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Integrated Teachings Methods for Entrepreneurship Skills Development Studies: A Case of One Selected Multicultural Polytechnic College in Manical and Province, Zimbabwe

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Abstract:
The purpose of the research was to investigate the effect of various pedagogical styles that are adopted within a multicultural polytechnic college as means for lesson delivery to students. The study used the experiential model within the qualitative paradigm to explore how lecturers from a selected polytechnic college in Manical and province would utilise various teaching methods at their disposal as they interact with students, as these lecturers convey the learned material. However, there was limited information on appropriate teaching methods that could be adopted to empower these students. The sample size for this study was one selected polytechnic college which was drawn from a targeted population of 10 polytechnic colleges in Zimbabwe. 30 students from the Entrepreneurship Skills Development (ESD) studies responded to open-ended questionnaires while 8 lecturers participated as key informants during the interviews. Findings from this study revealed that the teacher-centred approach which is largely the lecturer centred through using the lecture method had been widely employed by lecturers from Mut are Polytechnic College, with a minimum adoption of the student-centred approaches. The arguments raised for negating the student-centred approaches have been that there are time-consuming, require a lot of educational resources and students who are introverts and shy would not benefit effectively in the learning process. This research noted that the attitudes of both lecturers and students towards the use of various teaching methodologies in ESD studies have a bearing on the types of the didactic styles that are selected. Data from this study revealed that if effective teaching styles are adopted it would improve students' attitude towards learning of ESD studies.

Keywords: Teaching methods, pedagogical styles entrepreneurship, lecturer/student attitude, multicultural polytechnic colleges

1. Introduction and Background to the Study

Zimbabwe, as a developing country is experiencing a phenomenon of dwindling, formal job opportunities, hence the adoption of practical subjects in its educational curriculum. Mudavanhu, Bindu, Chigusiwa and Muchabaiwa (2011) postulate that practical subjects equip learners with practical skills and enhance students' entrepreneurial intentions. In a bid to address this economic misdemeanour, multicultural polytechnic institutions in Zimbabwe have made it mandatory for every student enrolled within their institutions to undertake entrepreneurial skills development studies, in their first year of training. Multicultural learning institutions can be viewed as institutions that respond to the varied needs of all students by increasing involvement in learning and decreasing marginalisation in the learning process (Mandoga & Chakandinakira, 2014). Mandoga and Chakandinakira (2014) further opine that, in the Zimbabwean context, multicultural education encompasses the identification and reduction or purging of barricades to students' involvement in learning. Multicultural education as an educational practice promotes cultural diversity that supports equal access to educational opportunities for all children regardless of their physical, intellectual, religious cultural backgrounds, gender or ethnicity among others. Thus, within multicultural polytechnic colleges, different students learn together taking due cognisance of their differences. Based on the code of fairness, cultural diversity tries to convey the ideal community that students of varied cultural backgrounds and learning needs can learn together.

In this regard, the other major focus will then be to explore the effectiveness and appropriateness of various teaching methodologies employed by lecturers in teaching would be entrepreneurs (Pitta way & Cope, 2007). Students if appropriately taught would then become entrepreneurial by starting their own business ventures and contribute towards

employment and economic growth (Rae, 1999). Mudondo (2014) concludes that most developing countries, Zimbabwe included, have come to regard enhancing entrepreneurship skills for students in higher centres of learning. It is against this background, that this research sought to establish the effect of teaching methods such as lecturing, small groups, tutorial or role plays among others that can be used during ESD study sessions.

It had been viewed that entrepreneurship is the most ideal enterprise needed to cope with mass unemployment, especially among the great majority of the young people (Mauchi, Karambakudzwa, Gopo, Njanike, Mangwende and Gombarume, 2011). Besides the area of policy formulation on entrepreneurship, academic institutions such as polytechnic colleges have also contributed by offering appropriate entrepreneurship education courses and training Mudavanhu, Bindu, Chigusiwa and Muchabaiwa, 2011; Mudondo, 2014). However, the effect of teaching methods used during the teaching and learning of entrepreneurship studies needs attention, if ever these teaching methods are to empower students to be entrepreneurs.

Considering the role played by entrepreneurship education in support of business ventures, evidence overflows on a substantial amount of studies carried out to investigate the role of entrepreneurial studies has on entrepreneurship. However, there has been a limited research on the effect of teaching methods used by polytechnic lecturers in empowering their students to create new business ventures after or during college-life. It could, therefore, be important to carry out a research of this nature. Therefore, prior research suggests that entrepreneurial education would develop individuals by increasing their business knowledge and promoting psychological traits related to entrepreneurs such as self-assurance, self-worth and self-efficacy (Mauchi, 2011; Mabhanda, 2016). Thus, the importance of robust teaching methods that empower polytechnic students from Mutare Polytechnic College cannot be overlooked.

2. Statement of the Problem

Various teaching methods have been used by lecturers and students during the learning of Entrepreneurship Skills Development studies (Henry, Hill & Leitch, 2005; Zahra, Kiani & Narges, 2012; Nani, 2014). These teaching methods, among others, include; lecturing, role plays, group discussions and presentations, debate, small group/pair teaching or student internship. However, the question could remain how these teaching methods that are selected can undeniably assist students in the learning. This impelled the researcher to discuss the effect of various pedagogical styles that are used in the teaching of entrepreneurship studies and how appropriate are these methods on students' entrepreneurial intentions. However, despite the realisation of the importance of entrepreneurship studies, appropriate teaching methods employed to empower these students to be entrepreneurs have been receiving less attention. Limited studies have been done in this area, thus more information considering the benefits realised from various teaching methods such as those that are student-centred, which could be participatory methodologies as compared to teacher or lecturer-centred approaches. This study, therefore, would save as a basis for adoption of various pedagogical styles at Mutare Polytechnic College.

3. Research Objectives

3.1. Broad Objective
To investigate the effect of lecture method during the teaching of ESD studies at multicultural polytechnic colleges.

3.2. Sub-Objectives
- To explore the appropriateness of small groups' pedagogical styles in the teaching of ESD studies.
- To investigate how role plays can be used during ESD lessons.
- To explore perceptions of lecturers on the use of tutorials sessions during ESD studies
- To explore the attitude of learners and students towards adoption of different didactic styles for ESD lessons.

3.3. The Significance of the Study
This research shall contribute immensely to the existing body of knowledge on the effect of teaching methods used by lecturers in polytechnic colleges in Zimbabwe. This is mainly because, whilst there have been a lot of policy designs, proposals and suggestions on the importance of empowering students to be entrepreneurs, the issues of appropriate teaching methods to be used in the teaching of Entrepreneurship Skills Development have received limited attention (Jones & English, 2004).

The research will also help polytechnic college lecturers and students on the importance of adopting participatory teaching methodologies that will provide these students with relevant skills and knowledge to undertake business ventures during and after completion of college studies. In the community of academics, this research will help other scholars in the similar field of study, to have a bank of knowledge that they can use when carrying out further research. For those reasons, the research could be used as a point of reference.

4. Delimitations

The study was confined to ten polytechnic colleges such as Mutare Polytechnic, Kushinga Phikelela polytechnic, Masvingo Polytechnic and Harare Polytechnic colleges among other polytechnic colleges which are in every province of Zimbabwe. These polytechnic colleges require every student to study entrepreneurship studies in a bid to enhance their chances being self-reliant, in the end leading Zimbabwe's economic growth. This research was informed by Kolb'

experiential theory as cited by McLeod (2013) which states thatdevelopment of new insights is provided by new experiences and learning is created through the transformation of practice and experiences. Data from secondary sources largely dating from 2005 to 2016 were consulted in this study. Information was also collected from students who responded to the questionnaire and lecturers who were key informants during the study.

5. Limitations
The possible limitations of this study include;
- The unwillingness of some lecturers to provide vital information concerning teaching methodologies that are commonly used within the colleges. The researcher assured respondents that their information would only be used for the purpose of this research.
- Interviewer bias could also be another limitation of this study. However, the researcher was guided by the research objectives through the study.

6. Theoretical Framework
This research was informed by Kolb' experiential theory as cited by McLeod (2013). The theory states that learning encompasses the attainment of abstract ideas that can be useful in various circumstances (McLeod, 2013). This theory further explains that the development of new perceptions is provided by new experiences and learning is created through the transformation of practice and experiences (McLeod, 2013). Kolb's theory can be summarised below
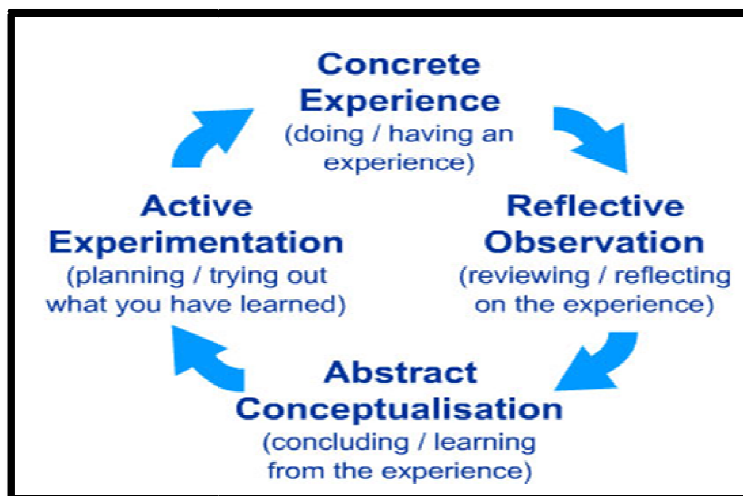

Figure 1
Source: Mcleod, S. (2013) Kolb- Learning Styles: Simply
Psychologyhttp://Www.Simplypsychology.Org/Learning-Kolb.Html

As students encounter their day to day learning endeavours, they experience new situation/s or redefine their current experiences. These students can also observe what would be going on in their learning situation/s and able to reflect on the learned material which then leads to a new idea or meditation of existing ideas. According to McLeod (2013) citing Kolb (1984), the student could apply this learned material to the environment around them in order to improve their learning. Students are involved in carrying out tasks, designing questions, carrying out experiments, resolving problems, being creative and deducing meaning from the learned experience (Ishmail & Ibrahim, 2014). Students can then be able to reflect on what they would have learnt; taking accountability and responsibility for the reality of his/her own political, social, economic and cultural awareness (Pittaway & Cope, 2007). Thus, lecturers in polytechnic colleges should strive to ensure that the learnt material is planned, coordinated and deliberated in a way that could provide each student with the opportunity to participate in an environment that improves student's learning. Through a selection of appropriate pedagogical styles, students could be assisted to learn more successfully by noting lesser favourite learning styles and buttressing of these through the applying of the experiential learning cycle (McLeod, 2013.

7. Review of Related Literature

7.1. Selecting Teaching Methodologies for Enhancing Students' Entrepreneurial Intentions
Zahra, Kiani and Narges (2012) assert that central to an effective entrepreneurship education is to find the most appropriate and effective methodologies for lecturers and students to accomplish the teachable skills and knowledge, thus ascertaining what could be ideal in empowering these students to be entrepreneurs. However, there are no prescribed universal teaching methodologies to teach entrepreneurship, which can lead to students' entrepreneurial intentions. While there is no commonly accepted pedagogical formula to teach entrepreneurship studies, this research maintained that a traditional method such as a lecture didactic style, which is largely teacher/lecturer centred offer little help in inspiring students' entrepreneurial intentions in this 21st century learning endeavour, which seeks to involve students in

the learning process (Mandoga & Chakandinakira, 2014). The traditional style, which also is viewed as a passive methodology, involves normal lectures and make students become inactive participants (Arasti, Falavarjani & Imanipour, 2012; Henry, Hill & Leitch, 2005). This study, therefore, focused on the nature and effect of teaching methods used in empowering students to benefit in the learning process.

7.2. Lecture Method as a Teaching Style for ESD Studies

One of the methods that have been used in the teaching of entrepreneurship studies is the lecture method. This method puts the teacher/lecturer at the centre of the learning process. A lecturer does most of the talking, demonstration and facilitation while students wait patiently to receive information and knowledge from their teacher. In this learning scenario, it may be argued that students are viewed as empty vessels, waiting to be filled up, while the teacher has the information to be deposited into students. For instance, Ishmail and Ibrahim (2014) citing McKeown et al., (2006), state that 86 per cent of the higher learning organisation programmes in the United Kingdom still practice traditional teaching method and conventional learning approaches in teaching entrepreneurship subject. Thus, entrepreneurship has been imparted in classrooms using didactic approaches which are largely teacher centred (Ishmail &Ibrahim, 2014).

Nani (2014); Gibb and Price, 2014) opine that the lecture is one of the most capable teaching methods for giving many facts or ideas in a comparatively short time. Teaching material that has been plausibly organised can be presented succinctly in fast and quick sequence (Gibb & Price, 2014). Gibb and Price (2014) argue that this method could be ideal for introducing a subject area and allows all students to have the essential contextual background for learning a subject area. Thus, the short preliminary lecture can provide tracking and purpose for learning and inspire students in a dialogue on the learning situation. It could also be an appropriate method for teaching large groups (Jones & English, 2004; Ishamail &Ibrahim, 2014). Largely, classes within polytechnic entrepreneurship studies have a student-to-lecturer ratio that is too high and one could view the lecture method as suitable to teach such big classes (Mauchi et al, 2011). Mauchi et al (2011) further assert that the lecture method can also be useful to supplement teaching information from other sources or for material which is difficult to get. More so, if learners do not have time to research on their own or no access to relevant material, the lecture can fill this gap and students could also receive information from specialists in a subject (Mwasalwiba, 2010).

Despite these numerous advantages which a lecture method can possess, a number of disadvantages can be noted as well. Mwasalwiba (2010) argues that the lecture does not lead to enough attainment in certain types of learning such as language skills, supportive group thinking and motor skills students can grow and improve such skills good enough only through practice. Mwasalwiba (2010) further asserts that the formal lecture alone is generally not fitting for giving material above the understanding level of the intellectual domain of students. Lecture promote minimal or no student verbal contribution and can also be an ineffective method for students to comprehend concepts and learnt materials. Lecturers are also not given a chance to approximate, determine and to grip the attention of their learners during the lecture session. More so, within a lone lecture period, a teacher can unconsciously present much material than students can absorb (Evans, 2007; Mauchi et al., 2011). Importantly, the lecture method makes minimal involvement by students, as these students freely allow the teacher to do all the work. Thus, the major shortcoming of the lecture method is that learning should be an active process, but this methodology inclines to foster passiveness and over-reliance on the teacher.

7.3. Group Work for Encouraging Entrepreneurial Intentions among Students

In order to promote effective teaching of ESD studies among polytechnic colleges, Mabhanda (2016) argues that students should be fully involved in the learning process. One way of achieving this could be through engaging them in group work. Gibb and Price (2014) opine that even with huge class sizes, interactive methods, which entail a model of experiential learning through small size groups can provide advanced levels of students' learning. Gibb and Prince (2014) further argue that while educationists, globally, may be engrossed in mass teaching techniques, however, learning in entrepreneurial studies through the use of small groups can be the best teaching method.

Small groups are an interactive method with a participatory class where students' numbers and classroom environment are conducive to the use of this pedagogical style (Evan, 2007). Evans (2007) further asserts that group work can be done through a short interactive dialogue of a fact/idea or topic set by the lecturer. Members of a group can be as few as two individuals and a maximum of five/six individuals, so that all members of the group have ample time, space and opportunity to participate in the learning process (Mauchi et al, 2011). Students can also participate in team teaching and this enhances greater chances for individual group mentoring. Group members can thus, establish networks which could assist them in their entrepreneurial studies and intentions and these networks can be bonded by mixing groups up at different times (Henry, Hill & Leitch, 2005; Mudondo, 2014). Small groups could also be ideally aimed at inspiring a period of mirroring on an issue/concept, or sharing of experiences (Jones & English, 2004). On the whole, group work can be a major part of assuring possession of learning, learning by doing, discovering and creating things and interacting orally which are key elements in promoting students' entrepreneurial intentions. Jones and English (2004) claim that students should have a great deal of independence and freedom over how they study, when they study and where they learn. This research, therefore, discussed whether group work as a teaching methodology has been embedded within the pedagogical styles used among polytechnic colleges in Zimbabwe.

However, if group membership is not carefully selected, much time could spend on unproductive work such as focussing on other issues that are not intended (Jones & English, 2004). Thus, the criteria for selection will depend on the task and the composition of participants, which might include; gender, age, individual characteristics or level of an individual's ability (Jones & English, 2004; Gibb & Price, 2014). When group activities are not clearly defined, desired

outcomes not stipulated and the groups not properly controlled, the group work can yield minimal positive results (Gibb & Price, 2014). Thus, adequate time for an activity should be provided, and enough feedback given by groups for students to benefit in the learning process. Therefore, this research explored how group work has been used in polytechnic colleges in order to stimulate and promote student entrepreneurial intentions, which would, in the end, create self-employment for these students and improve Zimbabwe's economic growth.

7.4. Role-Play as a Teaching Method

Lecturers in polytechnic colleges can also use role plays as a teaching method. Students use their own knowledge and experiences to play a real-life situation. Role plays can be important for exploring and cultivating interviewing techniques and investigating the complexities and possible conflicts of group sessions (Pittaway & Cope, 2007; Mwasalwiba, 2010). These role plays can inspire students to combine different lessons in one learning situation and are good energisers (Mwasalwiba, 2010; Zahra, Kiani & Narges, 2012).

Despite notable advantages on role plays, this teaching style can consume a lot of time during lesson delivery and depends on the readiness of students to be fully involved (Pittaway & Cope, 2007; Mwasalwiba, 2010). Some students may view role plays as too exposing, intimidating or degrading (Mwasalwiba, 2010). Mwasalwiba (2010) further asserts that some role plays can create resilient reactions and emotions among learners. Kropp Lindsay and Shoham (2008) conclude that it is, therefore, critical that when using a role play, lecturers and students can debrief on what they would have learnt, which could be an opportunity for lecturers and students to raise and assess new issues. Role plays may not be effective with students who do not know each other much. This research also discussed whether role plays have been used to inspire students' entrepreneurial intentions during ESD study sessions at a selected polytechnic college in Zimbabwe

7.5. Tutorial Pedagogy: Inspiring Students during Entrepreneurship Skills Development Sessions

This method entails that the lecturer works directly with an individual student (Pittaway & Cope, 2007). The lecturer and an individual student design activities they would discuss in a given session/s.Tutorial methodology primarily provides individualized remedial assistance which could not be achieved through the use of other teaching methodologies which are teacher centred (Pittaway & Cope, 2007). This method has the potential to stimulate and trigger the active participation of the individual student. Therefore, the lecturer/teacher would have an opportunity to attend to an individual's learning needs as different students have different learning needs (Mandoga & Chakandinakira, 2014).

Pittaway and Cope (2007) argue that this pedagogical style requires highly competent lecturers/ teachers who can be able to discern different student' learning needs as the discussions would be progressing. More so, the tutorial method demands a lot of time and other resources such as learning materials because the learning is largely individual student-centred (Pittaway & Cope, 2007). This research explored whether tutorials have been used to employed during the teaching of ESD.

7.6. Lecturers and Students' Attitude towards Teaching Methods Employed During the Teaching of ESD

Mabhanda (2016) argues that developing an enterprising mind-set could be a noble decision by lecturers and students in order to cultivate and nurture students' entrepreneurial intentions. Lecturers and students should have a positive entrepreneurial attitude and more so, should select and use appropriate pedagogical methods which are meant to empower these students to be entrepreneurs. Resultantly, students would improve their motivation and competencies in ESD. Thus, providing them with the skills and knowledge to start their own business ventures (Ishmail & Ibrahim, 2014). Mudondo (2014) asserts that there is still minimal research that focuses on students' entrepreneurial perceptions, intentions and attitude in Zimbabwe and effective teaching methods that could be used to stimulate students' entrepreneurial intentions. Thus, the attitude of both lecturers and students towards teaching methods used to support students' entrepreneurial intentions could be an important aspect in empowering these students to be entrepreneurs. It can, therefore, be concluded that when lecturers and students develop and inculcate within themselves a positive attitude towards selecting the best appropriate entrepreneurial teaching methods, the studies would, in the end, empower students to be entrepreneurs. This research, as well explored the attitude of lectures and students towards adopting various teaching methods during ESD lessons.

8. Research Methodology

The researcher used a qualitative approach to explore the effectiveness of certain teaching methodologies employed by lectures at Mutare Polytechnic College. The study was guided by the interpretivist view point. Bell (2005) asserts that the interpretivist approach entails studying a phenomenon in their natural environment. The philosophy further suggests that there may be many explanations of truth regarding a studied area, but maintains that these analyses are themselves a fragment of the logical data being pursued. On the whole, anti-positivism put emphasis on subjectivist approach to studying social phenomena and attaches significance to a range of research procedures focusing on qualitative analysis, for instance, personal interviews, focus group discussions and accounts of individual/s.

8.1. The Choice of Qualitative Research for This Study

In discussing the effectiveness and appropriateness of selected teaching methods for ESD, this study applied a qualitative exploratory case study approach. There have been varied and diverse perceptions regarding the usefulness of different teaching methods which made an exploratory methodology appropriate for this study. Qualitative case study research is typically considered appropriate for this study because of the numerous merits which it carries. Punch (2005)

argues that a qualitative case study research's basic idea is its constructivist approach. Constructivists assert that truths and facts are relative and are largely dependent on one's perspective. This paradigm recognises the importance of the subjective human creation of meaning but does not discard outright any belief of objectivity (Creswell, 2008). Another significant advantage is the close relationship between a researcher and participant while allowing participants to tell their stories. This relationship could be established as a result of social interaction. Thus, it was paramount to create a conducive environment that enabled participants from selected polytechnic colleges to explain their views and opinions towards selection of various teaching methods during ESD sessions.

8.2. Target Population

In this research, the population focused on ten polytechnic colleges in Zimbabwe. A population can be defined as a totality of all objects, subjects or members that conform to a set of specifications (Creswell, 2008; Creswell & Miller, 2008). A population is a set of individuals that have one or more characteristics in common that is of interest to the researcher. Creswell (2008) asserts that the population should be carefully chosen, clearly demarcated and delimited in order to set accurate parameters for assuring discreteness to the population. Failure to appropriately recognise the population can misrepresent the results of the research. Lectures from a selected polytechnic college were interviewed as key informant interviewees, while students responded to open-ended questionnaires.

8.3. Sampling Size, Methods and Sampling Technique

This study was carried out at one purposively chosen polytechnic college in Manical and Province. A sample of eight lecturers and 30 students were purposively chosen to be participants for this study. The lecturers participated in in-depth interviews, while 30 students from this polytechnic college responded to questionnaires. This sample size depended on time and resources available for the data gathering. The polytechnic college was also purposively chosen because of its accessibility to the researcher. The selected polytechnic college has also embraced the teaching of ESD within its curriculum.

The purposive sampling of the polytechnic college was drawn from the list of polytechnic colleges obtained from the Ministry of Higher and Tertiary Education. Purposive sampling can be determined by the researcher's decision to select informants who can offer the best data for the research (Bell, 2005). The researcher used stratified purposive random sampling strategy in order to obtain a sample that gave adequate data on the effectiveness and appropriateness of selected teaching methods for ESD. Stratified purposive sampling was used to divide the population into two layers (lecturers and students) based on what was seen as important features of particular subgroups of interest and facilitates comparison (Clarke & Braun, 2006).

8.3.1. Sample Procedure

The lecturers were purposively chosen from the ESD section at Mutare Polytechnic College. The researcher notified these learners on the intended study and purposively selected eight lecturers taking cognisance of gender representation among the participants. The selected lecturers were those who had enough years of experience in the teaching services. These lecturers were requested to be participants in this study. If for one reason or the other, the selected lecturers opted not to participate in this study, the researcher continued to engage the list of those lecturers until eight lecturers who wished to participate were obtained. The researcher then requested one lecturer from the polytechnic to assist in the selection of 30 students who responded to the open-ended questionnaires. The researcher recommended that the students fairly represented all the departments of this polytechnic college.

8.4. Research Instruments

The researcher used in- depth interviews and open-ended questions in order to explore the effect of diverse teaching methods that were employed during ESD studies.

8.5. Data Collection Procedure and Administration

For data collection strategies, the researcher conducted in-depth interviews with informants such as lecturers. These informants were likely to have robust data on the effect of teaching methods that can be employed during the teaching of ESD. The researcher, distributed questionnaires to polytechnic students in order to gather their views regarding the teaching methods that are usefully in enhancing the comprehension of ESD. The researcher consulted information from books, journals and internet in order to complement and confirm the information that was collected using these other data instruments.

9. Research Results

Data Collection Instruments	Participants (P)	Codes
Interviews	8 lectures	L1, 2,3,4,5,6,7 &8
Open-ended Questionnaires	30 Students	ST

Table 1: Codes Use during Data Presentation

9.1. Lecture Method as a Teaching Style to Enhance Students' Entrepreneurial Intentions

Data gathered from interviews and open-ended questionnaires revealed that the lecture method was the widely used teaching method in the polytechnic colleges that were visited. Lecturers who are the primary implementers of these teaching methods indicated that they mostly preferred this method as they would be using their old information and lecture notes for quite a long period, which leaves students with minimal room to ask questions as information would be dictated to them. During the interviews, most lecturers reported that they were aware of the importance of the need to employ participatory methodology in promoting students' entrepreneurial intentions, but lack the motivation to do so due to a plethora of reasons.

L1 commented that:

We are aware that modern educational endeavours emphasise the need to engage students in active learning, but most of us disregard this recommendation and rather use the lecture method. The main reason for sticking to this method is that we would be using our old notes over and over again, which is not cumbersome as far as researching for new material is concerned.

The above opinions were also shared by L8 noted that:

I have always said to my lecturers, 21st participatory learning methodologies strongly underscore the need to focus on student centred approaches as opposed to the lecture method. When using the student-centred approach, students are given the opportunity to explore their worldview, internalise the learned material and put that into practice.

L3 also stated that:

Given the disadvantages which the lecture method holds over other teaching methods which are participatory and more so which focus on students' different learning needs, it still is absurd to find most lecturers at this institution using the lecture method.

From the open-ended questionnaires, one student responded that:

One of the challenges with the lecture method is that students will be passive and over-rely on the lecturer while learning should be an active process which promotes students to be actively involved.

Another student further opined that the lecture method has another shortcoming in that:

…. it focuses largely on theory and cannot be a sufficient approach in promoting students' entrepreneurial intentions.

Despite these myriad challenges that have been levelled against the lecture method, advantages have also been noted. For instance, L4 and L5 concurred that:

…. a lecture is one of the most capable teaching methods for giving much information in a relatively short time and could be ideal for introducing new concepts for students.

What emerged from the data gathered was that polytechnic lecturers prefer to use the lecture method despite the shortcomings that can be levelled against this teaching methodology. It also emerged from the participants that most lecturers in polytechnic colleges would prefer to use the lecture method because a large amount of information can be covered in one lecture. This could be in line with what Gibb and Price (2014) observed that the lecture method can allow the transmission of information to students in a very short time. Ishmail and Ibrahim (2014) also note that in the United Kingdom, 86 per cent of the higher learning organisation programmes still apply traditional teaching methods and conventional learning approaches in teaching entrepreneurship subject and this had been evident in the Zimbabwe polytechnic college that was visited. Nani (2014) further argues that when the lecture method is used as a lesson delivery methodology, which is teacher centred, this can deprive students of resourcefulness and innovation, which are important elements in enhancing their entrepreneurial intentions.

9.2. Group Work as a Teaching Pedagogical Style for ESD Studies

In the selected polytechnic college visited, participants had similar views of the importance which engaging students in group work activities. Participants indicated that during group work is an interactive method where students can have an opportunity to share experience, knowledge, and skills. L7 stated that:

…. Group works provide students with a prospect of sharing their experience in a classroom situation where both poor and bright students can mix and sharpen their ideas thus promoting their entrepreneurial intentions.

L6 also said that:

Group members can also create linkages which could assist them in their entrepreneurial intentions and these networks can be fused by mixing groups up at different times in the learning situation.

One of the responses to questionnaires from students explained that:

…. group work can be preferably good for reflecting on issues and concept, or sharing of experiences among students and lecturers.

L4 remarked:

Members of a group should not be too much so that all members of the group would have enough time, space and opportunity to participate in the learning process.

However, L5 had a different opinion arguing that:

Group work can be retrogressive if group membership is not carefully designed and the group activities are not properly monitored. Some students can dominate others in the discussions and the introverts may be disadvantaged in the learning process.

What emerged from the data gathered was that the group could be an ideal teaching method which could boost students' entrepreneurial intentions. However, certain checks and balances should be upheld if meaningful learning has to take place. Evans (2007) argues that group work promotes interaction between students and lecturers and among

students themselves, whichare ideal for a learning process. Students can also be involved in team teaching, sharing experiences, knowledge, and skills which could strengthen their entrepreneurial intentions (Henry, Hill & Leitch, 2005; Mauchi, Karambakudzwa, Gopo, Njanike, Mangwende & Gombarume, 2011; Mudondo, 2014). Gibb and Prince (2014) conclude that while lecturers in institutions of higher learning may largely decide to use the traditional teacher-centred pedagogics, the use of small groups can be the best teaching method which can be adopted in order to stimulate students' entrepreneurial intentions. Jones and English (2004) claim that during group work, students can be independent in the learning process and have freedom over how they study when they study and where they learn. The group activities should also be carefully monitored.

9.2.1. Roleplay as a Teaching Method
        The other objective also aimed to explore the effect of role plays in enhancing students' entrepreneurial intentions. The following data were obtained from participants:
During an interview, L2 it was remarked:
.... role plays can also inspire students to combine many learning concepts in one learning environment.
L5 said:
.....role plays can provide students with energise students and motivate students to actively participate in the lessons.
L8 added that:
Role plays give even passive students to also be actively involved as they participate with others.
P2 remarked:
Role plays encourage cooperation and interaction of students and lecturers in the learning process which important the learning situation.
Most students who responded to questionnaires stated:
Role plays provide an opportunity for us the students to share experiences, knowledge, and skills. What we would perform will be put into practice during or after we have completed our college life.
However, L6 pointed out that:
If not properly monitored role plays cannot promote maximum learning among students. Some students can fail to put the seriousness and importance which the lesson will deserve and later view the lesson proceeding as a time to play.
L7 opined:
Role plays can take a lot of time during a lesson session and for it to be successful, both students and lecturers should be willing to be fully involved.
From the data gathered it emerged that role plays can be used to empower students' entrepreneurial intentions but can have both advantages and disadvantages. Pittaway and Cope (2007) and Mwasalwiba (2010) can be used to explore, address possible conflicts among students and can also stir stimulate students' entrepreneurial intentions. Zahra, Kiani and Narges (2012) also assert that role plays can be good energisers which can also inspire students' entrepreneurial intentions. Pittaway and Cope (2007) also assert that role plays can also consume essential time which could be crucial in the learning of students and enhance their entrepreneurial intentions. Kropp Lindsay and Shoham (2008) conclude that it is, therefore, important that when using a role plays, lecturers and students debrief which could be an opportunity for lecturers and students to raise and assess new issues. Thus, role plays which are student centred can be essential for enhancing students' learning.

9.2.2. Tutorial Lessons Promoting Students' Entrepreneurial Intentions
        The other objective sought to investigate the role of tutorial lessons as a teaching method that can enhance students' learning, the following data were obtained:
L3 said:
Tutorial lessons have a possibility of encouraging active participation of the individual students which is important in the students understanding the learned material.
L2 remarked:
Both the lecturer and students have an opportunity to attend to students' different learning needs since the tutorial classes are usually small as opposed to the mass lecture sessions.
This was also echoed by students who said:
During tutorials, we can interact closely with our lecturers unlike during big lecture periods when we regard the lecturer as very far and distanced from us. During tutorials we usually sit in a circle, suggesting that we will all be equal with no one better than the other. The lecturer will also have an opportunity to keep an eye conduct on every student which is essential to monitor all as students' level of understanding.
However, L8 stated:
Tutorials require highly competent lecturers who can be able to determine different student' learning needs as the tutorial session will be conducted. However, some lecturers are not competent while others may be demotivated or lack the zeal to do so due frustrating working conditions which may include poor and meagre remunerations.
L4 also noted:
....tutorial method can be burdensome since it can call for more time and other learning resources and materials.
From data gathered it emerged that the tutorial teaching method can have both positive and negative attributes which can be attached to it. However, despite these different attributes the underlining factor could be that if the tutorial method is a student-centred approach which when properly implemented can promote students' entrepreneurial intentions. Pittaway

and Cope (2007) opine that tutorial teaching method can have the potential to stimulate and generate active participation of individual student and learners as they have ample time and space to interact with the lecturer. This, in the end, would enhance students' active learning, in this case, can encourage students' entrepreneurial intentions. Mandoga and Chakandinakira (2014) conclude that the lecturer/teacher would also have a chance to recognise and respond to individual students' learning needs as different students have different learning needs. However, despite these advantages, Pittaway and Cope (2007) posit that if not the tutorial method is not properly planned and executed it can also have some shortcoming in that this didactic style requires highly competent lecturers/ teachers who can be able to detect different student' learning needs as the learning activities will be rolling. As well, the tutorial method demands a lot of time and other resources such as learning materials as learning is largely individual student centred (Pittaway & Cope, 2007). By and large, this study maintains that the tutorial method can be a useful teaching method that can be employed in polytechnic colleges in order to enhance the learning of ESD by students.

10. Summary of Findings
This chapter has looked at data gathered on the use of various teaching methods such as the lecture method, group work, role play, demonstration lessons, brainstorming and tutorial lessons in enhancing students' entrepreneurial intentions. What emerged from that data obtained is that all these didactic methodologies have their own advantages and disadvantages. What was noted was that lecturers and students at the selected polytechnic college largely use the lecture method, which is a teacher centred approach. The does much of the teaching, talking and prepared notes for the students, while these students are passive recipients of the learning process. The 21st participatory methodologies which are largely student centred as opposed to teacher centred methodology had been mostly neglected.

11. Conclusion and Recommendations
The findings revealed that lecturers employ various teaching methods in the content delivery of ESD studies. These didactic styles resultantly have a bearing on the comprehension of the learned materials by students. As a way of improving student participation in the learning process, principals, heads of department and heads of subject should promote the use of student-centred approaches, which would then improve students' learning endeavours. The polytechnic colleges should also warrant that learners and students are accorded enough time on the college timetable, rather than congest it with various activities so that these lecturers and students have ample time to try out different teaching's styles, which are largely participatory.

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