

**CHALLENGES FACED BY TVET ENTREPRENEURSHIP GRADUATES IN
ESTABLISHING THEIR OWN BUSINESSES**

By

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DECLARATION

I, Nonkululeko Mamphela Tondi declare that the research project hereby handed in for the qualification Master's in Business Administration at the UFS Business School at the University of the Free State is my own independent work and that I have not previously submitted the same work, either as a whole or in part, for a qualification at/in another University/faculty.

The findings and recommendations do not represent the views of the institution where participants were interviewed.

I also hereby cede the copyright of this work to the University of the Free State

Signature

Date.....

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ABSTRACT

It is challenging not to include the direct impact on the economy and the dependence on government assistance when assessing youth unemployment in any country. In a developing country like South Africa, it is necessary to acknowledge some of the interventions set in the nation's development plan that aims at supporting youth economic empowerment. Acknowledging that most businesses face challenges when starting up, the main purpose of this research was to analyse the inherent challenges that TVET entrepreneurship graduates face when attempting to establish their businesses.

A qualitative design was sought for this study. The study was conducted with the participation of 20 entrepreneurship graduates and utilised a non-probability sampling method to determine the sample size. Data was collected by means of a focus group where the participants were interviewed by means of answering 7 open-ended questions.

This research revealed that factors such as high youth unemployment rates and a lack of economic opportunities for young people have gradually begun to turn to entrepreneurship as a viable alternative to looking for a job after graduation. government's attempts to address economic problems have not been the only thing to support this; passion and intent have also been demonstrated to have an impact. Limited resources, a lack of mentorship, lack of transparency, lack of financial literacy, a traditional theoretical teaching approach, a lack of specially designed workspaces with sufficient resources, lack of dependable support, and a lack of readiness to deal with business challenges were among leading causes of failure in starting a business for entrepreneurship graduates. Furthermore, the findings also revealed that partnerships between entrepreneurially focused businesses and TVETs were deemed contributing factors to limited entrepreneurial world exposure. Despite government efforts, some issues will persist, which will keep causing youth-owned enterprises to fail because remedies are not properly put into place, followed up on, and reviewed over time

As the research is of the idea that to promote entrepreneurship as a career rather than a module, the DHET needs to take a thorough look at the research-related theories and their recommendations for viable ways to support entrepreneurship, particularly at TVET colleges. The study thus concluded by recommending that both the government and private sector be encouraged to enhance the nation's entrepreneurial activity proactively. An approach that would ensure that college graduates are only trained in skills related to the needs of the South African market before redesigning the current curricula that will align with the desired kind of entrepreneurial education. Furthermore, the research recommends that each TVET college build its own incubator as a joint effort to help new enterprises succeed when they first launch as this approach will improve the entrepreneurial climate at higher education institutions, particularly TVETs.

Key terms: Technical and Vocational Education and Training (TVET) College, Entrepreneurship, Entrepreneurship Education, Youth entrepreneurship, TVET graduates,

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CHAPTER 1

1.1 Introduction

The successful economic growth of any nation cannot easily be achieved without the adoption of a policy put in place to ensure that desired objectives are met. One such a policy in the South African context is the National Development Plan. The National Development Plan is designed to end poverty and reduce inequality by 2030. The plan seeks to achieve these aims by using the resources of its people, developing an inclusive economy, strengthening state capacity, and encouraging leadership and collaborations across South African society (South African National Planning Commission, 2012:24). In essence this is a comprehensive document which outlines the strategies that are to be put in place to tackle some of the most pressing issues faced by South African citizens, particularly its youth. Furthermore, this document states that the economy must develop more quickly and in ways that benefit all South Africans if it is to end poverty and decrease inequality. Along with this, the document is meant to focus its efforts to address gender disparity. Most importantly, the plan further acknowledges the need for young people to attain improved educational and economic prospects (South African National Planning Commission, 2012:24). Lastly, the plan states that to encourage quicker economic growth, its main objective is to increase employment and entrepreneurial possibilities, leading to a developing, more equitable economy (South African National Planning Commission, 2012:24). These are some of the elements that align with Chapter 9 of the plan which focuses on the improvement of education, training, and innovation.

To ensure that there is improvement in the areas of education, training and innovation, the National Skills Development Plan (NSDP) promulgates interventions that are aimed at enhancing the education sector in the country as well. The purpose of this plan “seeks to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development” (Skills Development Act 97 of 1998:5). One of the most important outcomes of note in the National Skills Development Plan is Outcome 6, which is also related to the support of skills development for entrepreneurship and cooperative development. The sub-outcome of this theme recognises that there is a

need “to increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives” (National Skills Development Plan 1998:27). Therefore, the two documents can be regarded as some of the most paramount plans that advocate for economic growth through the inclusion of enhanced education, entrepreneurial education, and entrepreneurial activities in the country.

In relation to the aforementioned, the process of achieving economic growth will only be successful if the most important participants in the economy are included. The National Youth Policy 2020–2030 highlights some of the interventions that will be meant to be adopted by the nation to ensure the inclusion of young people into the economy. Proposed interventions set out in this policy aim to ensure collaborations with TVET institutions and the business sector; a creative approach that will focus on fostering entrepreneurship and self-employment coupled with the expansion of youth employment. To effect these interventions successfully, there is a great need to include entrepreneurial context by means of formal education. Dzomondo and Fatoki (2019:4) mention that one of the most crucial methods of raising the skill levels of South African youth is through entrepreneurship education.

It then becomes imperative to accentuate the influence that entrepreneurial studies have on graduates' intention and success to start a business and see it through to its long-term success. Lyons and Contreras (2017:1) maintain that the transition from school to the labour market poses employment challenges to the youth around the globe. The authors further note that to address these challenges, several countries have sought to design and implement national strategies and policies that aim to create sustainable job opportunities for the youth, primarily through entrepreneurship. Therefore, it is essential to understand the factors influencing the growth of youth entrepreneurship in South Africa to establish strategies that might be applied effectively to speed up the development of this sector in the nation.

On that account, the main purpose of the study was to analyse the challenges TVET entrepreneurship graduates face in establishing their businesses. This was motivated by the misbelief that the researcher has experienced where it is often assumed that majority of students who study entrepreneurship related courses end up being entrepreneurs.

This study has been crucial as it has contributed to existing and future research related to challenges faced by entrepreneurship TVET students when establishing businesses. In essence, this study's significance is that it adds on to existing literature that argues that acquiring entrepreneurial dominated education does not always result in students following a career in entrepreneurship. Therefore, this study will be helpful to academics, the government and private sector businesses that are invested in enhancing the entrepreneurial space of South Africa. This will include the encouragement to revise entrepreneurial curriculum content to align it with the needs of the economy and to ensure that the context is more effective and impactful to the economy. Finally, this chapter's purpose is to give an overview of the research and the motivation that supports the study.

1.2 Background to the research problem

Technical and Vocational Education and Training (TVET) colleges are one of the structures put in place by the Department of Higher Education and Training to administer higher education and to ensure economic growth in South Africa. Birch, Lichy, Mulholland, and Kachour (2017:2) are of the opinion that governments across the world experience struggles in developing the youth through education and ensuring that they are able to contribute effectively to the economic activities of their countries immediately after graduating. Grecu and Denes (2017:2) maintain that, to improve economic knowledge, productivity, and competitiveness, there need to be factors closely associated with entrepreneurship. It therefore becomes evident that that these nations can to some extent succeed when they opt to invest in knowledge applications such as entrepreneurship studies. To enhance economic growth and stability, countries worldwide have progressively started investing heavily in

entrepreneurially- focused education and training; a view substantiated by many researchers.

Furthermore, Birch et al. point out that the primary and secondary education systems in the United Kingdom (UK) have been designed to encourage even the younger scholars to take risks in establishing their own businesses. These authors believe that this approach has led to these concepts being discussed for adoption in France and across Europe. It is vital to note that in some parts of the world this issue has led to governments and other sectors willingly investing in programmes that enable them to enhance youth entrepreneurship and thereby tackle unemployment in their countries.

1.2.1 Entrepreneurship and the South African environment

For many years, the South African business environment has been characterised by high unemployment levels, its lack of ability to maintain early-stage entrepreneurial activities, and an increasing number of small businesses' failure rates. In the Global Entrepreneurship Monitor SA report by Bowmaker-Falconer and Herrington (2020:5), the authors provide reasons why the unemployment rate of South Africa currently stands at a significant 29.1% as opposed to other (BRICS) countries clustered under the category of emerging national economies (Brazil at 11%, Russia at 4.6%, India at 7.2% and China at 3.6%). The report also shows that there was a minimal increase in the development of new entrepreneurial activities between 2016 and 2019. With the hope of curbing these challenges, there has been an increase in South African students who have registered for entrepreneurship studies in the last decade.

As Debeila (2018:13) points out, post-1994 South Africa is faced with economic, political, and social challenges that contribute to the increase in the country's high levels of unemployment, inequalities, and poverty. These challenges require the implementation of socio-economic intervention strategies that will ensure that the country is steered towards economic prosperity. Amadi-Echendu, Phillips, Chodokufa and Visse (2016:22) argue that some researchers are convinced that as

one of the intervention strategies, students need to respond to high levels of unemployment and job scarcity in South Africa by being re-orientated with an entrepreneurial mindset. However, Debeila (2018:16) is concerned that most of these unemployed youth are forced to create their own form of employment despite the fact that they lack the necessary set of skills, adequate education and exposure, and worse still, the financial support necessary for success.

In their research, Stoica, Roman and Rusu (2020:2) demonstrate how, with the necessary support and political will, entrepreneurship and entrepreneurs can be used to stimulate economic growth. This shows that with the correct type of support and commitment from all relevant stakeholders, entrepreneurship as a system has the potential to accelerate the country's economic development. Projects that ensure new job creation, new employment opportunities, the emergence of innovations, and simultaneously stimulate competition and competitiveness can be utilised as key drivers towards the desired success.

TVET (Technical and Vocational Education and Training) Colleges in South Africa are designed to provide adequate knowledge and skills that prepare students to become part of the South African labour force. The learning structure of TVET colleges comprises theoretical aspects which are acquired within the prescribed duration, which are then followed by placement for work experience or practical training at various companies. TVET colleges are primarily popular for being able to provide practical skills that are not normally offered at traditional universities. Forcher-Mayr and Mahlkecht (2020:66) suggest that community college educational offerings are guided by their economic circumstances and educational needs. Due to their uniqueness in offering more than just theoretical concepts, McCallum (2019:6) outlines that entrepreneurial learning in the TVET sector is essential in that it allows for the development of transferable skills that are a need in society and the economy. The article further articulates that the entrepreneurial practice also presents an opportunity for a TVET graduate to establish their own career paths. Students registered in the Business Studies faculty are often deemed 'entrepreneurial students' due to their modules mostly being centred on

entrepreneurship. However, other faculties do offer the entrepreneurship module even though it is not as extensive as that offered by the business faculty.

As a former employee and junior accounting lecturer at a TVET College in the Free State that served for 4 years, employability statistics have always been of great personal interest. Being involved in the Business faculty for this duration, the focus has always been on the number of students who successfully apply the knowledge gained in establishing their businesses.

1.3 Problem Statement

There is a misconception that students are ready for the entrepreneurship world upon graduation, when in essence they are not. Despite the theoretical knowledge acquired in the lecture rooms, graduates often lack confidence in entrepreneurship activities, and as such, they usually do not view themselves as potential entrepreneurs. On the other hand, prospective entrepreneurs are faced with challenges when venturing into setting up their businesses. These challenges include a lack of exposure to entrepreneurial concepts, inadequate access to finance, a lack of land/premises, and insufficient entrepreneurial support such as resources and company registration guides (Katrodina & Sibanda, 2018:5), among numerous other difficulties. Furthermore, the authors note that regarding the size and type of these new businesses, studies have shown that the absence of capital, minimal entrepreneurial background, and poor government policies are some of the critical challenges affecting young entrepreneurs in establishing their businesses.

Paulo (2017) confirms that being an entrepreneur presents many rewards and challenges, regardless of whether one is a beginner or an experienced entrepreneur. He further argues that obstacles such as establishing a company's brand and authority, managing competition, and making a profit will always resurface. The core role of TVET colleges is to equip young adults with the necessary skill, knowledge, and attitudes that ready them for the labour market. It must additionally be borne in mind that these youngsters also lack experience in running a business as they have

typically never been exposed to the industry they are entering. Therefore, it is thus important to investigate the challenges faced by TVET entrepreneurship graduates in establishing their own businesses.

1.4 Research Questions

The following are the research questions that are addressed to achieve the main aim of the study:

- i. What are the challenges faced by TVET students in establishing their businesses?
- ii. What governmental strategies exist that can be considered in supporting TVET graduates in establishing their businesses?
- iii. What strategies and mechanisms can be put in place to ensure that entrepreneurship graduates in the Motheo district are reasonably supported in establishing their businesses?
- iv. Which entrepreneurial framework conditions would need to be met or satisfied to solve the challenges that TVET graduates often face?

1.5 Primary and Secondary Objectives to be addressed

- The following are the Primary and Secondary Objectives of the study:

1.5.1 Primary Objective

- To determine the challenges TVET students often face in establishing their businesses.

1.5.2 Secondary Objectives

- To identify entrepreneurial barriers that directly affect the process of establishing a business.
- To understand governmental strategies that aim at supporting TVET graduates in establishing their businesses.

- To develop strategies that will assist in overcoming barriers that often confront graduates in their attempt to establish their businesses within the Motheo district.

1.6 Research Methodology

A qualitative research approach was considered for the process of collecting data by conducting interviews with selected entrepreneurial graduates from a TVET College within the Free State. Debeila (2018:8) motivates that the “qualitative research method enables the researcher to get insights into the developments [and] market access [and] compare findings and make generalizations across social settings.” To effectively identify the challenges faced by graduates in establishing their businesses, definite relatable information can thus be collected using interviews with the participants in question. Therefore, the importance of using a qualitative design for this research is that it assists in extracting accurate interpretation from the topic, thus allowing the opportunity to work towards providing workable suggestions and solutions in the end.

1.7 Structure of the Research

1.7.1 Chapter Two

This chapter presents a brief overview of the literature on the South African entrepreneurial environment and its effect on TVET students. It also discusses the challenges faced by prospective young entrepreneurs in establishing their businesses in South Africa.

1.7.2 Chapter Three

The methodology chapter outlines the use of qualitative research concerning the objective of this study. It also provides more information on how the data was collected and analysed and highlights the ethical considerations which were applied.

1.7.3 Chapter Four

This chapter presents the data that has been analysed together with the relevant findings. Initial findings will be collected through a recording device, followed by thorough discussions of the significant results.

1.7.4 Chapter Five

This chapter concludes and summarises the study by providing general recommendations. It also includes potential areas for improvement, followed by a conclusion that ensures that the critical objectives of the study have been addressed.

1.8 Conclusion

The above data shows that a significant link between economic development and entrepreneurship education exists, which still needs to be thoroughly investigated. As one of the main highlights of this research, this paper aims at helping to identify challenges that South African students continue to face when establishing their businesses; challenges which can either be improved upon or critically analysed. Should the challenges not be critically and thoroughly assessed for either some improvement or alteration, the South African economy will continue to experience an influx of unemployed, less empowered youth who could otherwise partake in the progress of the country's economy.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The main purpose of this chapter is to examine the literature that relates to entrepreneurship and entrepreneurial education theoretical concepts as they relate and can be applied to TVET students' challenges in establishing their businesses. The chapter begins by providing a brief definition of what the term 'entrepreneurship' entails, including an overview of entrepreneurship in South Africa, followed by a discussion on entrepreneurship and Industry 4.0 in the 21st century. The literature which follows will discuss entrepreneurial education, entrepreneurial business start-up intention, as well as the role of entrepreneurship and its interconnectedness with small, medium, and micro enterprises (SMMEs) as a mechanism for economic development. This information will be followed by a comparison between the South African youth and economic activity in relation to other countries, an analysis of annual graduate statistics and the role of Higher Education in relation to entrepreneurship graduates. The chapter will conclude by providing a brief history of the TVET sector in South Africa, and the challenges in establishing businesses, specifically applicable to the youth.

2.2 Entrepreneurship

The ever-evolving rapid change witnessed in the modern era's economy and society continue to prove how the world needs to do away with certain traditional norms, particularly those related to economic growth. As mentioned by Nwagu and Eofe (2021:144) in their article, most studies have found that successful entrepreneurs are necessary for qualitative economic growth, an action that has accelerated calls from numerous stakeholders for the development of entrepreneurship as a method to combat the repercussions of the economic meltdown. Furthermore, numerous past research works stress the benefits of entrepreneurship for the economy and boast that the regular development of new, creative firms drives the economy toward optimal economic growth. To substantiate this discovery, Urbano, Aparicio, and Audretsch (2019) speculate that, as a link between institutions and economic

performance (GDP, national income, total factor productivity, labour productivity and regional economic growth), entrepreneurship could be understood in a variety of ways. These include new emerging entrepreneurial activity at the individual level, start-up rates or density (entrepreneurship capital at the country level), productive or unproductive entrepreneurship, self-employment, opportunity-necessity entrepreneurship, and entrepreneurship engagement.

Richard Cantillon, a financier, and businessman in the eighteenth century, was the first author to simplify the meaning of the term "entrepreneurship" and give it exact economic content and analytical significance. Up to the end of the twelfth century, the idea of an entrepreneur combined the roles of an inventor, planner, architect, builder, manager, employer, and supervisor, but risk-taking and capital-providing were not included in the concept. A more obvious line was drawn between those who conducted creative and technical tasks and those who took on the business side of a major job as capitalism started to replace feudalism (Hébert & Link, 2009:6).

With that said, entrepreneurs as a key element in entrepreneurial activities are defined by Mohr (2015:45) as individuals that are:

“Initiators, innovators, and risk-bearers that anticipate they will make a profit. The entrepreneur is dynamic, a restless spirit, an ideas person, a person of action, and can inspire others. Lastly, the entrepreneur is an important economic force.”

In an article by Mshenga, Okello, Ayuya, Mwangi, Ouma, Jabu, and Mungai (2020:290), entrepreneurship is defined as being an important ingredient in the economic development of a country and one that can trigger innovative decisions in resource management. Entrepreneurship in its essence is an act that influences the way people conduct businesses, which in the end not only improves the lives of individuals but serves to alleviate certain economic issues. Over the years, research

around the entrepreneurial topic has continued to share how entrepreneurship helps the economy develop, creates jobs, and reduces poverty. Yordanov (2019:9) suggests that one of the biggest types of commercial activity is entrepreneurship, as entrepreneurs risk the danger of losing factors such as stability, money, reputation, and other assets during their entrepreneurial endeavours. The business owner intentionally accepts risk since he is unsure of when and if all the products and services will be realised.

Valerio, Parton and Robb (2014:130) are of the view that entrepreneurship can be perceived as a mechanism that aids in dealing with a number of economic challenges, such as economic contributions towards self-employment and small and medium-sized enterprises (SMMEs), unemployment, relative poverty, the emergence of knowledge-driven economies, and the necessity of introducing innovations to the market. While little is known about the programmes' success in supporting and ultimately developing entrepreneurs, entrepreneurship is being looked at as a means of coping with these economic realities.

2.2.1 Entrepreneurship in South Africa

For the past ten years, numerous developing countries have had to deal with difficulties that ravaged their entrepreneurial space, a dilemma which has not been any different for South Africa. Herrington and Kew (2017/2018:20) affirm that South Africa had a very difficult time determining where it was heading in 2017; and most individuals were staggering into 2018 while dealing with some of the key events that had impacted the country's entrepreneurial environment. These included the highs and lows of Bitcoin, Steinhoff, the hosting of the Rugby World Cup, the Western Cape dams running almost completely dry, the GuptaBots saga, and President Cyril's Ramaphosa's journey to the top.

To significantly advance entrepreneurship as a force for economic growth, job creation, and social harmony in South Africa, more work must be done in this area to encourage youth participation. With real GDP per capita growth decreasing since

2011, the economy has continuously underperformed for more than 10 years (Bowmaker-Falconer and Herrington, 2020:11). Just like in any mixed economy, the encouragement towards youth participation in entrepreneurship would normally be expected to come from the government's side. To substantiate measures that aim at tackling the minimal participation in entrepreneurial activities in the country, the South African government has sought to create agencies such as the National Youth Development Agency (NYDA). This agency mainly focuses on offering a whole range of interventions that result in respectable employment, skill development, education, and entrepreneurship for all young people between the ages of 14 and 35 (National Youth Development Agency, 2021:14). However, Bester (2019) seems to be of the idea that there are few advantages being produced by the national government's numerous programs and efforts supporting entrepreneurs. One would anticipate that the government will support and promote businesspeople, as opposed to this, legislation imposes an overwhelming burden on every prospective business individual. The author goes on to argue that becoming an entrepreneur in South Africa entails taking deliberate action to bring about the desired results.

As observed by Fal, Sefolo, Williams, Herrington, Goldberg, and Klaasen (2019:6), entrepreneurship has not yet received the recognition it deserves for the positive effects, economic growth, and opportunities it may bring to South Africa, as well as for its potential to reduce unemployment and other social issues in the nation. South Africa has had a large migration of immigrants from other African nations, many of whom have flourished as entrepreneurs. Bushe (2019:7) suggests that generally Africa does not naturally have entrepreneurship. The author argues that this is because African economies entered the entrepreneurial environment too late, making it difficult for them to foster entrepreneurship properly and produce the necessary entrepreneurial miracles.

2.3 Entrepreneurship and Industry 4.0 in the 21st century

The phrase "Industry 4.0" refers to a new industrial revolution that focuses on and incorporates the most recent technological advancements and facilitates quick and personalised manufacturing. In essence, Industry 4.0 is an advanced manufacturing

model that incorporates a broad range of technologies—some of which are not yet publicly available but are nonetheless integrated with one another and the overall industry, which is distinguished by its high virtual and technical performance (Ortiz 2020:6). In their article, Xu, David and Kim (2018:92) express that the fourth industrial revolution will influence how business and government operate in the future as technology and the disruption brought about by the fourth industrial revolution are outside of human control. Furthermore, the authors mention that rising trends in artificial intelligence suggest that there will be major economic disruptions in the years to come where many jobs will be threatened by artificial systems that can solve complicated issues logically, but that these economic disruptions also present innovative opportunities for economic development. Naudé (2017:18) explains that African nations must engage in entrepreneurship and education, two essential facets of industrial strategies, to reduce risks, embrace opportunities and take advantage of emerging possibilities. Chan (2018) Shares the same sentiments as she mentions that Africa's economic role players will face a significant risk, should they be reluctant to take advantage of opportunities presented by the 4IR. Without efforts to go beyond current strategies of innovation, entrepreneurship, and digital growth, African businesses risk, widen their failure rate and thus making it more difficult to stay globally competitive. To supplement this idea, Naudé (2017:6) once again mentions that automation presents an opportunity as well as a threat for African industrialisation. He notes that if Africa does not embrace and make use of this technology in its current industrial facilities, it will continue to lag other nations in terms of the already significant labour productivity gap.

In terms of entrepreneurship, policymakers should understand that a 4IR-compatible industrial policies necessitates the promotion of entrepreneurial exploration within a suitable entrepreneurial ecosystem. These kinds of policies will not only simplify support or keep smaller businesses alive, but will present entrepreneurial savvy government support, and will foster investment in innovation. For Africa to be able to use and participate in the 4IR, it will be necessary to prioritise education and significantly increase its investments in the calibre of its workforce. This will be determined by the types of skills needed to absorb and use new technology, to create, adapt, and commercialise innovations, and which are less vulnerable to

future automation (Naudé, 2017:17). As Okeke-Uzodike and Anwana (2020:6400) puts it, the dynamic changes in the workplace are expected to intensify in the South African higher education space due to the country not being able to fully implement 4IR until the government is able to raise the standard of instruction and develop workforce capabilities. Still on the South African context, Khathu (2019) insists that, entrepreneurship in the 4IR space will create previously unattainable possibilities which entails that learners need to acquire the kind of education that gives them the knowledge and abilities needed to be successful entrepreneurs. Furthermore, the author notes that for this idea to be a success, rules and guidelines that support the 4IR throughout a broad range, not only in education would need to be approved. Most research sought in this topic seem to recommend what the government should do to improve entrepreneurial activity in their countries. This in essence suggests that there hasn't been extensive research that looks that the actual impact of 4IR on entrepreneurial activities.

2.4 Entrepreneurial education

The educational content offered at a secondary and tertiary level in South Africa is not designed to address entrepreneurial needs since it often prepares students for jobs in the future rather than fostering the sense of independence needed to launch their own businesses; something noted as critical by numerous researchers who have an interest in this discipline.

Abdullah (2020:8) is of the opinion that entrepreneurial education may be provided through extracurricular activities including competitions (such as business proposal competitions), site visits, talks by entrepreneurs, workshops, organising entrepreneurship carnivals, and entrepreneurship projects. The lessons being covered in academic courses should be supplemented by these extracurricular activities. Under- and over-skilling of the workforce are issues in Africa. Even in metropolitan regions where there is typically a more educated labour population, particularly where young people live and work, the number of years of education does not always convert into improved job results, due to the low quality of the relevant education systems. The rate of unemployment is highest among individuals with high levels of education, and when the opportunity arises for them to join the

labour market, they are likely to claim that their abilities are underutilised. This means that economic development alone won't immediately address this imbalance; instead, new businesses that employ both highly trained workers and less skilled workers must be established (Grishina, 2019:4).

A face-to-face survey was used in a quantitative investigation which was conducted by Mack, White and Senghor (2019:11). This survey revealed that there is a shortfall of entrepreneurship education in TVET colleges. The study also notes that the three (3) detrimental issues that relate to this finding stem from lack of exposure, lack of readiness, as well as lack of support and incentives. Padi, Dzisi and Eshun (2022:15) insist that a more student-centred approach should be used when teaching entrepreneurship; involving demonstration, teamwork, cooperative learning, and pragmatic techniques. This could include the transition from lecturing students passively toward presenting them with actual, practical business problems that they must solve. The authors also note that for this to be successful, institutions need to establish business incubators to enable access to essential business support services. In the case of South Africa, Oyebanjo and Tengeh (2021:12) warn that organisations must start changing their business models in order to take into account the implications of 4IR and how it will affect their operations and the future of work. Adequate staff training is also crucial, especially in those areas relevant to 4IR, particularly given the high rate of unskilled workers and the rapid pace at which 4IR is developing, so that these workers do not fall behind. These changes are necessary for South Africa to take advantage of the opportunities that 4IR may present to entrepreneurs.

Mkwanazi and Mbohwa (2018:320) believe that the fourth industrial revolution poses a new challenge to entrepreneurship education, which may be characterised as the new look of opportunities on technical, economic, and social systems that are not fully addressed in programmes for entrepreneurship education. In his article, Shikalepo (2019:143) alludes that TVET graduates will continue to struggle to realise and sustain their entrepreneurial dreams unless entrepreneurship education is incorporated into TVET programmes. This is because they were not exposed to

entrepreneurship and innovation throughout their training and vocational training centres. There is no question that TVET graduates are reservoirs of potential that society needs to develop, and, that TVET graduates are in fact, masters of their own destiny, if both TVET schools and industry provide enough training and support services.

2.5 Entrepreneurial business start-up intention

In an economic and business environment, it is common to assume that the most motivated individuals to establish businesses are the youth. This could be because the group classified as “youth” (15 to 34 years), typically consists of the most active participants in society. However, this group is just as affected by high unemployment rates, economic upheavals, and social injustice, as these factors create inequality. This situation needs to be remedied using economic aiding solutions.

To analyse why these individuals would want to establish businesses, Garba and Aliyu (2017:25) contest that motivation plays an important role in an individual's decision to aspire to become an entrepreneur. Motivation without any enthusiasm to handle challenges that the venture might present can result in the inability to withstand barriers as they inevitably appear. The authors further highlight that an individual's motivation cannot be isolated from the barriers that may act as a stumbling block to the entrepreneur's intention of starting a business. However, Ibrahim, Asimiran, Abdullah, and Yusop (2022:3427) observe that students' intentions vary based on circumstances such as student attitude, family business influence, and spirituality.

Youth participation in entrepreneurial activities does not only imply the solitary intention of being self-sustainable but also extends to the way in which employment can be generated by others and thus enhance all the efforts to improve economic activities. Chauhan and Aggarwal (2017:3) state that the youth represent the most active participants in a society and that when their energy is harnessed properly, they are likely to effect positive change in the economy. This energy would need to

be channelled in the right direction to achieve desired goals by putting in place proper policy measures and motivating mechanisms. Jwara (2015:4) alludes that entrepreneurship is considered a key factor that can improve employment and in turn be a significant mechanism for economic growth, especially in developing countries. Therefore, this implies that youth inclusivity in the economy has the potential to transform the current state of the youth.

Recently, Akinyemi and Adejumo (2017:629) conducted a comparison research study between two African countries (namely Nigeria and South Africa), focusing on factors that motivated individuals to establish their businesses. The results (motivating reasons) were as follows:

- i. Passion for the business (45.9% in Nigeria and 40.1% in South Africa).
- ii. Poverty-driven (3.6% in Nigeria and 2.8% in South Africa).
- iii. Other reasons, which ranged from marital constraints to education fees, and migration (16.6% in Nigeria and 23.1% in South Africa).

This research study has shown little to no evidence of reluctance on the part of the South African youth to start up their own businesses, however, it has shown that for every nine South Africans starting an enterprise a day, there is a youth. Whilst investigating reasons why people transition to being entrepreneurs, Lee and Eesley (2018:1033) discovered that this was due to reasons such as (i) financial and opportunity cost-based rationales, (ii) cognitive differences, (iii) demographic factors, and (iv) effects pertaining to training and experience. Herrington and Kew, (2017/2018:25) summarise that compared to other nations in Africa, more than 75% of all entrepreneurs in South Africa in 2017 were motivated by the opportunities entrepreneurship may hold. This was perceived as promising because it shows that more South Africans are establishing enterprises as they recognise an opportunity, rather than just out of need. Although this is encouraging news, it must be seen in the context of the low, yet rising, levels of early-stage entrepreneurial activity in the

nation, especially considering the high rates of unemployment and underemployment. The authors further note this as being remarkable, considering the high unemployment rates, that the levels of entrepreneurship which are motivated by necessity have not grown significantly. Despite this observation by Herrington and Kew, in their article, Roos and Botha (2022:4) express that factors that encourage an individual to move from entrepreneurial intention to action are not well understood, and that a gap between these two concepts exists. Ultimately it can thus be said that many individuals do not perceive the necessity of starting a business as they receive financial support from the government by means of social grants.

2.6 The role of entrepreneurship and its interconnectedness with small, medium, and micro enterprises (SMMEs) as a mechanism for economic development

Prior research has shown an insignificant difference between the concept of being involved in entrepreneurial activities as opposed to partaking in small, medium, and micro enterprises' activities. These two concepts are however complementary, in that, entrepreneurship is regarded as a process that leads to the creation of SMMEs, while SMMEs are business ventures that are managed by entrepreneurs (individuals or managers). In essence, they are both influenced by the same objectives, which are: employment creation, economic growth, economic development, and economic transformation (Okyere, 2017:160). Small to medium enterprises are said to play an important role in the economy of every country (Pedraza, 2021:1). Since they have the capacity to adjust economies to new economic progress, SMMEs may be seen as the economic change agent that result in a more effective style of functioning. Due to its benefits in enhancing efficiency and overcoming the problem of high unemployment, this job creation function of entrepreneurship and SMME growth is of major value in the recovery from economic challenges such as youth unemployment.

The South African economy is no exception, due to the amount of entrepreneurial activity that takes place in these small businesses. In turn, the government recognised the importance of this so much that it established a new Ministry of Small Business Development in 2014, whose main aim is to promote and facilitate the development of small businesses (Mathosa, 2018:35). However, in her article, Debeila (2018:13) mentions that the failure rate of SMMEs is very high in South Africa as the country's economy has been characterised by a low growth rate, high inflation, and a high rate of unemployment for a very long time. Additionally, a report by Catalyst for Growth (C4G) (2018:3) reveals that the development and sustainability of SMMEs are impacted primarily by factors such as administration support, funds/investment support, staff training and development, mentorship from business experts, marketing, and access to resources. Skills, experience, and education background are some of the detrimental elements that have a direct effect on the growth and development of a business, especially the skills and experience of the entrepreneur, as lack of these attributes in an SMME might pose a barrier to growth. Therefore, enhancing skills among small business owners as well as employees may be a key enabling element for growth in the industry. (Bhorat, Asmal, Lilestein & Van Der Zee 2018:7).

Nonetheless, Urban (2018) seems to have a different opinion about the primary factors that impact SMMEs success in the South African economy. The author expresses that South African SMMEs' ability to grow are now being hampered by issues related to red tape, rigid regulation, and governmental bureaucracy. This is because SMMEs in South Africa frequently resort to corruption to support their business endeavours due to the greedy actions of government officials. In his research paper, Bushe (2019) lists various causes of SMME failure where some of them include the lack of entrepreneur capacity as the cause of business failure, managerial incompetence, inadequate industry analysis, poor business planning, lack of leadership, diminished customer share, lack of government commitment, lack of small to micro and medium enterprise support structures as well as crime, corruption, and unethical practices.

2.7 Comparison between the South African youth and economic activity in relation to other countries

In their report, Asmal, et al. (2020:13) indicated that there were about 8.2 million South African youth not in employment, education, or training (NEET) in the second quarter (Q2) of 2019. This represents a marked increase from 7.5 million in Q2 of 2013. Relative to other BRICS countries, the report further notes that South Africa has the highest rate of NEET of individuals aged between 25 and 34, at 48.5 percent. What is even worse is that these individuals are disengaged from the country's formal economy as they do not assist in achieving the specific strategies set out in the National Development Plan of the country. What is even more salient is that these are individuals that are low-skilled, not engaged in employment, and not involved in developing their skills to improve their employment prospects. In order to illustrate the classification as "low-skilled", it is worth noting that the report shows that there was a 55.3 percent rate of individuals with primary or lower education and 43.2 percent with incomplete secondary schooling among those surveyed.

However, even though the country is faced with the immediate need to tackle these challenges, the better failure Report 2020 reveals that South Africa, Kenya, and Nigeria have developed into three major start-up creation hotspots during the previous few years. However, it should be emphasised that South Africa saw a failure rate of 54.39% for its start-ups, a failure rate of 58.73% for Kenya, while Nigeria saw more shutdowns, on average 61.05%. Furthermore, the report revealed Rwanda (75%), Ethiopia (75%), and Ghana (73.91%) as the top three nations with even higher shutdown rates over the previous several years, followed by Zimbabwe and the DRC, both with 66.67% (GreenTec Capital Africa Foundation, 2020:9).

An analysis by Bate (2021:13) states that South Africa, Brazil, and India have a closely related competitive position with their global competitive index (GCI) scores being 60.8, 59.5, and 62.0, respectively. The World Bank defines GCI as "a highly comprehensive index, which captures the microeconomic and macroeconomic foundations of national competitiveness". Competitiveness is the set of institutions, policies, and factors that determine the level of productivity of a country. The Global

Entrepreneurship Monitor South Africa (GEMSA) summary by Bowmaker-Falconer and Herrington (2020:6) states that there was an increase in the South African business establishment rate (from 2.2% in 2017 to 3.5% in 2019). This rate was considered very low compared to the overall African region and to developing countries in Latin America.

Furthermore, Bowmaker-Falconer and Herrington (2020:6) observe that the GEMSA highlights that the business exit rate had changed from 6.0% in 2017 to 4.9% in 2019, which confirmed that more businesses were closing or being sold than being started. In South Africa, only 10 percent of jobs are made up of those that are self-employed, as opposed to 30 percent in most upper-middle-income economies such as Turkey, Mexico, and Brazil. It is said that if South Africa targeted the same rate as those of other nations, this would result in improved unemployment rates that are similar to those of these abovementioned countries (World Bank, 2021:3)

To date, the South African economy is challenged by stagnant entrepreneurial activity due to slow economic growth which in the end has an enormous effect on increasing unemployment. Erasmus, Strydom, and Rudansky-Kloppers (2016:126) define economic well-being, better known as economic growth, as a measure that indicates the number of products and services produced within the borders of a country in a particular period, usually a year. The authors further highlight that a high economic rate of around 7% - 8% per annum signals a growing economy that is growing enough to create jobs for its people, export more products, and sustain its currency, as opposed to a low economic growth rate that is normally below the population growth rate and which in the end lowers people's standard of living. Economists and statisticians are of the view that entrepreneurship serves as an important requirement to boost economic growth.

The Global Entrepreneurship Monitor SA report (2020:42) also points out that the government acknowledges the impact and importance that entrepreneurs and small businesses possess as a solution to attaining sustainable, economic growth. The

report further highlights the government's policies that aim to support set goals. It is also important to note that women and youth have been identified as the two most critical groups regarding entrepreneurship and economic growth. In support of this statement, entrepreneurship is an ideal tool that can destigmatise barriers that were put in place in the past to discriminate against people based on gender, age, or ethnic group. Price (2018:3) is of the opinion that to enhance economic growth, the government recognises the importance of investing in and strengthening entrepreneurship and the SMME sector, as shown by the declaration of the Small Business Act of 1996.

2.8 Annual graduate statistics and their impact on the unemployment rate in South Africa

A Report by the Department of Higher Education and Training (2019:33) showed that there was an increase of 52.6% (76 516) in graduates over the eleven-year period from 2009 to 2019. This eleven-year trend also showed an increase of 14.1% (23 204) for first-time enrolments into public Higher Education Institutions. Data according to Statistics South Africa (2021:1) reveals 7.2 million unemployed individuals, of whom more than half (52.4%) had a pre-matric level of education, and 37.7% of whom possess a matric certificate. The rest of the group comprised graduates, amounting to 2.1% of the unemployed population, with the remaining 7.5% possessing other tertiary qualifications that were regarded as their highest level of education. A university degree used to guarantee employment decades ago, but in the twenty-first century, possessing a university degree does not guarantee employment. Because everyone's chance in attaining employment depends on the alternatives presented by the market, young people in particular struggle to secure opportunities due to a lack of economic growth. While higher education enhances the likelihood of securing work in the formal sector, many countries are unfortunately faced with the challenge of catering to many unemployed youth graduates.

The above figures then imply that there is a growing pool of graduates who continue to suffer the anguish and frustration of unemployment while there lies an assumption

that attaining skills for the formal labour market will lead to employment, economic growth, and social inclusion. There is an economic determinism that shows an existing linkage in education which leads to skills, skills leading to employment, employment leading to economic growth, and economic growth possessing the ability to create jobs that assist in alleviating the issues of poverty and inequality (Klees, 2017:120). As young people face scarce labour demand as well as a lack of formal employment opportunities, they often resort to venturing into an already low-productivity environment of the economy.

With South Africa being classified as a third-world country that possesses an inconsistent and unstable economy, the youth have unfortunately been disadvantaged by the widespread lack of sufficient and quality jobs. Due to the high unemployment rate and insufficient, almost non-existent programmes that actively aim at alleviating this issue, it is astounding to conclude that most South African youth may actually never come across formal employment in their life. Thus, the risk of not, or never, finding formal employment is a very real preoccupation for many young people in South Africa. Another factor that adds to young graduates' difficulty in obtaining employment is that there is a distinguishable gap in skills and experience that are currently required by employers. This then results in the adoption of entrepreneurship as the solution.

As observed by some researchers on the subject, by establishing their own businesses, young entrepreneurs not only create opportunities for themselves but also inspire others in need to venture into entrepreneurship (Chauhan & Aggarwal, 2017:5). However, it is nonetheless important to note how unemployment figures continue to rise year by year, which could lead to the assumption that there exists some reluctance from students' side to establish their businesses.

Human Sciences Research Council (HSRC) researchers Vlotman and Clayford (2023) find that higher educational aspirations have led to a rise in the number of graduates. However, graduates struggle to obtain jobs after graduation because of a

great gap that exists between labour market expectations and educational requirements. For this reason, South Africa is thus seen as creating graduates more quickly than the labour market can absorb. Marumo and Sebolaaneng (2019:3) seem to agree with Vlotman and Clayford as they explain that as a nation in Africa, South Africa also experiences some of the same issues or causes that contribute to young unemployment, such as population increase, while in the meanwhile work opportunities are not increasing at the same rate. Inexperience among young people, both with and without higher education, is due to a mismatch between the skills acquired by academic achievement and the skills required from the job market. In trying to understand why there are so many unemployed graduates, Mulaisi (2022) also expressed that the significant mismatch between acquired skills and those needed by the workforce, as well as the lack of experience, has long been a source of worry. This dilemma will eventually lead to a high number of graduates taking on odd jobs that are not related to their qualifications as well as the kind of job opportunities that exploit them. Goyayi (2022) suggests that in addition to having a far lower likelihood of employment, South African graduates are also much more likely to be underemployed. This in essence means that students acquire work in other industries to supplement their income or are underpaid a situation that leads to them being paid less than the minimum wage.

Steynvaart (2020) agrees that there is an annual increase in the number of graduates with less employment being created to accommodate the South African labour force. However, Steynvaart is also of the opinion that the economy cannot be held completely responsible for graduate unemployment. This is due to the discrepancy between what and how University students are taught and what companies value in terms of practical knowledge and abilities. Although there isn't much research on the correlation between employability rates and the choice of university, however, some researchers are of the opinion that due to their ranking, criteria, and level of education, universities' choices might have an impact on graduate unemployment. From their research findings, Harry, Chinyamurindi and Mjoli (2018:6) found that amongst other factors, "higher institution type is a major factor in South Africa in how one is perceived in the labour market" a factor which also includes the location of the institution.

2.9 The role of Higher Education in relation to entrepreneurship graduates

In South Africa where the unemployment rate stood at 32.5% as of the fourth quarter (Q4) of 2020 (Stats SA, 2020), it is evident that the private and public sectors cannot capacitate TVET or university graduates through employment. In addition to this statement, it has been said that entrepreneurship education aids as a response to the problem surrounding unemployed FET College graduates (EDHE Lekgotla, 2017). What is astounding is that the same revelation seems to be the case in many other nations. In their article, Padi, Dzisi and Eshun (2022:2) disclose that Ghana's graduate unemployment rate is still on the increase, especially for university graduates. These factors might be the driving force for the introduction of an entrepreneurial education course in colleges, which will aid in the production of more graduates who will be self-employed or entrepreneurs. It can thus be observed that continuously increasing numbers in unemployment coupled with the challenges in securing a proper job and the need for support in the emergence of new and young entrepreneurs have led to societies understanding the significance of enforcing entrepreneurship early in learners' school careers (Radianto & Santoso, 2017:98).

Considering this reality, the prevailing question to ask is whether the entrepreneurial content currently covered is relevant to the country's affairs. It is well known that the current education system does not intentionally foster entrepreneurship as a career, as the curriculum mostly encourages young people to work within the existing economy. Although this is not an entirely bad idea, the limited involvement of young people in the entrepreneurial space would however, constrain South Africa's economic progress and might result in increased systemic socioeconomic problems ahead. Salisu (2020:3) observes that effective entrepreneurial education/training aims at providing a solution to the following questions: Did entrepreneurship training do what it is supposed to do? Did the students learn what they were supposed to learn through the training programme? These two questions thus focus on an entrepreneurship programme's effectiveness, relevance, and degree of impact.

Consequently, it is important to note that there lies great potential in entrepreneurship education to empower the youth in establishing their own

businesses. Dlamini and Bimha (2017:79) point out that the effectiveness presented by entrepreneurship mentorship education/programmes should not be limited to providing business content but should also expand in providing guidance to young entrepreneurs on information that relates to resources needed to venture into the world of business, as the matter is currently inconclusive. In their study, Chauke and Obadire (2020:15207) show that female exposure to entrepreneurship education in particular serves more as a motivational factor and an economic survival strategy.

The relationship between educational attainment and the propensity to start a new business is complex, not least because of its positive association between education and lifetime income, and any link between education and the ability to spot opportunities (GEM). However, Garba and Aliyu (2017:25) are of the view that as a way for the government to promote entrepreneurship across the country, effort from colleges and universities is needed in order to find out if entrepreneurship education really does make an impact on the graduate's decision to start up a business after graduation.

2.10 A brief history of the TVET sector in South Africa

The Technical Vocational Education and Training (TVET) college sector in South Africa is said to have been established in 2002 in accordance with the Further Education and Training (FET) Act 98 of 1998. The process came about when 152 government-owned former technical colleges transformed into 50 multi-site TVET colleges across South Africa's nine provinces (Terblanche & Bitzer, 2018:105). Technical and Vocational Education and Training offers vocational or occupational courses that enable students to acquire education and training that focus mainly on enhancing a specific range of jobs, employment, or entrepreneurial possibilities. These students may even go as far as qualifying for University of Technology (UoT) admission to further their studies (TVET Colleges, 2019). The Department of Higher Education and Training in its statistics regarding post-school education and training in South Africa (2020:32) states that colleges offering technical and vocational education and training (TVET) are governed by the Continuing Education and Training Act, No. 16 of 2006. In 2020, 254 campuses and satellites that deliver

qualifications and part-qualifications as well as other programmes were registered as campuses in 50 public TVET institutions.

Needham (2019:1) maintains that, since 1994, the Technical and Vocational Education and Training (TVET) policy in South Africa has emphasised the importance of this sector's ability to contribute to economic growth and assist in alleviating socio-economic inequities. However, the author notes that more than twenty years after these policies were first implemented and replicated, the South African TVET sector has not been able to contribute to its key objectives of reducing unemployment. So much so, it is fair to say that the sector has had remarkably little impact on achieving the nation's economic goals.

The main purpose of the National Development Plan (NDP) of South Africa is to provide the country with a blueprint for tackling the triple challenges of poverty, inequality, and unemployment. To achieve this, the TVET sector is outlined as a key component of the NDP's strategy in establishing long-term skills sets by means of investing in producing artisans and technically trained workers (DHET, 2019). It is therefore important to outline how great the TVET sector's role may potentially be in aiding in addressing the continuous high youth unemployment rate in South Africa and thus strengthening economic growth.

2.11 Challenges related to the youth in establishing businesses

Under normal circumstances, people will opt to be employees instead of being self-employed, as job security is safer than starting up a business. This is due to the fear of failing and not being willing to take a risk. For the minority of individuals that wish to take the opportunity of benefitting from the fulfilment of being an entrepreneur, the reality is that entrepreneurs experience unavoidable barriers that limit their freedom to participate in entrepreneurial activities. Challenges that pose a threat should be taken into consideration. Challenges such as power supply and lack of funding will continuously have a negative effect on entrepreneurship if these challenges persist

(Akinyemi and Adejumo, 2017:624). The following are some of the barriers that have a direct influence on students' ability to establish their own businesses:

- Lack of access to finance
- Insufficient government support
- Lack of information
- Lack of training
- Shortage of skilled labour
- High registration and licence costs
- Lack of familiarity with industry
- Lack of networking skills
- External economic factors
- Lack of market research

In addition to the above-listed barriers, Katrodia and Sibanda (2018:8) consider another contributing factor: young entrepreneurs do not immediately possess the ability to understand market patterns upon graduation and that they are also challenged by securing key aspects of entrepreneurship. These include supply chain, raw material, and literacy in the latest technology. Another challenge was clarity in the cycle of taxation and other government laws to run businesses. For any newcomer in the business, it is very difficult to emerge from these problems. Radebe (2019:64) identifies other detrimental key factors that hinder youth entrepreneurship development intentions. They mostly relate to entrepreneurship education, access to credit, parental and societal attitude, red tape and burdensome regulations as well as entrepreneurial culture barriers. Noting that while youth empowerment continues to be a priority in the country, there continues to be a rise in other uncontrollable economic challenges that make it almost impossible to achieve this priority. Prevalent challenges that directly affect the youth and thus delay them in trying to better their lives relate to the uncontrollable corruption in the country, inequality, poverty, high crime and HIV/AIDS rates.

Ignoring the correlation that exists between financial inclusion and entrepreneurship can lead to deceiving conclusions about the relationship between the two and cause assumptions over the true implications of each. Salisu (2020:4) speculates that financial and technical entrepreneurial support from the government can be regarded as a resource that alternatively boosts confidence to venture into entrepreneurship as opposed to those without such resources. This statement thus implies that obtaining such resources provides TVET students a “situational confidence” which influences their intention to participate in entrepreneurship activities. Leshilo and Lethoko (2017:4) share that there are four key challenges that directly impact the South African youth in partaking in entrepreneurship, namely:

- Lack of relevant entrepreneurship education.
- Lacking comprehensive government initiatives that support this target group.
- Difficulties accessing business development support services and
- Over-stringent government policies and regulations.

In addition to the above statement, Bowmaker-Falconer and Meyer (2022:59) report that the government is beginning to recognise the value of entrepreneurship and small company development in promoting equitable, sustainable economic growth. However, it still faces difficulties in timely and efficient policy, financial, and other support role implementation to affect change. Furthermore, the articles state that increased public knowledge of government initiatives is required, particularly among young people and in provinces other than Gauteng, the Western Cape, and Kwa-Zulu Natal, as the public would be interested in knowing the results of government-led assistance programmes for entrepreneurs because they are heavily funded.

2.12 Sector Education and Training Authorities (SETAs) and their role in enhancing entrepreneurial activities in South Africa

As stated in the Skills Development Act 97 of 1998 section 4.2, “the role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and

education”. In terms of the Public Sector Education and Training system, SETAs are expected to facilitate the delivery of sector-specific skills interventions that help achieve the goals of the National Skills Development Strategy III (NSDS) and develop the skills needed in the labour market by employers. Investment in entrepreneurship education by the Service SETA is said to have provided funding for the education of 11 483 Level 2 New Venture Creation learners between 2013 and 2017. What is good to highlight is that this programme focused more on inexperienced youth rather than already developed small businesses. The programme, however, contributed more to these learners’ employability than to the emphasis on establishing new enterprises (National Planning Commission, 17:2020). Although the SETAs’ mandate can be interpreted as encouraging skills development in their target industries, some of the skills programmes they support might be considered as encouraging self-employment and therefore somehow contributing towards the entrepreneurship concept.

As acknowledged by the Department of Higher Education and Training in its statistics on post-school education and training in South Africa (2020:8), there were 118 541 workers and unemployed people registered for SETA-supported learning programmes between the 2020/2021 academic year. The most successful participants in these learning programmes were the 63 397 jobless individuals as opposed to the 55 144 registered as employees. Although employees made up the majority of learnership registrations, almost two-thirds of them were for jobless individuals. With 16 148 more jobless people signing up for learnerships than employed people, there was a significant disparity. Over one-third of learners registered for learnerships (39.3% or 46 546), followed by over one-fifth for skills programmes (55.7% or 65 973), while fewer learners registered for internships (5.1% or 6 022) during the 2020–21 fiscal year.

2.13 Current influence of TVET learners in Business start-ups

One of the major keynotes of transformation within the TVET sector is that which relates to the encouragement of business start-ups amongst graduates. For a number of years, emphasis has been put on ways to start and run a business

theoretically, with less emphasis on ways to access financial, marketing, and business support from a contextual TVET reference. Entrepreneurship encourages innovation, economic efficiency, and sustainability through job creation. Young people aspire to establish their own businesses to become entrepreneurs but few of them go on to start an enterprise, presumably because of insufficient training and many other unforeseeable obstacles. Gamede and Uleanya (2019:2) express that the inclusion of entrepreneurship in TVET curricula might be a method for empowering young people. With TVET's significant contributions to the nation's social and economic growth, this is feasible. At technical and vocational institutions, a variety of development programmes and policies are anticipated to be developed as a result of the promotion of entrepreneurial skills in TVET. The 2022-2023 DHET Annual Performance Plan (2022-2023:94) states that the quality of provisioning in TVET colleges and the support aimed at exiting graduates towards self-employment as a way to combat the poorly administered ability of capacitating graduates in the economy must improve. In order to do this, the development of entrepreneurial skills is combined with a focus on digital training (30% women, 9% youth, and 1% people with disabilities). In addition to this, more entrepreneurship hubs are said to be established over the next five years, with the aim of increasing these hubs from 6 to 25 within the next ten years, to ensure that TVET college students are actively engaged in the economy, through employment in the labour market or through self-employment. Programmes to promote entrepreneurship and self-employment should aim at equipping the youth with access to various types of financial services, particularly finance-related resources (Trucco & Ullmann, 2016:59)

Lange, Hofmann, and Cara (2020:59) consider TVET institutions as possessing adequate measures of support towards graduate enterprise establishment. These measures include:

- Integrating practical elements of entrepreneurship into the TVET curriculum (students managing small business projects).
- Providing temporary co-working space (workshop facilities and equipment for rent to allow graduates to exercise start-up business projects).

- Sub-contracting services to graduates (outsourcing small contracts to graduates while the business unit of the TVET institute manages the overall contract).
- Linking graduates with micro, small and medium enterprise support mechanisms, and business development services, such as mentoring services, facilitating access to grants or loans; and
- Facilitating the establishment of cooperatives.

2.14 Conclusion

From all that has been discussed in this chapter, it is evident that youth involvement in entrepreneurship activities may be the country's best hope for solving the unemployment crisis. It has also given insight into key factors that are thought to be impacting the entrepreneurial space in South Africa, particularly amongst the youth. From the above literature, many challenges related to the youth in establishing their businesses were discussed. Some of these challenges focused primarily on a lack of access to finance, limited government support as well as lack of training.

The literature has to some extent proven that little research exists regarding the amount of impact that certain barriers (which mostly require government intervention) have on students' ability and intention to establish their own businesses upon completing their studies. Extensive government intervention through education and skills development present as being key components that can enhance entrepreneurial intentions among the youth. Without rationalising the fact that there is a weakness in measures put in place to alleviate inequality and other factors that are critical to economic development, Jwara (2015:4) is of the idea that entrepreneurial education can be considered an important variable that has the potential to enhance entrepreneurship in response to the continuous growth rate of unemployed graduates.

The World Bank report (2021:5) proposes that South Africa should revisit its approach to its entrepreneurship enhancement plan by relaxing some of the legal

constraints and rules that prevent certain economic activities. This could be followed by scaling up programmes that offer support towards entrepreneurial training and start-up grants to address barriers to entry. Therefore, if the country could realise that adequate entrepreneurial support through enhanced concepts and knowledge, sufficient entrepreneurial skills support, followed by engagement in entrepreneurial activities by the government, then this would not only benefit individuals but also the broader society.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This research has as its main objective a focus on the research approach that guides in collecting data. This approach is relevant in that it leads towards providing desired solutions to the research problem. The research objectives, design, and research tools alluded to in Chapter One are thoroughly described in this Chapter. The main purpose of this Chapter is to align the methodology with the problem statement, research question, and objectives stated in Chapter One of this study. Furthermore, the chapter includes an explanation of how respondents will be selected and recruited, data collection methods, as well as matters relating to ethics affecting the study. This research is fulfilled by utilising open-ended interviewing methods and documenting data collected from entrepreneurship students at a TVET College.

3.2 Research Design

Rosenstein (2019:27) notes research design as a strategy in which a research study is conducted. This also includes the components of recruiting participants, administration of experimental procedures, as well as the process of collecting, analysing, and interpreting data. Saunders et al. (2019:173) explain that the purpose of a research design is to outline the general plan for answering research questions by clarifying objectives, specifying sources from which data will be collected, and a proposal of how the data will be analysed.

A qualitative design will be used for this study. A qualitative design was preferred as it allows phenomenological interpretation, and because it focuses on the personal and specific perspectives, experiences, or observations of those interviewed (Neuman, 1997; Maree, 2016:60). Qualitative design is therefore relevant in this study in that the researcher will be able to employ the data collected to discover and relate specific challenges that TVET entrepreneurship graduates face upon attempting to establish businesses. This research design is naturalistic in the sense

that it focuses on natural settings where interaction occurs. This includes viewing social events as they occur rather than in their static terms (Maree, 2016:53).

The study's epistemological stance is that of an interpretative paradigm. The interpretivist paradigm is about constructing meaning out of a situation which has multiple realities. In this approach the meaning of the phenomenon is defined and re-defined during the process of engaging in continuous in-depth interpretation of the collected data (Gibson & Brown, 2009: 65-70).

To understand the underlying entrepreneurial barriers and establish strategies that can be employed to overcome these barriers, it is therefore important to highlight the effectiveness of the use of qualitative research methods. This method is preferred over the quantitative method precisely because of its ability to draw out the opinions, thoughts, emotions, and feelings of respondents. It would be impossible to quantify emotions using a quantitative method. In his article, Streefkerk (2020) makes a comparison between the two research methods and concludes that quantitative research is numerically expressive and is used to confirm theories and assumptions. Quantitative research often employs closed-ended questions, which are not beneficial for this research. Qualitative research, on the other hand, enables the possibility of gathering in-depth insights, and this method often involves interviews with open-ended questions, observations, and literature reviews that explore concepts and theories.

3.3 Sampling methods

The following subsections provide background to the sampling methods that will be employed in this research study:

3.3.1 Population definition

In better understanding what sampling methods entail, Bairagi and Munot (2019:90) mention a few aspects which are vital for the preparation of the process and its variables. These factors include the type of population, sample frame, unit of sampling, size of the sample, parameters, monetary requirements as well as methods of sampling. The authors further explain the term 'population' as being an entire group of participants from which a target population is selected. A target population is thus the kind that possess adequate features for the benefit of the research (Bairagi and Munot, 2019:90). For this research study, participants considered will specifically be TVET graduates that have registered for the incubation programme at a college within the Free State province. The incubation site normally services qualified students at the college, unemployed youth graduates from other institutions, women between the ages of 18 and 35, business owners, as well as NGOs aiming to become entrepreneurs. Therefore, participants of this study will thus be made up of different genders, ages as well as the type of businesses they wish to establish. It is also important to note that these students are from different backgrounds, towns, and provinces. More than 90% of the respondents are youth, as they are under the age of 35 years. These graduates will thus be reachable from the incubator site once arrangements to meet with them have been made, and there will be 25 participants in total.

According to Kasase (2017:3), business incubators offer a supportive environment for emerging businesses. The support provided mainly includes management abilities, facilities, networks of businesses, funding, and marketing. To assist start-ups in building both official and informal relationships and gaining access to the necessary business resources, business incubators operate as an intermediary. The UNECE Policy Handbook (2021:8) recognises that the growth of innovative businesses can also be assisted by science and technology parks, innovation centres, and business development centres in addition to business incubators. However, the target market and the kind of help offered set these organisations apart from one another. The aim of incubators is for 'incubatees' to graduate, or leave the programme, and expand further and achieve financial independence in the market.

Business incubators therefore specifically help entrepreneurs from idea generation through to the establishment of start-up enterprises. To add on to this statement, Hausberg and Korreck (2018:163) explain that the establishment and expansion of new businesses are supported by business incubators, which provide both tangible (such as office space, shared equipment, and administrative services) and intangible (such as knowledge, network access) resources over a flexible time period. Business incubators are funded by sponsors such as governments or corporations and/or by collecting rent from the 'incubatees'.

3.3.2 Sample size and technique

The notion of sampling as mentioned by Creswell and Poth (2018:224) articulates the ideal individuals and sites for the purpose of the study. This informs who or what should be sampled as well as the number of individuals or sites which need to be sampled to further understand the central phenomenon in the study. Therefore, Creswell and Poth (2018:419) refer to sample size as a criterion that allows the process of collecting extensive details from an identified group of individuals. Netshilinganedza, J. Mudau and Francis (2022:8) suggest that the best equation to use for determining a proportionate sample size is: $n_i = \left(\frac{h_i}{N}\right)n$, where "n = sample size, n_i = sample size of i^{th} stratum, h_i = population size of the i^{th} stratum and N = Population size". In this study, a sample size of twenty-five (25) students was chosen, in keeping with the research design which was employed.

This number of participants was determined using the non-probability sampling method and was further influenced by constraints that are often experienced when trying to get hold of these graduates. Non-probability or non-random sampling is said to be influenced by a human judgement that affects the selection process, making some members of the population more likely to be selected than others (Bryman & Bell, 2019:171). Most of these students are unemployed and are oftentimes faced with similar challenges. Furthermore, Bairagi and Munot (2019:90) notes that a limited or small sample size could not be sufficient to meet the needs of the study, leading to less accurate results or incorrect conclusions. However, using a

large sample size results in generalization and leaves out the precise results themselves. This makes it obvious that adequate samples should be obtained, according to the necessary criteria of interest. As this study follows a qualitative approach, Creswell, and Poth (2018:224) explain that in qualitative research, a basic rule of thumb for sample size is to investigate a small number of locations or people and to gather in-depth information about each of them.

Considering factors such as time and financial limitations that may be experienced in attempting to meet with these participants, and due to them being from different locations and not always being readily available from the incubation site, a snowball sampling method will be used. Maree (2016:198) denotes that snowball sampling is often used where the population is somewhat challenging to gather or where there are factors that are beyond the researchers' control.

A study by Adams (2019:30) which concentrated on two TVET institutions and four nearby businesses in the Gauteng Province had a population of 13 respondents who allowed the researcher to obtain purposeful insight related to the study. Masoabi and Alexander (2021:1-20) whose qualitative study focused on the possible merger, entrepreneurship education in TVET engineering in South Africa, worked on a sample size of 6 respondents from different institutions. The research clarified the value of entrepreneurship education for TVET sectors worldwide, where most of the data analysed indicated favourable results about growth in self-employment because of entrepreneurship education and industry independence. However, one of the limitations that was outlined by the researchers was related to a limited sample size that prevented the generalization of their findings.

3.3.3 Inclusion and exclusion criteria

In South Africa there are five branches within the Department of Higher Education and Training, namely Universities, Vocational Education (TVETs), Community Education Centres, SETAs and Skills Development (DHET website). Apart from their aim in playing a vital role in alleviating inequality, TVETs are more desirable to those

who seek to learn a skill and those who do not have sufficient funds to register at a traditional university. Nkgadima (2020) observes that TVET colleges are an ideal choice for those individuals wishing to attain a skill required by the economy, and TVET qualifications are usually obtainable at a lower expense. On the other hand, university qualifications are focused more on equipping students with theoretical knowledge rather than a skill, and such studies involve a higher expense.

With that said, the inclusion and exclusion criteria thus stem from the role that TVETs play in society and their potential to play a more vital role in the accomplishment of the objectives set out in the National Skills Development Plan of South Africa. Another factor is the link that TVET skills have regarding the potential of enhancing entrepreneurial activities in the economy. The inclusion and exclusion criteria are thus focused on TVET students rather than university students, based on the above differences.

3.3.4 Data saturation

Data saturation is the criterion tool for estimating and assessing the sample size, especially in qualitative research (Guest, Namey, & Chen, 2020:1). Additionally, Nascimento, Souza, Oliveira, Moraes, Aguiar and Silva (2017: 229) assert data saturation to be reached when no new elements are found. This also entails that new information ceases to be necessary as the new discovery will not bring about change to the researched phenomenon. As there will be a total of 25 respondents interviewed, who will be divided into three groups, quality data will be collected from these three groups throughout the day in different sessions. Upon assessing and evaluating that the outcome is repetitive where new data is discovered, thus resulting in replication of data, the interviewer will continue with the collection of data until data saturation

3.4 Data Collection Method

To gather accurate and objective data in research, it is important to establish an appropriate data collection strategy for the research to be a success. Hair, Page and Brunsveld (2019:35), observe that data collection is essential in that it involves

collecting data through observation, surveys, and interviews to some extent. Furthermore, these authors note that researchers need to possess valid and reliable data collection methods to ask for and record information gathered during business research and that these methods must include relevant questions in the most appropriate sequence.

The instrument that will be used in this study is an interview method with an open-ended set of questions. The reason for this method is that it allows the process to be facilitated in a manner that encourages freedom of relevant narrative which would not be inhibited by constricting, structured questions. An interview is defined as being a two-way conversation process in which the interviewer asks participants questions in order to collect data as a way of learning more about their views and behaviours of the participants (Maree 2016:92). Moreover, in qualitative recollection or expression, some unanticipated probing may be needed for clarification, hence the focus group interview is going to be administered face-to-face in small groups of eight (8) students throughout the entire day. The respondents in this study will be students that have completed their entrepreneurship-related studies from a TVET college. These students were chosen due to being in the best position to provide insight on the subject topic.

By interviewing appropriate respondents, this method ensures accuracy of the output provided as well as the features required for the research. As the world is still operating with caution due to the Covid-19 pandemic, the process is followed with caution by adhering to the Covid-19 regulations set by the government. Therefore, it is safe to say that the face-to-face sessions will observe health protocols and adhere to all set measures thus making it possible to conduct interviews.

To ensure that the process of data collection is effective, focus group interview sessions will be recorded using a recording device and participants will be requested to be thorough when expressing themselves. A total of seven questions will be asked during the interview session and these questions will be open-ended. Once

participants have completed answering questions, the researcher will then request them to supply any documentation or information that they feel might be of value to the study.

3.5 Ethical Considerations

The issue of protecting participants' identities by means of obtaining letters of consent and permission for the purposes of conducting a research study is very important and is a factor that must always be considered by any researchers (Bryman & Bell, 2019:44). In support, Akaranga and Makau (2016:3) assert that the research process includes selecting an appropriate methodology that will allow relevant ways of collecting data to be presented and ensuring that is accurate. Furthermore, Akaranga and Makau note that it is the researcher's responsibility to observe acceptable values while conducting research, as negligence could be viewed as misconduct. Therefore, to ensure adherence to ethical principles matters such as permission, consent, confidentiality, and protection against harm will be prioritized.

3.5.1 Permission Obtained

Firstly, for data to be successfully collected, ethical clearance will be sought from the identified TVET college's central office. It is thus ideal to ensure that protocol is observed in the data collection process obtained from participants and the institution at large. When collecting data in an educational institution the researcher needs to obtain permission from the relevant directorate. Therefore, the process of obtaining permission from this commission for data collection within the educational administration often serves as a tool of formalisation (Sahin & Kesik, 2020:67).

In their article, Manandhar and Joshi (2020:90) argue that consent is the principle of inviolability for persons or participants, which governs their rights with regards to matters that affect their physical integrity. The authors further state that the concept of consent stems from the ethical issue pertaining to respect for participants' integrity

and their self-determination. The researcher, therefore, needs to inform participants in detail about what they intend to do, and the implications involved before conducting the research.

3.5.2 Informed Consent

For the researcher to conduct a successful research study, participants would need to be informed thoroughly about all the events that would take place within the session for them to freely decide on whether to continue partaking in the research or to decline (Arifin, 2018:30). Approval needs to be obtained from the institution by means of submitting a letter of request to conduct the study from among the TVET's students. This process would then be followed by obtaining consent from individual participants after taking them through the aim and objectives of the study at length, as well as the tools to be used during the interview. Participants will be provided with a sheet that fully explains the aims, objectives, and the data collection process. Prior to the actual interview, all identified participants will be required to provide written informed consent. An appropriate time frame of 24 hours to 72 hours will be given to allow the chance to ask questions and clear up any concerns.

3.5.3 Voluntary participation

Arifin (2018:30) refers to voluntary participation as being about giving the potential participant the right to withdraw from the study at any time, should they feel the need to do so. This is applicable even after the informed consent has been signed. In the information sheet, participants will be notified of the unbinding choice they have with regards to feeling the need to withdraw from the interview. This will also be highlighted again upon the start of the session on the day of the face-to-face interview.

3.5.4 Confidentiality and Anonymity

This refers to the process of protecting respondents from any kind of physical and emotional harm by ensuring the interview does not include any controversial

questions that might hamper the process (Arifin, 2018:30). To respect data provided by the students, the researcher will ensure that no identity or ethnic information will be shared with anyone. Students will also not be referred to by their names during the recording. This process will also ensure that the interview environment provides a safe

environment for respondents to feel secure and confident in partaking in the session.

3.5.5 No Harm

The researcher must at all costs protect the welfare of all participants, in that the general research process must observe the international norms of avoiding harm (Bryman & Bell, 2019:124). For this reason, the researcher will avoid forcing respondents to divulge any sensitive information which could be emotionally and psychologically harming at all costs. These students will also have the freedom not to partake in answering any question that they feel causes anxiety or that triggers them in any way.

3.6 Limitations of the study

The research process will have a few limitations, which were noted as follows:

- i. Data collected will be the view of graduates from the business faculty and thus excludes views of graduates from other disciplines that are affected by the same challenges when establishing a business.
- ii. The second limitation will stem from the fact that data collected will be based on the views of a sample (25 students) from one campus while there are many other campuses around the Motheo district as well as other students from other colleges from the same province.
- iii. Although the research mainly focuses on challenges that are pertinent to new graduates, content discussed excludes other factors such as dedication, tenacity, resiliency as well as external factors like Porter's five forces and PESTEL (Political,

Economic, Social, Technological, Legal and Environmental factors) which to some extent directly affect prospective business owners.

3.7 Reliability & Validity

For research to be regarded as being consistent and accurate, Issa and Tesfaye (2019:19) indicate that it is useful that it meets quality standards despite the number of resources invested to conduct the research. Ahmed, Opoku, Olanipekun, and Sutrisna (2022: 112) refer to reliability as relating to context accuracy and precision. This also includes identifying how authentic data is rather than its measurement. As this is qualitative research, it will thus be important to strengthen its quality to ensure acceptable and dependable results. Given these many perspectives, we summarise our own stance. Validity, however, is an assessment of accuracy with regards to data collected (Creswell & Poth, 2018:338). To strengthen the validity aspect of the research, research questions and research objectives are clearly defined to minimise the threat of producing invalid data.

3.8 Conclusion

This Chapter outlined the methodology that is to be used in this research. The information included the research design, sampling, and data collection methods. In the research design, a qualitative approach was considered as it allows the researcher to primarily explore the challenges that prospective entrepreneurs face when establishing their businesses. Factors that enhance consistency and accuracy were also discussed by means of explaining the credibility and validity of the study. The chapter ends by presenting the ethical considerations pertaining to the data collection process.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The key findings of the data collected on the research topic, "challenges faced by TVET entrepreneurship graduates in establishing their businesses," are presented in this chapter. The chapter will begin by describing the research population for the study, followed by an analysis and presentation of the research topic's findings. The data was gathered from a TVET college in the Free State Province, and the findings are presented using qualitative techniques such as interviews.

4.2 Biographical data of participants

Participants were chosen for the study based on the criteria outlined in Chapter Three. The participant profile is crucial because it provides context for understanding the characteristics of all the participants in terms of gender, age, and the highest level of education completed. Demographic information seemed to be useful for identifying and comparing patterns among different types of research participants. The total number of respondents was 20 and Table 1 below outlines the profiles of all the youth that participated.

Table 1: Participants' Profile

Gender	Age	Level of education completed	Employment status
Female	18-35	N6	Self-employed
Male	18-35	N6	Self-employed

Table 1 above gives an overview of interviewed participants by focusing on their gender, age and level of education. The age group chosen for this research was mainly motivated by the fact that in the South African context, the majority of individuals undertaking higher education studies fall into this age group. This can be observed from a fact sheet published by the Department of Higher Education and

Training (2019:14) which states that the age groupings of new recruits in 2019 comprised 95% youngsters aged 34 or younger, while 5% (11 369) were 35 and older.

4.3 Analysis and interpretation of research findings

4.3.1 Introduction

This segment of the chapter interprets the findings and analyses the data obtained from the respondents on challenges faced by TVET entrepreneurship graduates in establishing their own businesses. Research findings were analysed to align with the objectives of the study. Furthermore, findings resulted in the development of four themes which emanate from the research questions. The themes are: Entrepreneurial success influenced by passion and intent, Limited resources and training opportunities, Gap between theory and practice, and External challenges and inadequate support systems.

4.3.2 Entrepreneurial success influenced by passion and intent

Passion can be said to be an essential aspect in the business world. Over the years, entrepreneurial development and activity/intent can be witnessed as stemming from entrepreneurial enthusiasm. Furthermore, entrepreneurial enthusiasm can be deemed as being strongly associated with entrepreneurial intentions which ultimately encourage success. Prior research related to entrepreneurial intent has shown that there exists a relationship between external factors that affect an individual's decision to starting a business and the intent driven by passion to proceed to establishing a business. In this case, these factors are perceived as being barriers. The insight provided in this theme stems from one of the research questions which focused on the expectations that respondents had of becoming successful entrepreneurs upon completing their entrepreneurial course. The research question guiding this theme was formulated based on the objective which sought to identify entrepreneurial barriers that directly affected the process of establishing a business. The most common finding shared by the participants was as follows:

The idea was to get educated and quickly become employed after completing their studies, which did not happen. One respondent expressed how they had previously studied education, but they always had an entrepreneurial passion and once they completed their education studies, they tapped into entrepreneurship, only to realise that becoming an entrepreneur had its own challenges, just as in any sector. Another respondent shared that they were of the idea that the process was going to be so easy. This idea stemmed from the fact that they had never planned to work for anyone but themselves after completing their studies; a conclusion that was driven by the passion and the drive they possessed throughout their course.

One respondent shared how he had previously held a position that required that he have a qualification before being promoted. He thought to himself that because he was already doing a great job, why not enrol for a business-related course? Upon the completion of his studies, he believed it would be very easy for him to get employment and that he would be able to become an entrepreneur, but unfortunately, his previous employer could not hire him as the company shut down, upon which his side hustle became his core business.

As Hu, Xu, Zhao, and Chen (2022:3) put it, entrepreneurial passion makes it possible for business owners to feel more strongly connected to the entrepreneurial activities they are involved in, to be more adamant about pursuing their goals, to be willing to invest more time and resources into starting a business, to overcome obstacles and challenges along the way, and to be successful in business. Opinions shared by respondents thus suggest that a great expectation of easily finding employment and being able to start-up a business upon completing their studies exists. This idea is commonly observed from other business-related courses, while reality goes to prove the opposite of the belief.

4.3.3 Limited resources and training opportunities

It is noted by Khuluvhe, Borat, Oosthuizen, et al. (2022:14), that there is a significant mismatch between the supply and demand of skills in South Africa, with

many people in the labour market having low-level skills despite the rising demand for workers with high-level skills, in parallel with global trends like the fourth industrial revolution. Furthermore, the report states that some people operate in occupations that are merely indirectly related to the ones in which they earned their education. Some respondents shared that mentorship and coaching by relevant industry leaders is key to mitigating challenges as it provides guidance on becoming a successful young entrepreneur. This came after two key questions under this theme. The first question pertained to the kind of skills and training that would be considered adequate to mitigate entrepreneurial challenges. The second question related to the discussion of the elements that would provide continuous support for younger entrepreneurs while running their businesses. These questions were motivated by two objectives which relate to the research trying to understand governmental strategies that aim at supporting TVET graduates in establishing their businesses as well as strategies that could be developed to assist graduates in overcoming barriers that often confront them in their attempt to establish their businesses within the Motheo district. The common response shared highlighted the following:

“Often, we as prospective entrepreneurs are of the idea that ours is just to focus on the actual content of the studied course once completed. However, it becomes a shock when we are faced with other entrepreneurial requirements such as financial planning and having to meet certain regulations pertaining to tax to start up a business. There exists a high need for training on being able to extensively access the markets, bookkeeping, being able to market one’s business effectively as well as training on the ability to negotiate to increase one’s sales.....”

The primary results mentioned above prove that modern entrepreneurial skills and the current training approach still make it almost impossible to mitigate the challenges of becoming an entrepreneur after completing entrepreneurial studies. Additionally, it appears that entrepreneurship encompasses more than just the act of starting a business. Additionally, it requires the need to take into cognisance other external factors that may affect the success of the venture, thus necessitating a new

strategy for training. The right kind of training therefore plays a pivotal role in developing the necessary skillset in prospective entrepreneurs.

While further discussing the challenges that hinder success, elements that were perceived as being able to provide continuous support in entrepreneurship included the availability of adequate and reliable information. Respondents shared how they as young entrepreneurs, are still disadvantaged from platforms that provide transparent and easy to access information, particularly those that provide support and access to resources/infrastructure. Furthermore, it was shared how essential incubators and flea markets are in emerging entrepreneurs' journeys. These platforms, however, still lack the ability to advance the general entrepreneurial space. Consequently, respondents also mentioned that they have observed how there is a lack of spaces that enable prospective entrepreneurs to have meaningful conversations as a mechanism to monitor and evaluate long-term success.

4.3.4 Gap between theory and practice

"Content taught in the classroom needs to change in the TVET sector so to align with everyday economic needs. TVETs need to adopt the concept of creating a feel of the actual work that students will be exposed to in the work field...."

Past research suggests that TVET content is aligned with the demands of the economy's labour market, where there exists a great link between industries and TVET, and unfortunately this is not always true. Traditionally, all TVET Nated programmes are designed in a way that follows theoretical and practical structures over the course of three years. Students are first required to complete their theory over a period of 18 months at their chosen TVETs, which is then followed by 18 months' practical experience at an identified industry-related company. Upon completing the two segments, students then acquire their fully recognised South African National Diploma qualification. As a strategy to understand governmental strategies that aim at supporting TVET graduates in establishing their businesses as

one of the objectives of this research, the main discussion under this theme emanated from the question on how entrepreneurship studies can be improved as a mechanism that aims to foster economic development through prospective young entrepreneurs.

Apostu, Mukli, Panait, Gigauri and Hysa (2022:10) mention that economic growth results from education because newly founded businesses contribute to both economic and social growth. Colleges should therefore promote entrepreneurship, teach creativity for innovation, and support graduates in starting their own businesses. Furthermore, they also mention that with unique courses and educational programmes devoted exclusively to building essential talents among students, educational institutions may support the growth of entrepreneurship, innovation, and business through teaching and research.

Upon engaging on the question under this theme, respondents shared that due to a few students being interested in becoming entrepreneurs after completing their studies, most do not see anything wrong with the current syllabi, as their main goal is to become employed once they complete their studies. The most common sentiment amongst the respondents was that there lies a great need to align the theoretical content with technical skills and for theoretical context to be minimised as most learners only learn to cram and pass. The idea further extended to how context taught in the classroom stood out as being one of the major elements that need a change in the TVET sector to align with everyday economic needs. One respondent suggested that TVETs adopt the concept of integrating real-life, business-like practical work as part of the theoretical context. This idea was related to how the TVET in question currently has an existing retail store practical room within the Business faculty which is fully equipped with equipment that one would normally find when going to purchase groceries. One of the respondents expressed how they still felt that it is important that the topic of entrepreneurship be intensely instilled in high school learners prior to them completing their studies by providing them with the necessary information that will present a more realisable vision.

The primary results highlighted indicate that currently provided entrepreneurial studies should be revised to provide objectives that will guarantee students acquire the necessary information and skills, and that will really have a long-term impact on both their own success and that of the economy. Secondly, the entire current context for entrepreneurial studies needs to be developed again by collaborating with important players who are motivated to advance entrepreneurship education and development in South Africa.

4.3.5 External challenges and inadequate support systems

The government knows that the existing economy's labour market is too small to absorb all South Africa's youth. However, the government has redirected its attention towards encouraging young South Africans to be entrepreneurs, instead of job searchers. This emphasis has led to an expansion in non-profit organisations, enterprise development, and entrepreneurial incubators that support small- to medium-sized businesses and youth-owned businesses (Majola, 2017:6). Concern over the presence of support by the government and private sector was shared as being lacking, where the respondents expressed that:

“Certain representatives from well-known government youth empowering institutions that are assigned to assist us tend to “run off” with our ideas while their job is to help us establish our businesses. This, unfortunately, comes as a discouraging factor to us because often we seek assistance from these institutions with the hope that we will get assisted as most of us do not have any idea of how to go about copyrighting our ideas and because of such stories, many are scared to seek for assistance from these governmental institutions.....”

The above statement shows that though some form of governmental intervention exists, prospective entrepreneurs often fall victim to their ideas being stolen. Often, these individuals are unable to prove that they indeed came up with a certain idea, an exercise which is rather discouraging. Additionally, some of these interventions, although they exist, were regarded as not being adequately strategic, transparent, and helpful, as young entrepreneurs do not meet the requirements to be assisted.

Similarly, the private sector was deemed as being absent and less supportive in its inclusivity, particularly towards emerging entrepreneurs. This information was shared during the discussion of how the youth continue to struggle with establishing their own businesses while there is existing support from the government and private sector. It becomes evident from the interviewed group that ineffectuality exists because of issues related to poor execution, administration, and an absence of monitoring mechanisms from the proposed support structures. This is a dilemma effected by lack of quality assurance in evaluating set objectives that are meant to support youth-owned businesses. The discernment from the discussion led to respondents expressing how other challenges existed that were deemed the most influential in preventing success as an entrepreneur. This consultation with the respondents presented the opportunity to understand two objectives of this research. The objectives relate to understanding government strategies aimed at supporting TVET graduates in establishing their businesses as well as determining challenges that TVET students often face in establishing their businesses.

Participants shared how they have observed the intense red tape that exists in the country. It was shared by one participant that the system somehow always changes to accommodate a certain group of people. An example was made of how a certain company's funding requirement would expect small businesses to have a R500 000 annual turnover before being funded, a condition which already excludes emerging entrepreneurs. Another example was shared of how South African entrepreneurs are generally disadvantaged from succeeding, for example by having to compete with international producers like the Chinese, who make it more difficult to get an upper hand in mass producing.

“The issue with mass producing comes with being required to produce references of past jobs where I as a young and emerging entrepreneur previously mass produced for a certain company...”

These kinds of circumstances make it impossible to get around as foreign entrepreneurs always have the upper hand. The same government that ostensibly encourages an increase in entrepreneurial activities also makes it almost impossible for emerging entrepreneurs to succeed. This situation thus obviously adds to the long list of challenges that prevent successful entrepreneurial start-ups.

Another influential challenge was related to the limited workspace for young entrepreneurs. A lack of access to tailor-made space with adequate resources only adds to the number of challenges that prevent entrepreneurial success. Consequently, lack of involvement from experienced industry mentors was revealed as being another contributing factor. During the discussion, respondents shared how they lacked knowledge on matters related to tax compliance, business registration, as well as attaining relevant documentation needed before applying for funding. The lack of exposure and preparation for obstacles like these affects even the most successful entrepreneurs. The incubator is deemed as a productive support system that closes the gap of lacking the varied skills required in the early stages of any business. Another respondent expressed how he felt that the incubator programme curbed a lot of other extended challenges due to the type of support he had received from the space.

As all the respondents are placed in the incubator, they also narrated how factors such as time management, limited resources, lack of financial and business management skills, not knowing your market, operational, pricing, marketing, capital, and administrative costs are challenging to maintain upon establishing a business. These factors were also shared as being the same as those that were discussed under the question that related to other conditions that were considered most critical in establishing businesses amongst graduates. Additionally, the discussion provided more clarity towards the research objective which intends to identify entrepreneurial barriers that directly affect the process of establishing a business.

It was identified through the group discussion that collaboration was one of the most underestimated powerful factors in young entrepreneurs. When emerging entrepreneurs make a point of working together and helping each other on the journey, often the challenges somehow become more bearable. Furthermore, these graduates seemed to agree with one of the respondents that there were other external and personal factors that affected their journey of running businesses as youngsters. These were listed as ranging from a lack of adaptability amongst the African race, “pull him/her down” syndrome, greed, and selfishness with information. Additional factors mentioned subsequently included a lack of transparency from government initiatives targeted at supporting youth entrepreneurs, and a lack of family support by means of capital. Another respondent shared how young, black entrepreneurs lack clear vision, perseverance, and the skill of separating personal and business finances.

4.4 Conclusion

Data presented in this chapter highlights interpretations of the relevant participants from the identified incubator. This data was collected from discussing challenges faced by TVET entrepreneurship graduates in establishing their own businesses. Discussions from the above led to the discovery that due to high unemployment rates amongst youth and with the economy not having adequate solutions to accommodate graduates, young people have over the years started to resort to entrepreneurship as the solution instead of seeking employment post-graduation. This has not only been encouraged by the government’s intervention in trying to solve economic issues; however, passion and intent have also been shown to play a role. Several factors were identified as the primary sources of failure in establishing one’s business and seeing it grow from the developmental stage. These were reported to include limited resources, lack of mentorship, lack of transparency, limited financial literacy, a traditional theoretical teaching approach, lack of tailor-made working space with adequate resources, lack of consistent support as well as lacking readiness to handle business challenges. Respondents, however, reported that the incubator programme offered by the TVET college had influenced their journey to becoming self-reliant entrepreneurs. They also shared that more

integration of these kinds of programmes could result in a lot more graduates venturing into entrepreneurship only if they gain the right amount of support. This led to a discussion of how there is a great need for improvement in the teaching content as it does not align with the current needs of the economy. Limited partnerships between entrepreneurially focused businesses and TVETs were deemed as contributing factors to limited entrepreneurial world exposure. Respondents further alluded that the existence of some challenges will remain despite government efforts and will therefore continue contributing to the failure of youth-owned businesses, as solutions are not well implemented, monitored, and evaluated over time.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter will discuss the main findings of the research in relation to the study objectives and based on the findings discussed in Chapter 4. The preceding chapter displayed the findings of the investigation using the information gathered to establish the challenges faced by TVET entrepreneurship graduates in establishing their own businesses. A summary of the findings, limitations, recommendations for further studies and conclusions are presented in this chapter. This is done in accordance with the study's literature review, objectives and the research analysis presented in Chapter 4.

5.2 Summary of the findings

Although entrepreneurship cannot solve the problems faced by youth in general, it can be perceived as possessing significant potential in acting as a solution. Research has shown that many youths view starting a business as the last option to being employed, which is a thought that often comes after advancing in one's education but still being faced with unemployment. Therefore, the primary objective of this research aimed to understand the challenges faced by TVET entrepreneurship graduates in establishing their businesses. Subsequently, secondary research objectives were aimed at the following:

- Identifying entrepreneurial barriers that directly affect the process of establishing a business.
- Understanding governmental strategies that aim at supporting TVET graduates in establishing their businesses.
- Developing strategies that will assist in overcoming barriers that often confront graduates in their attempt to establish their businesses within the Motheo district.

To create a link between chapters that address literature, methodology and analysis of data, and the objectives mentioned in Chapter 2, a brief discussion of each

chapter is given below which serves to provide evidence that research objectives have been met.

Chapter 2

The information for this chapter was gathered by consulting a variety of related sources to order to get a thorough understanding of the study issue. The idea and theoretical foundation of motivation were covered in this chapter. The research found that there were initial obstacles that grew into problems that prevent young people from starting businesses. This chapter also addressed the influence of the Department of Higher Education and Training towards young people in their entrepreneurial endeavours. The chapter went through the history of entrepreneurship in South Africa and the necessity to enhance present government initiatives to not only boost the economy but also generate jobs for others.

Chapter 3

This chapter covered the research methods used for this study and the justification for the strategy used. The chapter also covered the instruments, including research design, target population, sample size, and method of data collection, as well as a description of the types of respondents that were necessary to gather data for the study. The technique used to collect and evaluate the data necessary to find answers to the research objectives is also included in the process.

Chapter 4

Considering the lack of promotion of entrepreneurship as a career option in the country, the educational system is perceived as fostering corporate culture, thus promoting employability after graduation. When asked about the challenges deemed influential in preventing success as entrepreneurs, participants expressed that financial access systems, business registration processes, government interventions, and entrepreneurial education and training were the biggest obstacles

for them as aspiring young entrepreneurs. Although respondents acknowledge the existence of the government in this space, it was expressed that a minor portion of that support is transparent and easily obtainable. Furthermore, the three most influential aspects that prevent young people from starting their own businesses were deemed to be a lack of entrepreneurial education, access to capital, and lack of business support services. Participants shared that current programmes for entrepreneurship need to be better suited to their requirements. Further findings of this study revealed that in terms of the business climate, the restricted availability of financing for start-up capital was due to young people's insufficient collateral and lack of financial experience.

5.3 Recommendations

5.3.1 Redesigning Entrepreneurship Education in TVETs

Currently, entrepreneurial education focuses solely on examinations while there exists a great need for entrepreneurship education to be aligned with everyday business challenges as an addition to entrepreneurial career preparation. To effectively restructure entrepreneurship education in TVET colleges, the redesigning of the current curricula to align them with the desired kind of entrepreneurial education could first be implemented by analysing the effectiveness of current programmes towards the needs of the South African market, an approach that would ensure that college graduates are trained exclusively in skills that are market necessary. Furthermore, the strategy could be more effective if the TVET curriculum is updated on a regular basis to effectively realign its educational content. This proposal seeks to align with the objective which focuses on the development of strategies that seek to assist in overcoming barriers that often confront graduates in their attempt to establish their businesses within the Motheo district.

The approach could also include teaching prospective entrepreneurs to avoid recruiting people for their companies in the beginning phase and rather to have them concentrate on strengthening their businesses with as few outside influences as possible. This allows them to be more involved in the running of their businesses

thus cutting down on costs in return. South African TVETs could adopt entrepreneurial courses from countries that have comparable economic status and conditions. The process of redesigning of curricula should include businesses, colleges, and the DHET. Lastly, TVETs could make it mandatory for each final-year student to graduate only upon presenting a viable business idea that is assessed by entrepreneurial experts from different sectors whose careers fall within skills development. This approach thus proposes an enhanced innovation for training opportunities and the need to integrate entrepreneurship studies into all TVET faculty programmes.

5.3.2 Government interventions in enhancing entrepreneurship ventures

While there are current government initiatives that have been developed to foster youth entrepreneurship, they are not well known by most of the youth in South Africa due to their lack of publicity. Though we live in the era of technology where information is easily accessible, a great gap still exists where aspiring entrepreneurs struggle to get hold of tangible information on assistance offered by the government. To mitigate this ordeal, the government could reach out to rural and urban communities across the country equally to formally publicise existing opportunities and information to aspiring young entrepreneurs. As a strategy to align with the primary objective as well as one of the secondary objectives which relates to understanding governmental strategies aimed at supporting TVET graduates in establishing their businesses, the visibility of youth development agencies such as the NYDA, SEDA, and SETAs should enlarge to reach prospective entrepreneurs. This intervention could be followed by the easing of access to resources as well as putting in place entrepreneurial measures that are fair and transparent to encourage the youth to participate in enhancing the economy through entrepreneurship. In essence, an explicit, visible governmental campaign to profile entrepreneurship as a worthy pursuit should be designed and executed to drive youth entrepreneurship within the country.

5.3.3 Intentional collaboration between private and public sector entities

To corroborate with the objective which speaks to apprehending governmental strategies focused in the support of TVET graduates in establishing their businesses, coordination between private businesses and government entities such as TVETs should be encouraged and maintained to purposefully improve entrepreneurial activities in the country. The mandate needs to deliberately encourage specific private business groups in establishing links to continuously support government colleges to develop long-term entrepreneurship activities. The approach needs to be monitored on a regular basis to ensure its effectiveness. The private sector could also make deliberate efforts to make it mandatory to adopt these graduates as part of their corporate social responsibility. To expand this collaboration, the government should develop a programme that encourages well-established businesses to embrace new SMMEs that participate in TVET learners' placements, an approach that would be systematic in enhancing entrepreneurial activities. Finally, cross-collaborating between traditional universities and TVETs should be normalised. The mandate would be for these universities to work with TVETs in their area to encourage and support them by offering bursaries to students that come up with innovative entrepreneurial ideas, and for other students to gain effective entrepreneurship education and skills support. This recommendation also supports the first objective which focuses on the determination of challenges TVET students often face in establishing their businesses.

5.3.4 Social media advocacy for the urgency of entrepreneurship in the country

Elevating the role and importance of entrepreneurship at large should be an important component of driving economic growth in the country in response to achieving the main objective of the study. This could be followed by enhancing efforts that aim to promote entrepreneurial activities by explicitly and consistently communicating through social media platforms. Seeing that many youths are exposed to social media, it is thus essential to raise entrepreneurial support where there is easy access for these individuals. This strategy will concurrently strengthen

the objective of identifying entrepreneurial barriers that directly affect the process of establishing a business.

The message should emphasise the need to create productive citizens with entrepreneurial skills and qualities to boost the number of people that add to economic stimulation. Another approach could be to establish drivers of entrepreneurial activities that aim to use modern technological marketplaces to assist in expanding the need for entrepreneurial participation from the youth. This space should be used to attract prospective and eager entrepreneurs, raise the entrepreneurial profile, and foster business partnerships and support among those with similar business ideas. Similarly, this could also lead to an increase in collaboration between existing and prospective entrepreneurs to stimulate economic growth. This approach, however, would need proper monitoring to help mitigate the risk of well-established businesses and other individuals being exploited.

5.3.5 Investment toward building more entrepreneurial incubators in the country

Since incubators have been witnessed by the respondents of this research as having played an important role in getting their businesses off the ground, it becomes important to suggest that all TVET colleges invent their own incubators. These incubators should be externally monitored and evaluated by the relevant SETAs and DHET to ensure their continuous functioning according to their sole purpose. Subsequently, these incubators will serve solely as a cooperative initiative created to aid in the success of emerging businesses to tackle some of the issues that are frequently experienced when starting a business. To effectively achieve both objectives that focus on understanding governmental strategies and strategies that could be developed to assist TVET graduates in overcoming barriers that often become a barrier when attempting to establish their businesses within the Motheo district, this recommendation could even be adopted by the local government.

These incubators may aid with elementary business operations, extensive business training programmes, networking, marketing strategies, copyrights, financial management support, and regulatory matters. They may also provide access to resources, a network of mentors and investors, as well as meeting technical

requirements for modern business structures. These incubators will thus serve a vital role before, during, and after each of the three stages of incubation are complete to ensure that participants do not add to the high number of businesses discontinuing in South Africa.

5.3.6 Inclusion of TVET entrepreneurial graduates in corporate social responsibility

To further strengthen the two objectives which relate to the above recommendation, another alternative that ensures that TVET graduates that aspire to be entrepreneurs are extensively supported, companies across all sectors could investigate absorbing graduates for training as part of their corporate social responsibility. This concept could form part of the organisation's external social pillar. This strategy could be used to promote social development by working to establish a partnership with a start-up business, providing the opportunity for them to develop and enhance their skills and abilities, achieving business objectives, and ensuring that these small businesses operate to the satisfaction of their clients. The goal can be to improve and advance these graduates by helping to focus on business management education, obtaining funding, and receiving the full range of business services they require to launch and expand their businesses. This approach could result in more young people being empowered with the help of investment profits from successful participants.

5.3.7 Encouraging entrepreneurial activity through social entrepreneurship among the youth

Several research shows that modern-day youth is more concerned about social needs that affect individuals, the environment, and society which ultimately require prompt social solution to effect change. To ensure that the South African economy tackles issues around high youth unemployment rate and a slow growing economy, the youth could be steered in a direction to start businesses that not only benefit themselves but their societies. This could be done by ensuring that graduates and

the youth in general are encouraged to enhance their skills and competences by seeking occupations that possess a social and environmental effect. Additionally, there could be a program whose mandate is to provide funding to young entrepreneurs whom their major part of businesses focuses on benefiting the community. As a requirement for attaining financing, prospective entrepreneurs will need to provide a business plan that proposes long-term social change. This would necessitate the addition of professionals to manage these initiatives, increasing awareness of the social economy through strengthening skills and competencies to support emerging entrepreneurs. This proposal advocates for the secondary objectives which intends to develop strategies that seeks to assist in overcoming barriers that often confront graduates in their attempt to establish their businesses within the Motheo district.

5.4 Limitations of study

The study notes that there are constraints that affect the study's findings, hence it cannot guarantee to have tackled most of the challenges faced by TVET entrepreneurship graduates in establishing their own businesses. Furthermore, the study was limited to one province, which makes up a small percentage of the entire population, making it impossible to generalise the results to all South African TVET graduates. Some of the respondents who were expected to take part in the group interview were not present on the day of the discussion since they are just starting their businesses. Despite being aware of the session in advance, they nonetheless attended to their business demands instead, which is why this situation occurred. The researcher did arrange for them to continue participating at a time convenient to them, to accommodate their needs. A further limitation was that the study's respondents were limited to TVET students in the Motheo area, leaving potential for more research.

5.5 Consequences for future research

This study intends to add onto already existing studies on entrepreneurship. The research also adds to the research in the field of education and training, which has an impact on current entrepreneurship training programs by pointing out areas where private and public organizations should allocate more resources to advance this field. Therefore, the findings of this study may be seen as a steppingstone in the entrepreneurial research space. However, as this research followed a qualitative methodology with focus only being on TVET graduates, a further study using a quantitative methodology and a bigger sample size should be carried out. This will boost validity in the entrepreneurial field. Additional research on this topic will also lead to the recognition to design structured entrepreneurship programs within the higher education sector. This approach could also raise awareness towards the need to provide more resources to emerging entrepreneurs to enhance the chance for economic growth and thus minimize the reliance on the government. Lastly, future studies may utilize entrepreneurial tools and frameworks to determine the effectiveness of current entrepreneurial assistance towards the challenges faced by graduates when trying to establish their own businesses.

5.6 Conclusion

It has been acknowledged that there are some factors that previous research has found to be most influential in the youth's attempt to reduce challenges that they face when trying to better their lives through entrepreneurial activities. As this study seeks to investigate the difficulties faced by TVET entrepreneurship graduates in starting their own businesses, it has been observed that there are some challenges that previous research has shown to be particularly problematic. The problem statement and a literature review on the challenges TVET entrepreneurship graduates face in starting their own businesses were both covered in the first and second chapters of the research. The technique of gathering data for the study was outlined in Chapter Three, and Chapter Four analysed and interpreted the data. The data from the study identified a variety of factors that have consistently been recognised as the leading causes of failure to develop a business among entrepreneurial graduates. A

summary of the data collected, and suggested recommendations, were provided in the fifth chapter.

Understanding governmental initiatives intended to aid TVET graduates in starting their own businesses was one of the study's secondary goals. The study proved that entrepreneurship is a supplement to the labour market, which cannot currently accommodate all graduates from all sectors. To successfully eliminate and monitor the alleged red tape that is now in place, it is necessary for governmental and commercial institutions to work together closely to promote young entrepreneurship in TVET colleges. The study also detailed the present shortcomings in the entrepreneurial curriculum in the context of TVET and recommended potential enhancement solutions.

The report urges the DHET to look closely at the research-related theories on this subject and their suggestions for potential approaches to promote entrepreneurship as a profession rather than a module. The researcher hopes that the results and suggestions would be considered since they have the potential to enhance the entrepreneurial environment at higher education institutions, particularly TVETs. It is important to emphasise that the influence of entrepreneurial studies has a significant impact on students' decisions to pursue entrepreneurial activities as a profession. In conclusion, significant investments in and inclusion of entrepreneurial activities among TVET students would decrease unemployment among young graduates with the help of firm and transparent organisations that seek to promote long-term economic growth in South Africa.

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ANNEXURES

Annexure I: Research questions

1. What expectations did you have with regards to becoming a successful entrepreneur upon completing your entrepreneurial course?
2. What challenges do you deem as the most influential in preventing your success in becoming an entrepreneur?
3. What kind of skills and training would you want to be prepared for to mitigate the challenges of becoming an entrepreneur after completing entrepreneurial studies?
4. What other conditions do you think should be considered most critical in establishing businesses amongst graduates?
5. What do you consider as the elements that would provide continuous support for younger entrepreneurs in particular while running their businesses?
6. How can entrepreneurship studies be improved as a mechanism to foster economic development through prospective young entrepreneurs?
7. Why do you think the youth are still struggling to establish their own business while there is existing support from the government and private sector?