

Impact of enterprise development training on the performance of
small retail businesses in Gauteng

***A research proposal submitted to the Faculty of Commerce, Law and
Management, University of the Witwatersrand, in partial fulfilment of the
requirements for the degree of Master of Management in Entrepreneurship
and New Venture Creation***

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ABSTRACT

Context - Small, Medium, Micro Enterprises (SMMEs), which include small retail businesses, are considered as how South Africa's national development plan (NDP) will achieve its socio-economic goals. The NDP aims to ensure growth and sustainability in the country by having 90% of jobs created by SMMEs by 2030.

Motivation of the study – Many other research studies have investigated how enterprise development training affects small and medium-sized enterprises in South Africa, but few, if any, have zoomed into how it affects small retail enterprises' performance, particularly in the region of Gauteng. It has, however, been argued that SMME owners who possess the right skill set will be able to obtain a significant advantage over their rivals who have not received skill training.

Research purpose – This research study, therefore, sought to investigate the impact of enterprise development training on the performance of small retail businesses in the Gauteng province.

Methodology – The study was quantitative and comprised 34 closed-ended questions which were designed to draw primary data from the sample population using an electronic interview survey questionnaire. Data from 132 respondents was received, cleaned out and then analysed using various mathematical modelling tools such as the Little MCAR test, regression analysis and multiple linear regression.

Main findings – This research study finds that enterprise development training has an impact on the performance of small retail businesses in the Gauteng province.

Contributions / Value Add – This study contributes to the existing body of knowledge by showing that enterprise training development has an impact on small retail businesses in Gauteng. It also inspires SMME owners of small retail businesses to embrace enterprise training as it has huge potential to unleash them in the South

African economy. Policy makers have also been challenged to consider making internet connectivity affordable among small retail businesses.

Key words – Training, retail, small, business, Gauteng, enterprise, facilitator, entrepreneurial intent SMME

DECLARATION

I, Cleopatra Mwansa Kazhila declare that this research report is my own work except as indicated in the reference and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in the Field of Entrepreneurship and New Venture Creation at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university. Cleopatra Mwansa Kazhila Signed at Wits Business School On the 29 days of February 2024.

DEDICATION

This research is dedicated to my dearest parents, Mr Sylvester Mupeta and Mrs Judith Chanda Lambele for showing me how to love God, to have wisdom, to giving others, to follow the Light of Jesus, sacrifices and the encouragement have made me to be the person I am today, a product of small retail business and currently employing seven families over the period of more than ten years.

To my beloved husband Moses Kazhila for your continued patience, knowledge, input to this wonderful study of fitted Facilitator to small retail businesses, support and understanding me throughout this journey of studying and driving through N1 in the night always by my side believing in me, you have been my strength.

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Lastly, to my priceless grandchildren, Simon and Moriah, may this study inspire you to become the best entrepreneurs in your time and disrupt the business and medical world with your skills.

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TABLE OF CONTENTS

ABSTRACT	i
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES	ix
LIST OF FIGURES.....	x
1. INTRODUCTION	11
1.1 Context of the study.....	12
1.2 Problem statement	14
1.3 Contribution of the study.....	18
1.4 Delimitation of the study	19
2 LITERATURE REVIEW.....	20
2.1 Introduction.....	20
2.2 Enterprise development training for SMME's in South Africa	20
2.2.1 Enterprise development training for SMME's in retail business.....	21
2.3 Post Covid-19 survival strategies (mitigants) for small retail business	22
2.3.1 Adoption of ICT solutions	23
2.2.2 Maintaining a strong online presence.....	23
2.2.3 Comprehending and serving shifting consumer choice behaviour.	24
2.4 Enterprise training theories for SMME's	24
2.4.1 Enterprise performance training theoretical model for SMME's.....	26
2.4.2 Conceptual framework.....	27
2.5 The impact of enterprise development training on small retail business in Gauteng province of South Africa.....	28
2.5.1 Entrepreneurial success themes and facilitators profile.....	30
2.5.2 Business skills and knowledge	30
2.5.3 Business plan utilisation	31
2.5.4 Facilitators profile	32
2.6 Conclusion of Literature Review	32

3	RESEARCH METHODOLOGY	34
3.1	Research Methodology/Paradigm	34
3.2	Research design.....	35
3.3	Population and Sample	36
3.3.1	Population	36
3.3.2	Sample and Sampling Method	37
3.4	The Research Instrument	38
3.5	Procedure for Data collection	39
3.6	Ethics.....	40
3.7	Data Analysis and Interpretation.....	40
3.8	Limitations of the Study	40
3.9	Validity and Reliability.....	41
3.9.1	External Validity.....	41
3.9.2	Internal Validity	41
3.10	Consistence Matrix	42
4	DATA ANALYSIS AND INTERPRETATION	45
4.1	Introduction.....	45
4.2	Data screening	45
4.3	Sample Characteristics.....	45
4.3.1	Role of respondents	45
4.3.2	Number of years in current retail business	46
4.3.3	Number of employees	47
4.3.4	Annual revenue of your retail business.....	48
4.3.5	Geographical location of your retail business	48
4.3.6	Highest level of education	49
4.3.7	Descriptive Statistics	50
4.4	Validity.....	54
4.4.1	Hypothesised Model.....	54
4.4.2	Pruned Model	60
4.5	Correlation analysis	65
4.6	Hypothesis testing – SEM	66
4.7	Conclusion.....	74

5	DISCUSSION OF FINDINGS OF STUDY AND RECOMMENDATIONS	75
5.1	Introduction.....	75
5.2	Size of study sample	75
5.3	Profiling of characteristics of survey respondents.....	75
	5.3.1 Role of respondents	75
	5.3.2 Number of years in current retail business	76
	5.3.3 Number of employees	76
	5.3.4 Annual revenue of retail businesses.....	77
	5.3.5 Geographical location.....	77
	5.3.6 Educational levels	77
	5.3.7 Discussion pertaining to hypotheses	78
5.4	Conclusion of this Chapter	82
5.5	Summary of purpose of the study, research question and findings	83
5.6	Implications of and recommendations from the study.....	83
	5.6.1 Researchers	83
	5.6.2 SMME owners of retail business	84
	5.6.3 Policy makers	84
5.7	Limitations of the study	84
5.8	Suggestions for further research	84
	References.....	85
	Appendices.....	94
	Appendix 1: Draft Cover Letter	94
	Appendix 2: Draft Consent Form	96
	Appendix 3: Actual Research Instrument	98
	Appendix 4: Ethics Clearance Certificate	116

LIST OF TABLES

Table 1A: A table of constructs, items, sources

Table 1B: Consistency Matrix

Table 2: Entrepreneurial Success Themes - Descriptive Statistics

Table 3: Business Knowledge and Skills - Descriptive Statistics

Table 4: Business Planning - Descriptive Statistics

Table 5: Approaches to Learning - Descriptive Statistics

Table 6: Factor Loadings – Hypothesised model

Table 7: CR, AVE, MSV, MaxR(H) and Fornell-Larcker Criterion Values – Hypothesised model

Table 8: Final construct composition, Cronbach's Alpha, CR and AVE

Table 9: CR, AVE, MSV, MaxR(H) and Fornell-Larcker Criterion Values - Pruned model

Table 10: Model Fit Indices

Table 11: Descriptive statistics and Correlation analysis

Table 121: SEM Regression weights

Table 132: Direct and indirect effects for mediation testing

LIST OF FIGURES

Figure 1: Enterprise training model and constructs

Figure 2: role of respondents

Figure 3: Number of years in current retail business

Figure 1: Number of employees.

Figure 5: Annual revenue of your retail business

Figure 6: Geographical location of your retail business

Figure 7: Highest level of education

Figure 8: CFA - Hypothesised model

Figure 9: Pruned model

Figure 10: SEM Model

Figure 11: Revised Pruned model

1. INTRODUCTION

Small, Medium, Micro Enterprises (SMME's) such as small retail businesses are regarded as the instruments for the attainment of socio-economic objectives enshrined in the national development plan (NDP) of South Africa, whose goal is that of SMME'S creating 90% of employment by 2030 to ensure growth and sustainability in South Africa.

Matekenya & Moyo, 2021). In South Africa, SMME's are regarded as key drivers of employment, innovation and economic growth. In fact, the survival of an ordinary South African is dependent on the growth and sustainability of SMME's due to their ability to promote and improve the welfare of the population (Tsatsenko, 2020). Bearing in mind the economic importance of small business activity in the country, the South African government (GSA) has promoted and supported SMME's through several agencies and large business organisations alike have created an enabling environment through policies and programs to support small businesses towards sustainability (Makhubele & Nieuwenhuizen, 2016). SMME's are usually supported through preferential procurement, supplier diversity, enterprise development and supplier development programs.

The South African government and large corporates have particularly employed enterprise development programs as one of the key elements on Broad-Based Black Economic Empowerment (BBBEE) policies in place solve the challenges that are retarding the growth and sustainability of SMME's, such as high failure rate due to inadequate entrepreneurial skills, weak revenue generation, reduced profitability, and the lack of funding (Fatoki, 2018). Enterprise development programs such as in stages of incubation, acceleration, and in training and corporate sponsorship have served as a vehicle through which SMME's have overcome these challenges to become independent and self-sustaining business (Hong & Lung, 2016).

Many other research papers (Khoza & Msimango-Galawe, 2021; Zondo, 2019; Ngqongisa, 2018; Mayombe, 2016; Malindi, 2014 & others) have explored the impact of enterprise development training on SMME's in South Africa. However, few have

focused on its impact on the performance of small retail businesses specifically in the Gauteng province. Gauteng is the most populous province in South Africa with a population increase of over twelve million according to the 2011 census; high population requires job creation and job creation leads to improved living standards and economic growth (Lehohla, 2015). Therefore, retail businesses in Gauteng should be supported to meet the growing demand of job creation in the province. This leads us to a very important question: Can enterprise development training impact positively on the performance of small retail businesses in Gauteng?

1.1 Context of the study

Ndege (2015) postulated that it is pertinent to develop SMME's in order to grow national economies across the world, further supported by and Vân Praag (2003) who that even leading economies around the world depend on the growth and sustainability of their SMME's for , job creation and sustained growth throughout the economy. This attaches immense importance to this section of business activity that a new government ministry; the Ministry of Small Business Development was formulated in early 2014 to support SMME's in the country (BER Commissioned Research, 2016).

Despite such seriousness to national economic development and recovery, accentuated by Global Entrepreneurship Monitor 2022/2023 global report in their latest report (Hill, Lonescu-Somers, & Martinez, 2023) little attention is given to training in the creation and management of SMMEs in South Africa as compared to other countries across the world (Bhorat, Asmal, Lilenstein, & Van der Zee 2018).

Enterprise development training is a carefully crafted strategic initiative aimed at augmenting the competencies and operational effectiveness of businesses, with a specific focus on small and medium-sized enterprises (SMEs). Within the realm of small retail enterprises, this type of training typically encompasses a range of modules delving into areas such as financial resource management, tailored marketing methodologies, optimizing customer service standards, effective inventory control practices, and meticulous business strategizing.

The province of Gauteng, widely acknowledged as the economic powerhouse of South Africa, stands as a significant epicenter for housing a notable concentration of these small-scale retail establishments. Undoubtedly, these enterprises wield substantial influence within the local economic landscape, exerting meaningful contributions towards the facilitation of job opportunities, alleviation of poverty, and the sustenance of overall economic advancement within the region (Rogerson, 2020; Radipere, 2022).

Small and Medium Enterprises (SMEs) play a crucial role in the economy of Gauteng, the smallest province in South Africa by land area yet a significant contributor to the national GDP. As noted by Sitharam and Hoque (2020), SMEs are a cornerstone of the local business sector, providing substantial employment opportunities despite facing various challenges. These challenges include limited access to capital, regulatory obstacles, and stiff competition from larger corporations.

Despite the adversities they face, SMEs in Gauteng display remarkable resilience and adaptability. Their ability to navigate these obstacles not only sustains their own businesses but also drives economic diversification and innovation within the region. Through their contributions, SMEs in Gauteng are instrumental in shaping the economic landscape, fostering growth, and propelling the province forward.

The Gauteng Department of Economic Development's (2021) recognition of the importance of SMEs underscores the pivotal role these businesses play in the local economy. By supporting and empowering SMEs, Gauteng can harness their potential for sustainable development, job creation, and continued economic growth, ensuring a prosperous future for the province and its residents.

The GEM report finds that the environment created by the Covid-19 pandemic and ongoing regional conflicts, namely the Ukraine-Russia war, and the latter publication asserts that enterprise development training speeds up the act of starting and running a new business thus “the new normal” trend in business. Throughout this study and subsequent analysis, the researcher will attempt to emphasise the importance of entrepreneurial training to small retail businesses and how this can impact on their performance.

Solid research has been conducted on extensive reviews and in some cases quantitative analysis; for example, Phillips, Moos, and Nieman, 2014 on enterprise development training programs, and their subsequent importance on SMME's. The works are usually not very impactful as they are often inferential (qualitative) in nature at best, and/or produce vague analysis at worst, as derived from the abstract of the latter article. Whereas in this research study a further step is taken that will adopt a quantitative approach to explain the influence in strength and/or direction of the relationships between key variables. Furthermore, the study is more expansive as it incorporates the four basic elements according to Pretorius, Niemann and Van Vuuren, 2005, who based their adoption on Pretorius (2001)'s model for entrepreneurial skills training, namely the entrepreneurial success themes like motivation, commitment, leadership and so on; business planning such as opportunity, resources, and team; business knowledge and skills like environment, management, marketing, finance and, lastly, approaches to business learning.

1.2 Problem statement

The purpose of this research study is to evaluate how enterprise development training affects the performance of small retail businesses in Gauteng, South Africa. Agyapong (2020) points out that while there are many different types of training programs designed to improve business capacities, there is a lack of empirical data demonstrating how effective these programs are at producing observable improvements in business outcomes. This research study focuses on how these programs translate into measurable improvements in performance metrics, such as increased sales, higher customer satisfaction scores, and general business growth and sustainability. The study aims to shed light on the underlying causes of these outcomes.

Management gap

The lack of effective managerial skills and knowledge in small retail businesses in Gauteng often hinders them from reaching their full potential (Nieman & Nieuwenhuizen, 2021). Despite the widespread promotion of enterprise development training as a solution, there is a notable gap in assessing its actual impact. This study

aims to address this gap by investigating the correlation between engaging in enterprise development training and the subsequent performance of small retail businesses in Gauteng. Such an exploration is vital for policymakers, training providers, and business owners alike, as it can offer insights for enhancing the design and delivery of more targeted training programs that cater to the specific requirements of small retail enterprises (Fatoki, 2021).

Training in the small retail businesses sector is meant to be targeted for the intended growth and desired performance of the business. Training is vital to boost business acumen, however, it must be relevant to SMME performance to induce the potential to grow and be sustainable i.e., is the content of the requisite quality that will scale up in intended outcomes, and what effective approaches to facilitation do the trainers use in training?

Targeted training should be measured appropriately with outcomes based on transforming SMME's into major players in the domestic and/or local retail markets, and this should reflect in their performance metrics. Enterprise development performance metrics are distinguishable as an: Increase in Revenue (IIR), Profit (P), and Job creation (Jc).

Enterprise development training is intended to assist those SMME owners who lack, in confidence helping to ensure business sustainability, hence retain jobs and to encourage job creation resulting in increased revenues and hence company profits are also expected to increase. That is to say: Enterprise development training has a positive relationship with performance. However, as training is only as effective to the extent to which it is put into practice, in the absence of visible players emerging as viable competitors in mainstream markets, with all the training going around it begs the question - Is it helping? Does the facilitation of training initiatives yield educational outcomes for a significant improvement of entrepreneurial performance: More precisely, do the approaches to learning and the facilitator's role have an impact on, entrepreneurial intent? Research purpose, research question and aims of the study.

The primary focus of this study is to examine the impact of enterprise development training on the performance of small retail businesses operating in the province of Gauteng. This exploration is expressed through the following refined sub-statements:

- **Evaluation of Sales Performance:** The study aims to investigate the correlation between participating in enterprise development training programs and the subsequent sales performance of small retail enterprises in Gauteng.
- **Analysis of Customer Satisfaction:** An integral part of this research involves assessing the effect of enterprise development training on the levels of customer satisfaction experienced within small retail businesses in the region of Gauteng.

The purpose of this research study is to investigate the impact of enterprise development training on the performance of small retail businesses in the Gauteng province. It is argued that with the proper skill set, SMME owners would become empowered to gain an important edge over competitors who have not undergone skills training. Primarily, the objective seeks to unlock the potential within SMME owners; in the form of previously disadvantaged individual (PDI) owned retail, identified by black owned retail enterprises that operate in the South African economy through deliberate and well-defined enterprise training interventions, targeting start-ups, and emerging enterprises in the South African retail sector.

Kessy and Temu, (2010), argue that financing/credit alone cannot influence SMME performance, rather acquiring training and an education serve to motivate for the same cause. Imparting basic skills among SMME owners moves the enterprises to the next level (Munene, 2008). More precisely, this study intends on revealing the extent to which SMME's whose owners expect high educational achievements translate development training into higher revenues, jobs created and profitable enterprises.

Through a comparative impact analysis, this study compares the performance of SMME's who have undergone enterprise development training to test whether it enables participants to change in behaviour and in their perceived entrepreneurial activities or not. It will specifically focus on measuring the impact by analysing the effect of enterprise development training on the Entrepreneurial intent of the retail

business before and after such businesses engaged in the enterprise development training program.

This study undertook to assess the gaps and deficiencies encountered in translating acquired skills into business and their effects on performance by posing the following research question:

Does the role of the facilitators through their experience, skills and knowledge transfer of enterprise development initiatives yield educational outcomes for a significant improvement on entrepreneurial performance over the roles of motivation (persistence, leadership), entrepreneurial skills (creativity, risk taking, opportunity/innovation), and business skills?

Conceptual definition of terms

This research will focus on the training aspect of enterprise development and how enhanced entrepreneurial skill can improve the performance of small retail businesses, specific to the Gauteng province of South Africa.

Enterprise development

Defined by the International Labour Organisation (ILO) as: "The process of supplying capital to small businesses and mentoring potentials and programmes, amongst others, and most essentially, the provision of loans for existing businesses" (ILO, 2013; p.45).

In the South African context, it can be defined as a means by which bigger corporates contribute to black owned suppliers and black owned businesses (Galawe, 2020). As such, the definition is translated to fit the intended purpose in the given context. The

following definitions describe the concepts in the context of this study and will be understood as such hereafter.

Enterprise development Training

Defined as conventional and orderly modification of the inter-personal skill of small retail entrepreneurs through learning which happened because of instruction, planned experience, education and development (Mayuran, 2016).

Small, Micro, Medium Enterprises

The definition of SMME's in the South African context refers to broad range of businesses namely registered, informal and non-VAT registered organisations (The DTI, 2008).

Small retail businesses

Is defined as a business enterprise which sells mainly to the final consumer for non-business use (Kumar, 2012).

1.3 Contribution of the study

This study fills a gap congruent to the policy interventions e.g., National Development Plan (NDP) that have been developed to address the systematic exclusion of the majority of South Africans from full participation in their economy. The research will also assist SMME retailers in the Gauteng province to attach more importance to enterprise development by instituting programmes that drive economic transformation by a transition of ownership, strategic management, and control of factors of production by previously marginalised communities.

This research will provide insight and guidance on what mode of strategic training intervention; driven by the GSA (through appropriate legislative frameworks) and supported by key stakeholders e.g., the private sector, appropriately expands enterprise development training needs to make a significant impact on SMME protection through revenue generation and profits, job creation, poverty alleviation and economic transformation.

1.4 Delimitation of the study

This research will focus specifically on enterprise development training and its impact on small retail performance in the Gauteng province of South Africa. Therefore, the research will not analyse the entire business activity of SMME's in the Gauteng province but rather a segment of it.

2 LITERATURE REVIEW

2.1 Introduction

Retail businesses experienced shockingly high growth in the 2000's globally, coincidentally perhaps consequently, the industry almost doubled in growth between 2003 and 2008 with a high of \$14.4 Trillion (IMAP, 2010). The global recession that followed, as well as recent global shocks such as the Coronavirus (Covid-19) pandemic have forced businesses to constantly innovate evolving entrepreneurial mindsets to high levels of alertness. For example, the majority of surviving business have had to adopt digital transformation and change or transition to agile, dynamic designs, i.e., Systems thinking approaches in their business operations.

Retail businesses are seeking creative ways to mitigate unnecessary costs, such as the reduction of the physical size of stores by going hybrid (online and physical), reducing employee head count through online sales, decreased inventory on hand along with several other measures, whose goal improves their business performance and sustains the business. The impact of these mitigants on performance; notwithstanding research of the view that small retail businesses can also do well if they were to receive appropriate enterprise development training to enhance their business skills, motivate for constructive and creative strategies for conducting business i.e., low input, high output production strategies.

2.2 Enterprise development training for SMME's in South Africa

South Africa requires an "all hands-on deck" economic system where people excluded from the system can locate jobs or space to commence new businesses. SMME's provide the gateway for this objective to be accomplished. However, SMME's should be strengthened and linked to the major institutions of the South African economy to formulate the foundation for an all-inclusive system where SMME's can contribute towards job creation and improve the standard of living of the population (Small Enterprise Development Agency Report, 2021). The SMME's in South Africa, however, are faced with many challenges. Prior to the Covid-19 pandemic, many

SMME's in South Africa were operating below their level of efficiency (Mbonyane et. al, 2023).

Additionally, measures put in place to enhance SMME's profitability such as planning, inventory management and work study in the Gauteng Province were woefully inadequate (Mbonyane, 2023). Notwithstanding this fact, there were clear indications that the SMME's had started to improve in growth and expansion before the Covid-19 pandemic created unprecedented challenges worldwide (Small Enterprise Development Agency Report, 2021). South Africa experienced entrepreneurial instability during the Covid-19 pandemic. According to the Global Entrepreneurship Monitor (2022), the commencement of the pandemic witnessed 11% increase in the adult population starting a new business in 2019, this figure increased to 17% in 2021 before mitigating to 8% in 2022 clearly underlining the challenges confronting SMME's in the country at large.

2.2.1 Enterprise development training for SMME's in retail business

As already pointed out SMMEs play a significant role in the South Africa's economy, bearing in mind their pivotal contribution towards the country's employment creation, growth and sustainability. The SMMEs in South Africa are divided into groups namely survivalist, micro, very small, small and medium. The classification of SMMEs differs from each sector based on annual sales revenue, size of employees as well as the gross asset value of the enterprise (ILO. 2015). However, high level of informality remains the biggest challenge of the South Africa SMMEs as data clearly points out that two thirds of an estimated 2.25 million of South African SMMEs were operating in the informal economy in 2015 (BER, 2016). The informal sector is dominated by informal retail trade which contributes over 70% of the total output of the informal sector.

Introducing formality to an informal business require accessibility to information for start-up businesses and provision of support services; mitigation and simplicity of regulations that can burden SMME's as well as empowering small businesses in social and policy dialogue. There is also a need for hiring simplification and employment practices that will add value to formal SMMEs. It also involves the development of new

ways to maximise accessibility to market opportunities and finance as well as offering entrepreneurial training and skills development which will lead to job creation, revenue generation and profitability (ILO. 2015). In harmony with the International Labour Organisation Recommendation 204 directing the transition from the informal to the formal economy, the GSA and other role players were charged to address support programmes for SMME's targeted at encouraging transition to formality, growth and competitiveness.

2.3 Post Covid-19 survival strategies (mitigants) for small retail business

Generally defined, training, is regarded as the conventional and structured change of behaviour through learning due to instruction, education as well as development and planned experience, whose main objective in this context, is to assist small retail businesses to achieve their mission. Yahya (2012) points out that endogenous and exogeneous factors affect the demand for training, and that training has a positive effect on the activities of small retail business performance namely profit, revenue and expansion of SMME protection initiatives, adding value to their human resource through job creation and poverty alleviation, and economic transformation.

Small and medium-sized businesses (SMEs), particularly those in Gauteng, have been severely impacted by the COVID-19 pandemic worldwide. The pandemic has made the problems already faced by SMEs worse, resulting in problems such supply chain disruptions, a decline in client demand, and unstable finances (Rogerson & Rogerson, 2021).

Enterprise development training has been essential in helping SMEs adjust to the "new normal" brought about by the epidemic in response to these difficulties. Programs for training have been adjusted to include topics including crisis management, e-commerce, and digital literacy. These modifications have made it possible for SMEs to use technology to support the expansion and survival of their companies (Chimucheka, 2020).

Despite the challenges confronting SMMEs, it is anticipated that post COVID-19 SMME's will likely offer outstanding opportunities for these businesses that have withstood adverse effects and geared themselves towards sustainability (Zahra, 2020). Some of the lessons SMME's have learnt post the Covid-19 pandemic to mitigate closure and enhance performance and remain stay sustainable. Meaning enterprise development facilitation incorporates:

2.3.1 Adoption of ICT solutions

Though spending on ICT immediately after the pandemic may not be cash sensitive since SMME's are trying to stay afloat. However, the learning curve from the pandemic is that investment in information technology is critical for the present and future sustainability of SMME's. Therefore, it will be relevant for SMME's to review their business model to integrate agile solutions which will allow for remote working, customer communication, security improvement and operational cost reduction to stay sustainable (Donga et. al, 2021).

2.2.2 Maintaining a strong online presence.

The focus on e-commerce training and digital literacy has allowed many SMEs to shift their operations online, expand their reach to new markets, and sustain their sales during periods of lockdowns and restrictions (Ratten, 2020). A study conducted by Deloitte (2021) revealed that SMEs that embraced digital technologies and e-commerce platforms during the pandemic demonstrated greater resilience and were better equipped to maintain their operations.

During the Covid-19 pandemic, it became clear that SMME's depending only on a building open to the public will not stand the test of time as government regulations forced closure and limit in person business activities. Consequently, entrepreneurs shifted their focus to online platforms to keep their operations on course (Nhamo, Dube & Chikodzi, 2020). This was in harmony with what Kendall Shaw of Maybach Media as cited by Rios (2020) pointed out during the pandemic, "If you can't go to your store or your location to do business, you have to find another outlet to stay afloat'. Therefore, when SMME's go online, it will prepare the business for any future shock

such as the Covid-19 pandemic providing an opportunity to meet new customers in a new way.

2.2.3 Comprehending and serving shifting consumer choice behaviour.

Researchers are of the opinion that SMME's should analytically forecast consumer behaviour pattern to compete successfully and survive. The key challenge is that when SMME's fail to comprehend the fluctuating consumer behaviour, it will be extremely difficult for the business to realise their performance and growth potential to the fullest, unfortunately researchers are concerned that the SMME's of South African have failed to engage in strategic consumer driven forecasting which can negatively affect SMME's success (Donga et. al, 2021).

2.4 Enterprise training theories for SMME's

The fundamental approaches for explaining the learning-performance relationship of business such as small retail businesses approaches are many; but prominent among these are knowledge-based, resource-based and situational-based theories. The knowledge-based theory focuses on the responsibility of the small retail business to serve as the knowledge deposit with set of programmes and procedures where the small retail business impresses its knowledge to react to the external signals through the transformational process of perpetual learning. It is an undeniable fact that, the knowledge-based theory will help small retail businesses in setting out the technical knowledge, normal, standard, and behavioural methods developed through retention, selection and implementation strategies with the goal of enhancing the relationship between the firm and the external environment (Mayuran, 2016).

The resource-based approach analyses the performance of small retail businesses based on its capacity to acquire and develop its core and unique resources intrinsically. The situational-based approach focuses on the concept of competence. The competence of the individual owners' and the employees of small retail business can be evaluated by classifying the main activities performed by such persons under repetitive work situations. As postulated in Kithae (2013), upon concluding in his research that entrepreneurship training has significant effect on the performance of

entrepreneurs and their intent many others were in agreement and unanimous in the decision that small retail business owners who have benefitted from enterprise development programs demonstrate superior managerial skills with higher profit margin **P**, growth **liR**, and employment creation **Jc** than owners without such experiential learning (Alarape, 2007).

Human motivation theory, which is particularly concerned with social and psychological motives influencing attitudes and behaviour, explains the rising effects of SMME owners' growth seeking behaviour when they have undergone enterprise business training, in comparison to those who have not undergone the same. However, like many other theories, such as human capital theory, which is suggesting of the massive benefits exposed by Tambwe (2016) through education and experience, thereby developing skills which then enable productivity, they do not have a comprehensive coverage on entrepreneurship training and its impact on SMME successful performance

Human Capital Theory, Adult Learning Theory, and Social Learning Theory are three important training ideas that form the cornerstone of enterprise development training.

The Human Capital Theory, first presented by Becker in 1964, states that training and education expenditures help people become more skilled and productive. Better company performance follows, which is especially advantageous for small and medium-sized businesses (SMEs). Employees and owner-managers can both gain important skills through developmental training that will ultimately improve business operations and competitiveness (Becker, 1993). The notion that investing in human capital via training greatly improves SME performance by increasing efficiency and innovation skills has been further supported by recent research conducted by Papulova & Mokosova (2021). Training initiatives that emphasize enhancing the abilities of entrepreneurs have been linked to higher rates of firm growth and survival.

Researchers believe that the rapidly changing circumstances of SMME's in South Africa require continuous training at all levels of the organization (Marais & Israelstam, 1997). Kroon and Moolman (1992) observed that enterprise development training can assist proprietors and managers in the South African SMME's to deal with

organisational problems professionally to save time and money and to adhere strictly to rules and procedures that could guide them to do their work with little difficulties. Training that is useful for SMME's are mainly entrepreneurial skills training; business and motivational training, yet training institutions usually conduct training in just one area which limits the impact of such training on the SMME's performance (Ladzani & Vuuren, 2002). How can entrepreneurial performance of SMME's in South Africa be improved by means of enterprise development training intervention?

2.4.1 Enterprise performance training theoretical model for SMME's

Our model below is a modified version of Pretorius, Nieman, and Van Vuuren's (2005) model, which attempts to deal with the above question: The research question centred on how different models of education (training) impact venture start-ups applied to small retail businesses in Gauteng. Their model hypothesizes that entrepreneurial performance is a multiplicative function of motivation multiplied by entrepreneurial skills, and business skills, through the creative use of different approaches, and specifically the business plan. This implies that the performance of an entrepreneur hinges on their motivation through commencing a business, as a multiplicative function of making use of the entrepreneurial skills by seizing an opportunity and growing the business ideas through the business skills. The researcher, however, challenges the findings of Van Vuuren & Nieman (1999) for contending that the biggest obstacle to success is the learners' motivation. This is based on the entrepreneurial success theme and intent. Owners of small retail businesses are highly motivated to venture into business.

The key component to this model is attitudinal and behavioural modification of the facilitator and enterprise staff alike, for successful enterprise training outcomes, arguing that modifying attitudes and behaviours through effective training approaches is crucial for fostering entrepreneurial action: A theoretical framework developed in the afore-mentioned study (Van Vuuren & Niemann, 1999) included to inform the conceptual framework. The theoretical model provides a structured foundation based on previous research, which helps to ensure that our study is grounded in established

theories and empirical evidence. This deductive approach is essential for developing a robust and credible conceptual framework that aligns with our research objectives.

The enterprise training theoretical model from previous studies serves as a reference point, guiding the identification of key constructs and their relationships relevant to our research on SME performance. By reviewing this model, we can understand the mechanisms through which enterprise development training influences SME performance, such as improvements in managerial skills, innovation capabilities, and operational efficiencies (Jones et al., 2017). The theoretical model helps in formulating specific hypotheses about the expected outcomes of enterprise development training on SME performance. For example, if the model suggests that training enhances managerial skill, we can hypothesize that SMEs receiving such training will exhibit better performance metrics compared to those that do not (Smith & Riley, 2012). The outcome depicted led to the following linear function for the enterprise training model (Figure 1):

$$EP = f[aES + bBS + cBP + d(A \times F)]$$

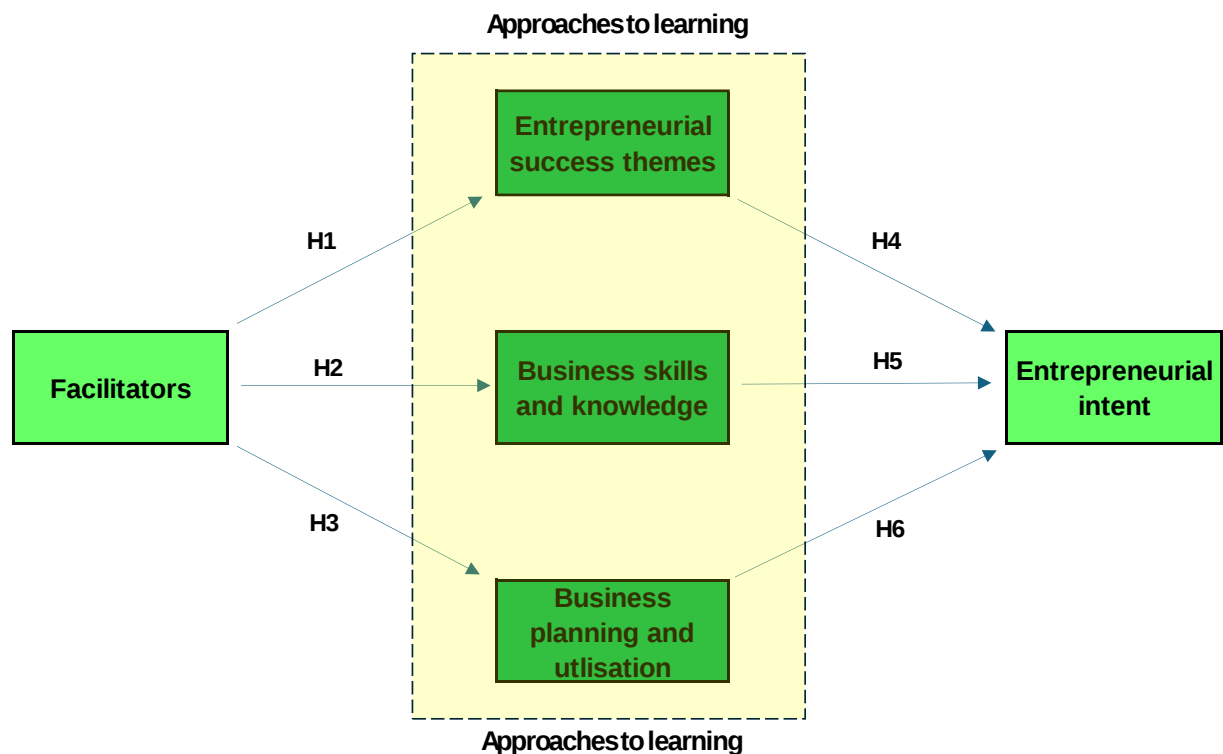
Where: EP represents the dependent variable of enterprise development training for improved entrepreneurial performance of SMME's; ES is the independent variable construct of entrepreneurial success themes; BS the independent variable construct of business skills and knowledge; BP the independent variable construct of business plan utilisation; the mediating variable A is the approaches to learning, and the facilitator's ability and skills to enhance motivation F. The terms a, b, c and d are the regression coefficients

2.4.2 Conceptual framework

In this paper the researcher extends the afore-mentioned (Van Vuuren & Nieman, 1999) theory, by focussing on the casual relationships between enterprise development training programmes with the facilitator F as the key construct of the three, namely entrepreneurial success themes, business knowledge and skills, and business plan utilisation as the independent variables, and examining the approaches to learning as a mediating variable interacting in the model; to impact on the dependent

variable and performance of SMME's undergoing the training whose metric is determined by entrepreneurial intent at times distinguishable as: Increase in Revenue (IIR), Profit (P), and Job creation (Jc).

Figure 1: Enterprise training model and constructs



2.5 The impact of enterprise development training on small retail business in Gauteng province of South Africa

History shows that the GSA's view SMME's as a priority for job creation as well as an important catalyst for economic growth and development in the country (Nieman, 2014). South Africa has experienced a high-rate poverty rate, inequitable distribution of income (which is arguably the most disproportionate in the world), as well as poor economic growth. Small retail businesses as part of SMME's are expected to play a

key role in job creation, as such also a significant part in advancing economic growth and sustaining development (Fatoki, 2018).

The GSA promulgated the National Small Business Act of 1996, which enabled the DTI to address SMME's development in South Africa (BER Commissioned Research, 2016). The World Bank report on the role of SMME's toward job creation in the South African economy of 2010, underlines the importance of SMME's contributions as in the following: SMME's account for over 76% of the total employment in the economy, and of the net new jobs created between 2004 and 2007, SMME's contributed 53% of these (Ayandibu & Houghton, 2017).

The key incentive for formulating policies in support of small businesses is the high labour absorption capacity of such businesses. Small retail businesses have the capacity to create jobs at a higher rate when giving the necessary support such as enterprise development training. The biggest disadvantage for small retail businesses is when labour markets rely fully on private sector in which unions bargain with large organisations, fixing high wages that extends to other firms in the sector putting smaller retail businesses in an awkward position and deters entry (Ndege, 2015). To promote development and growth of small retail businesses, considerable numbers of public, private and tertiary institutions have extended support to SMMEs across various sectors of the South African economy through enterprise development training (Ganyaupfu, 2013).

Although enterprise development training is very important and useful to the survival of SMME's, it is quite new in South Africa. It is only since the early 1990s that few educational institutions recognized the need for intensive training in entrepreneurship (Bowler and Dawood 1996). The current situation in South Africa is, enterprise development training for small business is fragmented with many role players such as government agencies and non-governmental agencies and community-based organisation (Nieman, 2001). In fact, Gauteng Directory of SMME's Service Providers list about 113 service providers who engage in business, technical and administrative training in the economic hub of South Africa. It is imperative to discuss the activities of these role players of entrepreneurial training to discern how these have impacted on entrepreneurial training in Gauteng province and the country at large.

2.5.1 Entrepreneurial success themes and facilitators profile

It is not enough for any institution to claim that they provide entrepreneurial training; such claims should be backed by concrete training structures which lead to success. The content of the enterprise development training, effectiveness of training methods and the competency of trainers play critical role in the SMME's performance after the training. High quality training interventions leads to reduced failure rates, increased profits, reasonable revenue growth and sustainable growth of SMMEs (Mayuran, 2016). Training content, training methods and the competency of the trainers are the key constructs in this research.

Motivation is regarded as the entrepreneur's propensity for achievement. Creativity, risk-taking, innovation and the capacity to explain and identify successful models and opportunities are the key components of entrepreneurial skills. Business skills comprise of business plans formulation, management skills, operational, financial, marketing, human resources, legal and communication. Researchers are in consensus that SMME entrepreneurs should be trained to mitigate high failure rate (Bechard & Toulouse, 1998). How can this be achieved?

Hypothesis 1a, 1b, 4

H1a: Facilitator positively relates to Entrepreneurial success themes Commitment.

H1b: Facilitator positively relates to Entrepreneurial success themes Motivation

H4: Entrepreneurial success themes mediate between the Facilitator and entrepreneurial intent

2.5.2 Business skills and knowledge

The GSA has contributed immensely towards the establishment, improvement, and the sustainability of small retail business in the Gauteng province and the country at large. One such contribution is the publication of the White Paper on National strategy for the Development and Promotion of Small Business in South Africa. In addition to the White Paper, the first President Conference on Small Business held in March 1995

(Republic of South Africa, 1995) came out with certain recommendations to encourage training for SMMEs.

Some of these recommendations were: Local business centres should serve as training network agencies; Training courses should be tailored to meet the needs of sectors and target groups and Trainers should be trained to ensure proper coordination of training programs to omit duplication and adopt appropriate training methods for better performance.

Hypothesis 2,5

H2: The Facilitator positively relates to Business knowledge and skills

H5: Business knowledge and skills mediates between the Facilitator and the entrepreneurial intent.

2.5.3 *Business plan utilisation*

Non- governmental organisations (NGO's) and community-based organisations (CBO's) are part of Local business centres aimed at delivering efficient non-financial services to SMME's, namely in training, business planning and counselling. Currently, most of these organisations have joined Khula Enterprise Finance Limited a non-profit organisation belonging to the GSA (Nieman, 2001).

The success of the NGO's and CBO's training interventions has not been realised through researchable means; however, they seem to work. Tertiary institutions as well as foreign donor organisation are other role players we can consider when discussing contributions to SMME's successes through enterprise development training. This literature reviews on the backdrop of the apparent high failure rate (Ndege, 2015) of retail SMME in Gauteng, whether enterprise development training for small retail business could rectify this challenge.

Hypothesis 3,6

H3: The Facilitator positively relates to Business plan utilisation.

H6: Business plan utilisation mediates between the Facilitator and the entrepreneurial intent.

2.5.4 *Facilitators profile*

The researcher argues against the findings by Van Vuuren & Nieman (1999), who suggest that motivation of the learners after training is the greatest challenge to success, therefore the explicit inclusion of the independent variable M, for Motivation in their combined model. Instead, the facilitator's attitudes and behaviours through effective training approaches should overwhelmingly strengthen (or weaken) entrepreneurial training successes, business skills and knowledge, and business planning utilisation, yielding positive outcomes between the enterprise development training outcomes and improved entrepreneurial performance (intent).

Numerous studies have shown that the success of enterprise development training programs depends heavily on the involvement of facilitators. It is more probable that trainers with a wealth of expertise and in-depth knowledge of the subject will produce excellent, memorable training. Tailoring training materials to the unique requirements of small and medium-sized enterprises (SMEs) in Gauteng guarantees that the instruction is pertinent and immediately applicable to their business environments, resulting in improved business performance and expansion.

Encouraging participants to acquire and apply new abilities requires keeping their attention throughout training sessions. Facilitators may greatly improve the implementation of training outcomes by helping SMEs overcome obstacles and reinforce learning through follow-up support and mentoring following the first session.

2.6 Conclusion of Literature Review

Covid-19 pandemic has threatened the existence, growth and sustainability of all businesses including small retail operations in the Gauteng Province of South Africa (Kuckertz et. al., 2020). Bearing in mind that, small retail businesses play a key role in supplying finished products to localised and under-served markets and providing rural employment, the Covid-19 pandemic lock down affected such businesses and their

customers adversely in South Africa. Additionally, small retail businesses are more likely to suffer more than larger businesses due to limited resources to adapt swiftly to changing context.

To help small retail businesses to be sustainable in the future, this research will consider ways in which the pandemic crisis affected such businesses and the impact it had on their enterprise development training. Specific research for small retail business on enterprise development training in the Gauteng province is limited. The training emphasis in most literature is more of conventional training rather than enterprise development training (Ladzani, 1999). Researchers agree that the training needs of small retail businesses are different from that of large organisations (Hirschowitz et al., 1991). Additionally, training for small businesses should relate closely to the environment in which it operates and not based on management of large organisations (Govender, 1991).

3 RESEARCH METHODOLOGY

The methodology that unfolds in addressing the research questions and the hypotheses put forward in the literature review follows in this section. The approach will comprise of proposed data collection methods, procedures to sample selection and analysis outlined below. Furthermore, the validity and reliability of the data will undergo the respective tests for substantiation, to ensure the best possible insights and testability of the hypothesis.

3.1 Research Methodology/Paradigm

The study is aimed at SMME's equipped with the proper enterprise development skill sets, whose SMME owners would become empowered to gain an important edge over competitors who haven't undergone skills training. As such, the study conducts a positivist paradigm. The positivism paradigm is particularly appropriate for researching the impact of enterprise development training on the performance of SMEs in Gauteng province due to its philosophical foundations in epistemology, ontology, and axiology. The paradigm asserts the superior positioning of these SMME's over their counterparts which should reflect in company performance, namely **liR**, **P** and **Jc**, as the performance metrics associated with enterprise development training.

A strong foundation for researching how enterprise development training affects small and medium-sized businesses (SMEs) in the province of Gauteng is provided by the positivist paradigm. This paradigm, which has its roots in axiology, ontology, and epistemology, provides research projects with structure and clarity in a number of ways.

From an epistemological standpoint, positivism encourages researchers to focus on empirical data and observable phenomena since it sees knowledge as objective and quantifiable. Through methodical observation and testing, researchers can discover objective facts by gathering data on quantifiable variables such as employment rates, profitability, and business growth.

From an ontological standpoint, positivism holds that reality exists apart from human senses and is comprehensible by observation and analysis. With this viewpoint, researchers can concentrate on measurable improvements in SME performance following training, establishing cause-and-effect connections to ascertain the efficacy of certain training initiatives.

Axiologically, positivism emphasizes value-free inquiry, urging researchers to maintain objectivity and neutrality throughout their investigations. This commitment to scientific rigor ensures the reliability and validity of research findings, thereby contributing credible insights to inform policy decisions and business practices affecting SMEs in Gauteng.

3.2 Research design

Quantitative research and cross-sectional design are inherently compatible and often employed together. The research design will be based on primary data from an interview survey questionnaire consisting of 34 closed-ended questions. From these questions descriptive statistics and reports will be formulated and further manipulation via multiple regression analysis conducted. Relevant data is extracted through a preliminary data exploration and cleaning exercise, following which mathematical modelling of the primary data will be conducted.

The main objective for selecting the survey method is that it gives us an opportunity to make use of questionnaires to collect data with an objective opinion which conveys how the respondents feel.

Thus, employing a cross-sectional design within a quantitative framework provides a robust methodology for examining the impact of enterprise development training on SMEs performance derived from the casual relationship identified for testing the inferential hypotheses proposed in the study. The hypotheses relate independent variables to the dependent variable so that inferences can be drawn from the sample to the population.

Partial Least Squares Structural Equation Modeling (PLS-SEM) is a recommended methodology for conducting the research on the impact of enterprise development

training on the performance of Small and Medium Enterprises (SMEs) in Gauteng due to several key reasons.

Firstly, PLS-SEM is well-suited for studies with smaller sample sizes, a common constraint in research focusing on SMEs, as highlighted by Hair et al. (2017). This characteristic makes PLS-SEM particularly attractive for this research context, where obtaining large sample sizes may be challenging.

Secondly, the exploratory nature of PLS-SEM aligns with the research goal of investigating the effects of training programs on SME performance, as noted by Henseler et al. (2015). The predictive orientation of PLS-SEM allows researchers to explore relationships between latent variables and make predictions without imposing stringent assumptions about the underlying data structure.

Moreover, PLS-SEM offers flexibility with data distribution, being robust to deviations from normality according to Henseler et al. (2015). Given that SME performance data may not adhere strictly to a normal distribution pattern, this feature of PLS-SEM becomes advantageous in accommodating the varied nature of the data.

Lastly, PLS-SEM is well-equipped to handle model complexity, including multiple latent constructs and intricate relationships among variables, as highlighted by Hair et al. (2019). In the context of studying the impact of enterprise development training on SME performance, which involves analyzing various interrelated factors, the ability of PLS-SEM to manage complex models efficiently is a significant advantage.

3.3 Population and Sample

3.3.1 Population

To guarantee that the research focuses on the appropriate people who can offer the required insights, it is necessary to precisely define the study population in the investigation of the effect of enterprise development training on the performance of SMEs in the Gauteng province of South Africa. Owners, managers, or founding entrepreneurs of SMEs should in fact make up the

research population since they are intimately involved in the decision-making processes and can offer insightful data on the outcomes of company development training.

The population consists of all SMME retail businesses sales transactions over a 5 – 10-year period in the Gauteng province. Further case study focusing on the SMME owners and managing agents' responses to structured interview questions on their business operations in the Gauteng province in the over this period will be considered.

Through concentrating on SMEs' owners, managers, and founding entrepreneurs, the research will successfully gather the pertinent information required to evaluate the effectiveness of enterprise development training. This focused strategy guarantees that the information acquired is immediately relevant to comprehending the impact of the training.

3.3.2 Sample and Sampling Method

This research will employ a stratified random sampling technique. It is a random sampling technique that ensures that the resulting sample will be distributed in the same way as the population in terms of the stratifying criteria (Bryman & Bell, 2011). The logic is behind the chosen sampling techniques is that this sampling method is feasible for situations where we need to our sample to exhibit a proportional representation of the different roles in which can apply in the retail business, It might be the kind of role in retail viewed as relevant to a range of attitudinal and/or behavioural features that are relevant to the study in the context of enterprise development training.

A total number of 131 from the population of small retail businesses in the Gauteng Province will be sampled for this study. Furthermore, the sample of SMMEs is selected to ensure comparability in sales volumes, marketing, and different department of small retail businesses. The sampling database references was randomly sourced in the demographics of Gauteng such as Sunnyside in Pretoria and street vendors. The sample size of 131 was derived

through a systematic approach considering the population size, desired confidence level, margin of error, and practical constraints. The sample size adequacy was ensured through statistical power analysis and the representativeness of the sample, making it a reliable basis for analyzing the impact enterprise development training on the performance of SMEs in the Gauteng province.

By clearly defining the population and establishing a comprehensive sampling frame, the study can effectively undertake random sampling. Using stratified random sampling further ensures that the sample is representative of the diverse SME population in Gauteng, enabling the research to draw reliable and generalizable conclusions about the impact of enterprise development training.

3.4 The Research Instrument

The actual survey questionnaire consisted of an interview schedule to collect primary data. The variables extracted in the questionnaire were measured using a seven-point Likert scale.

Table 1A: A table of constructs, items, sources

Item	Source 1	Source 2	Source 3	Source 4	Source 5	Source 6	Source 7
Demographics	Role	Type of retail businesses	Years Duration	No. of employees	Annual revenue	Location	Education

Construct	Concept 1	Concept 2	Concept 3	Concept 4
Entrepreneurial Success Themes	Motivation	Leadership	Commitment	
Business knowledge and skills	Finance	Management	Environment	Marketing
Business Planning	Teams	Resources		
Facilitators and Training Approaches	Facilitator attitudes and behaviours	Training outcome	Knowledge of customers' needs	Training as intended
Entrepreneurial Intent	New Opportunity	Branding and promotional skills		

3.5 Procedure for Data collection

The questionnaire will consist of three parts, the introductory section, the second part focussing on investigating demographics such as the educational background of respondents to be sampled, and the third and final parts which concentrate on the constructs and concepts thereof, such as in training content, and in measuring effectiveness of training based on attitudinal and behavioural approaches in customer care, in topics such as finance, and quality of delivery and marketing and so on. This part will focus on the performance of small enterprises after benefiting from the enterprise development training. The key performance variables are the branding and promotional skills, increased ability to identify and access new business opportunities and risks.

3.6 Ethics

The researcher targeted the interview questionnaire at small business owners, managers, supervisors, and other relevant people in the field of retail SMME's. In so doing, they (the researcher and interviewees) are compelled to abide by ethical principles as outlined by the University of the Witwatersrand Ethics Committee by way of an Ethical Clearance application form. As such, steps towards the receipt of Ethical clearance were taken as indicated in the form, such as articles of written consent for confidentiality, data protection, age limits, transparency, and other principles of fairness and honesty have been observed until its' receipt (Ethical Clearance Certificate number WBS/EN2405013/613).

3.7 Data Analysis and Interpretation

Considering the suitability of PLS-SEM for smaller sample sizes, its exploratory nature, robustness to non-normal data distribution, and capability to manage complex models, employing PLS-SEM in the research on SME performance in response to enterprise development training in Gauteng province emerges as a methodologically sound choice that aligns well with the research objectives and constraints. In cases where that relationship to be analysed are between two variables; scatter plots, covariance, co-efficient of correlation, simple linear regression, and t-test of correlation methods will be employed.

3.8 Limitations of the Study

Measuring the impact of enterprise development training on small retail business can pose a real challenge as many small retail businesses do not keep records, thus making it difficult for them to furnish accurate and reliable information. Researchers agree that the training emphasis in most articles is conventional training rather than enterprise development and so making it difficult to acquire the right information for enterprise development training for analysis (Ladzani, 1999). Additionally, access to databases, specifically to target SMME owners in small retail user groups may prove challenging. The surveyed data may be susceptible to bias.

3.9 Validity and Reliability

Factor analysis will determine and how many factors are involved, additionally the underlying structure of the different items that make up the positive and negative affect scale in the context of the research are also accounted for in this method further validating that the different items belong to the factor.

Bartlett's test of sphericity (Bartlett, 1954) and the Kaiser-Meter-Olkin (KMO) measure of sampling adequacy are given statistical measures to help assess the factorability of the data, which translates to Validity. Tabachnick and Fidell (2007) recommend for evidence of correlations greater than 0.3.

3.9.1 External Validity

External validity is the extent to which a researcher can generalise the findings of a study and apply it to a broader context, or otherwise determining whether a study can be replicated. This research will seek to ensure high external by ensuring Bartlett's test for sphericity is significant (i.e., $p < 0.05$), and the KMO index which ranges from 0 to 1, is greater than 0.6 as suggested for a good factor analysis.

3.9.2 Internal Validity

The credibility of the study in terms of reflecting the views of the respondents i.e., internal validity will be based on random (probabilistic) samples to ensure an adequate frame. This will rule out alternative explanations for findings and control the key threats to internal validity, that are mainly regression effects, selection bias, mortality, and selection by maturation. *reliability*.

The reliability of this research will be assessed through Cronbach's alpha. During this study for all questions on checking all Inter Item Correlation Matrices, all values should turn out positive indicating that the items are measuring the same underlying characteristics and verify that the data gathered is reliable and consistent with small retail business in the Gauteng province of South Africa i.e., all of the (Performance of

SMMEs (liR, P, & Jc), and Determinants Enterprise Training items have been correctly scored.

3.10 Consistence Matrix

The Consistence Matrix has been outlined in Table 1B

Consistency matrix							
Aim: To ascertain facilitators roles' domination; in enterprise development training programmes, through approaches to learning, over entrepreneurial							
Objective	Lit Review	Hypothesis	Research question	Variables: Dependent, Moderating and Independent Variables	Source of Data	Type of Data	Analysis
To test whether the facilitators role through approaches to learning, dominates over entrepreneurial success themes, business skills and knowledge, and business plan utilisation in yielding superior enterprise training (educational) outcomes for entrepreneurial performance.	Van Vuuren and Nieman (1999) and Ndege (2015); Alam, Kousar, and Rehman (2019)	H1: Entrepreneurial success themes positively relates to approaches to learning	Do entrepreneurial success themes through enterprise development training programmes have a positive relationship to their approaches to learning?	MV 1 - Approach to learning INV 1 - Entrepreneurial success themes	Questionnaire	Ordinal 7 Point Likert Scale	Regression analysis
	Van Vuuren and Nieman (1999) and Ndege (2015); Alam, Kousar, and Rehman (2019)	H2: Business knowledge and skills positively relates to approaches to learning	Does business knowledge and skills through enterprise development training programmes have a positive relationship to their approaches to learning?	MV 1 - Approach to learning INV 2 - Business knowledge and skills	Questionnaire	Ordinal 7 Point Likert Scale	Regression analysis
	Van Vuuren and Nieman (1999) and Ndege (2015); Alam, Kousar, and Rehman (2019)	H3: Business plan utilisation positively relates to approaches to learning	Does business plan utilisation through enterprise development training programmes have a positive relationship to their approaches to learning?	MV 1 - Approach to learning INV 3 - Business plan utilisation	Questionnaire	Ordinal 7 Point Likert Scale	Regression analysis

Table 1B: Consistency Matrix

training (educational) outcomes for entrepreneurial performance.	Van Vuuren and Nieman (1999) and Ndege (2015); Alam, Kousar, and Rehman (2019)	H4: The approach to leaning mediates between entrepreneurial success themes and entrepreneurial intent.	Do entrepreneurial success themes transfer positive enterprise training outcomes through significant approaches to learning for improved entrepreneurial intent	MV 1 - Approach to leaning INV 1 - Entrepreneurial success themes DV - Entrepreneurial Intent	Questionnaire	Ordinal 7 Point Likert Scale
	Van Vuuren and Nieman (1999) and Ndege (2015); Alam, Kousar, and Rehman (2019)	H5: The approach to leaning mediates between business skills and knowledge and the entrepreneurial intent.	Do business skills and knowledge transfer positive enterprise training outcomes through significant approaches to learning for improved entrepreneurial intent	MV 1 - Approach to leaning INV 2 - Business skills and knowledge DV - Entrepreneurial Intent	Questionnaire	Ordinal 7 Point Likert Scale
	Van Vuuren and Nieman (1999) and Ndege (2015); Alam, Kousar, and Rehman (2019)	H6: The approach to leaning mediates between business plan utilisation and the entrepreneurial intent.	Do business plan utilisation transfer positive enterprise training outcomes through significant approaches to learning for improved entrepreneurial intent	MV 1 - Approach to leaning INV 3 - Business plan utilisation DV - Entrepreneurial Intent	Questionnaire	Ordinal 7 Point Likert Scale
	Van Vuuren and Nieman (1999) and Ndege (2015); Alam, Kousar, and Rehman (2019)	H7: The facilitator moderates between approach to learning and entrepreneurial intent.	Does the role of the facilitators through their experience, skills and knowledge strengthen entrepreneurial intent for the significant improvement on entrepreneurial performance	MV 2 - facilitator content (ability, skills, experience) DV - Entrepreneurial Intent	Questionnaire	Ordinal 7 Point Likert Scale

4 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This Chapter focuses on presenting, analysing and interpreting the research data that was collected. It starts with the screening of all the data before proceeding to identify characteristics of the sample population. The Chapter then goes on to look at the validity of the study using the hypothesised model as well as the pruned model. A correlation analysis and hypothesis testing then follow before the Chapter ends.

4.2 Data screening

A total of 132 responses were received. Of these, 9 were incomplete and therefore were removed from the sample. Thus, a sample of 123 responses were analysed. There were a few missing values. The Little's MCAR test was conducted to assess whether missing values were appearing at random. The results showed a Chi-Square value of 680.072, DF = 680, P-value = 0.492. Since the p-value was greater than 0.05, it means that the missing cases values were appearing at random and could be imputed. The mean of the variables was used to impute the missing values. The items that had a reversed scale were recorded to make sure that a low score is disagreeing, and a higher score is agreeing.

4.3 Sample Characteristics

4.3.1 Role of respondents

The distribution of roles indicated that owners constitute the largest proportion at 49%, followed by managers at 15%, and supervisors at 7%. There was another category that indicated that they had other roles, which constituted 27% of the

sample. Additionally, there is a small percentage, 2%, where the role was not indicated.

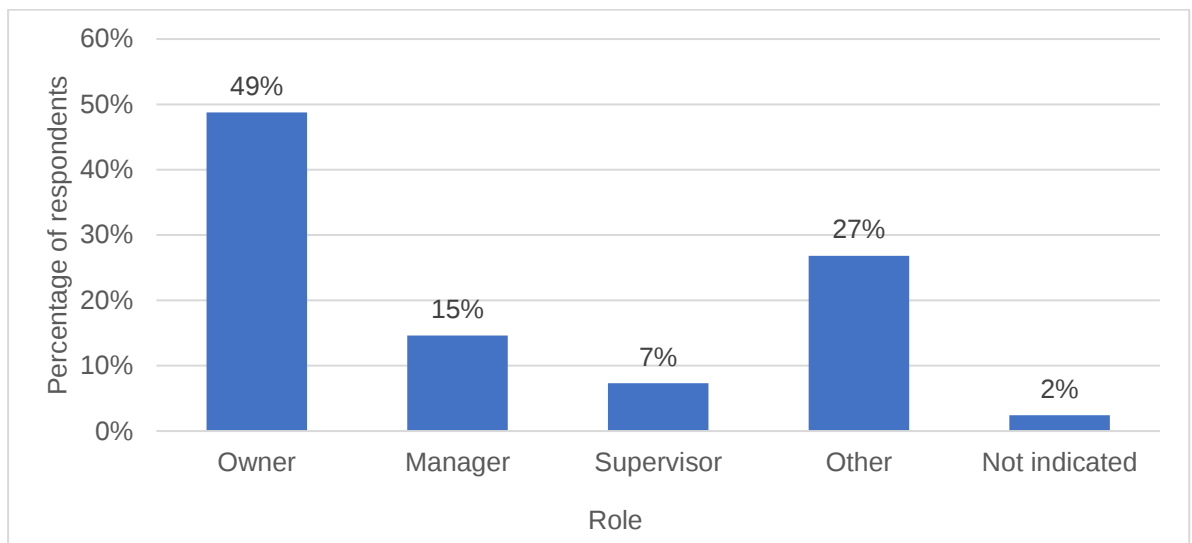


Figure 2: role of respondents

4.3.2 Number of years in current retail business

The distribution of number of years in current retail business showed that the majority, 55%, have been with their retail business for 1 to 5 years, indicating a substantial proportion of relatively new in this business. Following this, 25% of the sample has been in their current retail business for 6 to 10 years, while 7% falls into each of the categories spanning 11 to 15 years and 16 to 20 years of tenure within the current retail business. Furthermore, 5% of respondents had a tenure exceeding 20 years, reflecting a notable group of long-term contributors to the retail business.

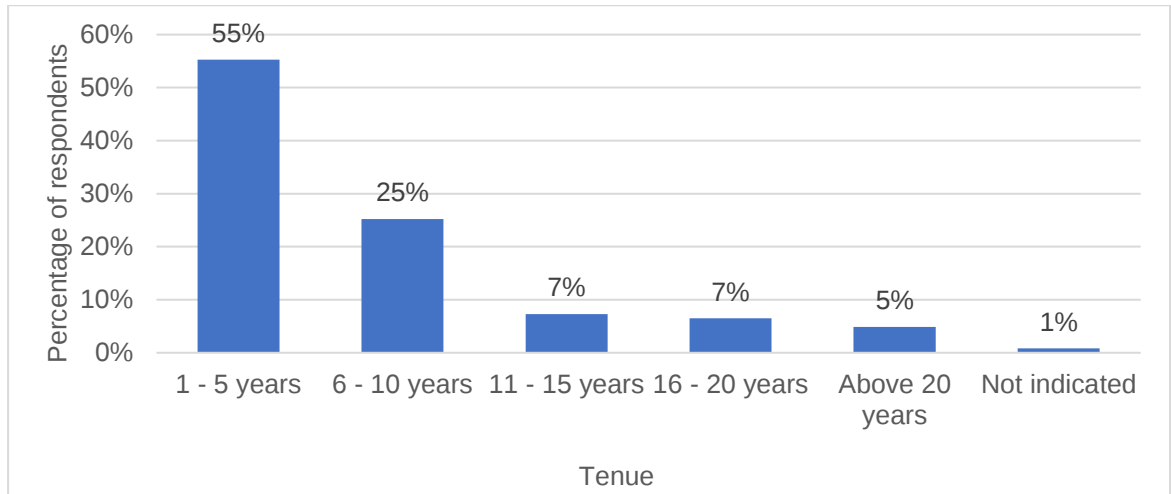


Figure 3: Number of years in current retail business

4.3.3 Number of employees

The number of employees were predominantly smaller teams, with 60% of the employees falling within the 1 to 3 range. Following this, 20% indicated that they had 4 to 10 employees. Furthermore, 6% had 11 to 20 employees and 14% had more than 20 employees.

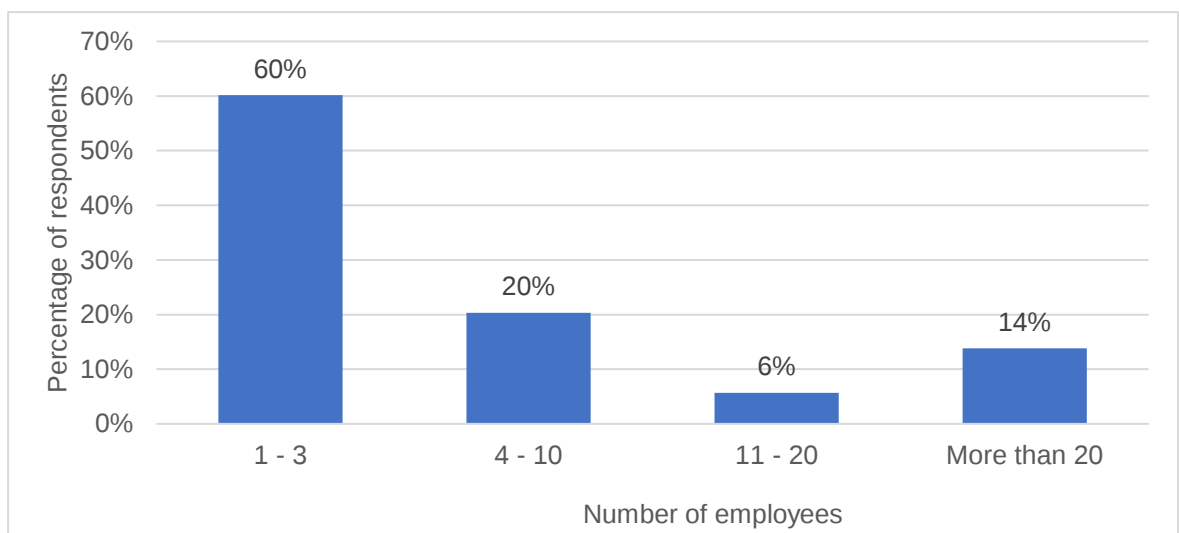


Figure 4: Number of employees.

4.3.4 Annual revenue of your retail business

The distribution of respondents based on annual revenue levels reveals a diverse financial landscape. The largest segment, comprising 45% of the respondents, reported annual revenues less than R50,000, indicating a substantial portion of businesses with relatively modest incomes. Following this, 24% of the respondents fall within the R50,000 to R100,000 range. Moreover, 6% reported annual revenues between R100,000 and R250,000. Additionally, 9% of respondents reported annual revenues ranging from R250,000 to R500,000, while over R500,000 in annual revenue, was reported by 15% of respondents.

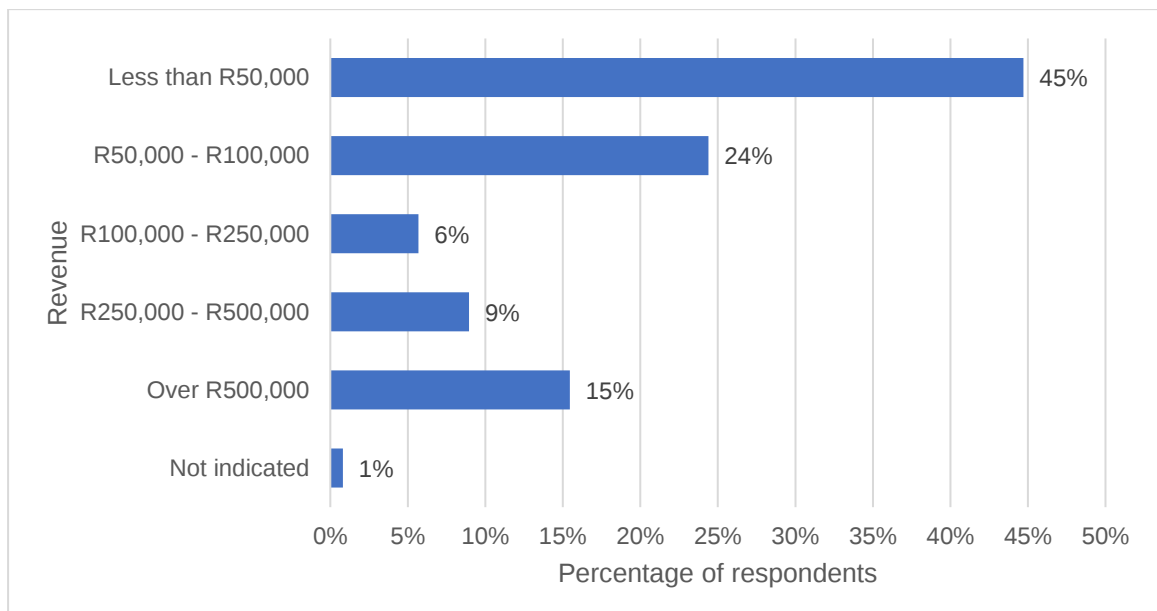


Figure 5: Annual revenue of your retail business

4.3.5 Geographical location of your retail business

The breakdown of respondents based on their location reveals a predominant urban presence, with 63% of respondents indicating that their businesses are situated in urban areas. Suburban locations account for 30% of the respondents, while 7% of businesses are located in rural areas, representing a minority within the surveyed population.

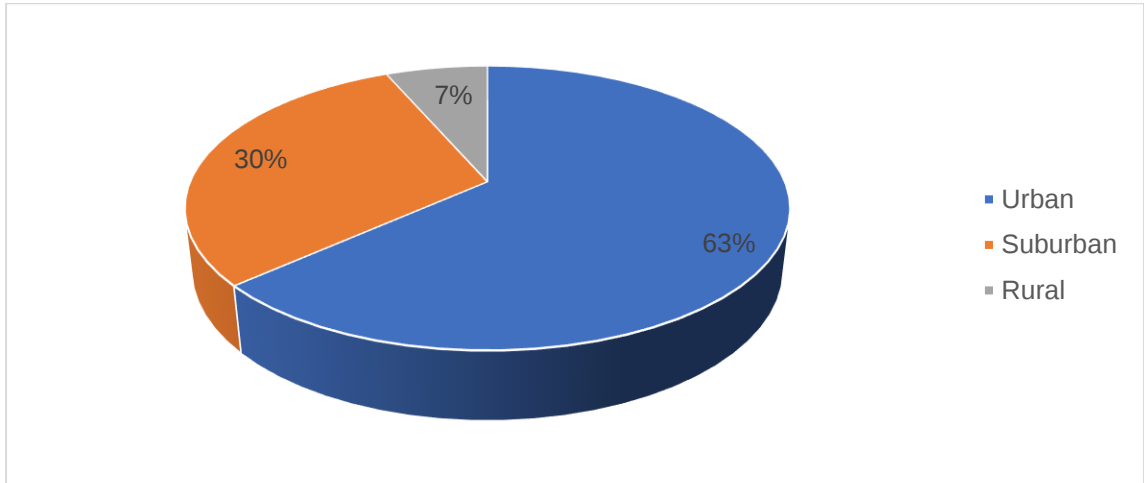


Figure 6: Geographical location of your retail business

4.3.6 Highest level of education

The educational attainment of the respondents demonstrates a diverse range of qualifications. 4 in every 10 respondents had a bachelor's degree or higher (40%). A proportion of 20% had attained a National Diploma, representing a notable presence of individuals with a specialized diploma. Additionally, 24% had a Matric certificate or lower, while 16% had a higher certificate.

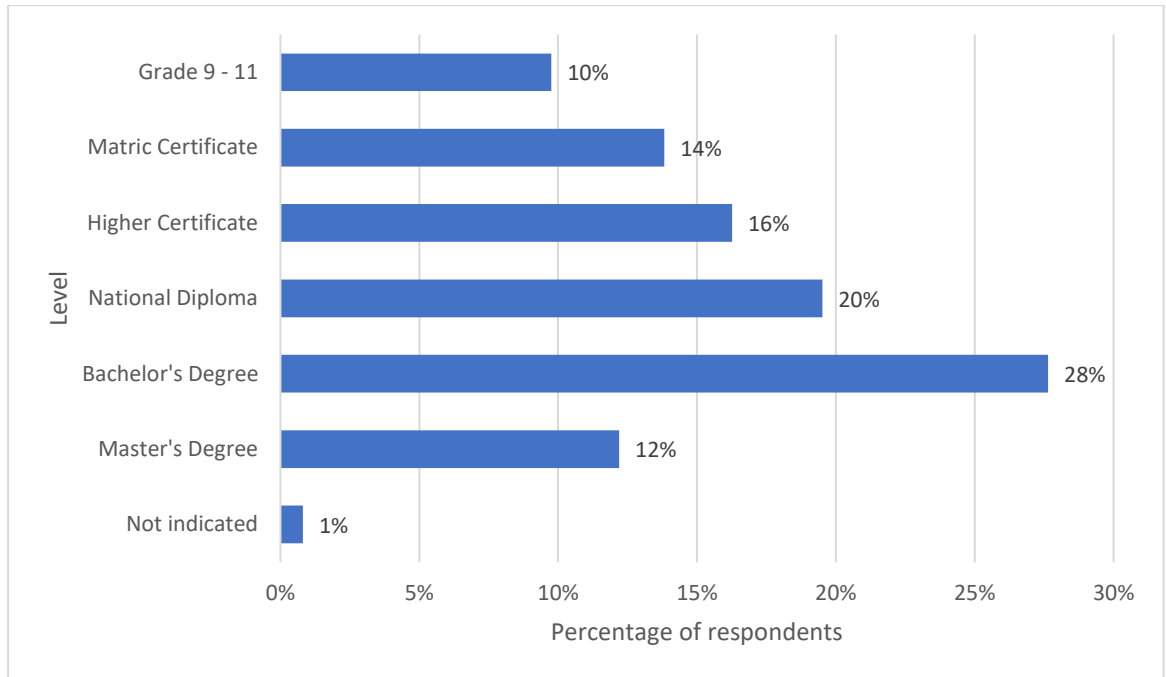


Figure 7: Highest level of education

4.3.7 Descriptive Statistics

Descriptive statistics on several topics pertaining to successful entrepreneurship are shown in Table 2. The table shows the mean and standard deviation for each item as well as the proportion of responses for each level of agreement with the assertions (Strongly Disagree, Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Agree, Strongly Agree).

The information in the table allows us to view the distribution of answers to each question on the characteristics of successful entrepreneurs. While the standard deviation displays response diversity, the mean indicates the average degree of agreement with each statement.

All things considered, these figures shed light on respondents' beliefs and actions about several facets of successful entrepreneurship.

Table 2: Entrepreneurial Success Themes - Descriptive Statistics

Item		Strongly	Disagree	Somewhat	Neither	Somewhat	Agree	Strongly	Mean	Std.
		1	2	3	4	5	6	7		
Q8	I am highly motivated to succeed in my retail business	2%	1%	0%	4%	4%	42%	47%	6.19	1.18
Q9	I am enthusiastic about overcoming challenges and obstacles.	1%	2%	0%	3%	7%	43%	44%	6.20	1.04
Q10	I am committed to achieving my business goals.	2%	1%	1%	0%	2%	39%	56%	6.39	1.02
Q11	I am dedicated to the long-term success of my retail business.	11%	1%	0%	2%	3%	47%	37%	5.74	1.79
Q12	I am willing to invest significant time and effort into my business.	7%	0%	2%	2%	5%	44%	40%	5.90	1.59
Q13	I am persistent in pursuing opportunities for growth.	9%	0%	0%	5%	4%	39%	43%	5.83	1.71
Q14	I provide clear direction and vision for my team	9%	0%	1%	5%	12%	45%	29%	5.60	1.68
Q15	I effectively lead and inspire my employees (if applicable).	7%	1%	1%	6%	6%	46%	34%	5.78	1.57
		Extremely	Moderatel	Slightly	Neither	Slightly	Moderatel	Extremely	Mean	Std.
		1	2	3	4	5	6	7		

Q16	I make decisions that positively impact my business.	1%	0%	1%	7%	12%	28%	51%	6.19	1.07
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Table 3: Business Knowledge and Skills - Descriptive Statistics

		Poor	Low	Fair	Good	Very	High	Excellent	Mean	Std.
		1	2	3	4	5	6	7		
Q17	Indicate your level of financial planning and budgeting skills	2%	3%	27%	34%	22%	5%	6%	4.08	1.26
Q18	Indicate your level of financial analysis and risk management skills.	1%	9%	21%	38%	17%	7%	7%	4.10	1.33
Q19	Indicate your level of employee management and team building (if applicable) knowledge.	2%	3%	18%	31%	26%	9%	12%	4.51	1.37
Q20	Indicate your level of inventory and supply chain management knowledge.	2%	8%	21%	33%	15%	8%	13%	4.29	1.51
Q21	Indicate your understanding of market trends and competition	1%	7%	15%	31%	25%	13%	8%	4.45	1.35
Q22	Indicate your ability to adapt to changes in the business environment	0%	5%	22%	33%	21%	11%	8%	4.35	1.29
Q23	Indicate your knowledge of branding and promotional skills.	1%	7%	15%	31%	23%	8%	15%	4.50	1.47
Q24	Indicate your knowledge of customer acquisition needs and retention skill.	1%	4%	13%	29%	28%	10%	15%	4.68	1.38

Table 4: Business Planning - Descriptive Statistics

		Strongly	Disagree	Somewha	Neither	Somewha	Agree	Strongly	Mean	Std.
		1	2	3	4	5	6	7		
Q25	I involve my team in the strategic planning process.	3%	2%	6%	3%	15%	49%	22%	5.61	1.40
Q26	I believe in collaboration and teamwork to achieve business goals	3%	0%	2%	1%	2%	44%	48%	6.23	1.21
Q27	I have access to the necessary resources for business growth.	5%	11%	3%	13%	25%	34%	7%	4.75	1.64
Q28	I allocate resources effectively to support business initiatives.	1%	3%	1%	9%	11%	60%	15%	5.66	1.15
Q29	I regularly seek and capitalize on new business opportunities	3%	5%	2%	7%	15%	50%	17%	5.46	1.46
Q30	I identify and assess potential risks associated with new opportunities	2%	2%	3%	5%	16%	52%	20%	5.66	1.25

Table 5: Approaches to Learning - Descriptive Statistics

		Extremely	Moderatel	Slightly	Neither	Slightly	Moderatel	Extremely	Mean	Std.
		1	2	3	4	5	6	7		
Q31	The training I have received has positively influenced my attitude and behaviour towards entrepreneurship	3%	1%	0%	10%	16%	24%	46%	5.90	1.40

		Strongly	Disagree	Somewhat	Neither	Somewhat	Agree	Strongly	Mean	Std.
		1	2	3	4	5	6	7		
Q32	The facilitators of my training programs exhibit effective attitudes and behaviours.	1%	2%	2%	8%	13%	52%	21%	5.70	1.19
Q33	The training programs I have attended effectively addressed the topics of motivation, commitment, leadership, business knowledge, skills, and planning	7%	0%	0%	4%	11%	52%	26%	5.74	1.45

4.4 Validity

4.4.1 Hypothesised Model

The assessment of the constructs' validity and reliability was carried out through Confirmatory Factor Analysis (CFA) using IBM Amos version 25, with the proposed CFA model depicted in Figure 8.

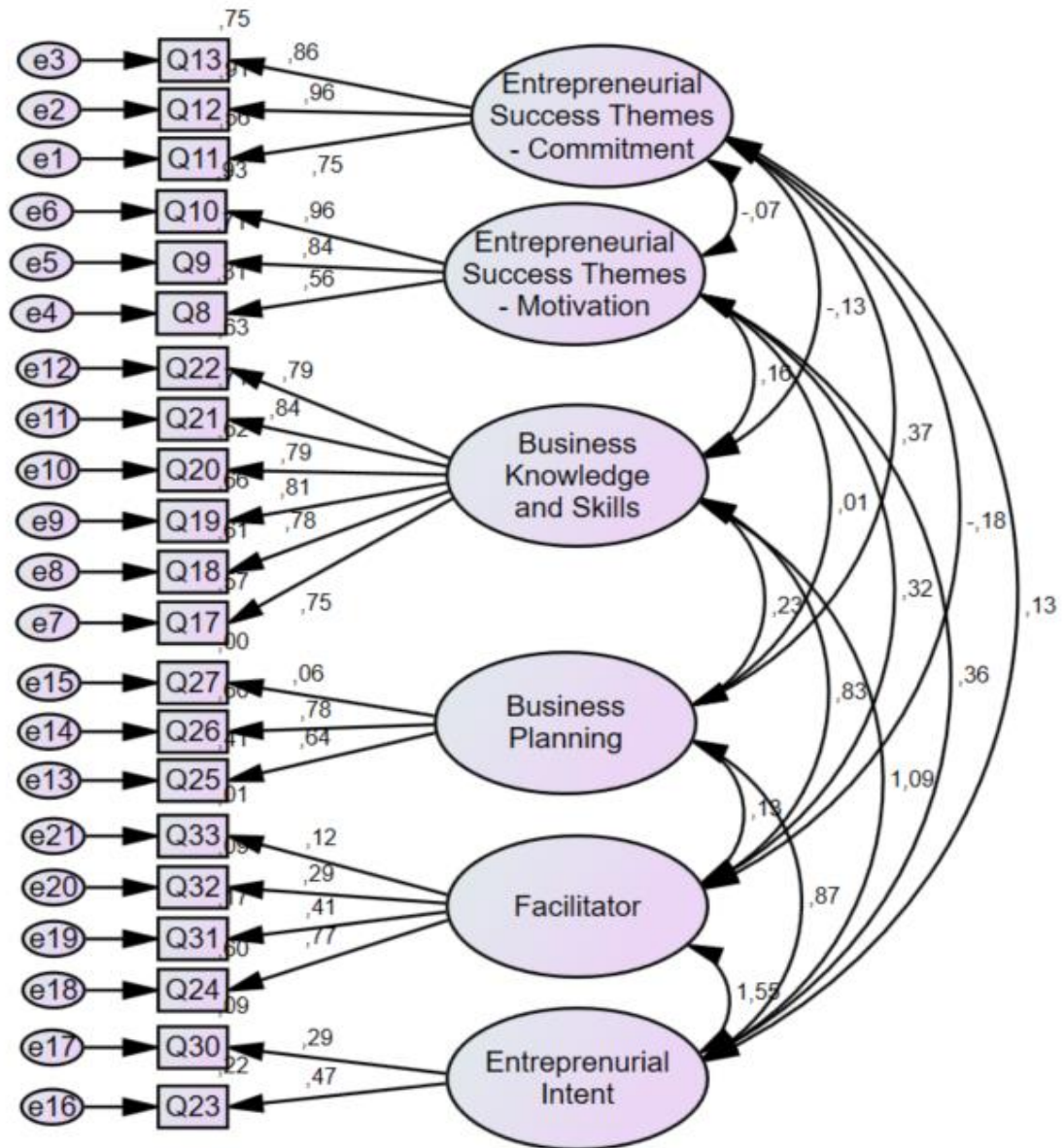


Figure 8: CFA - Hypothesised model

The results presented in Table 6 show the factor loadings of the various items onto their hypothesised constructs. It can be noted that certain factor loadings fell below the minimum threshold requirement of at least 0.3. This resulted in some of the items being eliminated from the hypothesised constructs/ factors.

Table 6: Factor Loadings – Hypothesised model

Item			Construct	Estimate
Q11	I am dedicated to the long-term success of my retail business.	< -- -	Entrepreneurial Success Themes Commitment	,748
Q12	I am willing to invest significant time and effort into my business.	< -- -	Entrepreneurial Success Themes Commitment	,956
Q13	I am persistent in pursuing opportunities for growth.	< -- -	Entrepreneurial Success Themes Commitment	,864
Q8	I am highly motivated to succeed in my retail business	< -- -	Entrepreneurial Success Themes Motivation	,555
Q9	I am enthusiastic about overcoming challenges and obstacles.	< -- -	Entrepreneurial Success Themes Motivation	,843
Q10	I am committed to achieving my business goals.	< -- -	Entrepreneurial Success Themes Motivation	,963

Q17	Indicate your level of financial planning and budgeting skills	< -- -	Business Knowledge and Skills	,755
Q18	Indicate your level of financial analysis and risk management skills.	< -- -	Business Knowledge and Skills	,781
Q19	Indicate your level of employee management and team building (if applicable) knowledge.	< -- -	Business Knowledge and Skills	,815
Q20	Indicate your level of inventory and supply chain management knowledge.	< -- -	Business Knowledge and Skills	,787
Q21	Indicate your understanding of market trends and competition	< -- -	Business Knowledge and Skills	,841
Q22	Indicate your ability to adapt to changes in the business environment	< -- -	Business Knowledge and Skills	,793
Q25	I involve my team in the strategic planning process.	< -- -	Business Planning	,642
Q26	I believe in collaboration and teamwork to achieve business goals	< -- -	Business Planning	,777

Q27	I have access to the necessary resources for business growth.	< -- -	Business Planning	,063
Q23	Indicate your knowledge of branding and promotional skills.	< -- -	Entrepreneurial Intent	,467
Q30	I identify and assess potential risks associated with new opportunities	< -- -	Entrepreneurial Intent	,293
Q24	Indicate your knowledge of customer acquisition needs and retention skill.	< -- -	Facilitator	,773
Q31	The training I have received has positively influenced my attitude and behavior towards entrepreneurship	< -- -	Facilitator	,411
Q32	The facilitators of my training programs exhibit effective attitudes and behaviors.	< -- -	Facilitator	,294
Q33	The training programs I have attended effectively addressed the topics of motivation, commitment, leadership, business knowledge, skills, and planning	< -- -	Facilitator	,117

The results presented in Table 7 show that there were validity and reliability concerns within all constructs. Notably, Reliability Concern (CR) was less than the required level of at least 0.7 for Business Planning, Entrepreneurial Success Themes, Facilitator and Entrepreneurial intent. There were also issues with convergent validity since the average variance extracted (AVE) values were below the requirement of at least 0.5 or 0.4, if there is a requirement to be less stringent for the same four constructs.

The square root of the AVE, which are the diagonal elements in the Fornell-Larcker Criterion Values were less than the absolute values of correlations with other factors for all factors with exception of Entrepreneurial Success Themes, indicating challenges with discriminant validity. Addressing these concerns meant that the hypothesised model had to be pruned of items that were either having low factor loadings or were cross loading with other factors.

Table 7: CR, AVE, MSV, MaxR(H) and Fornell-Larcker Criterion Values – Hypothesised model

	CR	AVE	MSV	MaxR (H)	1.	2.	3.	4.	5.	6.
1.Entrepreneurial Success Themes Commitment	0.894	0.740	0.134	0.937	0.860					
2.Entrepreneurial Success Themes Motivation	0.841	0.649	0.132	0.940	-,072	0.805				
3.Business Knowledge and Skills	0.912	0.633	1188100.000	0.914	-,133	,165	0.796			
3.Business Planning	0.526	0.340	0.760	0.690	,366	,011	,225	0.583		
5.Entrepreneurial Intent	0.254	0.152	2408704.000	0.272	,133	,364	1090.000	,872	0.390	
6.Facilitator	0.448	0.217	2408704.000	0.642	-,182	,320	,834	,125	1552.000	0.465

The model fit indices shown below also shows that most of the model fit indicators had values outside the acceptable range, thus there was a need to improve the model by pruning some items from the model.

Absolute Indexes	Fit	Acceptable Value	Value	Outcome
GFI		>0.9	0.798	Outside acceptable range
AGFI		>0.9	0.732	Outside acceptable range
RSMEA		<0.08	0.090	Outside acceptable range
NFI		>0.9	0.759	Outside acceptable range
NNFI (TLI)		>0.9	0.831	Outside acceptable range
CFI		>0.9	0.860	Outside acceptable range
CMIN/DF		< 5	1.987	Acceptable

4.4.2 Pruned Model

The revised model, obtained after eliminating items with low factor loadings and those exhibiting cross-loading, is depicted in Figure 9. There was no valid construct for Facilitator and Entrepreneurial Intent. Thus, the items with the highest factor loadings for these items was used for hypothesis testing.

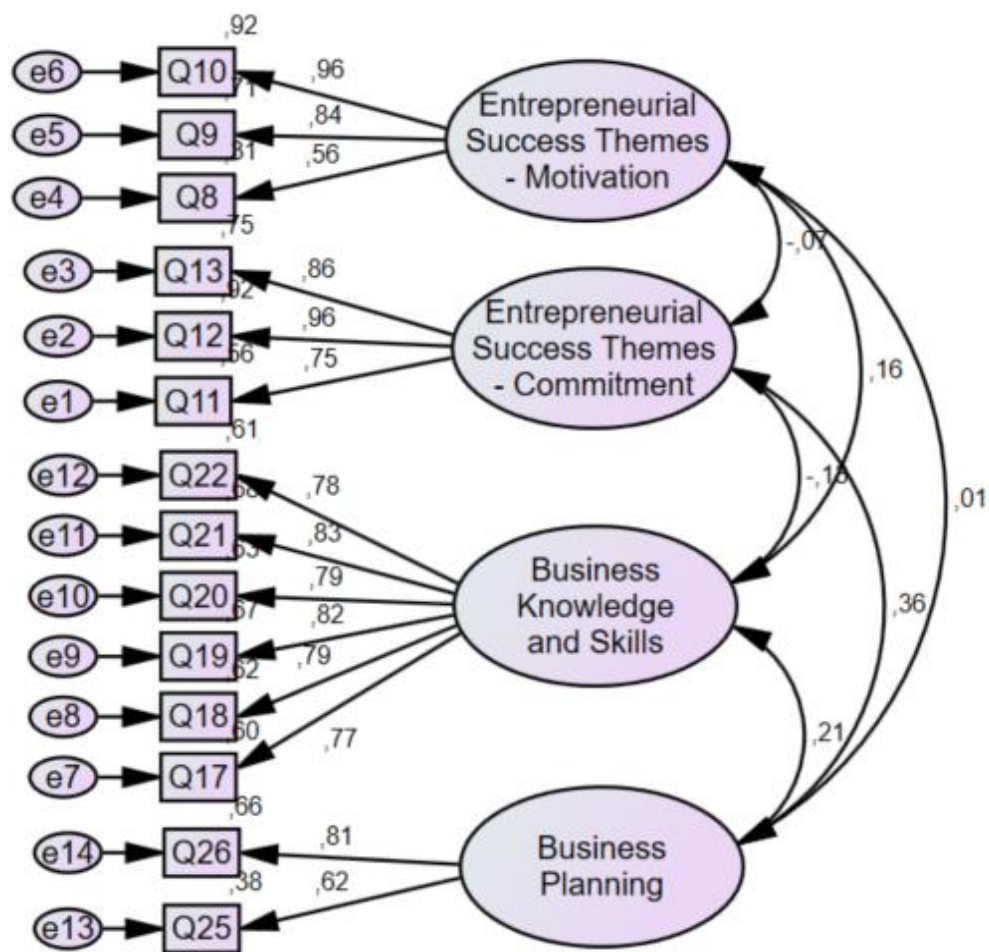


Figure 9: Pruned model

Table 8 presents the retained items post-model pruning, with all items demonstrating high factor loadings onto their respective constructs.

Table 8: Final construct composition, Cronbach's Alpha, CR and AVE

Item		Factor Loading	Cronbach's alpha	CR (composite reliability)	AVE (average variable extracted)
Entrepreneurial Success Themes Commitment			0.884	0.895	0.741
Q11	I am dedicated to the long-term success of my retail business.	,749			
Q12	I am willing to invest significant time and effort into my business.	,957			
Q13	I am persistent in pursuing opportunities for growth.	,864			
Entrepreneurial Success Themes Motivation			0.811	0.841	0.649
Q8	I am highly motivated to succeed in my retail business	,557			
Q9	I am enthusiastic about overcoming challenges and obstacles.	,843			
Q10	I am committed to achieving my business goals.	,962			
Business Knowledge and Skills			0.911	0.912	0.635
Q17	Indicate your level of financial planning and budgeting skills	,773			
Q18	Indicate your level of financial analysis and risk management skills.	,789			
Q19	Indicate your level of employee management and team building (if applicable) knowledge.	,817			
Q20	Indicate your level of inventory and supply chain management knowledge.	,791			

Q21	Indicate your understanding of market trends and competition	,826			
Q22	Indicate your ability to adapt to changes in the business environment	,782			
Business Planning			0.664	0.681	0.520
Q25	I involve my team in the strategic planning process.	,620			
Q26	I believe in collaboration and teamwork to achieve business goals	,810			

While acknowledging that perfection is not achieved, Table 9 highlights the achievement of convergent validity after model pruning, as evidenced by all constructs exhibiting AVE values exceeding 0.5. Furthermore, the Fornell-Larcker Criterion's diagonal elements surpassing off-diagonal correlations signify divergent validity, indicating stronger correlations within constructs than between different constructs. This is further supported by all MSV values being lower than the AVE values, reinforcing the presence of divergent validity. The improved and satisfactory reliability, as indicated by composite reliability (CR) values surpassing 0.5 for all constructs, attests to the validity and reliability of the Entrepreneurial Success Themes Motivation, Entrepreneurial Success Themes Commitment, Business Planning, and Business Knowledge and Skills.

Table 9: CR, AVE, MSV, MaxR(H) and Fornell-Larcker Criterion Values - Pruned model

	CR	AVE	MSV	MaxR(H)	1.	2.	3.	4.
1.Entrepreneurial Success Themes Motivation	0.84 1	0.64 9	0.02 6	0.939	0.80 5			
2.Business Knowledge and Skills	0.91 2	0.63 5	0.04 4	0.913	,161	0.79 7		

3.Business Planning	0.68 1	0.52 0	0.12 9	0.717	,010	,210	0.72 1	
4.Entrepreneurial Themes Commitment	Success	0.89 5	0.74 1	0.12 9	0.938	-,072	-,134	,359
								0.86 1

The model fit indices for the pruned model, as outlined in Table 10, fell either within the acceptable range for a good model fit or slightly below. Consequently, it can be concluded that the pruned model was a satisfactory fit to the data. According to Doll, Xia and Torkzadeh (1994), although values above 0.9 show a very good model fit, values between 0.8 and 0.89 show also show a reasonable fit and hence also acceptable.

Table 10: Model Fit Indices

Absolute Indexes	Fit	Acceptable Value	Value	Outcome
GFI		>0.9	0.866	Slightly outside acceptable range
AGFI		>0.9	0.802	Slightly outside acceptable range
RSMEA		<0.08	0.091	Slightly outside acceptable range
NFI		>0.9	0.863	Slightly outside acceptable range
NNFI (TLI)		>0.9	0.903	Acceptable
CFI		>0.9	0.925	Acceptable
CMIN/DF		< 5	2.013	Acceptable

4.5

4.5 Correlation analysis

The results in Table 11 show that Entrepreneurial Success Themes - Commitment (mean = 6.26 ± 0.919) was the highest rated construct followed by Business Planning (mean = 5.92 ± 1.524), the Entrepreneurial Success Themes – Motivation (mean = 5.82 ± 1.524). Business Knowledge and Skills (mean = 4.30 ± 1.117) was the lowest rated.

The correlation showed that there was a positive and significant correlation between Entrepreneurial Intent and each of Business Knowledge and Skills ($r = 0.523$, $p\text{-value} < 0.001$), Business Planning ($r = 0.276$, $p\text{-value} < 0.05$), and Facilitator ($r = 0.654$, $p\text{-value} < 0.001$). The correlations were positive because the coefficients were greater than zero and they were significant because all the $p\text{-values}$ were less than 0.05. The with Entrepreneurial Success Themes – Commitment ($r = 0.161$) and Entrepreneurial Success Themes – Motivation ($r = -0.052$) were however not significant.

Table 11: Descriptive statistics and Correlation analysis

	Descriptive Statistics		Pearson's Correlation					
	Mean	Std. Deviation	1.	2.	3.	4.	5.	6.
1.Entrepreneurial Success Themes - Commitment	6.26	.919	1					
2.Entrepreneurial Success Themes – Motivation	5.82	1.524	-.082	1				
3.Business Knowledge and Skills	4.30	1.117	0.153	-.055	1			
4.Business Planning	5.92	1.128	-.021	.290**	0.175	1		

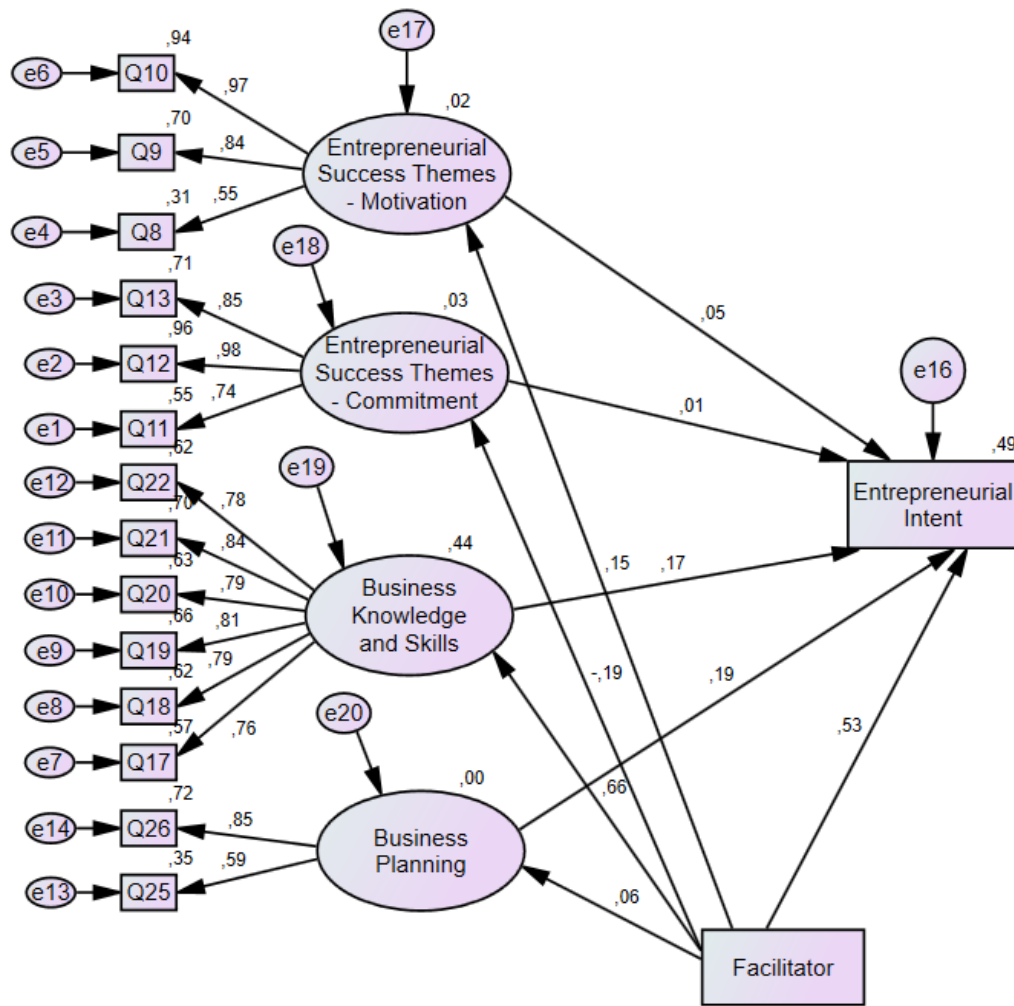
5.Facilitator	4.68	1.381	0.11	- 0.1 74	.629 **	0.052	1	
6.Entrepreneurial Intent	4.50	1.468	0.161	- 0.0 52	.523 **	.216*	.654* *	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

4.6 Hypothesis testing – SEM

A Structural Equation Model (SEM) was constructed using the items retained within each construct for the pruned CFA model. The SEM model is depicted in Figure 10.



4.5.1

Figure 10: SEM Model

Pruned Model

The revised model, obtained after eliminating items Q23, Q27, Q32, and Q33, is depicted in Figure 11. There was no valid construct for Facilitator and Entrepreneurial Intent. Thus, the items with the highest factor loadings for these items was used for hypothesis testing

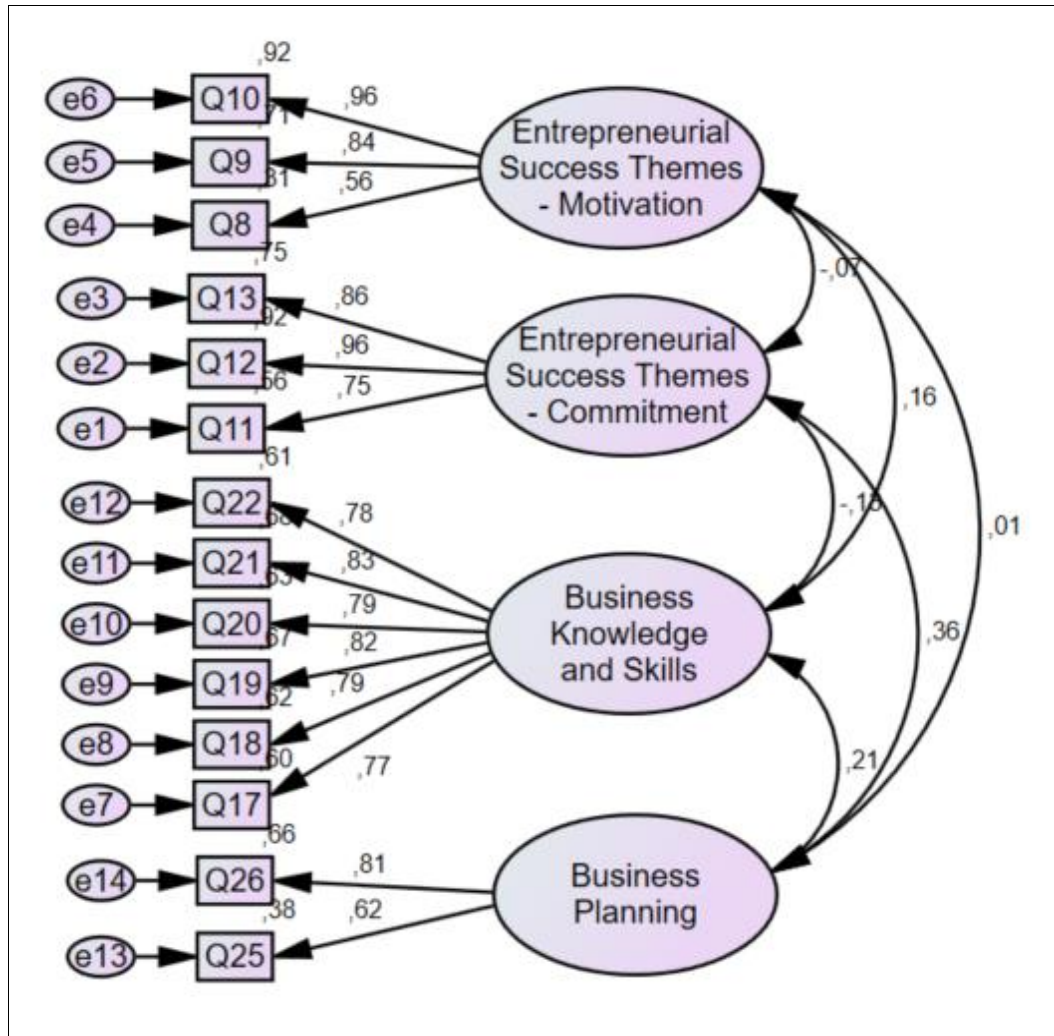


Figure 11: Revised Pruned model

The pruning resulted in the elimination of the following items.

- Q23 - Indicate your knowledge of branding and promotional skills.
- Q27 - I have access to the necessary resources for business growth.
- Q32 - The facilitators of my training programs exhibit effective attitudes and behaviours.
- Q33 - The training programs I have attended effectively addressed the topics of motivation, commitment, leadership, business knowledge, skills, and planning

Items Q27, Q32, and Q33 were eliminated because they had factor loadings less than 0.3, while item Q23 was pruned because it was cross loading into more than one factor.

The findings displayed in Table 12 shows the coefficient for each variable, and those are the ones used for hypothesis testing.

Table 12: SEM Regression weights

Hypotheses / Path Analysis		Weights		T-value	P-Value	R-Square
		Unstandardised	Standardised			
Facilitator	→ Business Planning	,036	,060	,560	,575	0.004
Facilitator	→ Business Knowledge and Skills	,452	,662	7,411	<.001	0.438
Facilitator	→ Entrepreneurial Success Themes Commitment	-,177	-,185	-2,006	,045	0.034
Facilitator	→ Entrepreneurial Success Themes Motivation	,069	,145	1,534	,125	0.021
Entrepreneurial Success Themes Motivation	→ Entrepreneurial Intent	,123	,055	,800	,424	0.488

Business Planning	→ Intent	Entrepreneurial	,343	,194	2,373	,018
Business Knowledge and Skills	→ Intent	Entrepreneurial	,265	,171	1,793	,073
Entrepreneurial Success Themes Commitment	→ Intent	Entrepreneurial	,014	,012	,182	,855
Facilitator	→ Intent	Entrepreneurial	,557	,526	5,704	<.001
SEM Fit Indices: $\chi^2 = (187.461)$; $\chi^2/df = 1.933$; RMSEA = .087; CFI = .917, TLI = .898; AGFI = .846; GFI = .851; NFI = .846, ***P < 0.001						

Table 13: Direct and Indirect Effects for Mediation Testing

Hypotheses / Path Analysis	Direct Effect	Indirect Effect	Result	Hypothesis Supported
FAC → ESTC → EI	0.526 (0.000)	-0.002 (0.557)	No mediation	Not supported
FAC → ESTM → EI	0.526 (0.000)	0.002 (0.623)	No mediation	Not supported
FAC → BKS → EI	0.526 (0.000)	0.120 (0.062)	No mediation	Not supported at 5% but at 10%
FAC → BP → EI	0.526 (0.000)	0.012 (0.356)	No mediation	Not supported
Total indirect effect of FC on EI	0.526 (0.000)	0.130 (0.026)	Partial mediation	Supported

Notes: Estimate (p-value)

Results pertaining to hypothesis H1a: Facilitator positively relates to Entrepreneurial success themes Commitment.

H0: There is no relationship between Facilitator and Entrepreneurial success themes Commitment.

H1a: Facilitator positively relates to Entrepreneurial success themes Commitment.

The results presented in Table 13 show that Facilitator ($\beta = -0.185$, $t\text{-value} = -2.006$, $p\text{-value} = 0.045$) had a negative and significant effect on Entrepreneurial Success Themes Commitment. The relationship was positive because the coefficient for Facilitator ($\beta = -0.185$) was less than zero. A standardised regression coefficient of -0.185 shows that for every unit increase in the rating of Facilitator, Entrepreneurial Success Themes commitment decreases by 0.185 of a unit. The effect was significant because the $p\text{-value}$ was less than 0.05.

Results pertaining to hypothesis H1b: Facilitator positively relates to Entrepreneurial success themes Motivation.

H0: There is no relationship between Facilitator and Entrepreneurial success themes Motivation.

H1b: Facilitator positively relates to Entrepreneurial success themes Motivation.

The results presented in Table 13 show that Facilitator ($\beta = 0.145$, $t\text{-value} = 1.534$, $p\text{-value} = 0.125$) had no significant effect on Entrepreneurial Success Themes Motivation. The effect was not significant because the $p\text{-value}$ was greater than 0.05.

Results pertaining to hypothesis H2: Facilitator positively relates to Business skills and knowledge.

H0: There is no relationship between Facilitator and Business skills and knowledge.

H2: Facilitator positively relates to Business skills and knowledge.

The results presented in Table 13 show that Facilitator ($\beta = 0.662$, $t\text{-value} = 7.411$, $p\text{-value} < 0.001$) had a positive and significant effect on Business skills and knowledge. The relationship was positive because the coefficient for Facilitator ($\beta = 0.662$) was greater than zero. A standardised regression coefficient of 0.662 shows that for every unit increase in the rating of Facilitator, Business skills and knowledge increases by 0.662 of a unit. The effect was significant because the $p\text{-value}$ was less than 0.05.

Results pertaining to hypothesis H3: Facilitator positively relates to Business plan utilisation.

H0: There is no relationship between Facilitator and Business plan utilisation.

H1b: Facilitator positively relates to Business plan utilisation.

The results presented in Table 13 show that Facilitator ($\beta = 0.060$, $t\text{-value} = 0.560$, $p\text{-value} = 0.575$) had no significant effect on Business plan utilisation. The effect was not significant because the $p\text{-value}$ was greater than 0.05.

Results pertaining to hypothesis H4: Entrepreneurial success themes mediate between the Facilitator and entrepreneurial intent.

H0: Entrepreneurial success themes do not mediate the relationship between Facilitator and entrepreneurial intent.

H4: Entrepreneurial success themes mediate between the Facilitator and entrepreneurial intent.

The results presented in Table 13 reveal a non-significant indirect effect of facilitator on entrepreneurial intent through Entrepreneurial success themes commitment ($\beta = -0.002$,

p-value = 0.557). This means that the null hypothesis could not be rejected for Entrepreneurial success themes commitment ($\beta = 0.002$, p-value = 0.623). A similar result was found for the mediating role of Entrepreneurial success themes motivation. Thus, it can be concluded that there is no sufficient evidence at 5% significance level to suggest that entrepreneurial success themes mediate between the Facilitator and entrepreneurial intent.

Results pertaining to hypothesis H5: Business skills and knowledge mediates between the Facilitator and entrepreneurial intent.

H0: Business skills and knowledge do not mediate the relationship between Facilitator and entrepreneurial intent.

H5: Business skills and knowledge mediate between the Facilitator and entrepreneurial intent.

The results presented in Table 13 reveals a non-significant indirect effect of facilitator on entrepreneurial intent through Business skills and knowledge ($\beta = 0.120$, p-value = 0.062). This means that the null hypothesis could not be rejected. It is this concluded that there is no sufficient evidence at 5% significance level to suggest that Business skills and knowledge mediates between the Facilitator and entrepreneurial intent. This is however significant at 5% significance level. Thus at 10% significance level it can be concluded that Business skills and knowledge mediates between the Facilitator and entrepreneurial intent. This is a partial mediation since the direct effect of Facilitator on entrepreneurial intent ($\beta = 0.526$, p-value = 0.000) is also significant.

Results pertaining to hypothesis H6: Business Planning mediates between the Facilitator and entrepreneurial intent.

H0: Business Planning do not mediate the relationship between Facilitator and entrepreneurial intent.

H6: Business Planning mediate between the Facilitator and entrepreneurial intent.

The results presented in Table 13 reveals a non-significant indirect effect of facilitator on entrepreneurial intent through Business Planning ($\beta = 0.012$, $p\text{-value} = 0.356$). This means that the null hypothesis could not be rejected Business Planning. Thus, it can be concluded that there is no sufficient evidence at 5% significance level to suggest that Business Planning mediate between the Facilitator and entrepreneurial intent.

4.7 Conclusion

Hypothesis	Significant /Not
H1a: Facilitator positively relates to Entrepreneurial success themes Commitment.	Negative and Significant at 5% significance level
H1b: Facilitator positively relates to Entrepreneurial success themes Mo.	Not Significant at both 5% and 10% significance level
H2: Facilitator positively relates to Business skills and knowledge.	Positive and significant at 5% significance level
H3: Facilitator positively relates to Business plan utilisation.	Not Significant at 5% significance level but significant at 10% level
H4: Entrepreneurial success themes mediate between the Facilitator and entrepreneurial intent.	Not Significant at both 5% and 10% significance level
H5: Business skills and knowledge mediates between the Facilitator and entrepreneurial intent.	Not Significant at 5% significance level but significant at 10% level
H6: Business Planning mediates between the Facilitator and entrepreneurial intent.	Not Significant at both 5% and 10% significance level

5 DISCUSSION OF FINDINGS OF STUDY AND RECOMMENDATIONS

5.1 Introduction

Based on the data analysis and interpretation which has been done in the previous chapter, this section of the research report focusses on explaining and discussing the findings of the study and, where necessary, making relevant recommendations for further study. It, therefore, starts off with a discussion of the profile of the respondents before looking at the various hypotheses that were advanced. The chapter also gives a summary of the study in terms of its purpose and aims, the research question as well as the findings. It then outlines key implications of and recommendations from the study before briefly discussing the limitations of the research. The chapter ends with suggestions for further research.

5.2 Size of study sample

A total of 132 responses were received of which 123 were analysed. The other 9 were found to be incomplete and were, therefore, discarded from study. Little's MCAR test results showed a non-significant p-value of 0.492 which led to the conclusion that the missing values happened at random. This implied that it was permissible to impute the missing values using the variable mean. Further to this, steps were taken to accurately understand items that used a reversed scoring system, in which higher scores represented agreement and lower scores represented disagreement. By adhering to these protocols, data integrity was preserved and, therefore, guaranteeing precise and trustworthy findings for further analysis.

5.3 Profiling of characteristics of survey respondents

5.3.1 *Role of respondents*

Business owners, according to the role distribution study, made up a significant presence 49% of the sample population, indicating their significant presence in the

sample. Supervisors made up a lower percentage, at 7%, while managers made up the second-largest number, at 15%. Another important finding is that 27% of the participants were associated with occupations other than that of supervisor, manager or owner and, therefore, indicating a diverse range of positions in the sample. Furthermore, a small percentage of 2% did not indicate their job. This suggests that future research should provide more definition or classification of roles.

5.3.2 *Number of years in current retail business*

Most of the respondents, or 55% of the sample, entered the retail industry in the past one to five years. This represents a sizeable influx of newcomers to the sector and a possible introduction of novel viewpoints and ideas.

Moving on to the next segment, 25% of the participants have been engaged in their current retail business for a span of 6 to 10 years. This group likely represents a mix of established professionals who have gained significant experience and knowledge during their time in the retail sector.

Furthermore, approximately 7% of respondents fall into categories reflecting tenures of 11 to 15 years and 16 to 20 years within their current retail business. These groups likely consist of individuals who have weathered various market trends and have built valuable expertise over the years.

Lastly, the data highlights that 5% of the respondents have surpassed the 20-year mark and, therefore, possibly represent a dedicated and highly experienced segment of long-term contributors to the retail business.

5.3.3 *Number of employees*

The results of the study showed that there were considerable differences in the personnel distribution across various team sizes. 66% of the respondents, or the greatest group, were employed in teams of one to three people. On the other hand, 20% of workers said they were a part of somewhat bigger teams with four to ten

people. Just 6% of respondents to the study indicated that they worked in groups of eleven to twenty people. Remarkably, 14% of the staff members were part of groups comprising more than 20 people. These results demonstrate the high frequency of small-sized teams in the sample population, together with a noteworthy presence of medium-sized and larger teams.

5.3.4 *Annual revenue of retail businesses*

The financial landscape of retail firms is diverse as seen by the segmentation of survey participants based on yearly revenue levels. The majority of respondents (45%) reported annual earnings below R50,000, suggesting that there is a significant number of firms with limited revenue streams. After this group, 24% of the retail businesses were in the R50,000–R100,000 range. 6% of respondents said they made between R100,000 and R250,000 in revenue annually. Furthermore, 9% of participants reported having revenues between R250,000 and R500,000, and 15% reported having annual earnings exceeding R500,000. This indicates that a sizable portion of enterprises are in the higher revenue ranges.

5.3.5 *Geographical location*

63% of the respondents have located their retail operations in urban regions, indicating a preference for metropolitan surroundings. Following closely behind are suburban places, where 30% of enterprises choose to locate. A lower proportion of 7% have selected rural sites for their retail businesses, suggesting that the studied populace has less inclination for such isolated or sparsely populated areas. These findings point to a definite urban-centric tendency among the respondents, with suburban areas being a common backup option for placements of retail establishments.

5.3.6 *Educational levels*

40% of the respondents held a bachelor's degree or higher, indicating a considerable proportion of highly educated individuals. Additionally, 20%

possessed a National Diploma, demonstrating specialized diploma holders in the sample. It is also mentioned that 24% had a Matric certificate or lower qualification level. An anomaly exists where it states that 16% of the respondents had a higher certificate, which appears to be an error in the data presentation.

5.3.7 Discussion pertaining to hypotheses

Hypothesis	Significant /Not
H1a: Facilitator positively relates to Entrepreneurial success themes Commitment.	Negative and Significant at 5% significance level
H2: Facilitator positively relates to Business skills and knowledge.	Positive and significant at 5% significance level
H3: Facilitator positively relates to Business plan utilisation.	Not Significant at 5% significance level but

	significant at 10% level
H4: Entrepreneurial success themes mediate between the Facilitator and entrepreneurial intent.	Not Significant at both 5% and 10% significance level
H5: Business skills and knowledge mediates between the Facilitator and entrepreneurial intent.	Not Significant at 5% significance level but significant at 10% level
H6: Business Planning mediates between the Facilitator and entrepreneurial intent.	Not Significant at both 5% and 10% significance level

Hypothesis 1a: Facilitator positively relates to entrepreneurial success Themes commitment

This hypothesis posted that the presence of facilitators in enterprise development training would positively influence the commitment to entrepreneurial success themes among SMEs. However, the findings indicate a negative relationship, which is significant at the 5% level. This suggest that the involvement of facilitators may not necessarily enhance and may even detract from, the commitment to

entrepreneurial success themes. One possible explanation for this unexpected outcome would be the mismatch between facilitators approaches and the specific needs of the SMEs in Gauteng. According to Timmons and Spinelli (2009), the effectiveness of facilitation heavily depends on the alignment between the facilitator's strategies and the entrepreneur's context. The negative result might also indicate a potential resistance to externally imposed methodologies, reflecting a need for more personalized and context-specific support (Cope & Watts, 2000).

Hypothesis 2: Facilitator positively Relates to Business skills and Knowledge

The findings support this hypothesis, demonstrating that facilitators significantly enhance the business skills and knowledge of SME owners. This positive relationship, significant at 5% level, underscores the crucial role of facilitators in bridging knowledge gaps and equipping entrepreneurs with necessary business acumen. This aligns with the work of Gibb (1997), who emphasized the importance of entrepreneurial training programs in developing essential business skills. Effective facilitation can lead to better decision-making and strategic planning among SME owners, thereby contributing to the overall performance and sustainability of their enterprises (McKenzie & Woodruff, 2013).

Hypothesis 3: Facilitator Positively Relates to Business Plan Utilization

This hypothesis proposed that facilitators would positively influence the utilization of business plans among SMEs. While the relationship was not significant at the 5% level, it was significant at the 10% level, indicating a moderate influence. This partial support suggests that while facilitators do encourage the adoption and utilization of business plans, other factors may also play a significant role. As noted by Honig and Karlsson (2004), the mere presence of a business plan does not guarantee its effective use or impact on business success. The moderate significance level points to a need for facilitators to not only promote business

planning but also to ensure that entrepreneurs understand and implement these plans effectively.

Hypothesis 4: Entrepreneurial Success Themes Mediate Between the Facilitator and Entrepreneurial Intent

The findings indicate that entrepreneurial success themes do not mediate the relationship between facilitators and entrepreneurial intent. This lack of significance at both the 5% and 10% levels suggests that while facilitators may influence individual components of entrepreneurial success, this does not translate into a broader impact on entrepreneurial intent through these themes. As noted by Baron (2004), entrepreneurial intent is a complex construct influenced by a variety of factors beyond immediate training inputs. The absence of a mediating effect highlights the need for more holistic approaches that integrate various elements of entrepreneurial support to effectively foster entrepreneurial intent.

Hypothesis 5: Business Skills and Knowledge Mediate Between the Facilitator and Entrepreneurial Intent.

This hypothesis suggested that business skills and knowledge would mediate the relationship between facilitators and entrepreneurial intent. The findings reveal that this mediation effect is not significant at the 5% level but becomes significant at the 10% level. This indicates a partial mediation effect, implying that while facilitators do contribute to enhanced business skills and knowledge, the translation of these skills into entrepreneurial intent is not straightforward. This partial mediation can be explained by the argument of Shane and Venkataraman (2000) that entrepreneurial intent is influenced by a broader set of personal and contextual factors, including individual motivations and external environment.

Hypothesis 6: Business planning Mediates Between the Facilitator and Entrepreneurial Intent.

The hypothesis that business planning mediates the relationship between facilitators and entrepreneurial intent was not supported by the findings. The lack of significance at both the 5% and 10% levels suggests that while facilitators may promote business planning, this does not necessarily translate to a heightened entrepreneurial intent among SME owners. This is consistent with findings from Delmar and Shane (2003), who argue that the utility of business planning varies significantly across different entrepreneurial contexts. The non-significant mediation effects points to the necessity of integrating business planning with other support mechanisms to effectively enhance entrepreneurial intent.

5.4 Conclusion of this Chapter

The findings indicate a diverse range of positions held by survey respondents, with a significant presence of business owners making up 49% of the sample population. This suggests that future research should aim to provide more detailed definitions or classifications of roles to ensure a clearer understanding of the demographics involved. In terms of the number of years respondents have been in the retail business, there is a notable influx of newcomers to the sector, with 55% entering within the past one to five years. This indicates a fresh perspective and potentially novel ideas being introduced into the industry.

The study also reveals significant variations in team sizes among retail businesses, with a majority of respondents (66%) being part of small teams comprising one to three people. This highlights the prevalence of small-sized teams in the sample population. When it comes to annual revenue, the data showcases a diverse financial landscape among retail firms, with a significant portion reporting earnings below R50,000. However, there is also a notable presence of businesses with revenues exceeding R500,000, indicating a mix of small-scale and larger enterprises in the industry.

Regarding geographical locations of retail operations, a clear urban-centric tendency is observed among the respondents, with a preference for metropolitan settings over suburban and rural areas. This suggests a concentration of retail establishments in urban regions. In terms of educational levels, a substantial proportion of respondents (40%) hold a bachelor's degree or higher, reflecting a high level of education within the sample. The data also indicates discrepancies in the reporting of educational qualifications, such as the anomaly related to the percentage of respondents with a higher certificate.

5.5 Summary of purpose of the study, research question and findings

This research study set out to investigate the impact of enterprise development training on the performance of small retail businesses in the Gauteng province. It was based on the understanding and argument that with a proper skill set, SMME owners would become empowered to gain an important edge over their competitors who have not undergone skills training.

Seven hypotheses were, therefore, developed to help find answers to the research question. Five of them were found not to be significant at 5% significance level but significant at 10% level. One was found to be negative and significant at 5% significance level while other was found to be positive and significant at 5% significance level.

This research study finds that enterprise development training has an impact on the performance of small retail businesses in the Gauteng province.

5.6 Implications of and recommendations from the study

5.6.1 Researchers

This study contributes to the existing body of knowledge by showing that enterprise training development has an impact on small retail businesses in Gauteng.

5.6.2 *SMME owners of retail business*

It is hoped that the findings of this study will inspire small retail business owners, especially previously disadvantaged individuals (PDIs), to embrace enterprise training as it has huge potential to unleash them in the South African economy.

5.6.3 *Policy makers*

Affordable internet connectivity should readily be made available to as many small retail businesses as possible.

5.7 Limitations of the study

The collection of primary data was inhibited as potential respondents were not keen to share information which they considered personal or sensitive. Data collection was concentrated in the urban areas of Pretoria. As such, the findings may not truly be representative of the whole of Gauteng province. Unaffordable internet connectivity contributed to delays in data collection.

5.8 Suggestions for further research

Future studies on the impact of enterprise training development on small retail businesses should ideally include qualitative data collection as respondents often require discussions to understand several concepts. Another suggestion is that the entrepreneurial intent of small retail businesses because of enterprise development should further be tested with more constructs than this study did.

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Appendices

Appendix 1: Draft Cover Letter

Wits letterhead (optional)

Dear Sir / Madam, or Good day or (similar)

My name is **Cleopatra M Kazhila** and I am a Masters student of Management in **Entrepreneurship and New Venture Creation** at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating the Impact of enterprise development training on the performance of small retail businesses in Gauteng under the supervision of Professor Boris Urban. The aim of this research project is to find out if enterprise development training has any impact on the performance of small retail businesses in Gauteng.

As part of this project, I would like to invite you to take part in answering a questionnaire. This activity will involve an online collection of data and will take around 20 minutes. With your permission, I would also like to record the interview using a digital device (optional).

There will be no personal costs to you if you participate in this project, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The questionnaire will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time. If you need some support or counselling services following the questionnaire, these are available free of charge at Wits University. The name of the counsellor will be advised when you contact the university at their official phone number.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you. The data collected from this research project will be stored in the Wits electronic systems and will be kept for XXX years. With your permission the data collected from this research project may be used by other researchers. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrec-medical.researchoffice@wits.ac.za

Yours sincerely,

Cleopatra Kazhila

Researcher:

Cleopatra Kazhila, 2405013@students.wits.ac.za, cleokazhila@icloud.com 0826885990

Supervisor:

Professor Boris Urban, boris.urban@wits.ac.za, 0117173762

Appendix 2: Draft Consent Form

Title of project: Impact of enterprise development training on the performance of small retail businesses in Gauteng

Name of researcher: Cleopatra M Kazhila, Student Number 2405013

I,, agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous

YES NO

I agree that the researcher may use anonymous quotes in his / her research report

YES NO

I agree that the interview may be audio recorded

YES NO

I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.

YES NO

..... (signature)

..... (name of participant)

..... (date)

..... (signature)

..... (name of person seeking consent)

..... (date)

Appendix 3: Actual Research Instrument

Impact of enterprise development training on the performance of small retail businesses in Gauteng

Participant Information Sheet

Good day My name is Cleopatra M. Kazhila. I am an MMENVC Candidate in the Wits Business School at the University of the Witwatersrand, Johannesburg. I am conducting a study about the impact of enterprise development training on the performance of small retail businesses in Gauteng, South Africa. The study involves completion of a brief questionnaire requesting for some personal information as well as questions regarding your experiences in your role in small businesses. This should take approximately 15 to 20 minutes to complete. Completion of this online survey is taken to mean that you give consent to participate. When the results of the study are shared, your name and all identifying factors will be anonymized such that your identity remains confidential. The information collected will be used for academic purposes.

If you have any further questions please feel free to e-mail me.

Thank you for your participation!

Yours sincerely,

Cleopatra M. Kazhila

Supervisor: Professor Boris Urban, boris.urban@wits.ac.za, 0117173762

DEMOGRAPHICS

Q1 Please specify your role in the retail business (Select one).

- ☐ Owner
 - ☐ Manager
 - ☐ Supervisor
 - ☐ Other
-

Q2 What type of retail business do you operate/manage?

Q4 How long have you been involved in your current retail business? (Specify years).

- ☐ 1 - 5 years
 - ☐ 6 - 10 years
 - ☐ 11 - 15 years
 - ☐ 16 - 20 years
 - ☐ Above 20 years
-

Q5 How many employees are there in your business? (Specify the number).

- ☐ 1 - 3
 - ☐ 4 - 10
 - ☐ 11 - 20
 - ☐ More than 20
-

Q6 What is the annual revenue of your retail business? (Specify the range).

- ☐ Less than R50,000
 - ☐ R50,000 - R100,000
 - ☐ R100,000 - R250,000
 - ☐ R250,000 - R500,000
 - ☐ Over R500,000
-

Q7 What is the geographical location of your retail business? (Select one)

- ☐ Urban
 - ☐ Suburban
 - ☐ Rural
-

Q8 Please specify your highest level of education: (Select one)

- ☐ Grade 9 - 11
 - ☐ Matric Certificate
 - ☐ Higher Certificate
 - ☐ National Diploma
 - ☐ Bachelor's Degree
 - ☐ Master's Degree
 - ☐ Doctoral Degree
-

Entrepreneurial Succes Themes: Motivation

Q9 I am highly motivated to succeed in my retail business

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Somewhat Disagree
- ☐ Neither Agree Nor Disagree
- ☐ Somewhat Agree
- ☐ Agree
- ☐ Strongly Agree

Entrepreneurial Succes Themes: Motivation

Q10 I am enthusiastic about overcoming challenges and obstacles.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Somewhat Disagree
- ☐ Neither Agree Nor Disagree
- ☐ Somewhat Agree
- ☐ Agree
- ☐ Strongly Agree

Entrepreneurial Success Themes: Motivation

Q11 I am committed to achieving my business goals.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Somewhat Disagree
- ☐ Neither Agree Nor Disagree
- ☐ Somewhat Agree
- ☐ Agree
- ☐ Strongly Agree

Entrepreneurial Success Themes: Commitment

Q12 I am dedicated to the long-term success of my retail business.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Somewhat Agree
- ☐ Neither Agree Nor Disagree
- ☐ Somewhat Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Entrepreneurial Success Themes: Commitment

Q13 I am willing to invest significant time and effort into my business.

- ☐ Strongly agree
- ☐ Agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Disagree
- ☐ Strongly disagree

Entrepreneurial Success Themes: Commitment

Q14 I am persistent in pursuing opportunities for growth.

- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Somewhat Agree
 - ☐ Neither Agree Nor Disagree
 - ☐ Somewhat Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
-

Entrepreneurial Succes Themes: Leadership

Q15 I provide clear direction and vision for my team (if applicable).

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

Entrepreneurial Succes Themes: Leadership

Q16 I effectively lead and inspire my employees (if applicable).

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat Disagree
- ☐ Neither Agree Nor Disagree
- ☐ Somewhat Agree
- ☐ Agree
- ☐ Strongly Agree

Entrepreneurial Success Themes: Leadership

Q17 I make decisions that positively impact my business.

- ☐ Extremely negative
- ☐ Moderately negative
- ☐ Slightly negative
- ☐ Neither positive nor negative
- ☐ Slightly positive
- ☐ Moderately positive
- ☐ Extremely positive

Business Knowledge and Skills: Finance

Q18 Indicate your level of financial planning and budgeting skills

- ☐ Poor
- ☐ Low
- ☐ Fair
- ☐ Good
- ☐ Very Good
- ☐ High
- ☐ Excellent

Business Knowledge and Skills: Finance

Q19 Indicate your level of financial analysis and risk management skills.

- ☐ Poor
- ☐ Low
- ☐ Fair
- ☐ Good
- ☐ Very Good
- ☐ High
- ☐ Excellent

Business Knowledge and Skills: Management

Q20 Indicate your level of employee management and team building (if applicable) knowledge.

- ☐ Poor
 - ☐ Low
 - ☐ Fair
 - ☐ Good
 - ☐ Very Good
 - ☐ High
 - ☐ Excellent
-

Business Knowledge and Skills: Management

Q21 Indicate your level of inventory and supply chain management knowledge.

- ☐ Poor
 - ☐ Low
 - ☐ Fair
 - ☐ Good
 - ☐ Very Good
 - ☐ High
 - ☐ Excellent
-

Business Knowledge and Skills: Environment

Q22 Indicate your understanding of market trends and competition

- ☐ Poor
 - ☐ Low
 - ☐ Fair
 - ☐ Good
 - ☐ Very Good
 - ☐ High
 - ☐ Excellent
-

Business Knowledge and Skills: Environment

Q23 Indicate your ability to adapt to changes in the business environment

- ☐ Poor
 - ☐ Low
 - ☐ Fair
 - ☐ Good
 - ☐ Very Good
 - ☐ High
 - ☐ Excellent
-

Business Knowledge and Skills: Marketing

Q24 Indicate your knowledge of branding and promotional skills.

- ☐ Poor
 - ☐ Low
 - ☐ Fair
 - ☐ Good
 - ☐ Very Good
 - ☐ High
 - ☐ Excellent
-

Business Knowledge and Skills: Marketing

Q25 Indicate your knowledge of customer acquisition needs and retention skill.

- ☐ Poor
 - ☐ Low
 - ☐ Fair
 - ☐ Good
 - ☐ Very Good
 - ☐ High
 - ☐ Excellent
-

Business Planning: Teams

Q26 I involve my team in the strategic planning process.

- ☐ Strongly agree
 - ☐ Agree
 - ☐ Somewhat agree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat disagree
 - ☐ Disagree
 - ☐ Strongly disagree
-

Business Planning: Teams

Q27 I believe in collaboration and teamwork to achieve business goals.

- ☐ Strongly agree
 - ☐ Agree
 - ☐ Somewhat agree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat disagree
 - ☐ Disagree
 - ☐ Strongly disagree
-

Business Planning: Resources

Q28 I have access to the necessary resources for business growth.

- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☐ Agree
 - ☐ Strongly agree
-

Business Planning: Resources

Q29 I allocate resources effectively to support business initiatives.

- ☐ Strongly agree
 - ☐ Agree
 - ☐ Somewhat agree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat disagree
 - ☐ Disagree
 - ☐ Strongly disagree
-

Business Planning: Opportunity

Q30 I regularly seek and capitalize on new business opportunities

- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☐ Agree
 - ☐ Strongly agree
-

Business Planning: Opportunity

Q31 I identify and assess potential risks associated with new opportunities

- ☐ Strongly agree
 - ☐ Agree
 - ☐ Somewhat agree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat disagree
 - ☐ Disagree
 - ☐ Strongly disagree
-

Facilitators and Training Approaches: Facilitators Attitudes and Behaviour

Q32 The training I have received has positively influenced my attitude and behavior towards entrepreneurship

- ☐ Extremely negative
- ☐ Moderately negative
- ☐ Slightly negative
- ☐ Neither positive nor negative
- ☐ Slightly positive
- ☐ Moderately positive
- ☐ Extremely positive

Facilitators and Training Approaches: Facilitators Attitudes and Behaviour

Q33 The facilitators of my training programs exhibit effective attitudes and behaviors.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

Facilitators and Training Approaches: Facilitators Attitudes and Behaviour

Q34 The training programs I have attended effectively addressed the topics of motivation, commitment, leadership, business knowledge, skills, and planning

- ☐ Strongly agree
- ☐ Agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Disagree
- ☐ Strongly disagree

End of Block: Default Question Block

Appendix 4: Ethics Clearance Certificate

Graduate School of Business Administration
University of the Witwatersrand, Johannesburg



Wits Business School Ethics Committee
Constituted under the University Human Research Ethics Committee (Non-Medical)

Ethics Clearance Certificate

Ethics protocol number: WBS/EN2405013/613

This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (below).

Project title Impact of enterprise training on the performance of small retail businesses in Gauteng

Investigator / Researcher REV/MRS CLEOPATRA KAZHILA

Nature of Project MM (Entrepr & New Venture Creation)

Decision of the Committee Approved, provided stakeholders and participants are guaranteed anonymity and confidentiality.

Issue Date of Certificate 2021-11-29

Expiry date Date of submission of the project report

Chairperson Prof Anthony Stacey
☎ +27 11 717 3587
☎ +27 82 880 4531
✉ anthony.stacey@wits.ac.za

Declaration by Researcher

One copy must be signed by the Researcher and returned to the Chairperson of the Wits Business School Ethics Committee.

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I undertake to resubmit the protocol to the Committee.

Signature

30-11-2021
Date:

