BOX 399, KWEKWE
ZIMBABWE

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR COLLEGE, GWERU POLYTECHNIC

Dear Sir

I am doing a research with Chilioane Tsoka a professor in the department of Entrepreneurship, Supply Chain, Transport, Tourism and Logistics Management (ESTTL) towards a doctorate in Management Studies degree with the University of South Africa. I kindly seek to collect data from your institution.

My study is entitled: **The influence of entrepreneurship education on polytechnic students for self-employment intentions in Midlands region, Zimbabwe.**

The aim of the study is to explore the influence/impact of entrepreneurship education training in promoting self-employment intentions for polytechnic students in Zimbabwe as well as to establish ways to cope with unemployment challenges.

Your college has been selected because graduate from this institution are vulnerable as far as unemployment is concerned. The institution also lies in a region which is the hub of mining activities in Zimbabwe and has the greatest potential for self-businesses.

The participants in the study would be National Diploma 1, National Diploma 2 students who have graduated with a national certificate which entails Entrepreneurship Skills Development (EDS) as one of the subjects. The lecturers who teach ESD will also take part in the study. The study intends to unearth the strategies which graduates from the polytechnic can employ in order to mitigate challenges of unemployment. These include starting self-employment ventures and forming joint venture businesses after graduation. The study will also establish improved ways of harnessing the teaching of ESD to create conducive opportunities for self-employment in Zimbabwe and third world countries.

Research ethics will be strictly adhered to before, during and after the study. The participants will be will be made aware of the fact that participation is voluntary and that they can withdraw any time during the process without any ill feelings against their decisions.

For feedback, the ministry will be given a completed copy of the thesis to share results with you. I will share with you the results of the study.

Yours faithfully

Wilson Mabhanda

Student researcher

15 JUL 2016

Permission granted.

APPENDIX B: PERMISSION TO CARRY OUT RESEARCH AT KWEKWE POLYTECHNIC

Gweru Polytechnic
P.O.Box 137
Gweru

17 June 2018

The Principal
Kwekwe Polytechnic
P.O.Box 399
Kwekwe

Phone Number: +263 5522 991
Cell Number: +263 773 521 801
Email: cmuzongondi@gmail.com

PRINCIPAL
KWEKWE POLYTECHNIC
20 AUG 2018
P.O. BOX 399, KWEKWE
ZIMBABWE

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR COLLEGE, GWERU POLYTECHNIC

Dear Sir

I am doing a research with Chilioane Tsoka a professor in the department of Entrepreneurship, Supply Chain, Transport, Tourism and Logistics Management (ESTTL) towards a doctorate in Management Studies degree with the University of South Africa. I kindly seek to collect data from your institution.

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The participants in the study would be National Diploma 1, National Diploma 3 students who have graduated with a national certificate which entails Entrepreneurship Skills Development (EDS) subject. The lecturers who teach ESD will also take part in the study. The study intends to unearth the strategies which graduates from the polytechnic can employ in order to mitigate challenges of unemployment. These include starting self-employment ventures and forming joint venture businesses after graduation. The study will also establish improved ways of harnessing the teaching of ESD to create conducive opportunities for self-employment in Zimbabwe and third world countries.

Research ethics will be strictly adhered to before, during and after the study. The participants will be made aware of the fact that participation is voluntary and that they can withdraw any time during the process without any ill feelings against their decisions.

For feedback, the Ministry of Higher and Tertiary Education Science and Technology Development will be given a completed copy of the thesis to share results with important stakeholders. I will also share with you the results of the study.

Yours faithfully

.....

Wilson Mabhanda

Student researcher (+263 774 484 520)
wilsonmabhanda@gmail.com

APPENDIX C: PERMISSION FROM THE MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

All official communications should be addressed to:
"The Secretary for Higher & Tertiary Education
Telephones: 795891-5, 796441-9, 730055-9
Fax Numbers: 792109, 728730, 703957
E-mail: thesecretary@mhet.ac.zw
Telegraphic address: "EDUCATION"

ZIMBABWE

Reference:

MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT
P. BAG CY 7732
CAUSEWAY

04 September 2018

Mr Wilson Mabhanda
Gweru Polytechnic
P.O. Box 137
GWERU

Dear Mr. W. Mabhanda

RE: AUTHORITY TO CARRY OUT RESEARCH ON "THE INFLUENCE OF ENTEPRENEURSHIP ON POLYTECHNIC STUDENTS FOR SELF-EMPLOYMENT INTENTIONS IN MIDLANDS REGION, ZIMBABWE: MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

Reference is made to your letter in which you requested for permission to carry out a research on ""**THE INFLUENCE OF ENTEPRENEURSHIP ON POLYTECHNIC STUDENTS FOR SELF-EMPLOYMENT INTENTIONS IN MIDLANDS REGION, ZIMBABWE: MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT**

Accordingly, please be advised that the Head of Ministry has granted permission for you to carry out the research.

It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.

M. Dube (Mr)
Director - Human Resources
FOR: PERMANENT SECRETARY

APPENDIX D: PERMISSION TO CARRY OUT RESEARCH FROM UNISA'S ETHICS REVIEW COMMITTEE

UNISA university of south africa

UNISA DAM ETHICS REVIEW COMMITTEE

Date: 30 May 2019

ERC Reference # : 2019_CEMS_DAM_002
Name: Wilson Mabhanda
Student #: 43115322

Dear Mr Wilson Mabhanda

Decision: Ethics Approval from April 2019 to April 2022

Researcher(s): Wilson Mabhanda
263 774 484 520/ wilsonmabhanda@gmail.com

Supervisor (s): Prof Germinah Chiloane-Tsoka
012 429 4705 / chiloge@unisa.ac.za

Working title of research:
The influence of entrepreneurship education training on polytechnic students for self-employment intentions in Midlands Province.

Qualification: DCom Business Management (Entrepreneurship)

Thank you for the application for research ethics clearance by the Unisa DAM Ethics Review Committee for the above mentioned research. Ethics approval is granted for three years.

*The **low risk application** was **expedited** by the DAM Ethics Review Committee in Mayl 2019 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on the 12th of April 2019.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the DAM Committee.

University of South Africa
Pre er Street, Muckleneuk Ridge, C ty of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No field work activities may continue after the expiry date (04/2022). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019_CEMS_DAM_002** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Mrs C Poole
Chair of DAM-RERC
E-mail: damrerc@unisa.ac.za
Tel: (012) 433-4668

Prof M Mogale
Executive Dean: CEMS
E-mail: mogalmt@unisa.ac.za
Tel: (012) 429-4419

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APPENDIX E: INTERVIEW GUIDE FOR POLYTECHNIC LECTURERS

1. What goals should students have to start self businesses?
2. What skills do you impart to students aspiring to become entrepreneurs?
3. What short comings do you think impact on their intentions to start own businesses?
5. Describe any challenges for self-employed persons in Zimbabwe?
6. What personality traits enhance your students to become self-employed?
7. Do your students leave college fully ready to start their own ventures, please elaborate?
8. How do you measure the effectiveness of learning EE in the college?
9. Does it help students create jobs on their own?
10. Do you think you are giving enough boost to students to start self -business after college, elaborate please?
11. What major challenges learners face when learning ESD subject at your college?
12. How have you tried to make them cope with these challenges?
13. What are the causes of polytechnic graduates unemployment in Zimbabwe?
14. Explain the teaching methods lecturers use to teach ESD.
15. What are the weaknesses and strengths in these methods?
16. What is your opinion on whether the teaching methods improve students' motivation to start own businesses or not?
17. Comment on the curriculum content you ought to have to help graduates start a business venture.
18. Is the content relevant to help graduates get employed in industries from your own opinion?
19. Are all lecturers qualified enough to teach ESD for developing self-employment intentions?
20. What challenges do you always see affecting quality teaching?
21. Have you ever seen students being taught by guest lecturers, elaborate your answer?
22. What do you recommend colleges to do to improve teaching of EE for self-employment intentions?

APPENDIX F: POLYTECHNIC FOCUS GROUP QUESTIONS

1. Explain the value of knowledge students have in starting their own businesses.
2. What do you like about entrepreneurs?
3. What personality traits influence graduates' intentions to become entrepreneurs?
4. Identify the personality traits that you think help learners become entrepreneurs.
5. What do you think students should have to prepare for self-employment intentions?
5. Explain the conditions that may force polytechnic students to become entrepreneurs.
6. Which people in close environments approve decisions to start a self-business and why?
7. Explain why polytechnic graduates would find it difficult to start businesses after graduation.
8. Elaborate adequately on methods used by educators to prepare learners for self-employment?
9. Explain why teaching methods are important as a factor that can contribute positively towards interest and intention to start a business?
10. In which sense can entrepreneurship training methods discourage students' intentions of starting a business?
11. Explain in detail the content you think must be taught in the EE subject and does that content help students in any way to foster an entrepreneurship spirit?
12. Are there any advantages or disadvantages of the curriculum content meant to foster self-employment businesses?
13. Which school subjects or subject content relate very well to entrepreneurship and in what ways?
14. Which people in close environments approve decisions to start a self-business and why?
15. In your own assessment do you think students are getting enough support and resources to learn ESD?
16. What are the necessary skills and competencies lecturers ought to have in the teaching of EE?
17. What qualifications do you suggest for lecturers who teach ESD, justify your answer?
18. Are there any problems if EE is taught by any degreed in any discipline, explain your answer?

19. What do you think are the challenges in the teaching of entrepreneurship skills development in polytechnics in Zimbabwe?

20.What do you recommend polytechnics to do to improve the teaching of EE for self-employment intentions?

APPENDIX G: INTERVIEW SCHEDULE FOR GRADUATES FROM POLYTECHNICS (FORMER STUDENTS ENTREPRENEURS)

1. How does entrepreneurship education enhance you to meet your job aspirations?

2. What factors have driven you to start this business or take up this job and why?

3. Do you think doing entrepreneurship education at college is of any benefit to you?

4. How does entrepreneurship education help you sustain your business or your job?

5. What challenges constrain graduates from sustaining their self-employment businesses?

6. Do you think graduates have interest and self-efficacy to engage in self-entrepreneurial activities?

APPENDIX H: LANGUAGE EDITOR'S CERTIFICATE

CERTIFICATE OF EDITING

28425 Hillside Extension Hillside, Mucheke, Masvingo, Zimbabwe +263 772 973 022

jairosgonye@gmail.com

jgonye@gzu.ac.zw

TO WHOM IT MAY CONCERN

Re: Confirmation of Editing of Wilson Mabhanda (Registration Number 43115322**) doctoral thesis**

This is to certify that I, Jairos Gonye (National Identity Number 27-049723-X-27), have edited **Wilson Mabhanda's** doctoral thesis with the title **Influence of Entrepreneurship Education Curriculum on Employment of Polytechnic Graduate Students from the Midlands Province, Zimbabwe to be submitted to the University of South Africa** in terms of the requirements for the attainment of a Doctor of Management Studies degree in **Entrepreneurship.** My qualifications are as follows: PHDA (English) (University of Venda); MA (English) (University of Zimbabwe); BA (Hons) (English) (University of Zimbabwe) and Graduate Certificate in Education (Grad.CE) (University of Zimbabwe).

Thank you

Date: 19/07/2022

APPENDIX I: TURNITIN REPORT

Chapter 5 in thesis

ORIGINALITY REPORT

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