**SEMI STRUCTURED INTERVIEWS WITH LECTURERS TEACHING ENTREPRENEURSHIP.**

**The study aims to respond to the following questions:**

* What are the attitudes of lecturers and students towards entrepreneurship education at the TVET?
* What challenges are currently prohibiting students from participating effectively in local entrepreneurial activities?
* How are lecturers ‘current pedagogical approaches advancing the entrepreneurship knowledge, skills, values and attitudes in students at the TVET College?

1. Can you briefly describe your teaching experience in the TVET sector and the subjects that you are currently teaching?

**Lecturer A:** “mhmmmm’ ’I teach the practical side and the theory, what I found in the practical subject, you get the results there and then, students are participating. My experience is that when I give them a task, like do a cash flow they understand from, especially with art students they understand better when doing than listening. Let them do stuff, make mistake and correct them. Now, the only thing with what I am teaching, for instance if I am teaching pasteI always feel that the language that we use for them is a bit foreign to them. Because the subject is not related to other subjects that they are doing.

**Lecturer B:** “uhhhm, can I start with the second part? The subject that I teach is EBM, stands for Entrepreneurial and Business Management. I am teaching N4s and N6, mostly N6. I also in that past taught sales management. But at the moment I am specializing in EBM. My teaching experience, uhhhhm, I actually started teaching in high school and then after about 10 to 12 years I decided to go into the private sector. After about 10 years I decided to open my own business, but there was always something missing for me. Then I heared that they were looking for someone to teach here and I decided to come and teach here. So I am bringing actually a lot of experience, I got theoretical background and practical background and I am also running my own business”. So I got a lot of experience, sometimes when I teach the students would ask me, “Sir do you have your own business?’’ then I ask why, and they say – because that example that you just made is not from the text book. So I am enjoying it, am one the few that comes with a song in his heart to work, for me its nice to be here and I enjoy it. I also try to encourage students you know, in the current situation we are in, it’s difficult to find a job so with the skills and the knowledge they gain here they can make use of it. I ask them do you want to be rich one day they say yes, then I tell them working for a boss you will never be rich. you need to start your own business.

**Lecturer C**:” Can I ?, please repeat the question, My teaching experience I am learning each and every day, since I am still new so I encounter different students each and every year. I encounter different problems each and every year, ndisafunda, kuthwa yintoni lanto mmm ndisagxadazela (stumbling) each and every day and I am currently teaching EBM. I am currently teaching N5 but we are using N4 curriculum. Yona if I would compare NCV and Nated because I am teaching both I would say I enjoy teaching EBM. Because it’s nice and broad, forinstance today I was teaching about a product like a cellphone. So when I explain the product I first give benefis of the products.

1. Can you describe the types of pedagogies employed in your class to teach entrepreneurship in your class?

**Lecturer B:** In our curriculum we have the practical and theory. For instance, in N4 they do business plan they do the assignment on business plan and in N6 we have franchising. So they must go out and do research I encourage them, they must go to the franchise get the information and they submit the assignment. So they gain lot of knowledge about the business. NB: Looks like he did not understand the pedagogies.

**Lecturer A:** find myself using both, because when they are tested in the exams they are tested in theory. but I think the student centered approach works better with them. For instance, if you give them business plan to do and you give them a template, they understand it better. All those calculations, concepts and everything they can relate, because they actually worked on it practically. I even came to a point, for instance when we doing case studies, I would say to them “don’t sell amagwinya or skaapkop, sell me your artwork”, a piece that you are making”’. All that they understand, as a result since I have been teaching I get around 80% because the approach is different’’.

**Lecturer C: “**Pedagogy pedagogy mmmh whats that kanene, she laughs. I remember pedagogy from PGCE. Style of teaching nher, obviously in class I am going to need to use two types or different types because I have different students. You need to cater for everyone, because maybe this one is a slow learner and the other one is a fast learner. For EBM most of the time for EBM u need a text book because when they write they use a textbook it’s an open book test. (Then she gets confused about pedagogies) and then says it’s a 50/50 ,It’s a mix.

1. **In what way do you feel that your pedagogical approaches enhance student’s entrepreneurial knowledge?**

**Lecturer B** “I don’t only stick to what they supposed to know for the exams, I go beyond that. Because I want them when they done here to not only know the theory. Also for to be able to help themselves, that’s why am very practical in class by going beyond the text book, making use of practical examples that are out there. Also the exercises that I give them its practical examples that they must go out there and look for stuff. Let’s say for example for interviews I tell them what to do and what they must not do. Because I have been in the private sector, I know what they looking for.

**Lecturer A** “When I say do your artwork and sell it to me, that really works. It does, exactly because I tell them doing artwork is not gona end here, you cannot employ someone to sell your artwork, you have to understand how to sell it yourself. As result some of the students say to me, ‘’can we do entrepreneurship up to N6, Sir?

So that way I have changed their mindset, because some of them did commercial subjects in high and did not like it. But now that I am relating the activity the business part with their artwork, they understand. Even their business plans that they do, are art related.

**Lecturer C** “Let me make an example about last year, last semester when I introduce the subject. As part of EBM they need to do a business plan for the assignment, ibancedile some of them because they had an idea but could not do business plan. So now they are able to do business plan for their businesses and I think they intend to open business.

1. **Can you describe some of the essential skills for entrepreneurship that you try to develop in your students?**

**Lecturer A** “For me first one is **confidence** in what they are doing, which is in this case art and design. **Creativity, Networking**, they also need to understand the **financial part**, **ability to design business plan**. I tell them it’s very important to understand the numbers.

**Lecturer B “**I always tell them you know…(then he digress) come to think of it a student came to me looking for advice. I always advise them to keep their profit margins as low as possible, Business ethics, brand loyalty, also important hard work never killed anybody. For instance, I tell them about myself I wake up at 4am and go drop people at the Airport. Hard work pays off

**Lecturer C “**Independence is very important, Confidence if you are not confident you won’t open a business. So No 1 is Independence 2 Confidence 3 Knowledge base of the product that you want to sell or of the service you want to sell to your potential customers”

1. **In what ways do you feel that your pedagogical approaches enhance these entrepreneurial skills?**

**Lecturer B “**The fact that some of them come to me for advice to start their own business is proof that its working. Also Ms C came to me the other day and asked me do you remember this gal,she says she enjoys your subject ….(he digresses again)

Covered in Q3. Also when I changed the teaching approach my pass rate improved.

Lecturer A

Most of them, I will say about 50% want to go into business. They tell me, Sir we are artist, we don’t want to work for that people.

**Lecturer C** “Currently last semester there is a guy who used to make watches after I introduced the business plan he opened his business, so he developed the confidence even though at first he was not confident to sell his product.

**Lecturer D** “To answer that question let remind you that we already have students that have opened small businesses. For instance, the guy who ones an ice cream business is one of our products, we taught him entrepreneurship module at different level (N4 –N6). He is creative as well as his ice cream are named after Mitchelsplain, where he lives. He has an ice cream called Vanilla plain”

1. **What in your view are students’ attitudes towards entrepreneurship?**

**Lecturer A “**Most of them, I will say about 50% they want to go into business. I always ask them: “Do you think you want to be employed?” and they tell me, Sir we are artist, we don’t want to work for that people”

**Lecturer B** “Look look we can’t always generalize all of them. I always say, we can’t all be doctors. So if for example, there is 20 in a class and 50% of them show interest to me, that’s good. So I would say about 50%. For instance, there is this gal Maya (pysuedo name) she has got her own business now, she does nails.

Lecturer “copy **from interviews 60/40**

1. In what ways do you feel that your pedagogical approaches aim to enhance the entrepreneurial attitudes of your students?

**Lecturer C**: quiet for few seconds, am gona use last semester students were even much better than these ones. Because some of them had a business idea but didn’t know but after I introduce BP. When it comes to attitude that I don’t know,I will be honest with you. so I don’t know if I am developing them to like it or they liked it but they didn’t have the right the resources. So I don’t know if its how I teach or it’s the subject.

1. What are your perspectives concerning the current curriculum?

**Lecture A I** have got nothing against the curriculum, but I feel that it should be entrepreneurial driven. Currently I feel that it is still preparing student for the workplace not business.

**Lecturer B:** uuhmmm, I think the curriculum needs to be more practical and some of the stuff is, I won’t say outdated. But there is lot of changes going on and the books we are using doesn’t keep up with the changes and am not talking about EBM only. Another thing also, because time constraints we don’t have enough time. I would like to take them out of classes and go show them stuff, instead of teaching only from the textbooks.

**When asked about organisations like NYDA:**

We, July and Sandy are the ones who are supposed to bring in such company. Like last week I asked one of the CEO who is a friend of mine to come and do a presentation. Because a lot of them they don’t know really what to do and where to go when they finish here.

**Lecturer C**: We got a new curr

1. Do you feel that the curriculum in any way aims to enhance the entrepreneurial intentions of students?

**Lecturer B**: In a way, yes. There is certain part of the curriculum that sparks interests in them.

**Lecturer A:** I think it’s not enough. I will tell you why, sigh! those little things that you need as the business person going to a meeting, like how to win, when to going to pitch your idea, like what skills do you need to have so that you can convince an investor. How to put up an exhibition that will convince people, we don’t teach that. How to come up with a business idea and lure investors, networking skills, we don’t teach that. Those are things that are important, that I feel should be included in the curriculum. For me it’s not doing enough to enhance the entrepreneurial side, as it is now we have some of our graduates sitting at home waiting to find jobs instead of opening their own business.

Yes it does it’s a new curriculum and its nice and straight forward so I think it does

1. **In your view what are some of the challenges that are currently prohibiting students from participating effectively in local entrepreneurial activities?**

**Lecturer A**: Let me first tell you about my experience, for instance when I went to Umsobomvu, they gave us a run around. I am not too sure about the current students, but I suspect they are experiencing the same problems as I had. Also remember those little skills I told about that students need like to approach investors, networking, etc its not in the curriculum.

**Lecturer B** “I think that the capital is their main problem and I am not sure how much of assistance are the organisations like NYDA. Because honestly, I do not know anyone that was assisted by them”**.**

**Lecturer C** : Uhmmm “ at the moment the economy is in bad state and for me, I think their problem is that when they think of starting a business they always think of starting it in a fancy building like this (pointing at a big building). But you can start a business from home. Forinstance I know of a guy who started his business from his garage and right now he has employed 300 people. So basically it’s also their attitude towards informal sector economy. Also capital obviously is a big problem but I tell not to let the lack of money discuss them.

**Lecturer D**: Umhhhh, the only thing that prohibiting them is that they want to be intrapreneurs. They don’t want to be entrepreneurs they want to work for someone they don’t want to be independent because they are scare what if the business fail what will I do. So they fear failing or taking up risk

**They do know where to go to look for funding**. Forinstance here at the golden acre there are offices of the NYDA and the banks and they know all these things.