



# Social Entrepreneurship Education effectiveness in Technical Vocational Education and Training Colleges: The case of South Western Townships, South Africa

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## ABSTRACT

The study aimed to examine the current provision of social entrepreneurship education in the context of technical and vocational education and training (TVET) students in South Africa, with the goal of improving the effectiveness of teaching and learning. Additionally, the study investigates TVET colleges' efforts in motivating and equipping graduates to start their own businesses. The study adopted the positivist-oriented research philosophy that facilitates the robust explanation and prediction of the phenomenon for the generalisability of the findings reliably and validly. The methodology used depicted the interconnectedness and correlation between the dependent and independent variables. The findings revealed the significance of investing in social entrepreneurship education for policymakers and authorities, as it aligns with behavioural intentions, ultimately benefiting students in their post-graduation challenges. Findings further reinforced the critical role of nuanced and bespoke social entrepreneurship education, strategic and intentional key approaches, and a concomitant orientation amid adversity. The discussion amplified collaborative and synergistic efforts by decision-making stakeholders in a multi-disciplinary approach that includes private and public loci of control. The study's recommendations signify the gap in the management of social entrepreneurship education in a comprehensive and consolidated manner that also incorporates accountability and reinforces constitutional management. The study contributes to research by highlighting the critical and pivotal role that TVET entities can play in reducing socio-economic challenges and mitigating the current wastage of institutional resources invested in this critical higher learning sector, while unemployment, poverty, and income inequality persist among graduates.

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## INTRODUCTION

Students of entrepreneurship in technical and vocational education and training (TVET) must be economically active due to elevated unemployment and poverty rates. Social entrepreneurship is a crucial method for attaining this objective.<sup>1</sup> Education in social entrepreneurship is considered a

<sup>1</sup> Angela E. Addae and Cheryl Ellenwood, "Integrating Social Entrepreneurship Literature Through Teaching," *Entrepreneurship Education and Pedagogy* 5, no. 2 (April 16, 2022): 225–44, <https://doi.org/10.1177/25151274211021999>; Nimitha Aboobaker,

significant influence in motivating graduates to establish their enterprises. Technical Vocational Education and Training Colleges (TVETs) are institutions of higher learning that teach students practical and vocational skills. This is more advantageous than conventional institutions.<sup>2</sup> It is postulated that understanding educators' perspectives on entrepreneurship education is crucial while simultaneously acquiring the principles of business initiation. This is due to their transmission of information to TVET college students, significantly influencing their perspective on business.<sup>3</sup> This entails creating job opportunities, as it may enhance individuals' skill sets, their ability to establish their own enterprises, and their potential for workplace innovation.<sup>4</sup> Research-based data indicate that the initiative to promote entrepreneurship in TVET Colleges has acquired global attention due to its benefits for business initiation.

TVET institutions should provide social entrepreneurship education, as they produce graduates who are more inclined to seek employment rather than establish their own enterprises.<sup>5</sup> Despite its critical role in addressing poverty and inequality, there is a deficiency in recognising the significance of entrepreneurship in South Africa. A crucial and significant issue is the support of start-ups and thriving entrepreneurial ventures. Encouraging entrepreneurship serves as a strategy to reduce unemployment in the South African context.<sup>6</sup> Colleges are actively endeavouring to provide individuals with the essential skills to foster economic growth in the country.<sup>7</sup> TVET college education programs are essential for giving students access to a highly sought-after environment for entrepreneurial training. The present research reveals that coordinated efforts are underway to enhance the social entrepreneurship education offered by TVET institutions promptly. This study suggests that social entrepreneurship education is the most effective method for acquiring relevant knowledge about entrepreneurship.

The practical cultivation of entrepreneurial abilities and creativity constitutes a component of entrepreneurship education.<sup>8</sup> The unemployment rate in South Africa reached a worrying rate of 32.1% in the third quarter of 2024.

The youth in South Africa are significantly impacted, with an overall unemployment rate of 40.3%.<sup>9</sup> This study examined methods to augment entrepreneurial purpose by instructing TVET college graduates in the business establishment, aiming to reduce South Africa's unemployment rate. Social Entrepreneurship Education is the most efficacious instrument for imparting entrepreneurial knowledge to students residing in townships.<sup>10</sup> Education in social entrepreneurship is essential for imparting entrepreneurial knowledge, skills, and innovation. Entrepreneurial education may alleviate poverty

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“Human Capital and Entrepreneurial Intentions: Do Entrepreneurship Education and Training Provided by Universities Add Value?,” *On the Horizon* 28, no. 2 (2020): 73–83.

- <sup>2</sup> Wejdan Alakaleek, “The Status of Entrepreneurship Education in Jordanian Universities,” *Education + Training* 61, no. 2 (February 11, 2019): 169–86, <https://doi.org/10.1108/ET-03-2018-0082>.
- <sup>3</sup> Yvette Baggen, Thomas Lans, and Judith Gulikers, “Making Entrepreneurship Education Available to All: Design Principles for Educational Programs Stimulating an Entrepreneurial Mindset,” *Entrepreneurship Education and Pedagogy* 5, no. 3 (July 26, 2022): 347–74, <https://doi.org/10.1177/2515127420988517>.
- <sup>4</sup> “Does Entrepreneurial Activity Assist in the Alleviation of Poverty?,” *Journal of Applied Business and Economics* 22, no. 7 (November 26, 2020), <https://doi.org/10.33423/jabe.v22i7.3256>.
- <sup>5</sup> Parul Bansal, “The Ravaged Psyche: Impact of the COVID-19 Pandemic on the Human Mind,” *Human Arenas* 5, no. 4 (December 28, 2022): 694–706, <https://doi.org/10.1007/s42087-021-00190-6>.
- <sup>6</sup> Stella Bvuma and Carl Marnewick, “Sustainable Livelihoods of Township Small, Medium and Micro Enterprises towards Growth and Development,” *Sustainability* 12, no. 8 (April 14, 2020): 3149, <https://doi.org/10.3390/su12083149>; Adri du Toit and Mike Gaotlhobogwe, “A Neglected Opportunity: Entrepreneurship Education in the Lower High School Curricula for Technology in South Africa and Botswana,” *African Journal of Research in Mathematics, Science and Technology Education* 22, no. 1 (January 2, 2018): 37–47, <https://doi.org/10.1080/18117295.2017.1420007>.
- <sup>7</sup> Eleanor Meda Chipeta, Philipp Kruse, and Jhalukpreya Surujlal, “Effects of Gender on Antecedents to Social Entrepreneurship among University Students in South Africa,” *International Journal of Business and Management Studies* 12, no. 1 (2020): 18–33.
- <sup>8</sup> Yanto Chandra and Janelle A. Kerlin, “Social Entrepreneurship in Context: Pathways for New Contributions in the Field,” *Journal of Asian Public Policy* 14, no. 2 (May 4, 2021): 135–51, <https://doi.org/10.1080/17516234.2020.1845472>; Rene Pearce et al., “Project-Based Learning for Promotion of Entrepreneurial Education among First Level Science Students,” *International Journal of Research in Business and Social Science (2147- 4478)* 14, no. 1 (February 25, 2025): 151–59, <https://doi.org/10.20525/ijrbs.v14i1.3820>.
- <sup>9</sup> Statistics South Africa, “Census 2022: Housing and Household Amenities (,” *Report No. 03-01-11* (Pretoria: Stats SA, 2023).
- <sup>10</sup> Valentina Ndou, “Social Entrepreneurship Education: A Combination of Knowledge Exploitation and Exploration Processes,” *Administrative Sciences* 11, no. 4 (October 11, 2021): 112, <https://doi.org/10.3390/admsci11040112>.

while promoting creativity and innovation.<sup>11</sup> The foundation of the entrepreneurial mentality is rooted in the thorough understanding of entrepreneurship that successful entrepreneurs have acquired. This research assesses, from the students' perspective, the importance of social entrepreneurship education for students in TVET institutions located in Gauteng townships and their willingness to initiate their businesses.

The objectives of this study are as follows:

- i. To ascertain whether TVET College students perceive social entrepreneurship education as a significant catalyst for initiating new businesses;
- ii. to discover the relationship between students' practical knowledge and the impact of social entrepreneurship education on business development;
- iii. to analyse the institutional intervention in catapulting the social entrepreneurship education through TVET Colleges.
- iv. To examine the synergistic causation between the social education behavioural intentions and associated institutional certainty.

### Hypothetical Development

The research hypotheses were formulated to facilitate the analysis and are grounded in the expectations outlined in the study theories and the conceptual model that anchors the study, namely;

**H<sub>1</sub>:** The attitude, perceptions and perceived behavioural norms of students have a statistical significance towards social entrepreneurship as a career option.

**H<sub>2</sub>:** The Institutional Enabler of Social Entrepreneurship Education exhibits significant statistical significance within the context of vocational and technical academic environments.

**H<sub>3</sub>:** The synergistic effect of behavioural norms and intentionality, and institutional certainty has a statistical significance in the promotion of social entrepreneurship education.

**H<sub>4</sub>:** Social entrepreneurship attributes, efficacy, and knowledge orientation have a statistical significance in the contribution of economic stimulus.

## LITERATURE REVIEW

### Social Entrepreneurship Education

Social entrepreneurship education plays a crucial role in instructing pupils on entrepreneurship, which can facilitate economic advancement by creating jobs, reducing financial burdens, and promoting a healthy, high-quality of life.<sup>12</sup> Social entrepreneurship is described as the capacity and willingness to initiate a business despite concerns related to potential risks, with the goal of earning a profit.<sup>13</sup> Describe an entrepreneur as "an individual who initiates and possesses a business by organising and managing the enterprise."<sup>14</sup> This provides a relevant example of entrepreneurship, where an individual starts a new business venture.<sup>15</sup> Social entrepreneurship is defined as the mechanism that transforms ideas from potentiality to reality; it also catalyses economic growth and competitive concentration in several nations.

Entrepreneurship fundamentally involves risk-taking associated with the entrepreneur's actions, which include the development of products and services, as well as elements influencing risk

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<sup>11</sup> Russ Ngatse-Ipangui and Maurice O. Dassah, "Impact of Social Entrepreneurs on Community Development in the Cape Town Metropolitan Municipality Area, South Africa," *The Journal for Transdisciplinary Research in Southern Africa* 15, no. 1 (January 30, 2019), <https://doi.org/10.4102/td.v15i1.474>.

<sup>12</sup> Marco Cruz-Sandoval, José Carlos Vázquez-Parra, and Patricia Esther Alonso-Galicia, "Student Perception of Competencies and Skills for Social Entrepreneurship in Complex Environments: An Approach with Mexican University Students," *Social Sciences* 11, no. 7 (July 19, 2022): 314, <https://doi.org/10.3390/socsci11070314>; Chipeta, Kruse, and Surujlal, "Effects of Gender on Antecedents to Social Entrepreneurship among University Students in South Africa."

<sup>13</sup> Nditsheni T. Nevondwe and Patrick E. Ebewo, "Effects of Entrepreneurship Education on Start-up Propensity: Technical and Vocational College Lecturers' Perspectives," *International Journal of Higher Education* 11, no. 7 (May 10, 2022): 94, <https://doi.org/10.5430/ijhe.v11n7p94>.

<sup>14</sup> Jun Cui and Robin Bell, "Behavioural Entrepreneurial Mindset: How Entrepreneurial Education Activity Impacts Entrepreneurial Intention and Behaviour," *The International Journal of Management Education* 20, no. 2 (July 2022): 100639, <https://doi.org/10.1016/j.ijme.2022.100639>.

<sup>15</sup> Heidi Dahles et al., "Social Entrepreneurship and Tourism in Cambodia: Advancing Community Engagement," *Journal of Sustainable Tourism* 28, no. 6 (June 2, 2020): 816–33, <https://doi.org/10.1080/09669582.2019.1706544>.

behaviour.<sup>16</sup> Social entrepreneurship focuses on identifying and creating initiatives, as well as determining who is responsible for achieving the necessary outcomes. Social entrepreneurship can catalyse economic progress in South Africa and worldwide.<sup>17</sup> The Organisation for Economic Co-operation and Development (OECD) defines entrepreneurship as a condition where self-employment embodies an active process that identifies economic possibilities.<sup>18</sup> Describe entrepreneurship as the embodiment of the process of conceptualising and continuously refining a business plan for the establishment of a prospective new firm. Social entrepreneurship is viewed as a discipline that aims to bridge the economic gap between diverse circumstances, spanning from economic development to business strategies targeting emerging entrepreneurs.<sup>19</sup> Consequently, with the inherent problems surrounding the diverse definitions of the term, these definitions are expansive, leading to the inclusion of numerous underlying techniques within the entrepreneurial literature. These methodologies encompass the subsequent:

### Technical Vocational Education and Training Colleges

TVET colleges are higher education institutions tasked with providing students with information and skills, especially employable competencies, while fostering a positive attitude for sustainable development.<sup>20</sup> These colleges provide vocational and practical training. Vocational education involves training or retraining designed to enable students to secure employment in a specific profession. Technical education involves the training or re-skilling of students in technical competencies, primarily aimed at starting, enabling, and ensuring the nation's technological advancement.<sup>21</sup> Following the research objective to assess the efficacy of social entrepreneurship education among TVET college students in Gauteng Province, South Africa, this study affirms that the instruction and acquisition of social entrepreneurship skills can indeed occur in TVET colleges, which emphasise practical learning over traditional universities.<sup>22</sup> The educational objectives aim to enhance students' abilities and foster an entrepreneurial spirit.<sup>23</sup> The education of students at TVET College focuses on developing talented persons adept at producing high-quality goods and services.<sup>24</sup> The acquisition of enduring employability skills is intrinsically linked to an effective pedagogical approach and the appropriate utilisation of quality instructional resources, machinery, equipment, and tools to guarantee competent TVET graduates.<sup>25</sup> Vocational education is predicated on equipping students for the workforce.

Vocational education encompasses a broader scope than technical education, which focuses on developing technical professionals.<sup>26</sup> The education policy of the Department of Higher Education and Training (DHET) delineates TVET college education as a process that integrates general education, science, and technology with the acquisition of applied skills, competencies, attitudes, and knowledge,

<sup>16</sup> Miguel A Altieri, "Agriculture, Traditional," *Encyclopedia of Biodiversity*, 2001, 109–18; James Surowiecki, *The Wisdom of Crowds: Why the Many Are Smarter than the Few and How Collective Wisdom Shapes Business, Economies, Societies, and Nations* (London: Doubleday & Co., 2004).

<sup>17</sup> Jinchun Du et al., "Enlightenment of China's University Teachers' Entrepreneurial Awareness for Entrepreneurship Education," *Education and Urban Society* 53, no. 8 (November 3, 2021): 938–59, <https://doi.org/10.1177/0013124521989457>; Janice Aurini, Melanie Heath, and Stephanie Howells, *The How To of Qualitative Research Second Edition*, 2022.

<sup>18</sup> Adri Du Toit, "Entrepreneurial Learning: Creating Value towards Social Justice," *Research in Educational Policy and Management* 5, no. 3 (December 24, 2023): 1–19, <https://doi.org/10.46303/repam.2023.18>.

<sup>19</sup> Roger M. Elliott, "Social Entrepreneurship as a Catalyst to Break the Poverty Trap: An Analysis of the Motivational Factors in South Africa," *Acta Commercii* 19, no. 2 (April 25, 2019), <https://doi.org/10.4102/ac.v19i2.652>.

<sup>20</sup> Leonard Ncube, "Binga Villages Decry 'Marginalisation,'" *The Chronicle*, October 19, 2020, <https://www.chronicle.co.zw/binga-villagers-decry-marginalisation/>.

<sup>21</sup> C. B. Ncube, "Cross-Border Regulation of Fake News: Challenges for South African Law Enforcement," *South African Journal of International Affairs* 29 (2022): 559.

<sup>22</sup> Ncube, "Binga Villages Decry 'Marginalisation.'"

<sup>23</sup> Preeti Tiwari, Anil K. Bhat, and Jyoti Tikoria, "Mediating Role of Prosocial Motivation in Predicting Social Entrepreneurial Intentions," *Journal of Social Entrepreneurship* 13, no. 1 (January 2, 2022): 118–41, <https://doi.org/10.1080/19420676.2020.1755993>.

<sup>24</sup> Steven S Tshela, Kudakwashe Chodokufa, and King Costa, "Entrepreneurship Education's Influence on Learner's Entrepreneurship Intention in South African Schools" (Center for Open Science, 2021).

<sup>25</sup> Bingyan Tu et al., "Graduate Students' Behavioral Intention towards Social Entrepreneurship: Role of Social Vision, Innovativeness, Social Proactiveness, and Risk Taking," *Sustainability* 13, no. 11 (June 4, 2021): 6386, <https://doi.org/10.3390/su13116386>.

<sup>26</sup> Ncube, "Binga Villages Decry 'Marginalisation';" Beena Salim, Saji and Anupama R. Nair., *OECD Science, Technology and Innovation Outlook 2018* (OECD, 2018), [https://doi.org/10.1787/sti\\_in\\_outlook-2018-en](https://doi.org/10.1787/sti_in_outlook-2018-en).

thereby enhancing opportunities across diverse economic and societal sectors as technical education. Scholars advocated the inclusion of training for technically adept individuals to serve as initiators, lecturers, facilitators, and innovative implementers of a nation's technological advancement.<sup>27</sup> They also stated that teaching the community about technology will foster self-reliance and self-sustainability among individuals. Technical education directly impacts national welfare.<sup>28</sup> The scenario maintains that technical education should be viewed as a catalyst for change rather than merely a technological progression towards societal transformation.<sup>29</sup> assert that "vocational and technical education is crucial for societal development and fosters economic growth by generating employment due to the propensity for social entrepreneurship."

### **Social Entrepreneurship Education in the TVET College Sector**

The readiness of students in social entrepreneurship is essential for cultivating a business environment that fosters self-employment.<sup>30</sup> Exposure to social entrepreneurship is essential for motivating students to pursue entrepreneurship as a career after graduation and to mitigate their reliance on job hunting.<sup>31</sup> Entrepreneurship education involves enhancing and cultivating students' nascent abilities in business establishment. This form of instruction cultivates pupils' dispositions.<sup>32</sup> It directs individuals towards suitable jobs based on operational actions competence, proactive actions competence, continuous action competence, and motivational actions competence.<sup>33</sup> Individuals with social entrepreneurial skills have a robust, adaptable, and positive disposition towards alterations in the educational landscape.<sup>34</sup> They perceive environmental transition as a favourable and conventional chance for growth and prosperity.<sup>35</sup> Training of TVET professors in entrepreneurship is hindered by significant problems, including insufficient financing, inadequate facilities, inadequate staff training, inferior curricula, and brain drain.

The study aimed to understand the perspectives and knowledge of TVET college students regarding the effectiveness of social entrepreneurship education among TVET students in Gauteng Province, South Africa, and their entrepreneurial intentions. This study aimed to determine the factors that promote social entrepreneurship education as a vital element in increasing the efficacy of TVET College students in developing entrepreneurial skills and knowledge.

## **THEORETICAL UNDERPINNINGS AND CONCEPTUAL MODEL**

### **Institutional Theory**

The advocacy for adopting the institutional theory, specifically within the scope and context of management science and the economic discipline, which, to a greater extent, also incorporates entrepreneurship, is now a renowned, fully fledged field of study.<sup>36</sup> The three dimensions of the

<sup>27</sup> Buthelezi, Zanele. "Lecturer experiences of TVET College challenges in the post-apartheid era: a case of unintended consequences of educational reform in South Africa." *Journal of Vocational Education & Training* 70, no. 3 (2018): 364-383.

<http://dx.doi.org/10.1080/13636820.2018.1437062>

<sup>28</sup> Ebong Ebewo Patrick, Shambare Richard, and Rugimbana Robert, "Entrepreneurial Intentions of Tshwane University of Technology, Arts and Design Students," *African Journal of Business Management* 11, no. 9 (May 14, 2017): 175-82, <https://doi.org/10.5897/AJBM2017.8253>.

<sup>29</sup> Frode Olav Haara and Eirik S Jenssen, "Pedagogical Entrepreneurship in Teacher Education-What and Why?," *Tímarit Um Uppeldi Og Menntun* 25, no. 2 (2016): 183-96.

<sup>30</sup> Robert Mutemi Kajiita and Simon Murote Kang'ethe, "Paradoxes of Social Grants in South Africa: The Case of COVID-19 Social Relief of Distress Grant," *E-Journal of Humanities, Arts and Social Sciences* 5, no. 7 (July 2, 2024): 1133-45, <https://doi.org/10.38159/ejass.2024577>.

<sup>31</sup> B T Gamede and C Uleanya, "Factors Impacting Entrepreneurship Education in TVET Colleges: A Case of South Africa," *Journal of Entrepreneurship Education* 22, no. 3 (2019): 1-12.

<sup>32</sup> Fairtown Zhou Ayoungman et al., "Exploring the Economic Impact of Institutional Entrepreneurship, Social Innovation, and Poverty Reduction on Carbon Footprint in BRICS Countries: What Is the Role of Social Enterprise?," *Environmental Science and Pollution Research* 30, no. 58 (November 17, 2023): 122791-807, <https://doi.org/10.1007/s11356-023-30868-z>.

<sup>33</sup> Morgana Galardi et al., "Small Rural Enterprises and Innovative Business Models: A Case Study of the Turin Area," *Sustainability* 14, no. 3 (January 24, 2022): 1265, <https://doi.org/10.3390/su14031265>.

<sup>34</sup> Alejandro García-Jurado, José Javier Pérez-Barea, and Rodrigo J. Nova, "A New Approach to Social Entrepreneurship: A Systematic Review and Meta-Analysis," *Sustainability* 13, no. 5 (March 4, 2021): 2754, <https://doi.org/10.3390/su13052754>.

<sup>35</sup> García-Jurado, Pérez-Barea, and Nova, "A New Approach to Social Entrepreneurship: A Systematic Review and Meta-Analysis."

<sup>36</sup> P. Di Maggio and W. Powell, "Neo-Institutionalism in the Analysis of Organizations. Politix. ," *Journal of the Social Sciences of Politics* 40, no. 10 (1997): 113-54; Garry D. Bruton, David Ahlstrom, and Han-Lin Li, "Institutional Theory and Entrepreneurship:

institutional theoretical school of thought, namely, the regulatory dimension, the cognitive dimension, and the normative dimension, have a strategic thrust in governance, serving as a rationale for their existence.<sup>37</sup> Entrepreneurship education plays a pivotal role in accelerating entrepreneurial activation and the associated job market opportunities, thereby preparing students to focus on work-integrated learning post-graduation. For instance, a light was shed on the role that institutional certainty in providing the opportunity for students could facilitate.<sup>38</sup> Both the sociological precepts and the organisational principles that encapsulate processes, systems, procedures, policies, and business models, among others, could be informed by the pragmatic utilisation of the institutional theoretical perspective.

While social entrepreneurship, as both an academic discipline and a field of research, still needs to gain traction in an emerging market context, a strategic institutional intervention ought to bridge the gap between the macro and micro architects of bureaucracy.<sup>39</sup> Further research within the space of conventional entrepreneurship, with the developing economy scenario unpacked the challenges that seem to de-risk the gap between the macro and micro factors, such as gender and digital inclusion, cultural influences, corporate governance, market conditions, and the general propensity for investment in research and development that focuses on entrepreneurs.<sup>40</sup> The suggestions from the study that focused on entrepreneurship education express similar sentiments, which are also reflected in this research on the pivotal role facilitated by institutional inevitability, specifically within the institutions of vocational and technical studies, which appear to be slightly behind market needs and expectations.

### Theory of Planned Behaviour (TPB)

The model presented in Figure 1 addresses the research question: "What is the effectiveness of social entrepreneurship education among TVET college students in Gauteng province?" This study demonstrates that social entrepreneurship education effectively facilitates the acquisition of knowledge in entrepreneurship. This research employs a conceptual model that illustrates the proposed hypotheses and their interrelationships. The literature suggests that perceived support from TVET college environments, combined with social entrepreneurship education, has a positive correlation with entrepreneurial intentions. Entrepreneurial intention serves as the independent variable, whereas knowledge of social entrepreneurship education functions as the dependent variable. Each independent variable may influence entrepreneurial intentions, which are the dependent variables.<sup>41</sup> This paper modifies the Theory of Planned Behaviour (TPB) in the organisational context. Complementing the TPB, the study incorporates institutional theoretical underpinnings, thereby extending the pedagogical discourse in unpacking the challenges within the phenomenon under investigation. This study considers perceived self-efficacy, perceived subjective norms, and attitudes towards social entrepreneurship as factors influencing decision-making processes that lead to entrepreneurial intentions.

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Where Are We Now and Where Do We Need to Move in the Future?," *Entrepreneurship Theory and Practice* 34, no. 3 (May 1, 2010): 421–40, <https://doi.org/10.1111/j.1540-6520.2010.00390.x>.

<sup>37</sup> O S Olabiyi, B O Okarfor, and O Peter Aiyelabowo, "Managing the Challenges of Industrial Work Experience Scheme in Developing Workforce among the Youths in South-West Nigeria," 2012.

<sup>38</sup> John W. Meyer and Brian Rowan, "Institutionalized Organizations: Formal Structure as Myth and Ceremony," *American Journal of Sociology* 83, no. 2 (September 1977): 340–63, <https://doi.org/10.1086/226550>.

<sup>39</sup> Jing Su, Qinghua Zhai, and Tomas Karlsson, "Beyond Red Tape and Fools: Institutional Theory in Entrepreneurship Research, 1992–2014," *Entrepreneurship Theory and Practice* 41, no. 4 (July 1, 2017): 505–31, <https://doi.org/10.1111/etp.12218>; Emiel L. Eijdenberg et al., "Entrepreneurial Activities in a Developing Country: An Institutional Theory Perspective," *International Journal of Entrepreneurial Behavior & Research* 25, no. 3 (April 18, 2019): 414–32, <https://doi.org/10.1108/IJEBR-12-2016-0418>.

<sup>40</sup> Abede Jawara Mack, Daniel White, and Osiris Senghor, "An Insight into Entrepreneurship Education Practices in Technical and Vocational Education and Training Institutions," *Journal of Global Entrepreneurship Research* 9, no. 1 (2019): 48.

<sup>41</sup> Nevondwe and Ebewo, "Effects of Entrepreneurship Education on Start-up Propensity: Technical and Vocational College Lecturers' Perspectives."

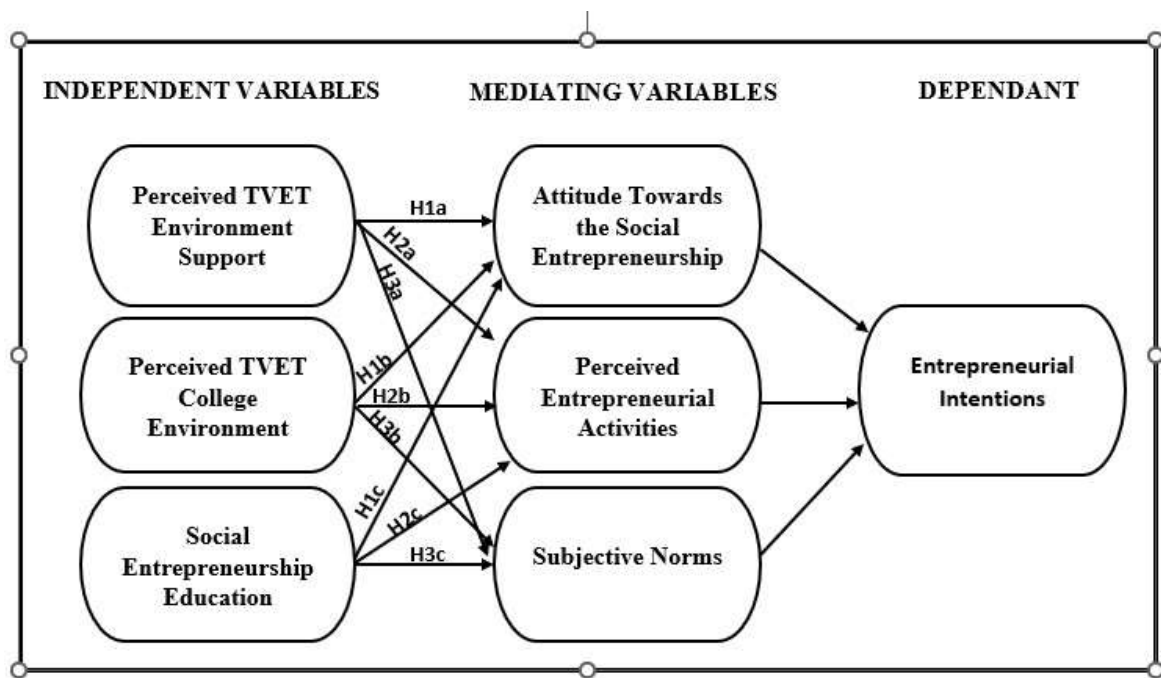


Figure 1. Conceptual Model : Source: Adapted from Ajzen (2012; Ebewo et al., 2017).<sup>42</sup>

## METHODOLOGY

This study employed a positivist research philosophy, utilising quantitative methods for data collection and analysis.<sup>43</sup> The research employed a descriptive and cross-sectional design. The variables employed in this study were well-established and assessed using validated and reliable scales referenced in the literature.<sup>44</sup> The quantitative method is pertinent to this research. A descriptive cross-sectional design was employed to examine the relationship between social entrepreneurship education and the entrepreneurship intentions of TVET college students.<sup>45</sup> A simple random sampling technique was employed to minimise sampling error, as it is cost-effective and time-efficient. This study focused on TVET college students engaged in entrepreneurship programs across all faculties of Southwest Gauteng TVET colleges. All students were selected because, in TVET colleges, it is required for students to undertake entrepreneurship as a course within their respective fields.<sup>46</sup> The research utilised a self-administered survey instrument.

## Sampling Approach

The study employed the probability sampling technique, which is characteristic of a positivist-oriented approach within the deductive locus of control of quantitative research.<sup>47</sup> The sample size quantification is based on the sample size statistical formula, which encompasses a 95.5% confidence level and a margin of error. The sample sizing allowed for a commensurate magnitude of a sample size from the concomitant population, which is suitably proportionate to support a probable ground for generalizability regarding the study's conversion of soft (raw) data to hard (empirical) data.

Formula:  $n = Z^2 \cdot p \cdot (1-p) / E^2$

Where:

- n = required sample size

<sup>42</sup> Patrick, Richard, and Robert, "Entrepreneurial Intentions of Tshwane University of Technology, Arts and Design Students."

<sup>43</sup> Jacqueline Bloomfield and Murray J Fisher, "Quantitative Research Design," *Journal of the Australasian Rehabilitation Nurses Association* 22, no. 2 (2019): 27–30.

<sup>44</sup> John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

<sup>45</sup> A. Bryman, *Social Research Methods*, 4th ed. (Oxford: Oxford University Press., 2012).

<sup>46</sup> Jaspreet Kaur Boparai, Surjit Singh, and Priyanka Kathuria, "How to Design and Validate A Questionnaire: A Guide," *Current Clinical Pharmacology* 13, no. 4 (January 14, 2019): 210–15, <https://doi.org/10.2174/1574884713666180807151328>.

<sup>47</sup> Yoon Soo Park, Lars Konge, and Anthony R. Artino, "The Positivism Paradigm of Research," *Academic Medicine* 95, no. 5 (May 2020): 690–94, <https://doi.org/10.1097/ACM.0000000000003093>.

- Z = score (95% confidence)
- p = estimated proportion of the population (0.5 for maximum variability)
- E = margin of error (5%)

Out of a total population of N = 2000 entrepreneurship active students, a sample size of 322 was utilised for participation.<sup>48</sup> The questionnaire was emailed to reduce risks associated with COVID-19. The questionnaire on social entrepreneurship education utilised validated scales derived from earlier research. The research instrument used is a modified questionnaire, which was tailored to align with the South African context. Data were collected from the questionnaires submitted by participants. All received questionnaires were coded, and data were recorded in Microsoft Excel. The data collected were analysed using the Statistical Package for the Social Sciences (SPSS) Version 30.0.<sup>49</sup> Posited that several multivariate statistical tests were conducted to analyse the gathered sample and test the proposed descriptive statistics, including reliability tests and regression analysis to evaluate the hypotheses.

### PRESENTATION OF FINDINGS

The investigation of this study on the effectiveness of social entrepreneurship education in TVET college students residing in Gauteng province, to ascertain whether TVET College students perceive social entrepreneurship education as a significant catalyst for initiating new businesses; to discover the relationship between students' practical knowledge and the impact of social entrepreneurship education on business development; to elucidate the connection between socio-economic development (SED) and corporate social investment (CSI) aspirations from the perspective of Small Micro Medium Enterprise (SMME) beneficiaries; to analyse the resources, techniques, and strategic expectations that enhance the effectiveness of social entrepreneurship education and to evaluate the extent to which institutional mechanisms facilitate the advancement of the social entrepreneurship pedagogical mandate was explored in the study.

**Table 1: PCA Loadings of Variable Constructs**

Variable Factors retained		% variance
<b>Mediating Variable</b>		
Educating for Social Entrepreneurial Attitude (ESEA)	4	72.4%
Entrepreneurship Attribute (EA)	6	72.1%
Entrepreneurship Education Perceived Self-Efficacy	19	71.3%
Social Entrepreneurship Education as a nexus		
Between SED and CSI from SMME	5	69.7%
<b>Dependent Variable</b>		
Social Entrepreneurship Education Contribution to the Development of Business (SEECDB) (Entrepreneurship Intention)	6	71.7%
<b>Independent variable</b>		
Knowledge of Social Entrepreneurship Education (KOSEE)	5	67.8%

As presented in Table 1, the study indicated mediating variables ESEA with four factors retained with a 72.4% variance, EA with six factors retained (72%) and EEPSE with 19 factors retained (71.3%). In the dependent variable, six factors were retained, accounting for 71% of the variance, while in the independent variables, five factors were retained, accounting for 67.8% of the variance. Entrepreneurship education, perceived self-efficacy, and entrepreneurial intentions demonstrated a

<sup>48</sup> Nevondwe and Ebewo, "Effects of Entrepreneurship Education on Start-up Propensity: Technical and Vocational College Lecturers' Perspectives."

<sup>49</sup> Andy Field, *Discovering Statistics Using IBM SPSS Statistics* (Sage publications limited, 2024).

positive relationship, as it results in entrepreneurial intentions, which is shown by the contribution of social entrepreneurship education to the development of business (entrepreneurial intention).

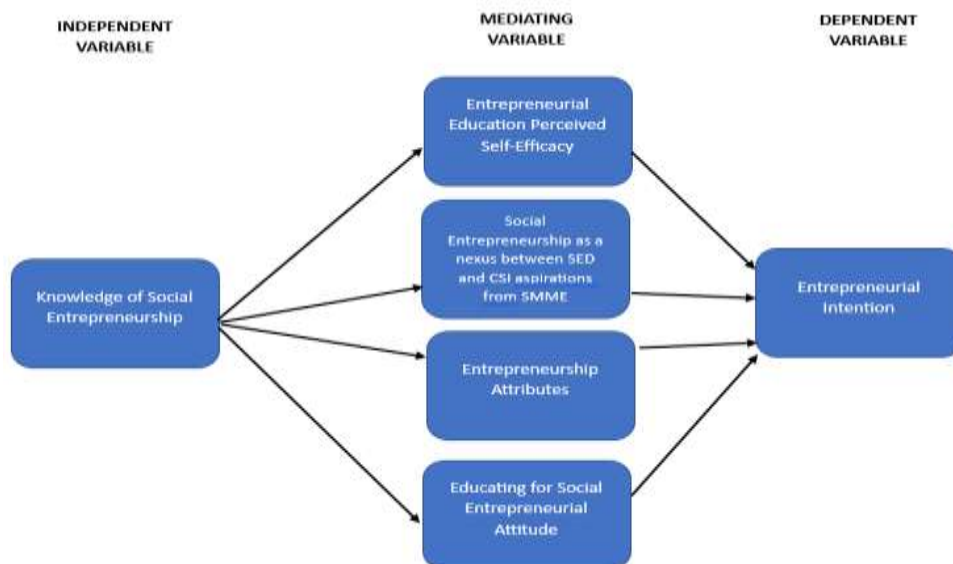
Cronbach's alpha was used to measure both internal validity and the whole scale reliability.<sup>50</sup> In essence, Cronbach's alpha coefficient has become a well-known indicator of consistency.<sup>51</sup> This expressly explains internal consistency as a “measure of the uniformity of the items and enables the researcher to test the reliability of several items contained in the scale and administered”. Cronbach's alpha golden rule, 0.5 is poor, and 0.6 is fair. In the early research stage, 0.7 is typically recommended, although 0.8 is more suitable for applied research. When making important decisions, a reliability of 0.95 (minimum 0.9) is recommended.

**Table 2: Cronbach’s Alpha for the Subscales**

Variable	Cronbach's Alpha	N of Items
Educating for Social Entrepreneurial Attitude (ESEA)	.724	4
Entrepreneurship Attribute (EA)	.721	6
Entrepreneurship Education Perceived Self-Efficacy (EEPSE)	.713	19
Social Entrepreneurship Education Contribution to the Development of Business (SEECDB) (Entrepreneurship Intention)	.717	6
Knowledge of Social Entrepreneurship Education (KOSEE)	.678	5
Institutional Enabler of Social Entrepreneurship Education	.697	6

The reliability of knowledge of social entrepreneurship education (KOSEE) was measured at .678 across five items. According to Cronbach's alpha golden rule, a value greater than 0.5 indicates that KOSEE is acceptable. The ESEA score was 0.724 for four items, the EA score was 0.721 for six items, the PSE score was 0.713 for 19 items, and the SEE score was 0.697 for six items. All variables in the research exhibited positive and significant results.

**Research Variables and Regression analysis: EI vs (ESEA, EA, EEPSE, KOSEE and SEE)**



*Figure 2: Research Variables and Regression Analysis. Source: adopted from.<sup>52</sup>*

<sup>50</sup> Keith S Taber, “The Use of Cronbach’s Alpha When Developing and Reporting Research Instruments in Science Education,” *Research in Science Education* 48, no. 6 (2018): 1273–96.

<sup>51</sup> Park, Konge, and Artino, “The Positivism Paradigm of Research.”

<sup>52</sup> Nevondwe and Ebewo, “Effects of Entrepreneurship Education on Start-up Propensity: Technical and Vocational College Lecturers’ Perspectives.”

From this study's standpoint, Figure 2 indicates that awareness of social entrepreneurship education is favourably correlated with entrepreneurial intention. This study discovered that education may facilitate the establishment of start-ups. Entrepreneurship may have greater significance, and students might consider it a viable career option. The country's economy may experience favourable growth.

**Table 3: Research Variables**

Variable	Type of variable	Measurement	No. of items
Knowledge of Social Entrepreneurship Education	Independent	Continuous	5
Entrepreneurship education and perceived self-efficacy	Mediating	Continuous	19
Entrepreneurship intention	Dependent	Continuous	6
Social Entrepreneurship Education as a nexus between behavioural intentions and institutions	Mediating	Continuous	6
Entrepreneurship Attributes	Mediating	Continuous	6
Educating for Social Entrepreneurial Attitude	Mediating	Continuous	4
<b>Total</b>			<b>46</b>

The study results indicated that students' entrepreneurial intentions were high, with a recorded rate of 71.7% across six items. The knowledge of social entrepreneurship education (KOSEE) was assessed at 67.8% across five items. The study indicated that the ESEA score was 72.4% for four items, the EA score was 72.1% for six items, the PSE score was 71.3% for 19 items, and the SEE score was 69.7% for six items. Perceived self-efficacy in entrepreneurship education shows a positive correlation with entrepreneurial intentions. Cronbach's alpha indicates that KOSEE is acceptable, as it exceeds the threshold of 0.5. Based on Cronbach's alpha, all variables in the study demonstrated positive and significant results. Figure 1 illustrates a direct relationship between the variables influencing entrepreneurial intention.

**DISCUSSION**

Social Entrepreneurship Education attributes, predicated on behavioural variables such as attitudes, subjective norms, and perceived behavioural control, illuminate the fundamentals of the challenges and constraints that can transform these headwinds into tangible and comprehensive opportunities and desirable outcomes.<sup>53</sup> The findings corroborate the assertions that extend the multi-focal nature of entrepreneurship education from psychology, sociology, and economics to further integrate information technology in entrenching the multi-layered environmental reality both academically and as a cogent field of research.<sup>54</sup> The study also reflected the plausible and systematic integration of the modernisation of the entrepreneurship programs within the context of the technical and vocational space. This resulted in the further introduction of Master's and Doctoral programs, supported by a discourse analytical perspective, and designed to foster innovative thinking. The findings showed that the nuanced and bespoke application and delivery of social entrepreneurship education have reached the normative and cognitive pedestal that decision-makers, authorities, and academic practitioners can no longer justify its rationale in a state of oblivion.

The collaborative and synergistic integration between private sector-oriented CSR and public sector-aligned socio-economic development reveals the current impact and implications of the

<sup>53</sup> Martina Musteen et al., "A Community of Practice Approach to Teaching International Entrepreneurship," *Administrative Sciences* 8, no. 4 (September 23, 2018): 56, <https://doi.org/10.3390/admsci8040056>.

<sup>54</sup> Jan Peter Ganter de Otero, "About the Roles of TVET in the Brazilian System of Innovation," *International Journal of Vocational Education Studies* 1, no. 1 (May 1, 2024): 71–94, <https://doi.org/10.14361/ijves-2024-010105>.

dissonance that arises when these two strategic imperatives are not applied in sync.<sup>55</sup> The strategic and cogent interventions within the entrepreneurship education of these two approaches, in a collaborative and mutualistic dimension, could accelerate the challenges and constraints that limit access to tangible resources and tailored pedagogical capabilities for students' prosperity.<sup>56</sup> This determination could be expedited if there is a buy-in from the higher echelons and hierarchies of the organisations and institutions that have the financial resources, and also put a logical emphasis on the role of entrepreneurship in solving broader and deeper socio-economic challenges.

The novel pedagogical and pragmatic transition and paradigm shift in the conversion of social entrepreneurship intentionality endeavours of educational efficacies, intentions, and rational and actual practical behavioural aspects have been accentuated in various studies that reiterate the critical importance of the social entrepreneurship curriculum, which also incorporates social capital and human capital as embedded dynamics in the narrative.<sup>57</sup> Emotional, personal affective and social emotional competences within the context of promoting social entrepreneurship educational knowledge have been interrogated within the context of the students participation in programs that inceptuate attributes, such as innovation self-efficacy, window of opportunity, networking ability, management astuteness which is constituent with findings that reveal the correlation of social entrepreneurship intentions on the expected outcomes after the students enrolment in a social entrepreneurship education.

The extent to which epistemological challenges have been expressly articulated in vocational and technical studies within the social entrepreneurship context, with emphasis on tertiary support, entrepreneurial networks, social entrepreneurial education, and entrepreneurial knowledge self-efficacy.<sup>58</sup> This resonates aptly with the contribution, which further substantiates the study findings on the incrementality, intentionality, and efficacy of the resources, attributes, and capabilities that have a positive correlation with cogent knowledge orientation.<sup>59</sup>

## RECOMMENDATIONS

The Educational needs for Social Entrepreneurial Attitude (ESEA) purposes play a critical role in the decision-making of the policy-makers and authorities, given the contemporary evolution of the programs and syllabuses that are commensurate with both the market labour absorption and the entrepreneurial mindset, DNA, and attributes of future social entrepreneurs post the academic phase. Social entrepreneurship education, perceived self-efficacy, entrepreneurial orientation, and attributes could play a constructive and meaningful role in reducing socio-economic challenges and constraints that continue to ravage societies, especially within the emerging markets context, which often falls behind in research and development investment and associated innovation impetus. The continued implicit and perceived lack of consequent management and accountability on the part of decision-makers and authorities mandated with social entrepreneurship education fortification remains a major challenge and constraint that could hinder this pivotal strategic intervention from enhancing societal social capital. The private sector, which has the corporate social responsibility mandate, and the public sector, which has the focus on socio-economic development and the associated enterprise development agenda, seem to have a systemic disconnect, which could be addressed by the invigoration of the social entrepreneurial development within the context of vocational and technical colleges in the country at large. The entrepreneurial attributes and attitudes appear to be subservient to the overall business landscape, which is not in sync with the revitalisation of these significant interventions by both private

<sup>55</sup> Mariantonietta Fiore et al., "Investigating the Role of Community of Practice for Sharing Knowledge in Agriculture Sector," *J. for Global Business Advancement* 13, no. 2 (2020): 162, <https://doi.org/10.1504/JGBA.2020.10032926>.

<sup>56</sup> L Murray Gillin, "Facilitating Intuitive Decision-Making and an Entrepreneurial Mindset in Corporate Culture—a Case Study," in *Handbook of Intuition Research as Practice* (Edward Elgar Publishing, 2020), 226–40.

<sup>57</sup> Luc Phan Tan, Angelina Nhat Hanh Le, and Lan Pham Xuan, "A Systematic Literature Review on Social Entrepreneurial Intention," *Journal of Social Entrepreneurship* 11, no. 3 (September 1, 2020): 241–56, <https://doi.org/10.1080/19420676.2019.1640770>; Chien-Chang Lin, Anna Y Q Huang, and Owen H T Lu, "Artificial Intelligence in Intelligent Tutoring Systems toward Sustainable Education: A Systematic Review," *Smart Learning Environments* 10, no. 1 (2023): 41.

<sup>58</sup> Wenqing Wu et al., "Sharing Achievement and Social Entrepreneurial Intention," *Management Decision* 59, no. 11 (October 29, 2021): 2737–54, <https://doi.org/10.1108/MD-05-2019-0667>.

<sup>59</sup> Hadi Peyman et al., "Using VARK Approach for Assessing Preferred Learning Styles of First Year Medical Sciences Students: A Survey from Iran," *Journal of Clinical and Diagnostic Research: JCDR* 8, no. 8 (2014): GC01.

and public sector institutions, to the detriment of not only students but society as a whole. Additionally, there must be an investment in the social entrepreneurship curriculum of TVET colleges, the establishment of social entrepreneurship hubs, and collaboration with private and governmental enterprises. Furthermore, the government and policymakers ought to incorporate social entrepreneurship education as a fundamental component of the national policy framework aimed at addressing youth unemployment. In this framework, the instruction and acquisition of entrepreneurship should occur in TVET colleges and encompass research on social entrepreneurship. Third, there should be more investment in the infrastructure of TVET institutions to foster an entrepreneurial attitude, and suitable education should be left to evolve.

### **CONTRIBUTION TO RESEARCH KNOWLEDGE**

The study aims to examine the effective variables of social entrepreneurship education within the context of vocational and technical enterprises, which have the potential to amplify the epistemic originality derived from the convergence of scholarly literature, theoretical underpinnings, and empirical evidence. The insights and comprehension of pedagogically salient and subtle features have been pragmatically interpreted within the context of feasible and practical application in the socio-economic context. The explication of the relationship between the dependent, mediating, and independent variables, culminating in the formulation of the conceptual model, has also strengthened the rigour of the study's validity and the concomitant deductive theory testing, which is symptomatic of a positivist philosophy. The evidence will also make a novel contribution to the existing scholarly argument by highlighting the significant and comprehensive fortification of resources and capabilities within the institution-wide spectrum that is afforded by this critical, pedagogical, and research-inclined social entrepreneurship as an existential contributor to the challenges of both labour absorption and the acquisition of pertinent knowledge. The axiological connotations of the continuous harnessing of social entrepreneurship programs, curricula, and disciplines in this study, as a contemporary and existential solution to decision-makers' problems, have broadened the frontiers of knowledge.

### **CONCLUSION**

This research investigated the influence of variables within the entrepreneurial environment, specifically TVET colleges, on entrepreneurial intentions. It focused on knowledge of social entrepreneurship education, perceived self-efficacy in entrepreneurship education, the role of social entrepreneurship education as a link between social enterprise development and corporate social investment aspirations from the perspectives of small, medium, and micro enterprises, and the impact of entrepreneurship attributes and education on fostering a social entrepreneurial attitude. The survey revealed that students have an understanding of social entrepreneurship. A consensus emerged regarding the importance of acknowledging entrepreneurial capabilities and aspirations to become business owners. The research suggested that lecturers might cultivate a favourable learning atmosphere for students, facilitating the exploration of new business-related concepts. The research indicated that students saw entrepreneurship as their preferred career path. The students may cultivate and sustain direct relationships with prospective investors, establish connections with influential individuals associated with capital sources, and find potential funding sources. This study indicated that perceived self-efficacy in entrepreneurship education may encourage students to initiate business ventures. The study concluded that students could introduce products to the market and ascertain which businesses would thrive. Considering the findings, the subsequent suggestions were proposed. Future research should investigate the effects of a social entrepreneurship education program on altering students' attitudes towards entrepreneurship, their perceptions of social entrepreneurial activities, and their entrepreneurial intents.

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