

MUNHUMUTAPA SCHOOL OF COMMERCE

DEPARTMENT OF MANAGEMENT STUDIES

THE INFLUENCE OF ENTREPRENEURIAL ORIENTATION AND
ENTREPRENEURIAL EDUCATION ON ENTREPRENEURIAL INTENTION: A CASE
OF MASVINGO POLYTECHNIC

BY

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DECLARATION

It is hereby declared that this research work titled “The influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention: a case of Masvingo polytechnic.” was done by Tendayi Bvochora and is based on her original work in the Department of Management Studies, Munhumutapa School of Commerce, Great Zimbabwe University, Masvingo, Zimbabwe, under the supervision of Mr Marumbwa. The ideas, suggestions and views of other researchers were adopted, expressed and acknowledged.

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APPROVAL FORM

This is to certify that this Research Report entitled “The influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention: a case of Masvingo polytechnic” has been written under my supervision and is hereby approved for submission for the Master of Commerce Honours Degree in Strategic Management in the Department of Management Studies, Munhumutapa School of Commerce at Great Zimbabwe University in Masvingo, Zimbabwe.

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A rectangular box containing a handwritten signature in blue ink. The signature is stylized and appears to be the name of the supervisor, Mr. J. Marumbwa. The box is positioned above a horizontal line that spans the width of the signature area.

DEDICATION

This research is dedicated to my two sons, Tadiwanashe, Tayela and daughter, Tanyaradzwa. I want to thank you for all the inspiration and support you gave me.

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I would like to express my deep and sincere gratitude to my research supervisor Mr J. Marumbwa for giving me the opportunity to do the research and providing guidance throughout my research. His dynamics, vision, sincerity and motivation have deeply inspired me. It was a great privilege and honour to work under his guidance. I am extremely grateful for what he has offered me.

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ABSTRACT

This dissertation investigates the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention. The study focuses on Masvingo Polytechnic as a case study, utilizing a mixed-methods approach that combines a structured questionnaire and interviews to gather data from 160 respondents. The structured questionnaire, administered to all participants, aims to collect quantitative data on participants' EO, their exposure to EE, and their entrepreneurial intention to engage in entrepreneurial activities. The data collected are analyzed using descriptive analysis to examine the relationships between the variables and assess the influence of entrepreneurial orientation and education entrepreneurship. Moreover, individual interviews are conducted with a subset of participants to gather qualitative insights into their experiences, perceptions, and motivations related to EO, EE and EI. The findings from the structured questionnaire analysis reveal significant positive correlations between EO and EE on EI. These findings highlight the importance of entrepreneurial education in explaining the links between individual orientations, and intentions in the entrepreneurial context. The findings of this study have implications for policymakers, educators, and practitioners in designing effective entrepreneurship education programs that consider the importance of education entrepreneurship. By understanding the factors that influence individuals' motivations and intentions, interventions can be designed to enhance entrepreneurial education and support aspiring entrepreneurs at Masvingo Polytechnic and beyond.

Keywords: Individual entrepreneurial orientation, entrepreneurship education, entrepreneurial intention, structured questionnaire, interviews, Masvingo Polytechnic

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CHAPTER ONE

GENERAL INTRODUCTION

1.0. INTRODUCTION

Entrepreneurship plays a vital role in driving economic growth, innovation, and job creation. Understanding the factors that influence individuals' entrepreneurial intention has become a significant area of research in entrepreneurship studies. This study aims to explore the relationship between entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention, with a particular focus on the influence of entrepreneurial orientation and education entrepreneurship. This chapter shall therefore explain to the reader the background information, problem statement, objective and research questions to the study as it relates to entrepreneurial orientation, entrepreneurship education and entrepreneurial intention.

1.2. BACKGROUND OF STUDY

Entrepreneurship plays an integral role in the economy of every country (Ferreira et al., 2023). The total percentage of entrepreneurs worldwide is approximately 583 million, but 22.6% of small businesses fail within a year (Khan et al., 2021). Entrepreneurial intention refers to an individual's inclination and motivation to engage in entrepreneurial activities (Aremu et al., 2018). It serves as a crucial precursor to actual entrepreneurial behavior and plays a pivotal role in the entrepreneurial process therefore; exploring the factors that influence entrepreneurial intention is essential for fostering a culture of entrepreneurship and promoting entrepreneurial initiatives. Entrepreneurial orientation (EO) represents an individual's inherent characteristics, attitudes, and behaviors that are conducive to entrepreneurial activities (Tengeh and Iwu, 2020). It encompasses dimensions such as risk-taking propensity, proactiveness, innovativeness, and autonomy. Understanding the impact of EO on entrepreneurial intention provides insights into how individual traits and behaviors shape the decision to become an entrepreneur.

Entrepreneurship education programs have gained prominence in recent years, as they aim to nurture and develop entrepreneurial mindsets and skills among students. These programs provide aspiring entrepreneurs with the knowledge, resources, and support necessary to identify and exploit entrepreneurial opportunities. Entrepreneurs generate jobs, boost innovation, intensify competition, and adapt to shifting market conditions and societal trends (Gujrati et al., 2020).

Among diverse ways of doing business, entrepreneurship has played a critical role in developing many developing economies (Hamid et al., 2020). As an entrepreneur, there is a preliminary phase and predictor of entrepreneurship called entrepreneurial intentions (Ajzen, 2021) and referred to as individuals' state of mind to promote entrepreneurial behavior (Hattab, 2020). Moreover, examining the influence of entrepreneurship education on entrepreneurial intention helps assess the effectiveness of educational interventions in fostering entrepreneurial aspirations. It represents the internal drive, aspirations, and reasons that individuals have for pursuing entrepreneurial endeavors

Entrepreneurial orientation (EO) refers to the inherent traits, attitudes, and behaviors of individuals that predispose them towards engaging in entrepreneurial activities (Amponsah-Tawiah and Mensah,2019). For entrepreneurial intentions, there are entrepreneurial personality traits (orientations) that are necessarily anticipated to venture into the entrepreneurial journey (Langkamp, Bolton and Lane, 2021). Entrepreneurial orientations are attributes that stimulate entrepreneurial propensities. EO is characterized by several dimensions which include innovativeness, proactiveness, risk-taking propensity and autonomy. Innovativeness reflects an individual's inclination to introduce new ideas, products, or processes in entrepreneurial pursuits (Nwajiuba et al.,2020). It involves a willingness to take risks, experiment, and explore novel approaches. Proactiveness refers to an individual's tendency to take initiative, seize opportunities, and act decisively in entrepreneurial endeavors (Kaba and Nwajiuba,2020). It involves a proactive and forward-thinking mindset that drives individuals to create and shape their own entrepreneurial paths. Risk-taking propensity represents an individual's willingness to undertake calculated risks and tolerate uncertainty in pursuit of entrepreneurial goals (Mosebi,2021). The concept of entrepreneurial orientation is a bulging theoretical construct in management research and other disciplines (Rauch and Hulsink, 2020). It is the person's belief and desire to launch a social enterprise (Tran and Von Korfflesch, 2021).

It involves a willingness to venture into unknown territories and embrace the potential rewards and challenges associated with entrepreneurship. Autonomy refers to an individual's desire for independence, self-direction, and control over their entrepreneurial activities (Adeleke et al.,2019). It involves a preference for autonomy in decision-making, the ability to work independently, and a sense of personal responsibility for entrepreneurial outcomes.

On the other hand, entrepreneurship education encompasses the learning experiences, programs, and initiatives designed to equip individuals with the knowledge, skills, and mindset necessary to engage in entrepreneurial activities (Mosebi,2020). It aims to foster entrepreneurial competencies and develop an entrepreneurial mindset among individuals. Some key aspects of entrepreneurship education include knowledge acquisition, experiential learning, networking and mentorship and mindset development. Furthermore, knowledge acquisition involves the acquisition of theoretical knowledge and practical skills related to various aspects of entrepreneurship, such as opportunity recognition, business planning, marketing, finance, and innovation (Nwajiuba et al.,2020). Entrepreneurship education often incorporates experiential learning approaches, such as case studies, simulations, internships, and real-world projects, to provide hands-on experiences and develop practical entrepreneurial skills. Entrepreneurship education programs often facilitate networking opportunities and provide access to mentors, industry experts, and successful entrepreneurs. These connections and guidance can offer valuable insights, support, and resources for aspiring entrepreneurs. Entrepreneurship education aims to cultivate an entrepreneurial mindset characterized by traits such as creativity, resilience, adaptability, opportunity recognition, and a willingness to embrace uncertainty and learn from failure (Kaba and Nwajiuba,2020).

Entrepreneurial intention refers to an individual's conscious and deliberate decision to engage in entrepreneurial activities in the future (Fatoki,2019). It represents the individual's commitment and motivation to pursue entrepreneurial opportunities. Entrepreneurial intention is influenced by various factors, including individual characteristics, environmental factors, and personal experiences. Some key elements of entrepreneurial intention include desire for autonomy and independence, perceived feasibility, self-efficacy and confidence as well as social norms and support. Moreover, the desire for autonomy and independence entails that individuals with entrepreneurial intention often seek autonomy, independence, and the ability to make their own decisions and control their professional destiny (Tengeh and Iwu, 2020). The perceived feasibility of starting and running a business is an important factor influencing entrepreneurial intention. Individuals assess their own capabilities, access to resources, market conditions, and potential risks to determine the feasibility of their entrepreneurial endeavors. The perceived desirability of entrepreneurship, including the attractiveness of the entrepreneurial lifestyle, potential financial rewards, and the fulfillment derived from pursuing one's passion and vision,

influences entrepreneurial intention. Individuals with higher levels of self-efficacy and confidence in their entrepreneurial capabilities are more likely to have stronger entrepreneurial intentions. Social norms, cultural values, and support from family, peers, and role models can shape an individual's entrepreneurial intention by influencing their perception of entrepreneurship as a viable and desirable career choice (Nwajiuba et al.,2021).

Understanding the influence of entrepreneurial orientation and entrepreneurship education on entrepreneurial intention provides insights into the personal characteristics, educational interventions, and motivational factors that drive individuals towards entrepreneurial pursuits. These concepts play a critical role in shaping entrepreneurial behavior, fostering innovation, and promoting economic growth. There is a study conducted in Finland on entrepreneurial orientation and business performance: An assessment of past research and suggestions for the future by Rauch et al. (2019) with the objective of assessing past research on the relationship between entrepreneurial orientation (EO) and business performance and provide suggestions for future research in the field. The authors conducted a comprehensive review of existing literature on entrepreneurial orientation and its impact on business performance. They analyzed previous studies to identify the key findings, theoretical frameworks, and methodological approaches used in the field. The study found a positive relationship between entrepreneurial orientation and business performance. Entrepreneurial orientation, characterized by dimensions such as innovativeness, proactiveness, and risk-taking, was associated with higher levels of business performance, including financial performance, growth, and competitive advantage.

In China, another study was conducted on entrepreneurial intention of university students in China: An empirical study by Li and Huang (2019). The objective of this study was to examine the entrepreneurial intention of university students in China and investigate the factors that influence their intention to become entrepreneurs. Overall, the study provides empirical evidence of the factors influencing the entrepreneurial intention of university students in China. It highlights the importance of attitudes toward entrepreneurship, perceived behavioral control, subjective norms, and self-identity as key determinants of entrepreneurial intention. The findings suggest that fostering positive attitudes toward entrepreneurship, enhancing students' belief in their own capabilities, and creating a supportive social environment can contribute to the

development of entrepreneurial intentions among university students in China (Wang and Liu,2020).

The study outlined moderating factors that influence the relationship between entrepreneurial orientation and business performance. Factors such as industry characteristics, environmental dynamism, organizational size, and strategic orientation were found to moderate the relationship, indicating that the impact of entrepreneurial orientation on performance varies across different contexts. Overall, the study provides a comprehensive assessment of past research on entrepreneurial orientation and business performance, highlighting the positive relationship between entrepreneurial orientation and business performance. It also suggests avenues for future research to enhance our understanding of the complex dynamics between entrepreneurial orientation and performance outcomes.

In Nigeria, a study was conducted by Aremu, Adeyemo and Salau (2020) on entrepreneurial orientation and entrepreneurial intention: The mediating role of perceived desirability and feasibility among Nigerian university students. The objective of this study was to examine the relationship between entrepreneurial orientation (EO) and entrepreneurial intention (EI) among Nigerian university students. Additionally, the study aimed to explore the mediating role of perceived desirability and feasibility in this relationship.

The results showed a positive and significant relationship between entrepreneurial orientation and perceived desirability. This suggests that individuals with a higher entrepreneurial orientation tend to perceive entrepreneurship as desirable. Overall, the study provides empirical evidence of the relationships between entrepreneurial orientation, perceived desirability, perceived feasibility, and entrepreneurial intention among Nigerian university students. It highlights the importance of both perceived desirability and feasibility as mediators in the relationship between entrepreneurial orientation and entrepreneurial intention. The findings suggest that fostering a positive perception of desirability and feasibility may enhance entrepreneurial intention among university students in Nigeria.

Entrepreneurship education plays a key role in shaping entrepreneurial orientation and intention among individuals. Entrepreneurship education is used to enhance entrepreneurial aptitude and

orientation to promote entrepreneurial intent among university students (Ferreira and Trusko, 2021). In Zimbabwe, various universities, colleges, and institutions have been offering entrepreneurship education programs and initiatives which are aimed at providing aspiring entrepreneurs with the knowledge, skills, and resources needed to start and manage their businesses successfully. Such initiatives often include entrepreneurship courses, workshops, mentorship programs, and business plan competitions. However, there is no specific information about studies on the nature of individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention in Zimbabwe. Zimbabwe, like many other African countries, has recognized the significance of entrepreneurship in driving economic growth, job creation, and poverty reduction. The country has witnessed a growing interest in entrepreneurship, particularly among young individuals seeking self-employment and economic opportunities. Regarding entrepreneurship education and its impact on entrepreneurial intention, it is widely acknowledged that entrepreneurship education plays a vital role in developing entrepreneurial skills, knowledge, and mindset. By equipping individuals with the necessary entrepreneurial competencies and fostering an entrepreneurial culture, entrepreneurship education can positively influence entrepreneurial intention and hence the object of this study.

1.3. RESEARCH PROBLEM

Zimbabwe, like many other African countries, has recognized the significance of entrepreneurship in driving economic growth, job creation, and poverty reduction. The country has witnessed a growing interest in entrepreneurship, particularly among young individuals seeking self-employment and economic opportunities. However, there is no research which primarily focuses on the influence of entrepreneurial orientation and entrepreneurship education on entrepreneurial intention in institutions of higher learning such as Polytechnic. There has not been any study conducted in Zimbabwe which sought to analyze how the influence of entrepreneurial orientation and entrepreneurship education on entrepreneurial intention can motivate students to become an entrepreneur.

1.4. RESEARCH OBJECTIVES

This study aims to analyze the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention with a specific focus on students and staff at Masvingo Polytechnic. The research objectives are as follows:

(i) To examine the relationship between entrepreneurial orientation (EO) and entrepreneurial intention (EI)

(ii)

To investigate the impact of entrepreneurship education on entrepreneurial intention for students and staff at Polytechnic colleges.

(iii) To explore the influence of entrepreneurial education in the relationship between individual entrepreneurial orientation (IEO) and entrepreneurial intention.

1.5. RESEARCH QUESTIONS

To achieve the research objectives, the following research questions will guide the study:

(i) What is the relationship between individual entrepreneurial orientation (IEO) and entrepreneurial intention?

(ii) How does entrepreneurship education influence entrepreneurial intention for students and staff at Polytechnic colleges?

(iii) What is the influence of entrepreneurial education in the relationship between individual entrepreneurial orientation (IEO) and entrepreneurial intention?

1.6. ASSUMPTIONS OF THE STUDY

The assumptions for the above-mentioned study examining the relationship between entrepreneurial orientation (EO) and entrepreneurial intention (IE), as well as the impact of entrepreneurship education on entrepreneurial intention, is informed by the following assumptions:

1.6.1. Assumption of Causality

The study assumes a causal relationship between individual entrepreneurial orientation and entrepreneurial intention, suggesting that higher levels of entrepreneurial orientation lead to increased entrepreneurial intention. Similarly, it assumes that entrepreneurship education has a direct impact on entrepreneurial intention.

1.6.2. Assumption of Representativeness

The study assumes that the sample selected for the study is representative of the target population. This assumption implies that the characteristics and behaviors of the sample participants are reflective of the broader population of interest.

1.6.3. Assumption of Valid and Reliable Measurement

The study assumes that the measurement instruments used to assess individual entrepreneurial orientation, entrepreneurial intention, and entrepreneurship education are valid and reliable. Validity refers to whether the measures accurately capture the constructs of interest, while reliability refers to the consistency and stability of the measures over time.

1.6.4. Assumption of Independence

The study assumes that the observations or responses from the participants are independent of each other. This assumption implies that the responses of one participant do not influence or affect the responses of other participants.

1.7. SIGNIFICANCE OF THE STUDY

The study on the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention holds several stakeholders as follows:

1.7.1. Policy makers

The study can provide valuable insights into the relationship between entrepreneurship education and entrepreneurial intention in Zimbabwe. Policy makers can utilize this information to design and implement effective entrepreneurship education policies that foster a positive entrepreneurial mindset and enhance students' intention to start and run businesses. This may include integrating entrepreneurship education into the curriculum, promoting experiential learning opportunities, and facilitating collaboration between academic institutions and the business community. The study highlights the importance of attitudes toward entrepreneurship in influencing entrepreneurial intention. Policy makers can focus on addressing attitudinal barriers by promoting positive perceptions of entrepreneurship, highlighting success stories of local entrepreneurs, and challenging negative societal attitudes toward entrepreneurship. This can be

done through awareness campaigns, media engagement, and incorporating entrepreneurship role models into the education system.

1.7.2. To the researcher

The study on the entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention holds significance for the researcher involved in several ways. The study contributes to the existing body of knowledge on entrepreneurship, specifically in the context of Zimbabwe. By conducting empirical research and exploring the relationships between entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention, the researchers expand the understanding of these phenomena within the Zimbabwean context. This contributes to the academic literature and provides a foundation for further research in the field. The findings of the study offer practical implications that can be utilized by various stakeholders, including educators, policymakers, and entrepreneurship development organizations. The researchers can play a crucial role in disseminating the study's findings to these stakeholders, helping them make informed decisions and design effective entrepreneurship education programs and policies. This allows the researchers to contribute to the practical implementation of entrepreneurship initiatives in Zimbabwe and potentially impact the entrepreneurial ecosystem positively.

Conducting a study on an important topic like the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention demonstrates the expertise of the researchers in the field of entrepreneurship. It can enhance their reputation as knowledgeable and experienced researchers in the area, potentially leading to further opportunities for collaboration, research projects, and academic recognition.

1.7.3. To Great Zimbabwe University

The study on the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention among students and staff at Polytechnic colleges in Zimbabwe holds significance for the parent university in several ways. Conducting research on important topics such as entrepreneurship contributes to the university's reputation as a center of academic excellence and knowledge creation. The study showcases the university's commitment to research and its relevance to societal and economic issues in Zimbabwe. It demonstrates the university's expertise and thought leadership in the field of entrepreneurship, attracting attention and recognition from the academic community and potential students. The study's insights can

contribute to the formulation of entrepreneurship-related policies and programs at both the university and national levels. The university can use the research findings to advocate for the importance of entrepreneurship education and to collaborate with policymakers and entrepreneurship development organizations in shaping initiatives that support student entrepreneurship and economic development in Zimbabwe. This involvement can position the university as a key stakeholder in shaping the entrepreneurship ecosystem in the country.

Research studies that address significant societal issues and contribute to knowledge creation often attract funding opportunities from government agencies, foundations, and other research organizations. The university can leverage the study's findings to seek funding for further research, expand research capabilities, and support entrepreneurship-related initiatives. Additionally, the study can open doors for collaboration with other universities, research institutions, and industry partners interested in entrepreneurship education and development in Zimbabwe.

1.8. SCOPE OF THE STUDY

The scope of the study would involve examining the relationships between entrepreneurial orientations, entrepreneurship education, on entrepreneurial intention. The study would explore the concept of entrepreneurial orientation (EO) and its dimensions, such as innovativeness, risk-taking propensity, proactiveness, and autonomy. The scope would involve investigating how EO influences entrepreneurial intention and the mediating role of entrepreneurship education.

1.8.1. Conceptual scope

The conceptual scope would specify the expected relationships between the variables of interest based on the existing literature and theoretical frameworks. It would articulate the hypotheses or research questions that will guide the investigation of how entrepreneurial orientation and entrepreneurship education influence entrepreneurial intention in the context of Masvingo Polytechnic. It would also involve developing a conceptual framework that visually represents the relationships between the key concepts and variables. This framework helps illustrate the theoretical underpinnings of the study and provides a visual guide for data analysis and interpretation.

1.8.2. Theoretical scope

Theoretical perspectives such as human capital theory, social learning theory, or the theory of planned behavior may be used to understand how entrepreneurial education influences entrepreneurial intention. The study may also consider the role of specific educational components, such as entrepreneurship courses, experiential learning, or mentorship programs. The study would draw upon the theoretical framework of entrepreneurial orientation, which refers to the organizational mindset and strategic orientation towards entrepreneurship. The study would explore dimensions such as innovativeness, proactiveness, risk-taking, and autonomy as they relate to entrepreneurial intention among students or graduates of Masvingo Polytechnic. The theoretical underpinnings may include theories such as the resource-based view, strategic entrepreneurship, or the entrepreneurial mindset.

1.8.3. Methodological scope

The study will employ a qualitative research design and the target population, in this case would be students and staff of Masvingo Polytechnic. The sample size will be drawn from all National Diploma to Higher National Diploma students who are presumed to have gone through Entrepreneurial Skills Development course, taught across all departments.

1.8.4. Geographical scope

The study is limited to Masvingo Polytechnic to provide a more localized understanding of the relationships between entrepreneurial orientation and entrepreneurial education on entrepreneurial intention. The findings may not be directly applicable to other colleges in different locations or contexts. The research is specifically targeted at Masvingo Polytechnic in Zimbabwe, and the findings may not directly apply to other industries or sectors.

1.9. Delimitation

Delimitations are factors or boundaries that restrict the scope and generalisability of a study. The study is limited to Masvingo Polytechnic to provide a more localized understanding of the relationships between individual entrepreneurial orientation, entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention. The findings may not be directly applicable to other colleges in different locations or contexts. The research is specifically

targeted at Masvingo Polytechnic in Zimbabwe, and the findings may not directly apply to other industries or sectors.

1.10. Limitations of the study

Limitations are factors that may impact the validity or reliability of a study. The study may be subject to various resource constraints, such as time, funding, or access to data. These constraints may limit the scope of the study in terms of the sample size, data collection methods, or the depth of analysis. The researcher would acknowledge these resource limitations and consider their potential impact on the study's findings and conclusions. One limitation could be the generalizability of the findings to a broader population or different contexts. To address this, researchers can clearly define the characteristics of the sample and provide a rationale for its selection. Additionally, they could consider conducting a multi-site study or replicating the research in different settings to enhance the generalizability of the findings.

The study may rely on self-reported data, which can be subject to biases such as social desirability bias or recall bias. To address this, researcher can use established measures with demonstrated reliability and validity. The researcher can also employ techniques such as anonymity, confidentiality assurances, and clear instructions to minimize response biases. Triangulation of data from multiple sources, such as interviews or observations, can also enhance the validity of the findings. However, establishing causality and directionality can be challenging in cross-sectional studies. To address this limitation, the researcher can consider employing longitudinal designs to examine the temporal relationships between variables. Additionally, can use statistical techniques such as structural equation modeling or mediation analysis to explore the mediating role of entrepreneurial education and provide stronger evidence for causal relationships.

The study may rely on self-reported measures of entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention. While self-report measures are commonly used, they can be subject to measurement error and subjective interpretation. Researchers can address this limitation by using established and validated measurement scales. They can also consider employing multiple measurement methods, such as objective measures or observer ratings, to enhance the reliability and validity of the measurements.

1.11. DEFINITIONS OF KEY TERMS

Here are definitions of key terms for the study:

1.11.1. Individual Entrepreneurial Orientation (IEO)

Individual entrepreneurial orientation refers to an individual's inclination or tendency to engage in entrepreneurial activities (Tengeh and Iwu,2021). It encompasses characteristics such as innovativeness, risk-taking propensity, proactiveness, and autonomy. Individuals with a higher IEO are more likely to exhibit entrepreneurial behaviors and pursue entrepreneurial opportunities.

1.11.2. Entrepreneurship Education:

Entrepreneurship education refers to the process of imparting knowledge, skills, and attitudes related to entrepreneurship (Kaba and Nwajiuba,2020). It includes formal and informal educational programs, courses, or initiatives aimed at developing individuals' entrepreneurial competencies, such as opportunity recognition, business planning, financial management, and networking skills.

1.11.3. Entrepreneurial Intention

Entrepreneurial intention refers to an individual's subjective inclination or commitment to engage in entrepreneurial activities in the future (Mosebi,2022). It represents the individual's desire and preparedness to start and pursue a new business venture or engage in entrepreneurial behaviors.

1.11.4. The influencing Role

In the context of this dissertation, the influencing role refers to the mechanism through which entrepreneurial motivation operates as an intermediate factor between individual entrepreneurial orientation and entrepreneurial intention (Zhang et al., 2019). It suggests that entrepreneurship education influence the relationship between an individual's entrepreneurial orientation and their subsequent intention to engage in entrepreneurial activities.

1.12. DISSERTATION STRUCTURE

The study will be structured into several chapters, each serving a specific purpose in addressing the research objectives.

Chapter One: Introduction and Background

This chapter introduces the study by presenting the research background, statement of the problem, the justification of the study, the research objectives, research questions, and significance of the study, the study limitations and delimitations, definition of key study terms.

Chapter Two: Literature Review

The chapter reviews related literature from various scholars and models in relation to individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention.

Chapter Three: Research Methodology

The chapter comprises of the research design, target population, sample size and sampling procedures, data collection techniques, validity and reliability of research instruments as well as the data analysis and data presentation methods used in the study.

Chapter 4: Presentation, Analysis and Discussion of Results

The chapter presents analysed and interpreted data collected through primary and secondary methods.

Chapter 5: Summary, Conclusions and Recommendations

In this final chapter, it gives the summary of the whole project, conclusions and recommendations of the study.

1.12.1 Chapter Summary

The chapter discussed the background of the problem, statement of problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of terms of the study, before a chapter summary. This gives direction to the rest of the research project.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter provides a thorough analysis of the literature pertinent to this study. It aims to establish a theoretical foundation by evaluating the literature related to this study as well as current research and scholarly publications on these topics. Additionally, this literature review will explore the specific context of Masvingo Polytechnic, providing insights into the current entrepreneurial landscape and identifying gaps that warrant further investigation.

2.1. ENTREPRENEURIAL ORIENTATION (IEO)

Entrepreneurial Orientation (IEO) refers to the inherent characteristics, traits, and behaviors exhibited by individuals that drive their inclination towards entrepreneurship and entrepreneurial activities (Rauch et al.,2020). It represents an individual's propensity to adopt an entrepreneurial mindset, take calculated risks, seize opportunities, and exhibit proactive behaviors with a focus on innovation and autonomy (Zampetakis and Kafetsios,2020). Understanding a person's entrepreneurial goals and subsequent entrepreneurial conduct depends in large part on their IEO.

2.1.1. Dimensions of Individual Entrepreneurial Orientation

IEO is sometimes viewed as a multidimensional construct made up of five essential components, including a predisposition for taking risks, inventiveness, proactivity, autonomy, and competitive aggression. A person's tendency for taking risks and tolerating uncertainty can be measured (Engelen et al., 2021). Due to their tolerance with ambiguity and willingness to take calculated risks to seek opportunities, people with high risk-taking propensities are more likely to engage in entrepreneurial activities. Innovativeness refers to a person's propensity for coming up with original concepts, finding inventive solutions, and introducing new goods, services, or procedures (D'Este and Patel, 2021). Innovative people are more inclined to seek out entrepreneurial chances, continuously better themselves, and stand out from the crowd.

The ability to see opportunities coming and seize them, take the initiative, and take action before conditions change is known as proactiveness (Ullah et al., 2022). Proactive individuals actively seek and create opportunities, are self-starters, and demonstrate a proactive approach to problem-solving and decision-making. Autonomy captures an individual's preference for independence,

self-direction, and control over their work and decision-making. Individuals with a high level of autonomy tend to be self-reliant, value freedom in their entrepreneurial pursuits, and have a desire to be their own boss (Lee et al.,2022). Competitive aggressiveness reflects an individual's assertiveness, competitiveness, and drive to outperform competitors (Rauch et al.,2020). It encompasses a strong desire to succeed, surpass rivals, and achieve a competitive advantage. Individuals high in competitive aggressiveness are motivated by the challenge of entrepreneurial competition.

2.1.2. Impact of Entrepreneurial Orientation

Entrepreneurial orientation has been found to have a significant impact on various entrepreneurial outcomes, including entrepreneurial intention, venture creation, innovation, and business performance. High levels of IEO are positively associated with entrepreneurial intention, indicating a greater likelihood of individuals aspiring to start their own ventures or engage in entrepreneurial activities (Shin and Kim, 2020). Furthermore, individuals with a strong IEO are more likely to exhibit entrepreneurial behaviors and engage in opportunity recognition, resource acquisition, and strategic decision-making that contribute to the success of their entrepreneurial endeavors (Achtenhagen, Naldi and Melin, 2020). IEO has also been linked to entrepreneurial performance, as individuals with higher levels of IEO tend to be more innovative, adaptive, and resilient in the face of challenges and uncertainties.

Understanding and measuring entrepreneurial orientation can provide valuable insights into their propensity for entrepreneurship and help identify potential entrepreneurs. It also has implications for entrepreneurship education and development programs, as fostering and nurturing IEO traits can enhance individuals' entrepreneurial competencies and increase their likelihood of success in entrepreneurial ventures (Terjesen and Elam, 2021).

2.2. ENTREPRENEURSHIP EDUCATION

Entrepreneurship education refers to the process of acquiring knowledge, skills, and attitudes that foster entrepreneurial thinking, behavior, and the ability to start and manage a business venture (Fayolle and Gailly, 2020). It encompasses formal and informal educational activities designed to promote and enhance entrepreneurial competencies among individuals, regardless of their background or prior entrepreneurial experience (Lorz and Steiner,2020). Entrepreneurship

education plays a crucial role in developing an entrepreneurial mindset, fostering innovation, and equipping individuals with the tools and resources needed to identify and capitalize on entrepreneurial opportunities. Entrepreneurship education aims to develop entrepreneurial skills and knowledge, including opportunity recognition, business planning, financial management, marketing, leadership, and networking (Pittaway and Cope, 2020). The ultimate goal is to nurture individuals' entrepreneurial intentions and capabilities, preparing them to take on entrepreneurial roles and contribute to economic growth and innovation.

Entrepreneurship education adopts various pedagogical approaches, including experiential learning, interactive teaching methods, case studies, simulations, mentorship programs, and entrepreneurial ecosystems (Neck et al., 2021). These approaches emphasize active learning, practical application, and real-world experiences to enhance students' entrepreneurial competencies. Moreover, entrepreneurship education is not limited to aspiring entrepreneurs. It caters to a diverse range of audiences, including students at all levels of education (primary, secondary, and tertiary), aspiring entrepreneurs, existing business owners, corporate professionals, and individuals from non-business backgrounds. The aim is to instill an entrepreneurial mindset and provide relevant knowledge and skills to individuals across different contexts (Peterman and Kennedy, 2022). Furthermore, Entrepreneurship education is supported by educational institutions, government agencies, non-profit organizations, and entrepreneurial ecosystems. These entities provide resources, funding, mentorship, networking opportunities, and incubation services to support entrepreneurship education programs and initiatives (DeTienne and Chandler, 2023). The impact of entrepreneurship education is assessed through various indicators, such as entrepreneurial intentions, venture creation rates, business success, innovation, job creation, and economic development. Furthermore, entrepreneurship education is a global phenomenon, with efforts to promote entrepreneurship education taking place in various countries and regions. Different countries adopt diverse approaches, influenced by cultural, economic, and institutional contexts. Comparative studies and international collaborations contribute to the understanding of entrepreneurship education's effectiveness across different settings.

2.2.1. APPROACHES TO ENTREPRENEURSHIP EDUCATION

There are several approaches to entrepreneurship education that aim to foster entrepreneurial mindsets and develop entrepreneurial skills and knowledge. The following are some common approaches:

2.2.1.1 Experiential Learning

This approach emphasizes hands-on, practical experiences to enhance entrepreneurial learning. It includes activities such as business simulations, case studies, field visits, internships, and entrepreneurial projects (Neck et al.,2021). Experiential learning allows students to apply theoretical concepts in real-world contexts, encouraging active engagement and learning by doing.

2.2.1.2 Action-Based Learning

Action-based learning focuses on engaging students in entrepreneurial activities that involve taking action and making decisions. It involves creating and running actual ventures, such as student-run businesses, social enterprises, or startup incubators (Fayolle and Gailly,2020). Through these activities, students gain firsthand experience in entrepreneurship, develop problem-solving skills, and learn from both successes and failures.

2.2.1.3 Design Thinking

Empathy, creative problem-solving, and a human-centered perspective are all key components of design thinking. It entails comprehending user demands, coming up with original solutions, prototyping, and testing. Entrepreneurship education that incorporates design thinking helps students develop a mindset of empathy, creativity, and iterative problem-solving, which are essential for identifying and addressing market opportunities (Peterman and Kennedy,2022).

2.2.1.4 Business Plan Development

This approach involves guiding students through the process of developing a business plan for a new venture. Students learn to conduct market research, analyze the competitive landscape, define their value proposition, create financial projections, and develop a comprehensive plan for

starting and managing a business (Pittaway and Cope,2020). Business plan development helps students understand the intricacies of entrepreneurship and the practical aspects of launching and running a venture.

2.2.1.5 Mentorship and Networking

Entrepreneurship education often incorporates mentorship programs and networking opportunities. Mentors, who are experienced entrepreneurs or industry professionals, provide guidance, support, and valuable insights to aspiring entrepreneurs. Networking activities, such as guest lectures, industry events, and entrepreneurship communities, facilitate connections with potential partners, investors, and mentors, expanding students' entrepreneurial networks (Lorz and Steiner,2020).

2.2.1.6 Entrepreneurial Ecosystem Engagement

This approach involves connecting students with the broader entrepreneurial ecosystem, including startup incubators, accelerators, co-working spaces, and entrepreneurship support organizations (Solomon et al.,2021). By engaging with the ecosystem, students gain exposure to real-world entrepreneurial environments, access resources and support services, and build relationships with other entrepreneurs and industry experts.

2.2.1.7 Technology and Innovation Focus

With the rapid advancement of technology, entrepreneurship education increasingly includes a focus on technology and innovation. This approach equips students with knowledge and skills related to emerging technologies, digital business models, and disruptive innovation (Neck et al.,2021). It encourages students to explore entrepreneurial opportunities in technology-driven sectors and develop innovative solutions to address market needs. These approaches can be combined or tailored to suit different educational settings, target audiences, and learning objectives. Effective entrepreneurship education often integrates multiple approaches to provide a comprehensive learning experience that prepares individuals for entrepreneurial challenges and opportunities.

2.2.2 RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION AND THE DEVELOPMENT OF ENTREPRENEURIAL COMPETENCIES

The development of entrepreneurial competencies among people depends heavily on entrepreneurial education. It equips students with the information, abilities, and attitudes needed to recognize and seize business opportunities, take prudent risks, and successfully launch and run a company (Neck et al., 2021). The relationship between entrepreneurship education and the development of entrepreneurial competencies has the following major components:

2.2.2.1 Knowledge Acquisition

Entrepreneurship education equips individuals with foundational knowledge related to entrepreneurship, including understanding market dynamics, business planning, finance, marketing, innovation, and risk management. Through formal instruction, case studies, and experiential learning, individuals gain a comprehensive understanding of the key concepts and principles of entrepreneurship, which forms the basis for developing entrepreneurial competencies (Fayolle and Gailly, 2020).

2.2.2.2 Skill Development:

The main goal of entrepreneurship education is to foster the growth of several entrepreneurial talents. These include the ability to recognize and assess opportunities, to think critically, to be creative and innovative, to solve problems and make decisions, to communicate effectively, to negotiate, to lead, and to network (Peterman and Kennedy, 2022). By engaging in practical activities, such as business simulations, role-plays, and real-world projects, individuals have the opportunity to develop and refine these skills, which are essential for entrepreneurial success.

2.2.2.3 Mindset Cultivation

Entrepreneurship education fosters an entrepreneurial mindset, which is characterized by traits such as perseverance, resilience, adaptability, self-confidence, and a willingness to take risks (Pittaway and Cope, 2020). It helps individuals develop a proactive and opportunity-oriented mindset, encouraging them to think creatively, embrace ambiguity, and persist in the face of challenges. Entrepreneurship education supports the development of a growth mindset, which is crucial for individuals to navigate the uncertainties and setbacks inherent in entrepreneurial endeavors.

2.2.2.4 Experiential Learning and Practice

Entrepreneurship education emphasizes experiential learning and practice to develop entrepreneurial competencies. Through activities like internships, startup projects, and entrepreneurial ventures, individuals gain practical experience and apply their knowledge and skills in real-world settings. They can gain a deeper grasp of the challenges of entrepreneurship thanks to this practical experience, learn from their experiences, and enhance their competencies through reflection and continuous improvement (Lorz and Steiner,2020).

2.2.2.5 Networking and Mentorship

Entrepreneurship education often provides opportunities for networking and mentorship. Engaging with experienced entrepreneurs, industry professionals, and like-minded peers offers individuals valuable insights, guidance, and support. Mentors and networks can provide feedback, share experiences and resources, and connect individuals with potential collaborators, investors, and customers (Solomon et al.,2021). These interactions contribute to the development of entrepreneurial competencies by broadening individuals' perspectives and providing access to valuable social capital.

2.2.2.6 Entrepreneurial Ecosystem Engagement:

Entrepreneurship education connects individuals with the broader entrepreneurial ecosystem, including incubators, accelerators, and entrepreneurship support organizations. This engagement provides access to resources, funding opportunities, and support services that facilitate the development of entrepreneurial competencies (Kassean et al.,2022). Interacting with the entrepreneurial ecosystem exposes individuals to diverse perspectives, industry trends, and emerging practices, fostering their growth as entrepreneurs. Overall, entrepreneurship education plays a crucial role in developing entrepreneurial competencies by providing knowledge, fostering skill development, cultivating an entrepreneurial mindset, facilitating experiential learning, and connecting individuals with networks and support systems. It equips individuals with the competencies required to identify and capitalize on entrepreneurial opportunities, navigate challenges, and create value through innovative and sustainable business ventures.

2.3 ENTREPRENEURIAL INTENTION

Entrepreneurial intention refers to an individual's conscious and planned decision to start a new business venture or engage in entrepreneurial activities (Liñán and Fayolle,2020). It represents the psychological inclination and motivation to become an entrepreneur. Entrepreneurial intention is a critical precursor to actual entrepreneurial behavior and serves as a predictor of whether an individual will pursue entrepreneurship.

2.3.1. FACTORS THAT INFLUENCE ENTREPRENEURIAL INTENTION

Several factors influence entrepreneurial intention, including personal characteristics, social context, and environmental factors. The following are some key factors that can shape entrepreneurial intention:

2.3.1.1 Individual Characteristics

Entrepreneurial intention is significantly shaped by personal features and attributes. A person's tendency toward entrepreneurship can be influenced by traits including self-assurance, risk-taking propensity, locus of control, demand for achievement, and innovativeness (Wilson et al., 2020). Additionally, prior entrepreneurial experience, education, skills, and knowledge can contribute to the development of entrepreneurial intention.

2.3.1.2 Social Context

Social factors, including family background, social networks, and role models, can influence entrepreneurial intention. Supportive family environments, exposure to entrepreneurial role models, and positive social networks can encourage and reinforce entrepreneurial aspirations (Rauch et al.,2020) Conversely, lack of support, negative social norms, and risk-averse social environments may hinder entrepreneurial intention.

2.3.1.3 Education and Entrepreneurship Programs

It has been discovered that entrepreneurial education and training programs have a beneficial impact on entrepreneurial intention (Kolvereid and Isaksen, 2021). Exposure to entrepreneurship courses, workshops, mentoring, and experiential learning opportunities can enhance self-efficacy, entrepreneurial knowledge, and entrepreneurial skills, thereby fostering entrepreneurial intention.

2.3.1.4 Perceived Opportunities

Perceived opportunities in the market or identified gaps can stimulate entrepreneurial intention. People are more likely to have the intention to launch a business to take advantage of prospective business opportunities or unmet requirements, as well as to meet market demands (Foss et al., 2021).

2.3.1.5 Perceived Feasibility

The perception of feasibility and resource availability also impacts entrepreneurial intention. If individuals believe they possess the necessary resources, capabilities, and support to start and manage a business successfully, they are more likely to develop a higher level of entrepreneurial intention (Peterman and Kennedy, 2022).

2.3.1.6 Environmental Factors

Economic conditions, institutional support, regulatory frameworks, and cultural norms within a particular region or country can influence entrepreneurial intention (Kolvereid and Isaksen, 2021). Favorable business environments, access to capital, supportive policies, and entrepreneurial culture can positively impact individuals' intention to pursue entrepreneurship. Understanding entrepreneurial intention is important for policymakers, educators, and practitioners as it helps identify potential entrepreneurs and design effective interventions to foster entrepreneurial activity. By addressing the factors that influence entrepreneurial intention, stakeholders can create an enabling environment that encourages individuals to pursue entrepreneurship and contribute to economic growth and innovation.

2.4. THEORIES AND MODELS

The antecedents and determinants of entrepreneurial intention are explained by a number of models and ideas. Here are some prominent ones:

2.4.1. EMPLOYEE INTENTION

2.4.1.1 Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) is a well-established theoretical framework that can be applied to the study on the influence of entrepreneurial orientation and entrepreneurial education

on entrepreneurial intention. The Theory of Planned Behavior was developed by Icek Ajzen as an extension of the Theory of Reasoned Action. It originated in the late 1980s and has since become one of the most influential models in the field of social psychology and behavioral sciences. TPB builds upon the idea that human behavior is driven by intentions, which are influenced by attitudes, subjective norms, and perceived behavioral control (Obschonka et al.,2020). TPB proposes several key assumptions, one of which is that behavioral intentions are the immediate antecedents of behavior and are influenced by attitudes, subjective norms, and perceived behavioral control (Kautonen et al.,2020). The theory also proposes that attitudes reflect an individual's positive or negative evaluation of performing a behavior. It further assumes that subjective norms represent perceived social pressure to engage or not to engage in a particular behavior. Another proposition of the theory is that of perceived behavioral control which refers to an individual's perception of their ability to perform the behavior under consideration (Ajzen, 2022). Yet another assumption of the theory is that of behavioral control beliefs, which are the underlying factors that influence perceived behavioral control.

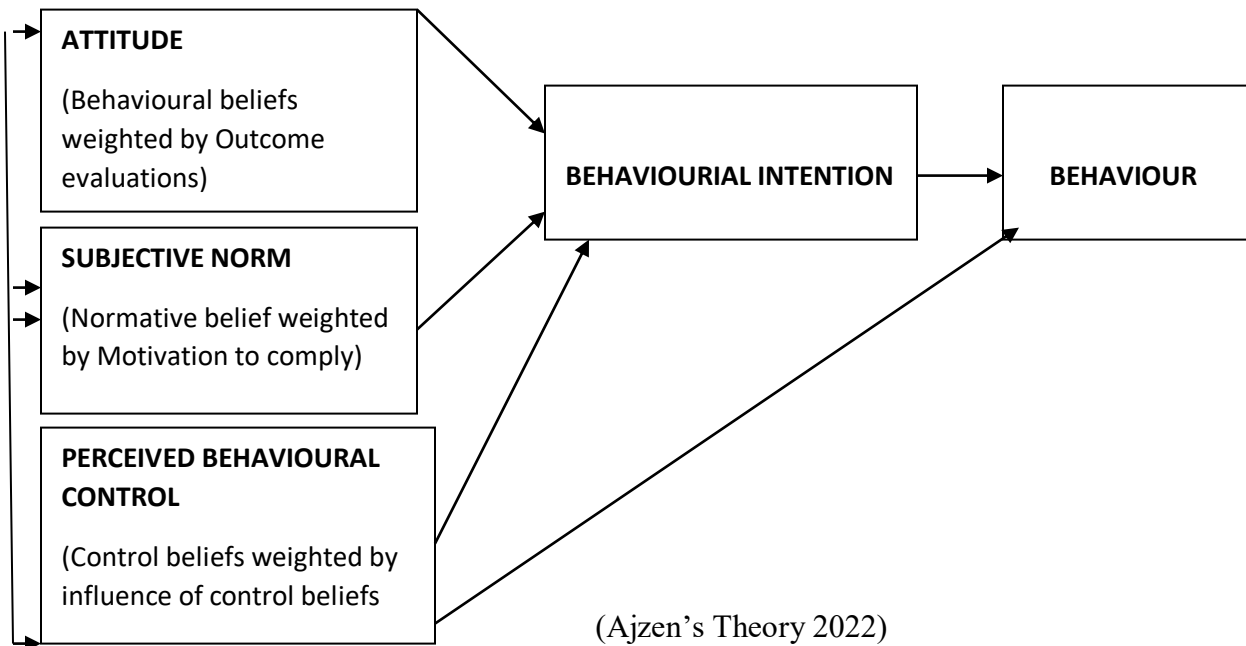


FIGURE 1

THEORY OF PLANNED BEHAVIOUR

TPB has been widely applied in various fields, including entrepreneurship. Previous studies have successfully utilized TPB to investigate the factors influencing entrepreneurial intention. For

example, research has examined the influence of attitudes, subjective norms, and perceived behavioral control on entrepreneurial intention among students or graduates (Krueger, Reilly, Carsrud,2020). TPB has been used to explore the relationship between entrepreneurial education and entrepreneurial intention, as well as the role of entrepreneurial orientation in shaping intentions (Liñán and Chen,2019). In the present study, TPB is highly relevant as it provides a comprehensive framework to understand the factors influencing entrepreneurial intention. The theory allows for the examination of how entrepreneurial orientation (attitudes) and entrepreneurial education (subjective norms and perceived behavioral control) contribute to the formation of entrepreneurial intention among students or graduates of Masvingo Polytechnic. By applying TPB, the study can investigate the specific attitudes, subjective norms, and perceived behavioral control factors that shape entrepreneurial intention and explore how entrepreneurial education mediates or moderates the relationships.

Generally, the Theory of Planned Behavior has a strong applicability to the present study as it provides a theoretical foundation to examine the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention. By utilizing TPB, the study can gain insights into the underlying factors that drive entrepreneurial intention among students or graduates of Masvingo Polytechnic and contribute to the existing literature on entrepreneurship and behavioral intentions.

2.4.1.2 Entrepreneurial Event Model (EEM)

The Entrepreneurial Event Model (EEM) is a theoretical framework that can be applied to the study which was developed by Paul D. Reynolds and Brenda M. Baumgartner in the late 1990s. It was designed to better understand the process of entrepreneurship and the factors that influence the decision to start a new venture. The model takes into account the dynamic nature of entrepreneurial events, the individual's perception and interpretation of those events, and the subsequent impact on entrepreneurial intention and behavior (Reynolds and Baumgartner,2020). Therefore, the EEM proposes that individuals possess the ability to recognize and evaluate entrepreneurial opportunities (Foo, Uy and Baron,2019). It further proposes that individuals assess the desirability and feasibility of pursuing an entrepreneurial opportunity. The theory also assumes that the attractiveness of the entrepreneurial opportunity influences entrepreneurial intention. Another key assumption of the theory is that the perceived ability to successfully

pursue the entrepreneurial opportunity affects entrepreneurial intention (Baron and Ensley,2021). Yet another assumption of these model is that the decision to engage in entrepreneurial activities is influenced by the interaction of perceived desirability and perceived feasibility.

The EEM has been applied in various studies to examine entrepreneurial intention and behavior. It has been used to explore the influence of opportunity perception, event evaluation, and the interplay between desirability and feasibility on entrepreneurial intention (Reynolds and Curtin,2019). The model has been employed in diverse contexts, including studies on university students, nascent entrepreneurs, and existing small business owners.In the present study, the EEM is applicable and relevant as it provides a theoretical lens to understand the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention. The model allows for the examination of how these factors shape individuals' perception of opportunities, their evaluation of entrepreneurial events, and ultimately their intention to engage in entrepreneurial activities. By applying the EEM, the study can investigate how entrepreneurial orientation and entrepreneurial education influence the perception of opportunities, the evaluation of entrepreneurial events, and the subsequent formation of entrepreneurial intention among students or graduates of Masvingo Polytechnic.

In summary, the Entrepreneurial Event Model offers a valuable framework for understanding the process of entrepreneurial intention and behavior. Its focus on opportunity perception, event evaluation, and the interaction between desirability and feasibility aligns well with the objectives of the present study. By applying the EEM, the study can gain insights into how entrepreneurial orientation and entrepreneurial education influence entrepreneurial intention and contribute to the existing knowledge on entrepreneurship in the specific context of Masvingo Polytechnic.

2.4.2. ENTREPRENEURIAL EDUCATION (EE)

2.4.2.1 Social Cognitive Theory

The Social Cognitive Theory (SCT), also known as Social Learning Theory, was developed by Albert Bandura in the 1970s. It proposes that individuals learn through observation, imitation, and modeling of others and it emphasizes the interaction between cognitive, behavioral, and environmental factors in shaping human behavior (Lián and Urbano, 2022). One of the key assumptions of the Social Cognitive Theory (SCT) reciprocal determinism where cognitive

factors, and the environment interact and influence each other (Lent et al.,2019). It also assumes that individuals learn by observing others and imitating their behaviors. Moreover, the theory assumes that people's beliefs in their ability to perform specific tasks influence their behavior. Yet another assumption of the theory is that individuals are motivated by their expectations of the outcomes or consequences of their actions (Aulgar,2021). Yet another assumption of the theory is that individuals can set goals, monitor their progress, and adjust their behavior accordingly.

The SCT has been widely applied in various fields, including entrepreneurship and related areas. Previous studies have utilized SCT to understand and explain entrepreneurial behavior, entrepreneurial intention, and the factors that influence entrepreneurial decision-making. SCT has been used to investigate the role of self-efficacy, outcome expectations, and observational learning in entrepreneurial contexts (Lent et al.,2019). It has also been applied in studies examining the influence of social factors, such as role models and social support, on entrepreneurial behavior (Lián and Urbano, 2022). In the present study, the SCT is applicable and relevant as it provides a theoretical framework to understand the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention. The theory allows for the examination of how cognitive factors, such as self-efficacy and outcome expectations, interact with environmental factors, such as entrepreneurial education, to shape entrepreneurial intention (Chen, Gully and Eden,2021). By applying the SCT, the study can investigate how individuals' beliefs in their entrepreneurial capabilities, their observations of entrepreneurial role models, and their expectations of the outcomes influence their intention to engage in entrepreneurial activities. Moreover, the theory can be used to explore the role of self-regulation in translating entrepreneurial orientation and entrepreneurial education into entrepreneurial intention and subsequent behavior.

In summary, the Social Cognitive Theory offers a valuable framework for understanding the factors that influence entrepreneurial intention and behavior. Its emphasis on observational learning, self-efficacy, and outcome expectations aligns well with the objectives of the present study. By applying the SCT, the study can gain insights into the cognitive and environmental factors that shape entrepreneurial intention among students or graduates of Masvingo Polytechnic and contribute to the existing literature on entrepreneurship and behavior.

2.4.3. ENTREPRENEURIAL ORIENTATION (EO)

2.4.3.1 Entrepreneurial Self-Efficacy (ESE)

The ESE Theory was developed by Albert Bandura in the context of social cognitive theory. It proposes that self-efficacy, which refers to an individual's belief in their ability to successfully perform specific tasks, plays a crucial role in determining behavior and motivation (Chen et al.,2021). The ESE Theory specifically focuses on self-efficacy beliefs related to entrepreneurial activities and has been widely used in entrepreneurship research. One of the key assumptions of the ESE Theory is that individuals have self-efficacy beliefs regarding their ability to perform specific entrepreneurial tasks (Kruege et al.,2020). It also assumes that individuals evaluate the potential outcomes or consequences of their entrepreneurial actions. Moreover, the theory proposes that individuals' goals, aspirations, and values influence their entrepreneurial self-efficacy beliefs. Another proposition of the theory is that self-efficacy beliefs are task-specific, meaning that individuals may have different levels of self-efficacy for different entrepreneurial tasks (Tierney and Farmer,2022). The ESE Theory further proposes that feedback and past experiences of successfully performing entrepreneurial tasks contribute to the development and enhancement of self-efficacy beliefs.

The ESE Theory has been widely applied in entrepreneurship research to understand and explain entrepreneurial intentions, behaviors, and outcomes. Prior studies have utilized the ESE Theory to examine the impact of entrepreneurial self-efficacy on various entrepreneurial processes, such as opportunity recognition, venture creation, and persistence (Luthans and Peterson,2020). Researchers have also investigated the antecedents of entrepreneurial self-efficacy, including educational experiences, role models, and social support networks (Liñán and Chen,2019). In the present study, the ESE Theory is highly applicable and relevant. The theory provides a valuable framework for understanding how entrepreneurial orientation and entrepreneurial education influence entrepreneurial intention through the mediating role of entrepreneurial self-efficacy (Obschonka et al.,2020). By applying the ESE Theory, the study can investigate how the entrepreneurial orientation and entrepreneurial education provided at Masvingo Polytechnic influence students' beliefs in their own entrepreneurial capabilities. It can also explore how these beliefs, in turn, shape their intention to engage in entrepreneurial activities. Furthermore, the ESE Theory allows for the examination of the role of mastery experiences, feedback, and

outcome expectations in the development of entrepreneurial self-efficacy among the students or graduates of Masvingo Polytechnic.

Generally, the Entrepreneurial Self-Efficacy (ESE) Theory offers a valuable framework for understanding the role of self-efficacy beliefs in entrepreneurial intention and behavior. Its focus on self-efficacy beliefs, outcome expectations, and task-specificity aligns well with the objectives of the present study. By applying the ESE Theory, the study can gain insights into how entrepreneurial orientation and entrepreneurial education influence entrepreneurial self-efficacy and subsequently entrepreneurial intention among the students or graduates of Masvingo Polytechnic, contributing to the existing knowledge on entrepreneurship in that specific context.

2.4. THE CASE OF MASVINGO POLYTECHNIC

In this section, the review focuses on the specific context of Masvingo Polytechnic. It provides an overview of Masvingo Polytechnic's role in entrepreneurship education and examines any existing research or initiatives related to entrepreneurship education and entrepreneurial intentions within the institution.

2.4.1. MASVINGO POLYTECHNIC'S ROLE IN ENTREPRENEURSHIP EDUCATION

Masvingo Polytechnic, as an educational institution, plays a significant role in entrepreneurship education in the region. Here are some aspects of Masvingo Polytechnic's role in entrepreneurship education:

2.4.1.1 Curriculum Development

Masvingo Polytechnic is responsible for designing and developing entrepreneurship education curricula. They create courses and programs that focus on fostering entrepreneurial knowledge, skills, and mindset among students. The institution collaborates with industry experts, entrepreneurs, and academic experts to ensure that the curriculum aligns with current trends and best practices in entrepreneurship (MHTESTD,2020).

2.4.1.2 Course Delivery

Masvingo Polytechnic delivers entrepreneurship education through various teaching methods, including lectures, workshops, case studies, experiential learning, and practical projects. They provide students with opportunities to learn about entrepreneurship theories, frameworks, and

practical applications (Hosho et al., 2020). The institution also invites guest speakers, entrepreneurs, and industry professionals to share their experiences and insights with students.

2.4.1.3 Entrepreneurship Support Services

Masvingo Polytechnic offers support services to aspiring entrepreneurs, such as mentoring, coaching, and counseling. They have dedicated entrepreneurship centers or incubators that provide guidance, resources, and networking opportunities to students interested in starting their ventures (Jambwa,2021). These support services help students translate their entrepreneurial knowledge and skills into actionable plans and ventures.

2.4.1.4 Industry Collaborations

Masvingo Polytechnic collaborates with local businesses, organizations, and industry partners to provide practical experiences and real-world exposure to entrepreneurship. They facilitate internships, apprenticeships, or cooperative education programs where students can work with entrepreneurs, startups, or established businesses to gain hands-on experience and learn from practitioners in the field (Mauchi et al.,2021).

2.4.1.5 Networking and Community Engagement

Masvingo Polytechnic organizes entrepreneurship-related events, conferences, and competitions to foster networking and community engagement. These events provide platforms for students to connect with entrepreneurs, investors, and other stakeholders in the entrepreneurship ecosystem (MHTESTD,2020). Such activities help create a supportive and vibrant entrepreneurial community within and beyond the institution. Overall, Masvingo Polytechnic's role in entrepreneurship education involves curriculum development, course delivery, entrepreneurship support services, industry collaborations, and networking initiatives. By fulfilling these roles, the institution aims to equip students with the necessary knowledge, skills, resources, and networks to pursue entrepreneurial endeavors and contribute to the local and national entrepreneurship ecosystem.

2.5. CONCEPTUAL FRAMEWORK

A conceptual framework is defined by Trochim and Donnelly (2020:49) as a, “model that illustrates the relationships between key concepts or variables in a study.” It maps out the

theoretical underpinnings of the research and provides a framework for data collection, analysis, and interpretation. The conceptual framework for this study is informed by the following hypothesis and variables:

2.5.1. RESEARCH HYPOTHESIS

H1: There is a positive relationship between entrepreneurial orientation and entrepreneurial intention.

This hypothesis suggests that individuals with higher levels of entrepreneurial orientation (e.g., higher levels of innovativeness, proactiveness, risk-taking, and autonomy) are more likely to have a stronger intention to engage in entrepreneurial activities.

H2: Entrepreneurship education positively influences entrepreneurial intention.

This hypothesis proposes that individuals who have received entrepreneurial education (e.g., participated in entrepreneurship courses, workshops, or mentorship programs) are more likely to exhibit a stronger intention to pursue entrepreneurial activities compared to those who have not received such education.

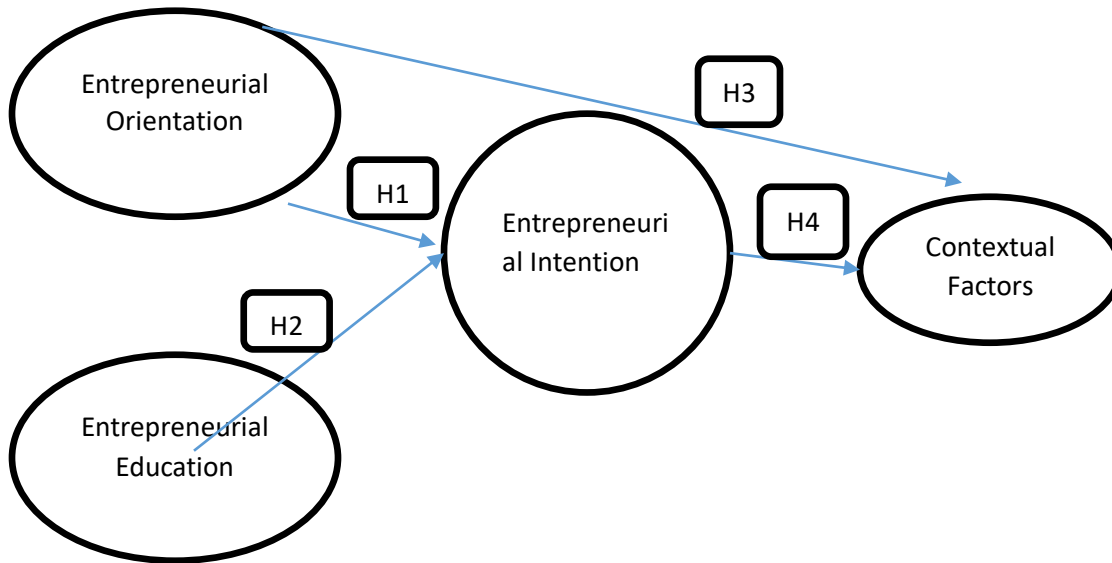
H3: Entrepreneurial education moderates the relationship between entrepreneurial orientation and entrepreneurial intention.

This hypothesis suggests that the effect of entrepreneurial orientation on entrepreneurial intention may be stronger for individuals who have received entrepreneurial education compared to those who have not. In other words, entrepreneurial education enhances the positive relationship between entrepreneurial orientation and entrepreneurial intention.

H4: The influence of entrepreneurial orientation on entrepreneurial intention is mediated by entrepreneurial education.

This hypothesis proposes that entrepreneurial education acts as a mediator in the relationship between entrepreneurial orientation and entrepreneurial intention. It suggests that the effect of entrepreneurial orientation on entrepreneurial intention is partially explained by the level of entrepreneurial education individuals have received.

The following diagram illustrates the independent, dependent, and mediating variables for the study:



Individual entrepreneurial (IE) orientation represents the personal characteristics, traits, and attitudes of individuals towards entrepreneurship, including factors such as risk-taking propensity, innovativeness, proactiveness, and autonomy (Shane and Venkataraman, 2020). This variable represents the organizational mindset and strategic orientation towards entrepreneurship. It includes dimensions such as innovativeness, proactiveness, risk-taking, and autonomy. The dependent variable, entrepreneurial intention measures peoples' propensity or willingness to engage in entrepreneurial activities in the future. It stands for their intention to launch a new business or go independent (Krueger et al., 2020). It includes indicators such as willingness to start a business, desire for self-employment, and commitment to entrepreneurial career paths.

The mediating variable is entrepreneurial education which acts as a mediator between individual entrepreneurial orientation and entrepreneurial intention. Entrepreneurship Education (EE) refers to the formal or informal educational experiences, courses, or programs that individuals have received related to entrepreneurship and includes aspects such as entrepreneurship curriculum, training, workshops, and mentoring (Fayolle and Gailly, 2021). This variable represents the

formal and informal educational activities aimed at developing entrepreneurial knowledge, skills, and attitudes. It includes components such as entrepreneurship courses, workshops, training, mentorship programs, and experiential learning. The contextual factor is Masvingo Polytechnic which represents the unique characteristics and context of Masvingo Polytechnic, including the institutional environment, specific programs or courses offered, demographics of the student population, and other relevant contextual factors.

2.6. EMPIRICAL STUDIES

Empirical research aimed to assess the impact of higher education institutions and the effect of passion, individual differences, and innovativeness in developing the entrepreneurial intention to support the educational experience of higher education institutions offering entrepreneurship education in India was conducted by Porkodi and Saranya (2023).

To conduct the cross-sectional study, data was collected from 636 students perusing an entrepreneurship course at colleges affiliated with Bharathiar University in Coimbatore, Tamil Nadu (India). A questionnaire with 37 items is used to collect the data as ratings from respondents. The moderated mediation model was designed and tested using the bootstrapping method in the Hayes PROCESS macro model. The results show that individual differences and innovativeness negatively attenuate the association between entrepreneurship education in higher education institutions and passion. Further, the study revealed that the combined effect of the higher education institution, individual differences, and innovativeness on entrepreneurial intention is mediated by passion.

Wei-Loon (2022) conducted yet another study to examine the level of entrepreneurial intention and the impact of individual entrepreneurial orientation (IEO) on entrepreneurial intention among Malaysian university students. A public university with the designation of "entrepreneurial university" surveyed 176 undergraduate students using a questionnaire. The findings showed that university students had an entrepreneurial mindset and were quite enthusiastic about starting their own businesses (Bolton, 2021). Additionally, it was discovered that students' proactiveness and innovativeness had a beneficial impact on their entrepreneurial purpose. However, the capacity for accepting risks did not have an impact on the intention to start a business. The significance of investigating EO at the individual level was theoretically

supported by this study. Practically speaking, it was advised that universities should take great caution while creating their entrepreneurial education curricula.

Audet (2020) conducted a longitudinal study on entrepreneurial intentions among college students enrolled in business administration programs. 107 third-year undergraduate business students from Concordia University in Montreal, Canada, made up the sample. A questionnaire that was distributed online and in the classroom was used to collect the data. The study's findings showed that with time, entrepreneurial intentions and perspectives change. The relationship between entrepreneurial goals and actual venture development may be challenging to establish since the temporal stability of intentions is necessary for an intention-based model to effectively predict behavior (Audet, 2000).

2.7. RESEARCH GAP

A study gap exists regarding the mediating impact of entrepreneurial motivation, despite there being current studies on individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention. Insights into the underlying mechanisms influencing people's intentions to engage in entrepreneurial activities can be gained by examining how the influence of entrepreneurial orientation and education entrepreneurship mediates the relationship between individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention.

Masvingo Polytechnic's story offers a special environment for researching entrepreneurial purpose. Understanding the precise variables that have an impact on entrepreneurial intention within this specific educational institution may still be a study need. The literature on entrepreneurship education and intention within a particular institutional setting can be improved by investigating entrepreneurial orientation, entrepreneurship education on entrepreneurial intention specifically in the context of Masvingo Polytechnic.

Although prior research has examined the relationship between entrepreneurship education and entrepreneurial intention, there is a research gap in understanding the specific mechanisms through which entrepreneurship education impacts entrepreneurial intention. Investigating the influence of entrepreneurial orientation can shed light on how entrepreneurship education influences entrepreneurial activities and subsequently affects their intention.

While individual is a research gap in understanding its role within the context of entrepreneurship education. Exploring how individual entrepreneurial orientation interacts with entrepreneurship education and the mediating role of entrepreneurial motivation can provide insights into how personal characteristics and educational experiences jointly influence entrepreneurial intention.

By addressing these potential research gaps, the study can contribute to the existing literature on individual entrepreneurial orientation, entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention. It can also provide practical implications for promoting entrepreneurship among students at Masvingo Polytechnic and potentially inform the development of effective entrepreneurship education programs.

2.8. CHAPTER SUMMARY

In conclusion, this chapter has provided a comprehensive review of the relevant literature on individual entrepreneurial orientation, entrepreneurship education, entrepreneurial intention, and the mediating role of entrepreneurial motivation. Through an extensive examination of scholarly articles, books, and research studies, several important insights have emerged. Firstly, it is evident that individual entrepreneurial orientation plays a crucial role in shaping individuals' inclination towards entrepreneurship. Traits such as risk-taking propensity, innovativeness, proactiveness, and autonomy have been consistently associated with entrepreneurial intention. The reviewed literature highlights the significance of understanding and nurturing these individual characteristics to foster entrepreneurial aspirations.

Secondly, entrepreneurship education has been recognized as a vital factor in influencing entrepreneurial intention. Research indicates that formal or informal educational experiences, including entrepreneurship curriculum, training, workshops, and mentoring, can enhance individuals' knowledge, skills, and attitudes related to entrepreneurship. The literature emphasizes the importance of designing effective entrepreneurship education programs to cultivate entrepreneurial intentions among students.

Thirdly, the mediating role of entrepreneurial motivation has emerged as an essential mechanism linking individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention. Internal factors such as personal aspirations, intrinsic rewards, achievement

orientation, and passion for entrepreneurship have been identified as key motivational drivers that mediate the relationship between individual characteristics, educational experiences, and entrepreneurial intention.

Moreover, the literature review has highlighted the scarcity of studies exploring the mediating role of entrepreneurial motivation in the context of individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention. This research gap presents an opportunity to contribute to the existing knowledge by investigating how entrepreneurial motivation mediates the relationship between these variables, particularly within the unique setting of Masvingo Polytechnic.

Overall, the literature review underscores the significance of understanding the interplay between individual entrepreneurial orientation, entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention. The synthesized findings provide a solid foundation for the empirical investigation in Chapter 3, where we will examine the proposed research model and hypotheses in the specific context of Masvingo Polytechnic. By conducting this study, we aim to fill the existing research gap, contribute to the literature, and provide insights that can inform policy and practice in promoting entrepreneurship among students at Masvingo Polytechnic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The systematic and organized process used to carry out a study or investigation is referred to as methodology in research. It includes the broad framework, practices, and methods used to collect and analyze data, make judgments, respond to research inquiries, or test hypotheses (Leedy and Ormrod,2014). Researchers can use methodology as a guide to plan, carry out, and assess their investigations. Cresswell (2014) defines methodology as the overarching strategy and rationale for the research project. It involves the general approach to research design, the nature of the inquiry, and the type of information that is collected. This chapter presents the research philosophy, design, approaches, study population, sampling techniques, data gathering, analysis, and ethical issues related to the study

3.2 RESEARCH PHILOSOPHY

A researcher's approach to conducting research and how information is created and perceived is governed by a set of beliefs, assumptions, and values known as research philosophy. It offers a framework for comprehending the nature of knowledge, the interaction between the study subject and the researcher, and the techniques used to obtain and analyse data. Saunders, Lewis, and Thornhill (2016:76) state that, “research philosophy is concerned with the ways in which knowledge is developed and disseminated in a discipline.” It is focused on the processes and the nature of knowledge production. It also deals with the assumptions, beliefs, and values that underpin research.

The research philosophy for the above-mentioned study can be aligned with the post-positivism paradigm which emphasizes the importance of empirical investigation and objective analysis (Hornsby et al.,2020). In the study, post-positivism can guide the researcher to collect data through structured methods to gather data that can be analysed objectively. This approach aligns with the study's aim to examine the influence of entrepreneurial orientation and entrepreneurial education on entrepreneurial intention.

Post-positivism philosophy supports the development of hypotheses based on existing theories and empirical evidence (McMullen et al.,2022). The study can draw on the Entrepreneurial Self-Efficacy (ESE) Theory and other relevant theories to formulate hypotheses regarding the relationships between variables. Post-positivism encourages researchers to test these hypotheses using rigorous empirical methods, such as statistical analysis, to evaluate the validity of the proposed relationships (Patton,2020).

Furthermore, post-positivism is applicable in this study is that it seeks to uncover causal relationships and explain phenomena (Rindova and Kotha, 2021). In the study, post-positivism can help the researcher examine causal links between entrepreneurial orientation, entrepreneurial education, entrepreneurial self-efficacy, and entrepreneurial intention. By employing appropriate statistical techniques and controlling for confounding variables, the study can aim to establish causal relationships and provide predictive accuracy in understanding the factors that influence entrepreneurial intention. Moreover, post-positivism in this study is that it emphasizes the importance of generalizability and replicability of research findings. The study's use of post-positivism can contribute to the general body of knowledge on entrepreneurship by generating findings that can be replicated and generalized to similar contexts. This can enhance the external validity of the study's results and provide insights for broader application in entrepreneurship education and research.

3.3. RESEARCH APPROACH

Research approach encompasses the broad framework, perspective, or methodological stance adopted by researchers to address their research questions or objectives (Kent,2020). It involves the methods, techniques, and procedures utilized to gather and analyse data as well as the study's overall structure or design. Depending on the nature of the research issue, the resources at hand, and the anticipated results of the study, one can select from a variety of research methodologies.

3.3.1. Deductive approach

The deductive approach is ideal for this study. The deductive research approach is a systematic and structured method of conducting research that starts with the formulation of a theory or hypothesis, afterward, evidence will be gathered and analysed to either confirm or disprove the theory (Sekaran and Bougie, 2016). In the deductive approach, researchers begin with general principles or theories and then move towards specific observations or predictions (Bryman and

Bell, 2015). In order to explore the experiences, attitudes, and practices of the entrepreneurs involved in the project, the study will use the inductive approach, which entails obtaining qualitative data through case studies, observations, and qualitative methods like interviews and observations. This approach allows for an in-depth understanding of the specific context, challenges, and strategies related to entrepreneurship education, orientation and intention. By using an inductive approach, the researcher can identify emerging themes, patterns, and insights from the qualitative data, which can help generate new theories or frameworks specific to the project and context.

3.5 RESEARCH DESIGN

Research design is the overarching strategy or plan that defines how a researcher will conduct a study to meet their research questions or objectives (Creswell & Creswell, 2017). It offers a guide for the whole study procedure, including participant selection, data gathering strategies, data analysis methods, and result interpretation. The validity, dependability, and relevance of the data acquired are ensured by a well-designed research study.

3.5.1. Descriptive

Descriptive research is a type of research design that aims to describe and document the characteristics, behaviors, and relationships of a particular phenomenon or group of individuals (Saunders et al.,2019). It involves observing, measuring, and analyzing data without seeking to establish causal relationships or make predictions. Descriptive research provides a detailed and comprehensive understanding of the research subject, allowing researchers to summarize and present information in a systematic and organized manner (Sekaran and Bougie,2020).Descriptive research is applicable to this study as it allows the researcher to explore and describe the phenomena of interest, such as the levels of entrepreneurial orientation, the effectiveness of entrepreneurship education programs, and the extent of entrepreneurial intention among individuals. It provides a comprehensive snapshot of the current state of these variables and their interrelationships. It also helps establish baseline information by collecting data on various variables (Yin,2019). It enables researchers to quantify and measure the levels of entrepreneurial orientation, entrepreneurial education, and entrepreneurial intention in a specific population or sample. This baseline information serves as a foundation for further analysis and comparison.

Another strength of the descriptive research enables the identification of patterns, trends, and associations among variables (Zikmund et al.,2021). By analyzing and summarizing the collected data, researchers can uncover relationships and tendencies, such as the correlation between entrepreneurial orientation and entrepreneurial intention or the effectiveness of specific entrepreneurship education approaches. Descriptive research allows researchers to provide a contextual understanding of the phenomenon under investigation (Sekaran and Bougie,2020). By collecting and analyzing data from multiple sources, researchers can gain insights into the factors influencing entrepreneurial orientation, the impact of entrepreneurship education on entrepreneurial intention, and the contextual factors that shape entrepreneurial behavior. Descriptive research findings can inform policy decisions and guide practical implications. By presenting a comprehensive description of the current state and relationships, researchers can provide evidence-based recommendations for policymakers, educators, and practitioners to enhance entrepreneurial orientation, improve entrepreneurship education programs, and foster entrepreneurial intention.

In this study, descriptive research can help provide a detailed understanding of the levels of entrepreneurial orientation, the effectiveness of entrepreneurship education, and the extent of entrepreneurial intention. It can help identify patterns, trends, and associations among these variables, providing a comprehensive picture of the factors influencing entrepreneurial intention. Descriptive research findings can inform the development of strategies, interventions, and policies aimed at promoting entrepreneurship and supporting individuals in their entrepreneurial endeavors.

3.6. SOURCES OF DATA

Methodology refers to the general plan and framework that leads the research process, including the selection of research procedures, data gathering, data processing, and conclusion interpretation (Cresswell,2019). Data collection methods, on the other hand, are specific techniques or tools used to gather data for the research study.

3.6.1. Primary data gathering

For a particular research topic, primary data collecting entails obtaining original data directly from the sources (Saunders, Lewis, and Thornhill, 2019). The major primary data collection method is the structured questionnaire with lectures, students and other knowledgeable individuals at Masvingo Polytechnic. The questionnaire can provide valuable insights into the

factors influencing entrepreneurial education, as well as potential solutions. Using a structured questionnaire interview format ensures consistency in data collection.

3.6.2. Secondary information gathering

Secondary data collection is the process of obtaining data that has already been gathered and recorded by someone else for a different purpose (Kumar, 2019). It entails using already-existing information sources, including published works, official reports, databases, organizational records, and other publicly accessible data. For this study, secondary data collection can be a valuable approach to complement primary data collection efforts. The researcher will look into reports and materials produced by government organizations. These sources may provide data on entrepreneurial projects, industry trends, regulations, and policies relevant to entrepreneurship in the tertiary education sector. The researcher will also look for industry reports, studies, or publications by professional associations, research institutes, or consulting firms that focus on the entrepreneurship sector in Zimbabwe. These reports may contain valuable insights, statistics, and best practices related to mediating role of entrepreneurship education.

3.7 RESEARCH INSTRUMENT

Research instruments are tools or techniques used to collect data in a research study. These instruments are designed to measure or assess variables of interest and gather information from participants. A research instrument refers to any tool that researchers use to collect data for the purpose of answering research questions or testing hypotheses. (Fowler, 2013).

3.7.1. Questionnaire

In addition to identifying the constructs and items, the researcher also defined the specific research objectives and the important variables to be measured. Each construct was then broken down into particular items or questions that will measure the intended concept, making sure that the items are precise, succinct, and unambiguous. The response alternatives that participants would use to address each question were likewise determined by the researcher. The response options included Likert scales (e.g., strongly disagree, disagree, neutral, agree, strongly agree) or numerical scales (e.g., from 1 to 5).

The researcher arranged the items in a logical order, ensuring that related items are grouped together, starting with general questions and gradually moving towards more specific ones. The

researcher included a section to collect relevant demographic and background information, such as age, gender, educational background, and prior entrepreneurial experience. This information is useful for subgroup analysis and controlling potential confounding variables.

The researcher pre-tested the questionnaire with a small group of participants to identify any potential issues with item clarity, comprehension, or response options. Based on the feedback received, refined and revised the questionnaire as needed to ensure its validity and reliability.

The researcher ensured that the questionnaire is designed with ethical considerations in mind. Furthermore, provided clear instructions, maintained participant confidentiality, obtained informed consent, and included a debriefing section.

3.7.2. Pilot testing

The researcher clarified the specific objectives of the pilot study. The purpose was to assess the feasibility, clarity, and effectiveness of the questionnaire, as well as the overall research design and identified any potential issues or areas for improvement. She determined an appropriate sample size of 10 respondents for the pilot study. It was a smaller version of the target population, consisting of individuals who are similar to the intended participants of the main study and it represented the characteristics of the target population. The researcher administered the structured questionnaire to the pilot sample ensuring that the participants understood the instructions and provided necessary clarifications.

The researcher collected the responses from the pilot participants, ensuring that the data collection process is well-documented, and any issues or challenges encountered during data collection were noted. Furthermore, analyzed the pilot data to assess the quality of the questionnaire and identify potential issues looking for patterns, inconsistencies, or missing data that may require further attention. The researcher went on to evaluate the questionnaire based on the pilot study results and assessed the clarity, relevance, and reliability of the items. The researcher gathered feedback from the pilot participants through open-ended questions. This qualitative feedback provided valuable insights into the participants' experiences, perceptions, and suggestions for improvement. However, based on the findings from the pilot study and the feedback received, the researcher made necessary revisions to the questionnaire, ensuring that the items are clear, relevant, and effectively measure the intended constructs.

The researcher documented the lessons learnt from the pilot study, including any challenges encountered and adjustments made. This documentation helped in refining the research design for the main study and in addressing potential limitations.

3.8. POPULATION AND SAMPLING TECHNIQUES

According to Creswell (2013), the term "research population" refers to the total collection of people, things, or events that satisfy the requirements for participation in a research study. It represents the larger target audience to which the researcher will extrapolate the study's findings. The study's aims, questions, and population are used to define the research population. The main factors to take into account when determining the research population are accessibility and feasibility, accessibility criteria, sample size considerations, and inclusion and exclusion criteria (Babbie, 2016).

It is significant to emphasize that, as was the case in this study, practical restrictions often prevent researchers from having access to the whole research population. In such situations, they would select a subset of the population, known as a sample, to represent the larger population. The sample should be carefully chosen to ensure it is representative and provides valid and reliable results. The number of people or other components that will be chosen from the research population to take part in the study is known as the sample size (Bryman, 2016). The sample size should be determined based on statistical considerations, such as achieving an appropriate level of statistical power and precision. Defining the research population is a critical step in research design as it helps to ensure that the study findings are applicable and generalizable to the intended target population. The population for this study was determined using Krejcie and Morgan sample size calculator shown below:

Formula for determining sample size

$$s = X^2 NP(1 - P) + d^2(N - 1) + X^2 P(1 - P)$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

The following table illustrates the study population of the respondents at the time the research was conducted.

Table 3.1: Study Population

	2000		160
Electrical	-200	10	
Mechanical	-1000	50	
Business	-500	20	
Civil	-100	5	
Automotive	-200	10	

3.8.1 Sampling method

A critical step in ensuring that the results of a research study are statistically valid and reliable is choosing the proper sample size. Hulley et al. (2018) posits that the research design, have an impact on the sample size, demographic characteristics, the level of precision needed and statistical considerations. The term "sample size" describes the number of people or things that make up a study or research sample (Field, 2018). It stands for the demographic subset that was chosen for data collecting and analysis. For study findings to be reliable and generalizable,

choosing the right sample size, based on statistical factors, research aims, resources available, and the nature of the investigation, is essential.

Sampling is the process of selecting a representative sample of the population to be studied (Showkat and Parveen, 2017). Sampling design in other words is about deciding who you are going to collect your data from. There are many sample options, but the two main categories of sampling design are probability sampling and non-probability sampling (Jansen and Warren, 2020). The researcher used non-probability sampling methods. Non-probability sampling methods are often used when researchers have limited access to the population of interest. In the case of this study, it may be challenging to reach the entire population of students or individuals with relevant characteristics. The researcher chose non-probability stratified sampling. Using the non-probability stratified sampling, the researcher divided the population into distinct subgroups or strata based on whether they had taken a National Certificate in Entrepreneurial Skills Development or not. Non-probability stratified sampling does not allow for statistical inference or generalizability to the larger population since the selection of individuals is based on the researcher's judgment or convenience

Stratified sampling can increase the precision and efficiency of the study by reducing the sampling error. By dividing the population into homogeneous subgroups or strata and sampling proportionally from each stratum, the sample can capture the variation within each stratum and provide more precise estimates for the relationships of interest. This can lead to more robust and accurate findings (Thompson,2021). In this case, for example, the researcher was interested in studying entrepreneurial intention among students who had taken entrepreneurship courses or programs at Masvingo Polytechnic, that is, from National Diploma to Higher National Diploma. As for lecturers, the researcher chose all from the Entrepreneurial Skills Development Department. In order to choose the required sample from the whole population under investigation, probability sampling was utilized in this study. A total of 160 informants were chosen from the population under study.

3.9. METHODS OF DATA ANALYSIS

In qualitative research, the analysis of data typically involves a systematic and iterative process of organizing, categorizing, and interpreting the collected information. In this study, the qualitative data were analysed using thematic analysis. Finding and analysing patterns, themes,

and categories present in the data is thematic analysis (Creswell and Poth, 2018). Researchers read and become familiar with the data before coding sections of it in accordance with recurrent ideas, concepts, or themes. Subsequently, these codes are combined to create larger themes or groups, which are subsequently clarified and analysed. Important conclusions and insights from the qualitative data are uncovered through this method.

3.10. VALIDITY AND RELIABILITY AFTER QUESTIONNAIRE

Validity and reliability are two important concepts in research that assess the standard and consistency of measurements and study findings. Validity is the extent to which a research study or measurement tool accurately reflects or captures what it is intended to capture (DeVellis, 2016). It evaluates how well the research or measurement reflects the true significance of the idea under examination. Validity is concerned with the appropriateness and accuracy of the generalizations, conclusions, and interpretations drawn from the research findings (Cook and Beckman, 2006). Reliability is defined as the consistency, stability, and recurrence of measurements or study findings throughout time and across different conditions or observers (Shadish, Cook, and Campbell, 2002). It evaluates the likelihood that the measurement or investigation would yield the same results if repeated. The lack of random mistakes and the degree to which any observed differences or changes are attributable to real differences rather than measurement error are both indicators of reliability (DeVellis, 2016).

By making sure that the findings are in line with the study's goals, the researcher ensured the validity of the study by sought input from the supervisor and other outside reviewers. Confusing or ambiguous questions were altered, and difficult things were reworded. Additionally, questions that were not pertinent to the study's goals and objectives were eliminated, leaving just those that did. The researcher also maintained the validity of the findings by ensuring that every area of the investigation was covered in the research instruments.

In this study, reliability was maintained by conducting a pilot test with a small sample size of participants to assess the tools before the full-scale data collection was finished. The data from the pilot study was used by the researcher to improve and modify the data collection methods before starting a more extensive examination. The researcher thoroughly described the various procedures and stages of the investigation to strengthen the validity of the findings. The researcher also gave a thorough explanation of how data was gathered, how it was analyzed

utilizing several themes that were developed, and how the conclusions were attained. This thorough information aided in the replication of the study and improved its validity. The researcher also possesses records of saved interview notes from significant informants, which ensured that the study's findings were accurate.

3.11. ETHICAL CONSIDERATIONS

Resnik (2020) asserts that ethics are standards of behaviour that set apart acceptable from bad behaviour. The ethical guidelines were followed in this investigation. This was accomplished by securing the consent of the respondents and encouraging their voluntary involvement. The researcher got authorization documents from Masvingo Polytechnic and a letter of identification from the Great Zimbabwe University to carry out the research. The researcher described the study's objectives and the rationale behind the data collection from the participants. Respondents received assurances regarding the confidentiality of the data they supplied, and they were given instructions such as not to mention their names while being interviewed. The interviews were not forced upon the participants.

3.12 CONCLUSION

As discussed in the introduction, the chapter begins by highlighting the various research methodologies that can be applied when doing research and also pointing out the research approach of choice. The study looked at a variety of research designs before selecting the best one for this study. The study population was explained and also probability and non-probability sampling designs were discussed in detail and the sampling techniques of choice were selected. A proportional sample choice was selected from the total population under study. Interviews were the preferred research instruments were discussed in detail. Validity and reliability were used to measure consistency in the outcome of the study. Ethical considerations in the undertaking of this study were also explained.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter summarizes and analyses the findings of the primary study, which was conducted using questionnaires tailored to the research questions and objectives described in chapter one, as well as the literature discussed in chapter two. Data will be presented via tables, bar graphs, and pie charts. Once data has been acquired, it is possible to provide order, structure, and meaning to the mass of data (Marshall, 2007).

4.2. RESPONSE RATE

The response rate for the questionnaires comprised of one hundred and sixty selected respondents from the population under study. At Masvingo Polytechnic, students comprise 70% of the population, lecturers 20%, and support staff 10%, therefore 70% of the questionnaires were allocated to students, 20% to lecturers, and 10% to support staff. In this case, 112 questionnaires were allocated to students (70% of 160), 32 questionnaires to lecturers (20% of 160), and 16 questionnaires to support staff (10% of 160).

4.2.1 Questionnaire Response Rate

Out of the 160 administered, 130 were returned. The response rate of the questionnaires was 81 %, which was considered satisfactory for the study considering the busy schedules of respondents. The questionnaire response rate is indicated by the table below:

Table 4.1. Analysis of the questionnaire response rate

Respondents	Questionnaires Distributed	Questionnaires Responded to	Response Rate
Students	112	97	87 %
Lecturers	32	23	72 %
Support staff	16	10	63 %
Total	160	130	81 %

According to the above table, a total of 160 questionnaires were issued to respondents, and 130 responded, representing an 81% response rate. The distribution of questionnaires was as follows: 112 were sent to students, with 97 responding for an 87% response rate, while the remaining 15 did not respond for various reasons. The remaining 32 were dispersed to the lecturers, with 23 responding for a 72% response rate because 9 could not collaborate and time was a concern. Ten of the sixteen questionnaires distributed to support workers were returned, showing a 63% response rate, while six were not returned. According to Cohen et al. (2007), at least 60% of the distribution response rate is relevant. Furthermore, Walliman (2021) stated that twenty to thirty people are considered the minimal population that can yield statistically significant results and hence bring satisfaction in study. As a result, the 130 responders can validate the research findings.

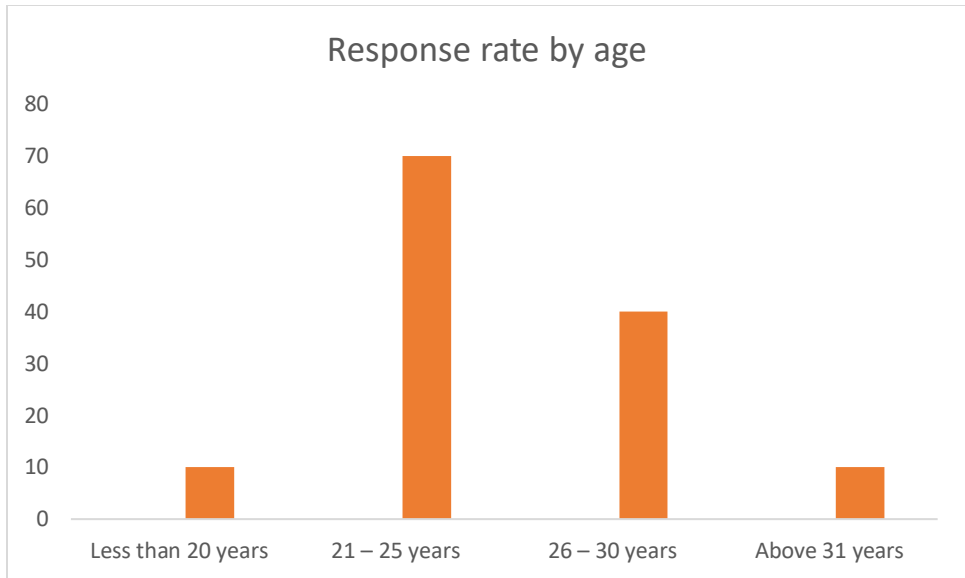
4.2.2 Questionnaire response rate by age

The table and graph below illustrate the questionnaire response rate by age.

Table and graph showing respondents by age n = 130

Table 4.2 Respondents by age

Age	Frequency	Percentage
Less than 20 years	10	7.7
21 – 25 years	70	54
26 – 30 years	40	31
Above 31 years	10	7.7
Total	130	100



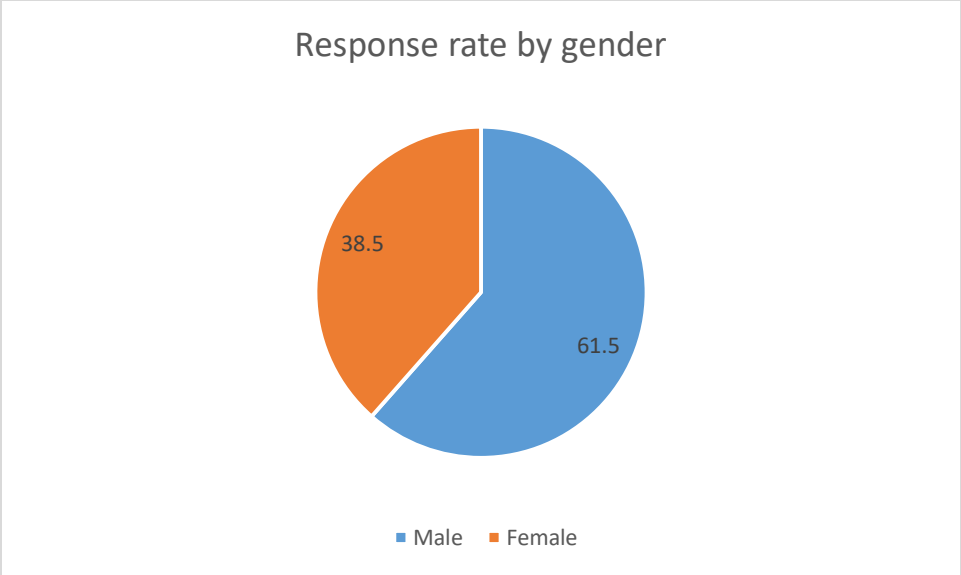
There were 10 respondents under the age of 20, accounting for 7.7% of the population. There were 70 respondents aged 21 to 25, accounting for 54% of the total. There were 40 respondents aged 26 to 30, accounting for 31% of the total. There were 10 respondents over the age of 31, accounting for 10% of the total population. According to the results in the table above, the majority of respondents were between the ages of 21 and 25. These findings are consistent with the findings of a study conducted by Hassell and Ridout on First-Year Students' and Lecturers' Expectations of University Education, which revealed that the mean age of the student participants ($n = 77$) was 19.1 years ($SD = 3.0$ years), with a range of 21 years: minimum age: 18 years; maximum age: 39 years. The age result reflects the reality that college students are primarily of a youthful age group.

4.2.3 Questionnaire response rate by gender

Table and pie chart showing respondents by Gender, $n = 130$

Table 4.3 Respondents by gender

Gender	Frequency	Percentage
Male	80	61.5
Female	50	38.5
Total	130	100



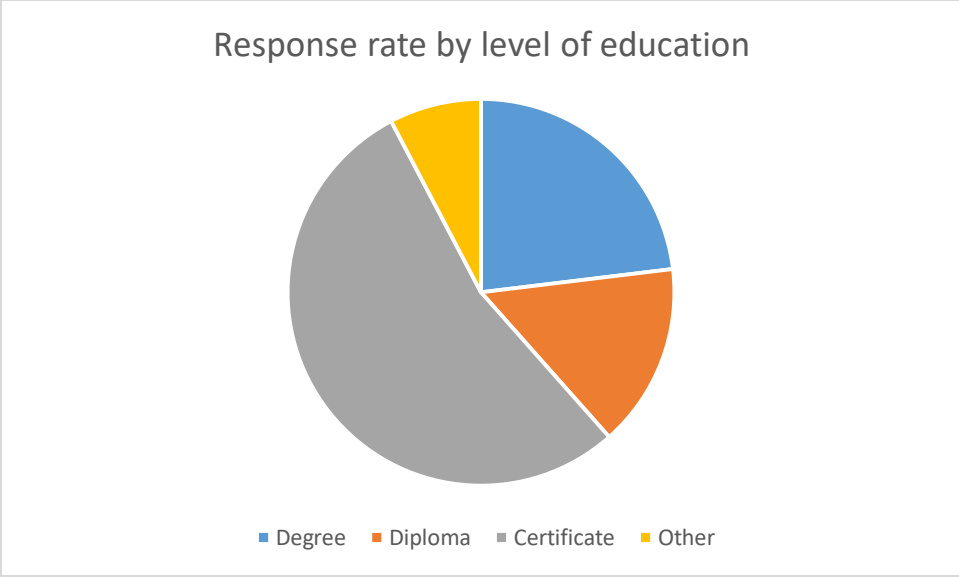
The findings from the table above showed that there was 61.5 % male and 38.5 % of the respondents were female. The findings showed that most of the participants were male as indicated by the pie chart above. These results typically coincide with those of (Ullah and Ullah 2019) which revealed that in developing countries there is a lower representation of female students in higher and tertiary education due to long held gender and cultural causes which favor the boy child in as far as education is concerned.

4.2.4. Questionnaire response rate by level of education

Table showing respondents by level of education n = 130

Table 4.4 Respondents by level of education

Level of Education	Frequency	Percentage
Degree	30	23
Diploma	20	15.4
Certificate	70	54
Other	10	7.7
Total	130	100



According to the study's findings, there were 30 respondents with a degree, accounting for 23% of the population. There were 20 responders with a diploma, accounting for 15.4% of the population. There were 70 certificate holders, accounting for 54% of the population under investigation. There were further ten responders with other qualifications, accounting for 7.7% of the population. As a consequence of the results, certificate holders represented the majority (54% of respondents). Overall, the data show that the respondents had at least some formal qualification. The findings are consistent with previous research findings that show that entrepreneurship education stimulates students to put their business ideas into action (Souitaris et al., 2007). Entrepreneurship education, which fosters entrepreneurial abilities, has a significant impact on one's decision to start a business (Burke et al., 2002). Furthermore, entrepreneurship education is critical in developing the entrepreneur spirit's inner potential.

4.3 RESULTS FOR DATA ANALYSIS FOR OBJECTIVE 1

The purpose of objective was to examine the relationship between individual entrepreneurial orientation (IEO) and entrepreneurial intention at Masvingo Polytechnic. To achieve the objective the researcher asked respondents to comment on Individual Entrepreneurial Orientation (IEO). The assumption being that, entrepreneurial intention has a positive relationship with entrepreneurship development and the reverse being true for absence of it. The results of data collection are displayed in Table below

Table 1 Individual Entrepreneurial Orientation (IEO) N = 130

Key: SA= Strongly Agree, A= Agree, NS=Not Sure, D= Disagree, SD= Strongly Disagree

Item	SA		A		NS		D		SD		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
4.1 I am willing to take risks to achieve my entrepreneurial goals	90	69	30	23	10	8	0	0	0	0	130	100
4.2 I am proactive in identifying and pursuing entrepreneurial opportunities.	87	67	30	23	3	2	7	5	3	3	130	100
4.3 I have a strong desire for independence and autonomy.	100	77	17	13	5	4	8	6	0	0	130	100
4.4 I am confident in my ability to start and manage a business. and reading space	98	75	32	25	0	0	0	0	0	0	130	100
4.5 I am innovative and creative in generating new ideas.	90	69	40	31	0	0	0	0	0	0	130	100

Item 4.1: "I am willing to take risks to achieve my entrepreneurial goals."

The majority of respondents (69.23%) said they are willing to take risks in order to attain their business ambitions. A sizable majority (23.08%) agreed with this statement (A). A tiny fraction (7.69%) expressed uncertainty (NS) about their readiness to accept risks. There were no respondents who agreed (D) or strongly agreed (SD) with the statement. This shows that a sizable proportion of research participants are willing to take risks in pursuit of their entrepreneurial ambitions.

Item 4.2: "I am proactive in identifying and pursuing entrepreneurial opportunities."

The majority of respondents (66.92%) agreed (SA) that being proactive in discovering and developing entrepreneurial opportunities was important. A sizable proportion (23.08%) agreed with the statement (A). A tiny percentage (2.31%) expressed uncertainty (NS) about their level of proactivity. Some respondents (5.38%) disagreed (D), while a comparable minority (2.31%) severely disagreed (SD). These data indicate that a sizable proportion of participants regard themselves as proactive in discovering and pursuing entrepreneurial possibilities, despite the fact that a minor proportion voiced disagreement or strong disagreement.

Item 4.3: "I have a strong desire for independence and autonomy."

The majority of responders (76.92%) strongly agreed (SA) that they wanted independence and autonomy. A significant majority (13.08%) agreed with the statement (A). A tiny proportion (3.85%) expressed uncertainty (NS) on their desire for independence and autonomy. Some respondents (6.15%) disagreed with the statement (D), showing a desire for independence and autonomy. There were no people who strongly disagreed (SD) with the statement. These data indicate that a sizable majority of participants have a strong desire for independence and autonomy, which corresponds to entrepreneurial characteristics and aspirations.

Item 4.4: "I am confident in my ability to start and manage a business."

The vast majority of respondents (75.38%) strongly agreed (SA) in their competence to start and operate a firm. A significant majority (24.62%) agreed with the statement (A). No one indicated that they were unsure (NS), disagreed (D), or strongly disagreed (SD) with the statement. These data show that the majority of participants are confident in their capacity to start and operate a firm, which is a positive indicator for entrepreneurial pursuits.

Item 4.5: "I am innovative and creative in generating new ideas."

The majority of respondents (69.23%) agreed (SA) that being inventive and creative in producing new ideas was important. A sizable proportion (30.77%) agreed with the statement (A). No one indicated that they were unsure (NS), disagreed (D), or strongly disagreed (SD) with the statement. According to these data, the majority of participants believe they are imaginative and creative in producing new ideas, which are crucial attributes for entrepreneurship success.

Overall, the results of this study show that the majority of participants have a good entrepreneurial attitude, which includes a willingness to take chances, being proactive, desiring independence and autonomy, believing in their talents, and being imaginative and creative. These attributes are consistent with the entrepreneurial attitude, implying that the persons polled possess crucial characteristics that can contribute to their success in entrepreneurial efforts. The findings support those of Al-Mamary and Alshallaqi (2022), who investigated the "Impact of autonomy, innovativeness, risk-taking, proactiveness, and competitive aggressiveness on students' intention to start a new venture." The study's findings revealed a substantial link between entrepreneurial desire and more autonomy, innovativeness, risk-taking, and proactiveness. The study findings indicate that there is a positive relationship between entrepreneurial orientation and entrepreneurial intention.

4.4 RESULTS FOR DATA ANALYSIS FOR OBJECTIVE 2

The purpose of objective was to investigate the impact of entrepreneurship education on entrepreneurial intention at Masvingo Polytechnic. To achieve the objective the researcher asked respondents to comment on Entrepreneurship Education. The assumption being that, entrepreneurship education has a positive relationship with entrepreneurship development and the reverse being true for lack of it. The results of data collection are displayed in Table below

Table 1 Entrepreneurship Education (EO) N = 130

Key: SA= Strongly Agree, A= Agree, NS=Not Sure, D= Disagree, SD= Strongly Disagree

Item	SA		A		NS		D		SD		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
4.6 The entrepreneurship courses at Masvingo Polytechnic have helped me develop my entrepreneurial skills.	100	77	20	15	10	8	0	0	0	0	130	100
4.7 The entrepreneurship curriculum provides relevant knowledge and information about starting and managing a business.	110	85	30	23	0	0	0	0	0	0	130	100
4.8 The teaching methods in entrepreneurship courses are effective in fostering entrepreneurial mindset and skills.	118	91	10	8	2	2	0	0	0	0	130	100
4.9 The practical experiences and activities in entrepreneurship courses have enhanced my understanding of entrepreneurship.	127	98	0	0	3	2	0	0	0	0	130	100

4.10	The entrepreneurship education at Masvingo Polytechnic has increased my interest in entrepreneurship.	116	89	10	8	0	0	4	3	0	0	130	100
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Item 4.1: "The entrepreneurship courses at Masvingo Polytechnic have helped me develop my entrepreneurial skills."

A substantial majority of respondents (76.92%) strongly agreed (SA) that Masvingo Polytechnic's entrepreneurship courses helped them strengthen their entrepreneurial skills. A significant fraction (15.38%) agreed with the statement (A). A tiny proportion (7.69%) expressed uncertainty (NS) about the influence of the courses on their entrepreneurial skills. There were no responses who agreed (D) or strongly agreed (SD) with the statement. These data imply that the entrepreneurship courses at Masvingo Polytechnic are well-regarded by participants, with the vast majority stating that the courses helped them strengthen their entrepreneurial skills.

Item 4.2: "The entrepreneurship curriculum provides relevant knowledge and information about starting and managing a business."

The entrepreneurship curriculum, according to a great majority of respondents (84.62%), delivers important knowledge and information on beginning and managing a business. A sizable fraction (23.08%) agreed with the statement (A). There were no responders who said they were unsure (NS), disagreed (D), or strongly disagreed (SD) with the statement. These findings indicate that participants believe Masvingo Polytechnic's entrepreneurship curriculum is effective in providing relevant knowledge and information regarding beginning and maintaining a firm.

Item 4.3: "The teaching methods in entrepreneurship courses are effective in fostering entrepreneurial mindset and skills."

The majority of respondents (90.77%) agreed (SA) that the teaching methods used in entrepreneurship courses are successful in developing an entrepreneurial mentality and abilities. A modest percentage (7.69%) agreed with the statement (A). A small percentage of participants (1.54%) expressed doubt (NS) about the effectiveness of the educational approaches. There were no responses who agreed (D) or strongly agreed (SD) with the statement. These data imply that the teaching methods used in Masvingo Polytechnic's entrepreneurship courses are well received, with the majority of students recognizing their usefulness in developing an entrepreneurial mentality and skills.

Item 4.4: "The practical experiences and activities in entrepreneurship courses have enhanced my understanding of entrepreneurship."

The great majority of respondents (97.69%) strongly agreed (SA) that their understanding of entrepreneurship has been boosted by the practical experiences and activities in entrepreneurship courses. A tiny percentage (2.31%) expressed uncertainty (NS) on the influence of practical experiences and activities. There were no responses who agreed (D) or strongly agreed (SD) with the statement. These data suggest that the practical experiences and activities provided in Masvingo Polytechnic's entrepreneurship courses are overwhelmingly favorable, with a strong majority recognizing their importance to developing understanding of entrepreneurship.

Item 4.5: "The entrepreneurship education at Masvingo Polytechnic has increased my interest in entrepreneurship."

The majority of responders (89.23%) strongly agreed (SA) that Masvingo Polytechnic's entrepreneurship curriculum had boosted their interest in entrepreneurship. A modest percentage (7.69%) agreed with the statement (A). A small number of respondents (3.08%) disagreed with the statement (D), showing a lack of growing interest in entrepreneurship. There were no individuals who said they were unsure (NS) or strongly disagreed (SD) with the statement. These findings indicate that the majority of participants believe Masvingo Polytechnic's entrepreneurship education is beneficial in growing their interest in entrepreneurship, however a minority proportion disagree.

Overall, the outcomes of this study show that participants at Masvingo Polytechnic had a positive opinion of the entrepreneurship courses, curriculum, teaching techniques, practical experiences, and entrepreneurship education. The majority of respondents admit that these educational components have had a beneficial impact on their entrepreneurial abilities, knowledge, perspective, and enthusiasm in entrepreneurship. This indicates that the entrepreneurship education provided at Masvingo Polytechnic is well-received by participants and seen as valuable in supporting entrepreneurial development. The findings are consistent with those of Wei, Liu, and Sha (2019), who investigated the numerous mediating impacts of political skills and entrepreneurial opportunity recognition between perceived entrepreneurship education and innovation among 269 Chinese student entrepreneurs. The findings revealed that entrepreneurship education positively influences entrepreneurial intention.

4.5 RESULTS FOR DATA ANALYSIS FOR OBJECTIVE 3

The purpose of objective was to explore the mediating role of entrepreneurial education in individual entrepreneurial orientation (IEO) and entrepreneurial intention. To achieve the objective, the researcher asked respondents to comment on Entrepreneurial Intention. The results of data collection are displayed in Table below

Table 1 Entrepreneurial Intention (IE) N = 130

Key: SA= Strongly Agree, A= Agree, NS=Not Sure, D= Disagree, SD= Strongly Disagree

Item	SA		A		NS		D		SD		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
4.16 I intend to start my own business within the next few years.	108	83	20	15	2	2	0	0	0	0	130	100
4.17 I am actively planning and preparing to start my own business.	97	75	23	18	10	8	0	0	0	0	130	100

4.18	I am confident that I will be an entrepreneur in the future	85	65	30	23	15	12	0	0	0	0	130	100
4.19	I have a strong desire to launch my own venture.	110	85	20	15	0	0	0	0	0	0	130	100
4.20	I believe that I have the necessary skills and resources to start and manage a business.	120	92	10	8	0	0	0	0	0	0	130	100

Item 4.16: "I intend to start my own business within the next few years."

The overwhelming majority of respondents (83.08%) strongly agree (SA) with this statement, indicating a significant desire to establish their own businesses in the near future. This shows that Masvingo Polytechnic students and staff have strong entrepreneurial ambitions and are actively considering entrepreneurship as a possible career choice.

Item 4.17: "I am actively planning and preparing to start my own business."

A sizable percentage of respondents (74.62%) strongly agree (SA) with this statement, showing that they are actively planning and preparing for their entrepreneurial projects. This shows that Masvingo Polytechnic students are taking actual measures toward achieving their entrepreneurial dreams, such as formulating company strategies and acquiring critical skills and resources.

Item 4.18: "I am confident that I will be an entrepreneur in the future."

A significant proportion of respondents (65.38%) strongly agree (SA) with this statement, showing a high level of confidence in their future capacity to become entrepreneurs. This shows

that Masvingo Polytechnic students and staff have self-confidence and a positive attitude on their business possibilities.

Item 4.19: "I have a strong desire to launch my own venture."

The majority of responders (84.62%) agree (SA) with this statement, demonstrating a significant willingness to start their own businesses. This indicates the presence of entrepreneurial drive and passion among Masvingo Polytechnic respondents, indicating a favorable entrepreneurial attitude inside the campus.

Item 4.20: "I believe that I have the necessary skills and resources to start and manage a business."

A large majority of respondents (92.31%) strongly agree (SA) with this statement, showing a high degree of self-perceived competence in terms of having the required skills and resources to establish and manage a firm. This shows that Masvingo Polytechnic students and staff are confident in their talents and are prepared to face the obstacles of entrepreneurship.

Overall, the Masvingo Polytechnic research findings indicate that students have a positive entrepreneurial aim and mindset. They indicate a great desire to start their own firms, plan for it actively, believe in their entrepreneurial ability, and are eager to launch their own ventures. They also believe they have the required skills and resources to thrive as entrepreneurs. These findings demonstrate the potential for Masvingo Polytechnic to build an entrepreneurial culture and encourage the development of entrepreneurial abilities. These findings back up the findings of Jung and Lee (2020), who conducted a study on the entrepreneurial attitudes of South Korean college students in order to forecast the students' intentions to establish their own enterprises. According to the study's findings, people with a stronger entrepreneurial attitude are more likely to have higher entrepreneurial goals. The study's findings validate H4 that the influence of entrepreneurial orientation on entrepreneurial intention is mediated by entrepreneurial education.

4.6. CHAPTER SUMMARY

This chapter looked at data presentation, analysis and interpretation. The next chapter will look into the discussion of findings and summary of the research findings, conclusions for the research as well as recommendations by the researcher on the subject under study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions of this research. The entire research as well as the key findings, suggestions, and conclusion, are covered in this chapter. The purpose is to describe how the study's objectives and goals were met. The conclusions drawn from the study's findings are the subject of this chapter. The purpose of this chapter was to provide a summary of the research in order to reach a conclusion and provide recommendations based on the findings presented in the previous chapter. The findings of this research study are consistent with the research objectives, and the recommendations are based on the findings.

5.2 CHAPTERS SUMMARY

Chapter One.

The researcher discusses the study's background in this chapter, as well as a brief explanation of entrepreneurial orientation, entrepreneurship education and entrepreneurial intention. Rationale for the selection of the research area was also provided. The problem statement leading to the need to carry out the research was also explained. The study questions and research objectives were mentioned later in the chapter. Delimitations, limitations, significance of the study and definition of key terms were also discussed.

Chapter Two.

In this chapter the researcher evaluated literature from various schools in relation to the research topic. The researcher did a systematic identification, location and analysis of various sources and documents containing information relating to the research topic around the globe. In this chapter, additional authors' perspectives on the research topic were given in a logical order, driven by research objective. Review of literature provided a conceptual framework on the relationship between variables that is dependent and independent variables key concepts were also discussed, the theoretical and empirical evidence within which the researcher conducted research and finally the research gap was also identified.

Chapter Three.

Chapter three addressed the research methodology. This study used the interpretivist paradigm. Interpretivism is a research philosophy that seeks to understand and interpret social phenomena from the perspectives and meanings attributed by individuals involved. Interpretivism was appropriate for this study's environment because it enabled a thorough examination of the experiences, viewpoints, and behaviours of Masvingo Polytechnic's entrepreneurs as well as their interpretations of the subject under study. The study also used a case study method which used small samples. The research population for this study was made up of 160 participants. Ethical consideration was a major consideration as it is in all research studies.

Chapter Four.

The presentation of data and the analysis of that data were the main topics of this chapter. The data was presented and analyzed using charts, tables, and graphs, and the questionnaire results were analyzed and conclusions drawn from them. The study objectives were used in conjunction with the responses to analyze the data.

Chapter Five.

This chapter focused on the discussion of findings and recommendations by the researcher on the subject under study

5.3 ACHIEVEMENT OF RESEARCH AIM AND OBJECTIVES

5.3.1. To examine the relationship between individual entrepreneurial orientation (IEO) and entrepreneurial intention at Masvingo Polytechnic.

The above objective was met as the research results showed a positive relationship between individual entrepreneurial orientation and entrepreneurial intention in line with the study hypothesis H1. The personal characteristics, attitudes, and behaviors of the respondents reflected a high propensity towards entrepreneurship as they exhibited dimensions such as risk-taking propensity, innovativeness, proactiveness, autonomy, and competitive aggressiveness.

5.3.2. To investigate the impact of entrepreneurship education on entrepreneurial intention at Masvingo Polytechnic.

The above objective was met as the outcome of this study show that participants at Masvingo Polytechnic had a positive opinion of the entrepreneurship courses, curriculum, teaching techniques, practical experiences, and entrepreneurship education. The majority of respondents admit that these educational components have had a beneficial impact on their entrepreneurial abilities, knowledge, perspective, and enthusiasm in entrepreneurship. This indicates that the entrepreneurship education provided at Masvingo Polytechnic is well-received by participants and seen as valuable in supporting entrepreneurial development. It also corroborated H2 hypothesis that entrepreneurship education positively influences entrepreneurial intention.

5.3.3. To explore the mediating role of entrepreneurial education in the relationship between individual entrepreneurial orientation (IEO) and entrepreneurial intention.

The above objective was met as the research findings indicate that Masvingo Polytechnic College students have strong entrepreneurial motivations, which are driven by a desire for innovation, financial incentives, independence, societal impact, and the benefits of flexibility and freedom. These findings reflect the entrepreneurial mindset and aspirations of the college students, demonstrating a supportive environment for fostering entrepreneurship and the development of entrepreneurial skills and initiatives. The findings validate hypothesis 4 that the influence of entrepreneurial orientation on entrepreneurial intention is mediated by entrepreneurial education.

5.4 CONTRIBUTION AND RESEARCH OUTPUT

5.4.1 Theoretical contribution

The study contributes to the existing literature by examining the relationship between individual entrepreneurial orientation, entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention. By investigating these factors in the context of Masvingo Polytechnic, it provides insights into the dynamics and interplay among these variables, which can contribute to theory development in the field of entrepreneurship.

The study introduces the mediating role of entrepreneurial motivation in the relationship between individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial intention. By considering entrepreneurial motivation as a mediating mechanism, it sheds light on how individual characteristics, educational experiences, and motivation collectively influence entrepreneurial intention. This adds to the understanding of the underlying processes and mechanisms that drive individuals' intent to engage in entrepreneurial activities.

By focusing on the case of Masvingo Polytechnic, the study provides context-specific insights into the factors influencing entrepreneurial intention in that particular setting. This contextual relevance enhances the understanding of how individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial motivation interact and influence entrepreneurial intention in a specific educational institution within Masvingo.

The findings of the study can have practical implications for policymakers, educators, and practitioners involved in entrepreneurship education. The insights gained from the study can inform the development and improvement of entrepreneurship education programs at Masvingo Polytechnic and similar institutions. It can help in designing interventions and strategies that foster individual entrepreneurial orientation, enhance entrepreneurial motivation, and ultimately promote entrepreneurial intention among students.

While the study focuses on the specific context of Masvingo Polytechnic, the findings and insights generated can contribute to the broader body of knowledge in entrepreneurship. Future research can build upon these findings and explore similar relationships in different contexts to assess the generalizability and applicability of the proposed theoretical framework.

5.4.2 Methodological contribution

In line with the specific context of Masvingo Polytechnic, the study adopted a case study approach. This qualitative research design involved an examination of a select number of individuals or groups within the institution. The case study approach allowed for rich, context-specific data collection through the structured interview and document analysis. It provided a nuanced understanding of the factors influencing entrepreneurial intention, offering valuable insights into the experiences and perspectives of students, educators, and other stakeholders.

5.4.3 Empirical contribution

The empirical findings obtained from the study conducted at Masvingo Polytechnic contribute to the existing literature by providing context-specific insights. The data collected from participants at the institution offer a unique perspective and understanding of how individual entrepreneurial orientation, entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention are interrelated in that specific context. These insights can help fill the gap in knowledge regarding entrepreneurship education and intention within the context of Masvingo Polytechnic or similar educational institutions.

The empirical findings of the dissertation can contribute by comparing and contrasting the results with existing literature. By aligning the findings with previous studies conducted in different contexts or settings, the dissertation can provide empirical support for existing theories and frameworks or identify potential discrepancies or variations. This comparison enhances the robustness and generalizability of the empirical contribution.

The empirical findings of the dissertation can have practical implications for entrepreneurship education programs and policymakers at Masvingo Polytechnic. The results can inform the development of targeted interventions and strategies to enhance individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial motivation, ultimately promoting entrepreneurial intention among students. The empirical evidence obtained from the study can serve as a basis for evidence-based decision-making and program development.

5.5. EDUCATION 5.0 OUTPUT

Education 5.0 emphasizes the development of skills that are relevant for the future workforce and entrepreneurial endeavors. The study can identify and highlight the specific entrepreneurial skills and competencies that are crucial for success in the modern entrepreneurial landscape. It can inform the design and delivery of entrepreneurship education programs that focus on nurturing these skills, such as critical thinking, problem-solving, creativity, collaboration, and adaptability. Furthermore, education 5.0 emphasizes personalized learning, tailoring educational experiences to the specific needs, interests, and aspirations of learners. The study can contribute by highlighting the importance of individual entrepreneurial orientation and entrepreneurial motivation in shaping entrepreneurial intention. It can suggest personalized approaches to

entrepreneurship education that address the unique characteristics and motivations of learners at Masvingo Polytechnic, fostering their entrepreneurial mindset and intention.

5.6. RESEARCH LIMITATIONS

The study may face limitations in terms of the sample size and representativeness of the participants. Since the study relies on a small sample from Masvingo Polytechnic, the findings may not be generalizable to other contexts or populations. The limited sample size might also restrict the statistical power and generalizability of the results.

Focusing solely on Masvingo Polytechnic limits the external validity and generalizability of the findings. The unique characteristics, cultural factors, and institutional context of Masvingo Polytechnic might influence the relationships among the variables under study in ways that differ from other educational institutions or regions.

5.8. AREAS OF FURTHER RESEARCH

Conducting longitudinal studies would allow for a deeper understanding of the causal relationships among the variables in this study over time. Longitudinal research designs can capture changes and developments in these variables, providing insights into the dynamics and long-term effects of entrepreneurship education on entrepreneurial intention.

Comparing the findings from Masvingo Polytechnic with other educational institutions or regions can provide a broader perspective on the topic under study. Comparative studies can help identify similarities and differences in the determinants and outcomes of entrepreneurship education, taking into account cultural, economic, and institutional factors.

Incorporating qualitative research methods, such as interviews or focus groups, alongside quantitative surveys can enrich the understanding of the complex dynamics for variables covered in this study. Qualitative research can provide in-depth insights into the experiences, perceptions, and contextual factors that influence entrepreneurial intention among students.

Investigating additional mediating and moderating factors can enhance the understanding of the relationships explored in the study. For example, exploring the role of self-efficacy, social support, risk perception, or access to resources as potential mediators or moderators can provide a more comprehensive understanding of the mechanisms and boundary conditions that influence entrepreneurial intention.

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Appendix A



Great Zimbabwe University (GZU)
MUNHUMUTAPA SCHOOL OF COMMERCE
DEPARTMENT OF MANAGEMENT STUDIES

Introduction

My name is Bvochora Tendai, Master of Commerce Degree in Strategic Management student at Great Zimbabwe University. I am kindly inviting you to participate in a study titled " *the influence of entrepreneurial orientation and entrepreneurship education on entrepreneurial intention. A case of Masvingo Polytechnic*". The purpose of this research is analyze how the influence of entrepreneurial orientation and entrepreneurship education mediates the relationship between an individual's entrepreneurial orientation, their exposure to, and their intention to become an entrepreneur

The findings of this study are for educational purposes only and therefore I am kindly asking you to complete this questionnaire truthfully. The questionnaire is designed for this research only and the information you provide will be treated in strict confidence. Your name shall not be required. The study involves questionnaires with open and closed-ended questions so you will be expected to give your objective responses to the questions posed in the questionnaire

.If you may need any clarifications or have any other contributions that you feel the questionnaire does not fulfil which could be necessary to enhance the study, please do not hesitate to contact me on the details given below:

Name: Tendai Bvochora

Contact Details: 0772 436 375

Email: tanyamahachi@gmail.com

Thank you for your time

Appendix B

This questionnaire aims to gather information from students and staff at Masvingo Polytechnic about their entrepreneurial orientation, entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention.

Section 1: Demographic Information

Gender: [] Male [] Female

Age: _____ years

Program of Study/ Area of Specialization: _____

Qualification: _____

Section 2: Individual Entrepreneurial Orientation (IEO)

Please rate your agreement with the following statements on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.1. I am willing to take risks to achieve my entrepreneurial goals.					
4.2. I am proactive in identifying and pursuing entrepreneurial opportunities					
4.3. I have a strong desire for independence and autonomy.					
4.4. I am confident in my ability to start and manage a business.					
4.5. I am innovative and creative in generating new ideas.					

Section 3: Entrepreneurship Education

Please indicate your level of agreement with the following statements on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.6. The entrepreneurship courses at Masvingo Polytechnic have helped me develop my entrepreneurial skills.					
4.7. The entrepreneurship curriculum provides relevant knowledge and information about starting and managing a business					
4.8. The teaching methods in entrepreneurship courses are effective in fostering entrepreneurial mindset and skills.					
4.9. The practical experiences and activities in entrepreneurship courses have enhanced my understanding of entrepreneurship.					
4.10. The entrepreneurship education at Masvingo Polytechnic has increased my interest in entrepreneurship.					

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Section 4: Entrepreneurial Motivation

Please indicate your level of agreement with the following statements on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.11. I am motivated to become an entrepreneur because I want to create something new and innovative.					
4.12. The potential financial rewards of entrepreneurship motivate me to pursue entrepreneurial activities					
4.13. I am driven to start my own business because I seek independence and control over my work.					
4.14. The desire to make a positive impact on society and contribute to economic development motivates me to become an entrepreneur.					

4.15. I am motivated to start a business because I value the flexibility and freedom it provides.

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Section 5: Entrepreneurial Intention

Please indicate your level of agreement with the following statements on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.16. I intend to start my own business within the next few years.					
4.17. I am actively planning and preparing to start my own business					
4.18. I am confident that I will be an entrepreneur in the future.					
4.19. I have a strong desire to launch my own venture.					
4.20. I believe that I have the necessary					

skills and resources to start and manage a
business.

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Section 6: Additional Questions

Please provide any additional comments or insights related to your entrepreneurial orientation, entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention.

Thank you for your participation!