



**“YOUTH ENTERPRISING”: JOHANNESBURG YOUTH’S MOTIVATION,
PERCEPTIONS AND EXPERIENCES REGARDING ENTREPRENEURSHIP AND
SERVICES PROVIDED BY THE GOVERNMENT AND THE PRIVATE SECTOR**

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In fulfilment of the academic requirements for the Degree of Doctor of Philosophy

by

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March 2023

DECLARATION

I, Caroline Phofi, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in fulfilment of the requirements for the Degree of Doctor of Philosophy, specialising in Youth and Entrepreneurship, at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university. The secondary material used was acknowledged and referenced following the requirements of the university. I understand what plagiarism is and the implications thereof in terms of the university policy.

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DEDICATION

*Now to Him who can do exceedingly abundantly above all that we ask or think,
according to the power that works in us,
to Him be glory in the church by Christ Jesus to all generations, forever and ever.*

Amen

(Ephesians 3:20-21 The Message (MSG))

This study is dedicated to many young people who keep on dreaming and hoping. Their inspiration has shown that together young people when we persevere, we can reach success. I dedicate this to my family, my mother and father, who allowed me to be me and supported my love of education. To my husband, Mofihli Phofi and my two wonderful daughters, Ketlhohonolofatso and Tlotlo Phofi, for the support, understanding, love and hope you radiate in my life.

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ABSTRACT

Enterprising and entrepreneurship have become one of the solutions to addressing the challenges of the current economic state in South Africa that seem to have proven to lock some of the youth, especially the disadvantaged youth within Johannesburg, in the cycle of poverty, and unemployment. Although the largest group of youth entering the labour market have shown to be educated and suited for South Africa's global competitiveness, jobs seem to remain competitive in the formal sector. The study aimed to explore youth enterprising, the motivating factors, perceptions, and experiences of youth towards services that the government and the private sector provides. With the significance of entrepreneurship in the South African economy, there is a need to explore and investigate the contribution of entrepreneurs in the economy of South Africa and how can government and private sector support entrepreneurial activities among the youth to curb unemployment and poverty. A qualitative approach based on the interpretive paradigm was employed to explore the topic of youth enterprising. A case study design was best suited to achieving the objectives of the study, which sought to understand youth enterprise regarding youth's subjectively constructed reality. The selected case studies were selected from five organisations. These organisations mostly engage in youth development programmes aiming to capacitate youth with psycho-social and entrepreneurial skills, and to provide start-up funding. All the participants for the interviews (n=14), focus group discussion (n=8) and respondents of the questionnaire (16) were selected from Organisation A. The four key informants were from the other four organisations (Organisation B, C, D and E) and were only interviewed. Purposive sampling was adopted to select all the 26 research participants comprising of youth, youth workers, managers and key informants, and the 16 youth participants were selected for the structured questionnaire. The methods of data collection were semi-structured interviews, focus group discussions, and a structured questionnaire. Four different semi-structured interview guides were used as research instruments with all these different groups of participants. A focus group guide was adopted to facilitate the focus group discussion with eight youths. A total of 16 youths completed the hard copy of a structured questionnaire. Due to the COVID-19 pandemic and the national restriction, some potential participants did not want to engage in face-to-face interviews, therefore an online questionnaire was offered as an option so that the research could have more

participants to validate the data collection. A structured questionnaire was employed to elicit the respondents' responses to the four aspects related to motivation, ability, entrepreneurial opportunities, and resources associated with basic entrepreneurial success components. Results from the questionnaire were analysed using descriptive statistics. Data from the different interviews and focus group discussions were analysed using thematic analysis. The findings revealed that business and entrepreneurial skills should be integrated not only into economic sciences but also within the education sector's human sciences and social work courses. Participants mentioned that the role of the government and private sector in youth development and entrepreneurial services is vital. The study findings aided with the development of practice principles and guidelines to be used by social workers and other stakeholders in their programmatic interventions with youth entrepreneurs.

Keywords: Youth enterprise, motivation, perceptions, experiences, entrepreneurship, services, government, private sector, and non-government organisation

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LIST OF ACRONYMS AND ABBREVIATIONS

ANC	African National Congress
ASGISA	Accelerated Shared Growth Initiative South Africa
BEE	Black Economic Empowerment
B-BBEE	Broad-Based Black Economic Empowerment
BRICS	Brazil, Russia, India, China, and South Africa
CAPS	Curriculum and Assessment Policy Statement
COSATU	Congress of South African Trade Unions
CWP	Community Work Programme
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DoSD	Department of Social Development
DST	Department of Science and Technology
DTI	Department of Trade & Industry
ECD	Early Childhood Programme
EE	Entrepreneurship Education
EE&T	Entrepreneurship Education and Training
EMS	Economic and Management Science
EPWP	Expanded Public Works Programme
ESC	Entrepreneurial Success Component
EWN	Eyewitness News
FAMSA	Family and Marriage Society of South Africa
FBO	Faith Based Organisation
FG	Focus Group
FGD	Focus Group Discussion
GDH	Gauteng Department of Health
GEAR	Growth, Employment and Redistribution
GEN X	Generation X

GEN Y	Generation Y
GEN Z	Generation Z
GEM	Global Entrepreneur Monitor HEI Higher Education Institution
HR	Human Resources
HSRC	Human Sciences Research Council
HSBC	Hongkong and Shanghai Banking Corporation Limited
HWSETA	Health and Welfare Sector Education and Training Authority (HWSETA)
IDP	Integrated Development Plan
ILO	International Labour Organisation
IMF	International Monetary Fund
IPA	Interpretative Phenomenological Analysis
IYF	International Youth Foundation
LMIs	Labour-market intermediaries
OECD	Organisation for Economic Cooperation and Development
NEET	Not in Employment, Education, or Training
NDP	National Development Programme
NGOs	Non-Governmental Organisations
NPOs	Non-profit organisations
NSFAS	National Student Financial Aid Scheme
NYDA	National Youth Development Agency
NYDP	National Youth Development Programme
NYDF	National Youth Development Framework
NYP	National Youth Policy
NEF	National Empowerment Fund
MDG	Millennium Development Goals
MS	Microsoft
PAYE	Pay as You Earn
PIS	Participant Information Sheet
PWP	Public Works Programme
QLFS	Quarterly Labour Force Survey
RDP	Reconstruction Development Programme

SA	South Africa
SABC	South African Broadcasting Corporation
SADAG	South African Depression and Anxiety Group
SAPS	South African Police Service
SARS	South Africa Revenue Service
SC	Social capital
SD	Social Development
SDG	Sustainable Development Goals
SE	Social Enterprise
SEA	Social Enterprise Activities
SEDA	Small Enterprise Development Agency
SEFA	Small Enterprise Finance Agency
SMMEs	Small Micro to Medium Enterprises
StatsSA	Statistics South Africa
STEM	Science, Technology, Engineering and Mathematics
TEA	Total Entrepreneur Activities
TIA	Technology and Innovation Agency
TIPS	Trade and Industrial Policy Strategies
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNISA	University of South Africa
UK	United Kingdom
UN	United Nations
USA	United States of America
WBE	Work-Based Education

GLOSSARY

Amakipkip	colour-coated corn snack popular in the township
Gogo	grandmother or elderly woman
Magwinya	deep-fried traditional dough bread (also known as vetkoeks)
Mme	mother or polite title to address an older woman
Nyaope	dangerous and highly addictive street drug
Pap	maize meal

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

South Africa is experiencing a great shift in its economy with the increase of entrepreneurial activities across all racial groups, however, the entrepreneurial activity amongst the black population remains low. Becoming an entrepreneur in South Africa might be an aspiration for some of the youth to be independent and have flexibility with one's time could seem desirable for those who have held a job previously. Others might have had unmet career ambitions or unpleasant experiences with joblessness, and are eager to pursue entrepreneurship, but it is not an easy start-up process. This research is inspired by the underlying necessity and motivation that could enhance the entrepreneurial drive among the youth in South Africa and influence entrepreneurial intervention strategies to support youth to create sustainable business ventures and enterprises. This research study explores the motivation, perceptions, and experiences of the youth in Johannesburg regarding entrepreneurship and entrepreneurial services provided by the government and private sectors. The background of the study and the rationale of the study are discussed in this chapter. The aims and objectives of the study as well as the research questions are discussed. This chapter defines concepts such as motivation and entrepreneurship. Furthermore, it briefly gives an overview of the research design and methodology and tabulates the limitations and the delimitations of the study.

1.2 BACKGROUND OF THE STUDY

Youth poverty in South Africa has reached an alarming rate and has posed a challenge to the country's socio-economic development (Roberts, 2015; Zizzamia, 2020). According to Zizzamia (2020), unemployment is deeply rooted in the socio-economic inequalities which make participation in the labour market difficult. In South Africa, there are about 40 million people of employable age, and the youth (15-34 years) make up 51,6 per cent of the population (Statistics South Africa (StatsSA), 2022). In addition, out of the 40 million people only 14,9 million of them

are working and about 2,5 million are unemployed youth (15-34 years). This seems to have been one of the drives for the youth to opt for self-employment or start their own businesses. According to StatsSA (2021/2022), in the first quarter of the year 2022, the unemployment rate increased from the previous year's rate of 27.6 per cent to 34,9 per cent, and youth unemployment specifically, was pegged at 63,9 per cent for those between 15 to 24 years old (StatsSA, 2022). Further, for those between the ages of 15-34 years, it increased to 6,9 per cent years in (Q1) Quarter one: 2022 (StatsSA, 2022). Youth unemployment in South Africa has been regarded as a 'ticking bomb' that needs to be prioritised by the government and the private sector (International Labour Organization (ILO), 2019).

The notions made by different authors, such as Wilson and Venter (2016a), and Krueger (1993); who think the study on an underlying motivations and perceptions of enterprising and/or entrepreneurship, especially among the youth, has been under-researched. For example, Harris, Gibson, and Mick (2009) alluded that what is missing is that most studies on entrepreneurship have looked at the intent and perseverance as a prerequisite to starting a new business and overlooked the motivation of enterprising among the youth.

According to the Organisation for Economic Co-operation and Development (OECD) Employment Outlook (2021), COVID-19 has raised economic challenges and exposed the risk that many countries especially developing countries face and the recovery thereof is hard and slow. The OECD (2021) stated that long-term employment strategies need to be employed such as investing in effective skills policies, addressing the right structural issues, affecting the labour market and active labour market policies. Blundell, Machin, and Ventura (2020), state that although self-employed people were affected by the pandemic because they tend to be a highly optimistic population group, they find alternatives as application-based work and as support from the government became available the risk became manageable. The group consisted mostly of young people. Younger generations were said to be more likely to look for alternatives and be flexible with self-employment (Blundell et al., 2020).

Entrepreneurs are innovative, hardworking, problem solvers and not opposed to taking risks, amongst other characteristics, and making that the right time for the youth to explore the

possibilities and opportunities of entrepreneurship. As more young people begin to participate in entrepreneurial programmes offered by government and non-governmental organisations (NGOs), they need to explore entrepreneurial opportunities to grow their financial security and expand their aspired businesses (Nhemachena, 2017). The challenge youth might face is, whether they have gained sufficient basic skills from available entrepreneurship programmes required for their business to succeed and to participate in economic activities for the economic growth and the stability of South Africa. Accordingly, Nhemachena (2017) states that entrepreneurial motivation is essential for the development of small business ventures and innovative methods to enhance the economy of South Africa.

Domestic politics and global recession have become challenges to many organisations in South Africa, as they are unable to promise job security to their employees. The youth is left having to adapt to these external demands and becoming flexible to reinvent themselves. Bauman (2007) thinks that the late modernity (which is today's highly developed global societies) has brought amongst other things social anxieties and uncertainties, all having implications for the youth. For example, Jones (1965) suggests that life has now become a short-term series of projects and episodes rather than a promise for development or progression. Youth is left to make choices like not committing to the employer for the same reason that the employer cannot promise secure employment. Although some youth can use the support provided by different organisations to improve their knowledge and skills, their intentions and perseverance to set up a new business soon are however crucial (Thompson, 2009). The determined attitude of youth to persevere and be resilient amid challenges is necessary for entrepreneurship.

According to Patel (2009), youth development should incorporate the analysis of different systems and structures interacting in and between societies. These structures include the community, government, NGOs, and the private sector. Any individual has the potential and ability to improve his or her own life. However, when structures such as training sectors, youth organisations, education, government, and businesses are not able to absorb the youth for employment or career purposes, the vicious cycle of high-risk and anti-social behaviour, will not end (De Lannoy, Graham, Patel & Leibbrandt, 2018).

In Gauteng, there are several youth development organisations such as Camp Sizanani, which currently run programmes in four Gauteng townships, namely Soweto, Alexandra, Orange Farm, and Poortjie. This organisation has a few youth programmes focusing on education and training through camp experiences. Youth receive training on general life skills such as leadership, problem-solving, communication and flexibility, business, and financial skills. The programme aims to equip the youth with the life skills that empower them to pursue positive and life-changing endeavours (Camp Sizanani Annual Report, 2019/2020). Camp Sizanani has reported that they reached 8000 children between the ages of 11 and 18 years, with youth clubs having 615 members to date. This organisation has a financial literacy and entrepreneurship programme (FLEP) that youths participate in and benefit from the programmes. The purpose of the financial literacy and entrepreneurship programme is to improve the financial literacy, capabilities, business knowledge and skills of youth and children as young as 12 years. Youth who show an interest in business are given soft loans to launch their various businesses. The value of the loan is currently pegged at R5 500.00 in total, and each group presents its products and services for evaluation in an organised community market day event (Camp Sizanani Report, 2019). However, the challenge is the consistent participation of the youth in programmes like these and their understanding of business and jobs versus a career.

There is still a need for serious investment in the youth and support for them to be involved in mainstream economic activities. Youth dividend as a concept is used by some authors to explain that a country like South Africa has a youthful population, and such is viewed as an opportunity to benefit from their involvement in economic activities (Venter, 2014). This is referenced to former South Africa (SA) Deputy Finance Minister, Mr Mcebisi Jonas in the Daily Maverick, who highlighted that it is the youthfulness of the population that is often viewed as positive for assisting in unlocking growth and development of potential (Jonas, 2016). In addition, Buti Manamela, Minister in the Presidency, emphasised that for South Africa to have sustainable growth the nation must take advantage of youth dividends (Manamela, 2017).

The youth has become a mirror into which social anxieties (such as lack of access to economic activities or financial security) and hope for adult generations have in some cases been projected. Several authors mention that youth who are categorised as millennials or Generation Y (Gen Y),

“the first technological and global generation” (Berkup, 2014, p. 222) have been put under pressure to perform better than how their predecessors have (Johnson, 2017; Kehoe, 2018). Gen Y is perceived to be highly educated and regards the workplace as an opportunity to learn. It is still important to mention that for the youth to value their career aspirations, and find a job that matches their skills, they need to be supported (OECD, 2017).

1.3 PROBLEM STATEMENT AND RATIONALE FOR THE STUDY

Youth entrepreneurship has been in the spotlight and the subject of discussion by several researchers during the millennium era. Globally, entrepreneurial interventions and education have been slowly implemented by different organisations. Youth issues have topped the priority list for development since the youth population is growing and the need to engage with them has become crucial (African Youth Charter, 2006; USAID, 2012; Government of the Republic of South Africa, 2009; Tshikovhi, 2014). This has also seen youth’s socioeconomic integration and contribution becoming of significant importance (Youth Policy Lab, 2015, Nhemachena, 2017). According to OECD (2021), youth involvement and participation in economic activities help countries to create innovative and sustainable businesses, which may possibly compete globally.

Focusing on the development of youth is, in a way, promoting new cultural forms amongst them that will connect their past to the future as they use science, technology, information and communication technology (Wilson et al., 2016; MENA Report, 2017). The integration of business, innovative skills, and knowledge in school curricula is vital and may interest some youth in pursuing entrepreneurship. However, it has been implemented slowly in South African schools (Eustance, 2019). Eustance (2019), state that for the youth to stand a chance of participating in meaningful economic activities at the school level, knowledge and skills in entrepreneurship and business management should be taught and practiced enabling them to confidently develop interest and motivation towards them. Globally and in South Africa, the new growth sector requires different sets of skills and capabilities. Youth should have skills and capabilities that are especially technological and innovative in nature. Youth need to learn how to turn their creative ideas into a commercial business and enterprise them. Fedderke and Simkin (2012), say that for South Africa to develop in technology, it relies more on human capital

investment in the Science, Technology, Engineering and Mathematics (STEM) Programmes, which the South African education system still finds difficult to produce.

South African youth entrepreneurial activities, when compared to other countries in Africa, are still low. Youth still need to be capacitated through skills and capital so that they can contribute to the continent's economic market. According to Bosma and Kelley (2019) regarding the Global Entrepreneurship Monitor (GEM) (2018/2019), there have been noticeable entrepreneurial activities and intentions in Africa, especially in Angola but less in South Africa, and the report shows that societal attitudes and perceptions towards entrepreneurship are becoming positive. These entrepreneurial perceptions and thinking need to be increased through skills training. The implementation of skills training by educational institutions would support the National Development Plan (NDP) Vision 2030 which aims at addressing and reducing the unemployment rate among the youth in South Africa (Wilton & Roberts, 2016).

Several organisations in South Africa such as NYDA (MENA Report, 2014), Camp Sizanani (Camp Sizanani Annual Report, 2019) and Metropolitan Evangelical Services (MES) (MES National Newsletter, 2022), have developed programmes and entrepreneurial strategies to help youth with technical and business skills that would enhance their chances of being employed. Although Turton and Herrington (2013) argued that in terms of the numbers of intentional entrepreneurs being low among South African youth in comparison to other sub-Saharan African countries, the focus should remain on youth development.

This study is relevant to social development practices because, social development encourages the development of services where social needs, and the provision of structure, as well as services and initiatives to meet the needs are at the core of the process (Ife, 1998). The goal of enterprising and entrepreneurship is to bring solutions to the people and meet their needs by providing services that will profit the entrepreneur (Schumpeter et al., 2003). Midgley (1998) states that social development is characterised by technological progress and economic growth. It embraces not only economic growth, but its process is aimed at promoting quality of life, where basic resources are accessible to the community. Individuals in communities can benefit by receiving services from entrepreneurs. Entrepreneur services like local businesses have the potential to benefit the

community members when services are readily available and accessible when they need them, and this promotes the SD initiative. The SD encourages communities, non-governmental organisations, and businesses to participate in productive economic activities whereby they invest in human and social capital (Hall & Midgley, 2004).

It is not enough for the South African government and the private sector to wish that the youth embark on entrepreneurship without first tapping into the youth's intellectual, social, and emotional capital (Urban, 2011). Students with higher motivation are more likely to be ready to set up their entrepreneurial ventures and pursue their aspired goals (Cho & Wong, 2006). The aim of the current South African government together with policymakers, academics, and the private sector has been to develop entrepreneurial competence among the youth and get them to believe in themselves. Nkere (2014) states that the role of government and NGOs in developing technical skills among youth is vital for them to grow interest in business and entrepreneurial activities. According to the Trialogue (2017), sustaining entrepreneurship among the youth might be a challenging task, because youth coming from disadvantaged backgrounds view entrepreneurship as a means of survival rather than as an empowering way to be self-sustaining and independent.

As much as there have been several studies on youth development and possible entrepreneurship strategies (Jones, 2009; Blyth, 2016; Rogerson, 2013; Nkere, 2014; Ramasobana, Fatoki & Oni, 2017; Mudimu, 2017), there seems to be a gap in studies that focus on personal perceptions, motivations, and experiences of youth towards entrepreneurship and the intervention strategies. Entrepreneurship research has mostly focused on interpretive approaches characterised by qualitative research design and lacking quantitative or mixed methodology studies (Fatoki, 2010; Venter, 2014; Mnganga, 2014; Mudimu, 2017). Wilson and Venter (2016) attest to this and suggest that both qualitative and quantitative research is needed in this area. Therefore, this study was of paramount importance as it investigated the perceptions and experiences of Johannesburg's youth regarding the entrepreneurial intervention programmes and support services provided by the government and the private sectors. The study had carried the potential to unravel the value of perceptions, attitudes, motives, and intent of youth in pursuing business and/or enterprising their innovative ideas. The purpose of this research was to contribute towards enhancing knowledge on youth development and entrepreneurship in Johannesburg.

The research has mostly highlighted the importance of developing and maintaining guidelines of training and monitoring for the government, the private sector, as well as the education system to ensure continuous support to the youth. Further, the intention was that this research should add value to the development of practice principles and guidelines that could be utilised by social workers, youth workers, and other stakeholders in their programmatic interventions with youth entrepreneurs. The study endeavoured to magnify the need for the integration of business and entrepreneurial skills in education sectors, not only limited to economic and business sciences, but also within human sciences and social work courses.

1.3.1 Relevance of the study to social development

Social development encourages the development of services where social needs, and the provision of structure, as well as services and initiatives to meet the needs are at the core of the process (Ife, 1998). The goal of enterprising and entrepreneurship is to bring solutions to the people and meet their needs by providing services that will profit the entrepreneur (Schumpeter & Backhaus, 2003). Midgley (1998) states that social development is characterised by technological progress and economic growth. It embraces not only economic growth, but is a process aimed at promoting quality of life, where basic resources are accessible to the community. Individuals in communities can benefit by receiving services from entrepreneurs. Entrepreneur services like local businesses have the potential to benefit the community members when services are readily available and accessible when they need it, and this promotes the Sustainable Development Goal initiative that social workers and community workers are involved in (Noyoo, 2018). The Sustainable Development Goal encourages communities, non-governmental organisations, and businesses to participate in productive economic activities whereby they invest in human and social capital (Hall & Midgley, 2004). The components of youth development and provision of services are clearly embedded in the field of social work, so it is relevant to the Sustainable Development agenda.

1.4 RESEARCH QUESTIONS, AIM AND OBJECTIVES

1.4.1 Research questions

The research was guided by the following research questions:

1. What is the general understanding of youth in Johannesburg regarding enterprising?
2. What are the motivating factors of youth towards enterprising?
3. What are the experiences of youth regarding entrepreneurial services provided by the government and the private sector?

1.4.2 Primary aim of the study

The primary aim of the study was to explore the motivation, perceptions, and experiences of youth in Johannesburg regarding entrepreneurship and services provided by the government and private sector.

1.4.3 Secondary objectives

The objectives of this study were:

1. To determine Johannesburg youth's motivating factors towards entrepreneurship.
2. To explore the views of Johannesburg youth about their experience with enterprising.
3. To investigate the role played by the government and the private sector in addressing entrepreneurship issues among Johannesburg youth.
4. To elicit recommendations from research participants regarding entrepreneurial services among the youth in Johannesburg.

1.5 DEFINITION OF CONCEPTS

The following concepts and definitions adopted in this study are entrepreneurship, motivation, entrepreneurial motivation, Social Entrepreneurship (SE) and youth.

1.5.1 Entrepreneurship

Entrepreneurship is known as a concept associated with the business and thereof, as a process of starting a new business with a risk that one will either make a profit or a loss. It is further defined as “the process of adding something new (creativity) and something different (innovation) for the purpose of creating wealth for the individual and adding value to society” (Kao, 1993, p. 1). Similarly, enterprise involves creativity and innovation. Innovation refers to the ability of people to work on what has been invented to create something better or make something more advanced (Issacson, 2014). The term entrepreneurship has been used interchangeably with ‘enterprise’. Entrepreneurship can be seen as a process and not just a result. An entrepreneur needs to possess characteristics that can assist in making his or her business successful. Ramasobana et al. (2017), say the characteristics needed for a successful entrepreneur include factors such as gender, level of education, age of the owner and knowledge of internet technology. In this study enterprising and entrepreneurship will be discussed as one and interchangeably. The level of education became evident in revealing youth knowledge about enterprising and entrepreneurship. The current study revealed that youth are more familiar with entrepreneurship than enterprising.

1.5.2 Motivation

The term motivation refers to the need or desire that energises behaviour and directs it towards a goal (Vallerand, 2001). The concept of motivation can be drawn from authors such as Maslow’s (1954) work on human motivation and Atkinson’s Theory of Achievement Motivation (Atkinson, 1953). Historically, the primary study was committed to looking at the interaction of personality and environmental influence in the determination of purpose behaviour (Vallerand, 2001). Motivation studies focused on understanding the drivers that stimulate individuals to want to pursue certain tasks. The theory of achievement motivation says that an individual with achievement-orientated behaviour is most likely to influence results that would yield success and excellence (Vallerand, 2001). Accordingly, Akiva et al. (2014), state that motivation for one to engage in an activity is determined by that person’s assessment of the likelihood of their success and the value the individual places on that task. Similarly, this study confirmed that

entrepreneurial activities and their motivation to pursue it among the youth in South Africa is influenced by the individual drive a person have and the determination to want to do business. Moreover, the study also highlighted revealed that youth tend to pursue the self-employment or business route due to unemployment and the desire to make a living, which is equivalent to wanting to achieve something for themselves.

1.5.3 Entrepreneurial motivation

Entrepreneurial motivation, on the other hand, refers to the internal factors that stimulate entrepreneurial behaviour and external factors that induce entrepreneurial behaviour among entrepreneurs (Nhemachena, 2017). Atkinson (1953, p. 4) states, “behaviour is always to be attributed to the interaction of characteristics of personality and characteristics of the immediate environment at the time”. The assumption of these authors, like Choo et al. (2006), is that the individual’s tendency to achieve success in a particular task is a joint function of motive, expectancy, and incentive value. This study was different in that youth as young as 17 years participated so the researcher gets diverse factors of motivation to succeed especially in entrepreneurial activities from the younger youth participants.

1.5.4 Social Entrepreneurship (SE)

A social entrepreneur is an individual who starts a business venture to address and meet the social need of people and makes a profit as well. According to Mair and Noboa (2003), social entrepreneurship is an innovative and creative use of resource combinations to pursue opportunities aiming at the creation of organisations and/or practices that yield sustainable social benefits. The study showed that among the key informants interviewed in the study their pursue to start their own enterprise was inspired by meeting the needs of people and monetarising the services as well. Their creative business ideas manifested into something beneficial for the communities.

1.5.5 Youth

The concept of youth refers to a period of transition from dependence on childhood to adulthood independence (Erikson, 1968). Youth is considered a ‘young adult’ stage in human development that precedes middle adulthood. Furthermore, it is the stage in a person’s life where identity is constructed. Countries and policies differ in their definition of youth. The South African National Youth Policy (1997) is directed toward males and females aged from 14 to 35 years. The United Nations considers individuals between the age group of 15 and 24 as youth. In some African countries, for example, the youth is from the ages of 12 to 30 years, while in Nigeria, it is between 18 and 35 years (ILO, 2019). Therefore, youth in South Africa can be viewed as those of employable age, between 15 to 34 (StatsSA, 2022). The age of majority is 18 years, and this thesis followed the definition of youth which is between the ages of 16 to 35 years (Constitution of the Republic of South Africa Act 108 of 1996, Section 28(3); Children’s Act 38 of 2005, Section 1). The age of the majority used to be 21 years but was changed in the year 2007 to bring it in line with the definition of a child in the constitution. A child who reaches the age of majority (18 years) can conclude valid contracts without parental assistance and those younger than 18 years need parental assistance, hence both were considered in this research as participants. This definition of the constitution was adopted for this study.

1.6 OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

For the study to achieve its aim and objectives, qualitative research approach rooted in the interpretive paradigm was employed. The design focused more on qualitative strategies with the use of semi-structured interviews, a focus group discussion, and the administration of a structured questionnaire. Qualitative research is process-oriented (Creswell, 2014); therefore, the researcher explored the topic with participants to get a deeper understanding. The process of a qualitative study comprised semi-structured interviews with youth participants, managers, and key informants, as well as a focus group discussion. Purposive non-probability sampling was utilised. Of the 32 youth who agreed to voluntary participation in the study, eight were interviewed, eight participated in a focus group and due to COVID-19 interrupting the data collection process, 16 youth completed a structured questionnaire developed by the researcher. Eight youths

participated in the focus group discussion only and didn't form part of the interviews, 16 completed the questionnaire, two managers and four key informants were interviewed. Data from the interviews and focus group discussion was analysed using thematic analysing by coding, categorising, presenting, and discussing themes and sub-themes. Due to the COVID-19 pandemic and the resulting national restrictions, some potential participants did not want to engage in interviews or focus group discussions. Therefore, they had the option to complete the questionnaire either in hard copy or online. This was applied to involve more participants to strengthen the data collected. Data collected from the completed questionnaires was converted into numerical information, and statistical analysis was used to analyse the quantitative data.

1.7 LIMITATIONS AND DELIMITATIONS OF THE STUDY

According to Simon (2011), limitations in research studies are things or activities the researcher does during the research process and are in most cases out of control. Delimitations on the other hand involved choices and activities that the researcher is in control of such as the choice of the research objectives, rationale, and methodology (Simon, 2011).

Table 1.1: Limitations and delimitations of the study

Limitations	Delimitations
1.7.1 Ethics processes and permissions The researcher obtained permission from the main organisation (Organisation A) in 2018, and permission from the other four organisations was also obtained. The key informants each worked for an individual organisation (Organisations B, C, D and E). Due to administrative issues, the COVID-19 pandemic, and the lockdown restrictions, written and verbal permission from the other organisations was later obtained in 2019/2020.	Before implementing adjustments to the research process and data collection, permission was obtained from Wits University's Non-Medical Ethics Committee. The organisations, professionals and youth involved in the study even during COVID-19 allow the research creativity and the use of the online platform. Most of the scheduled face-to-face interviews were converted to online mode for the safety of participants and the researcher. Although the Participant

The implications of the COVID-19 pandemic in 2020, and the safety protocols involved affected the timelines for permission and the data collection processes.	Information Sheet (PIS), and consent form had confidentiality clauses those could not be guaranteed to the participants in the focus group discussion because there is no control over focus group participants once they leave the focus group session. However, it was guaranteed that their identities and contributions during the focus group sessions will be protected in the final thesis.
1.7.2 Issues relating to transferability and generalisability. The study was conducted with youth in an organisation in the Johannesburg area only. It will not have the same transferability to youth in all the provinces of South Africa.	The thick description provided by the research participants is useful for youth entrepreneurship, development, and services.
1.7.3 Issues of social desirability According to Punch (2005), participants who assume a certain position in an organisation if they are fearing exposure during the interview might provide the researcher with socially desirable responses. Participants could have also withheld information from the researcher that they regarded sensitive. This was seen with the youth worker and managers as they affiliated and benefited from one organisation and wanted to speak well about it.	During the interviews and a focus group discussion, the researcher stressed the importance of confidentiality and anonymity. The Participant Information Sheet (PIS) was used to remind participants to express their views openly and honestly, which allowed the minimisation of social desirability.
1.7.4 Non-responsiveness of the Youth The researcher experiences low or less response from the youth participants when interviews were to commence due to COVID-19 and all the uncertainties that came with the	The researcher conducted online and telephonic interviews because of the COVID-19 restrictions, and because participants were readily available for online interviews as compared to face-to-face interviews. The

pandemic. Thirty-two (32) youths were approached and invited to participate in interviews and agreed. However, as the pandemic and the national lockdown emerged responses remained poor from the youth and youth workers. Telephone follow-ups occurred, and participants were either unreachable or those who were available promised to continue with interviews and completed the questionnaire online. The participants who agreed to participate in the research when followed up could not attend interviews and did not honour their appointments.	delay in data collection continued for six months. The lack of time of participation was explored at meetings with managers and research coordinators within the organisation. The conclusion made was that the lack of participation was due to COVID-19 lockdown regulations, interim closure of the organisations, and the general fear participants had with engaging with people as well as the lack of resources the youth population experienced in terms of travelling to the offices. The organisation made provisions for youth by providing transport to the organisation and airtime during level three (3) of the lock-down, to alleviate youth refraining to participate.
1.7.5 Researcher bias The researcher understood that because of the nature of qualitative research, biases cannot be ruled out. The researcher's experiences with working with youth were always a focus and potential bias.	By the researcher refocusing assisted so that it did not hinder the interview processes. In all the interviews and focus group discussions the researcher cross-checked the responses and comments to guard against bias.
1.7.6 Issues regarding paradigms The selection of an interpretive paradigm might have set a fixed tone on what the views and perspectives of participants are and boundaries on what the findings might be.	The researcher used an interpretive paradigm to guide the research method. The interpretive paradigm was helpful in terms of investigative and explorative approaches to the research to get the subjective meaning participants attach to the topic under research (Creswell et al., 2017).
1.7.7 Issues regarding Qualitative strategy The researcher's use of qualitative strategies	The choice of qualitative method set the tone for the research process and made it easier for

particularly a case study with the inclusion of a structured questionnaire may have impacted on the analysis and findings of the study. The use of coding, categorising, and thematic analysis proved to minimise errors. Although the study used descriptive statistical analysis for the research questionnaire, the researcher's ultimate purpose was to explore and describe. So qualitative strategy took dominance in the study.	the data collection, data analysis, and presentation as well as recommendations.
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1.8 ORGANISATION OF THE THESIS

The thesis comprises of seven chapters. The **First Chapter** introduces the study and provides information relating to the background of the study, the problem statement and rationale to selecting the study, and the relevance of the study to social development. The research questions, aim, and objectives of the study are outlined. Key concepts are defined, the research design and methodology are summarised, and the limitations and delimitations of the study are highlighted.

Chapter Two discusses in detail theoretical framework of the study, which are the Entrepreneurial Success Component Theory and the Motivation approach.

Chapter Three discusses the literature on youth enterprising, entrepreneurship in addressing unemployment, and its impact on economic growth globally and in South Africa. The chapter presents a discussion on the role of the government and private sector especially non-governmental organisations in youth entrepreneurship. It delves into youth development and the role of entrepreneurial policy in South Africa.

Chapter Four of the thesis focuses on the research design and methodology adopted by the researcher. This chapter highlights the qualitative methodological nature of the research study.

The ethical considerations relevant to this study are also deliberated. The chapter concludes discussing the trustworthiness of the data in the study.

Chapters Five and Six, focus on presenting and discussing the findings of the qualitative and quantitative data collected. The chapters present data obtained from interviews, a questionnaire, and a focus group of participants. The data is presented according to themes and subthemes that emerged. The collected qualitative data was analysed using thematic analysis while the quantitative data was analysed using descriptive statistics.

Chapter Seven focuses on the key findings, conclusions, and recommendations. The summary of the study and the findings are presented and tabulated in this chapter. The recommendations focused on the government and the private sector's ability to eradicate youth unemployment because of their existing resources and influence, and the importance of government policies and programmes to target youth development and entrepreneurship.

CHAPTER TWO: THEORETICAL FRAMEWORKS

2.1 INTRODUCTION

Research needs to be guided by theory because of its usefulness in professional practices and understanding [of] our world. According to Lederman and Lederman (2015), the use of a theoretical framework is to justify the researcher's efforts, and because of the qualitative nature of the research, the approach is to assist in guiding the researcher to make meaning of the relevance of the study. Theoretical frameworks are being used to limit the scope of the relevant data by focusing on specific and important variables. In exploring the motivations, perceptions, attitudes, and experiences towards enterprising and the role of government and private sector towards entrepreneurial services and interventions, the researcher employed specific theories appropriate which were entrepreneurial success component theory and motivational approaches.

2.2 THEORIES THAT GUIDED THE STUDY

Theories in social sciences are crucial to bringing a connection to the research study and the choice of approach. It brings meaning to the qualitative research study (De Vos, Strydom, Fouche, & Delpont, 2011). Heppner and Heppner (2004) assert that theories allow the researcher to review how the theory has been used to guide the exploration study and in this case youth enterprising. Payne (2005) posits that theories bring perspective and reference to the phenomenon being studied. Rubin and Babbie (2005) state that theory explains human social life and how people bring meaning to their everyday life. For this study, the Entrepreneurial Success Component (ESC) and motivation theories were relevant in understanding the youth's views and experiences with enterprising. The primary purpose of a theoretical framework was to enable this research to investigate possible reasons and various perceptions underlying the motivation of the youth's participation and venturing into an enterprise.

2.3 ENTREPRENEURIAL SUCCESS COMPONENT (ESC) THEORY

The definition and interpretation of entrepreneurship and enterprising are based on the work of Olugbola (2017), who derived his concepts from Gibb and Ritchie (1982). The current study on youth enterprise was guided by the ESC theory. Gibb and Ritchie (1982) developed this theory during their study that focused on developing insights into the process of business start-ups. In their study on barriers to start-ups, Robertson, Collins, Medeira, and Slater (2003) used this theory to understand the process of starting a small business and the components to help that business succeed. The theory is relevant to this research, as other authors have adopted it, such as Choo and Wong (2006) and Olugbola (2017) to explore entrepreneurship and its sustainability. In 2017, Olugbola's study explained that the ESC theory is focused on entrepreneurial readiness and a motivational concept that was adapted by Gibb et al. (1982) and later by Choo and Wong (2006). The theory requires a process of learning on a business and personal level whereby the entrepreneur needs to embrace the business cycle and role within entrepreneurial learning (Cope & Watts, 2000). The authors looked at motivation as a need and desire that energises an entrepreneur, as well as entrepreneurial readiness as a prerequisite of youths' ability to explore various business opportunities. They looked at success components such as ideas and market, motivation and determination, resources, and ability (Choo & Wong, 2006). Further, making use of this theory used by other researchers such as Olugbola (2017), and Steffan and Mario (2016) in related work on entrepreneurial readiness and motivation assisted and guided the current research study. Consequently, Gibb et al. (1982) look at motivation as a social process that allows an individual's ideas and desires to develop in a social situation. This research study will use the four components derived from this theory to guide data collection, analysis and presentation, and discussion of findings. Accordingly, the theory is divided into four basic success components as stated by (Gibb et al., 1982). These components are explained below:

2.3.1 Ideas and market

When this theory speaks about ideas and markets, it wants the focus to be on the entrepreneur's ability to identify opportunities. Youth need to come up with innovative and creative ideas that they can commercialise or enterprise for profit. It should be by having an idea that would enable

the youth to tap into new ventures that were not previously exploited or tapped by others (Olugbola, 2017). An entrepreneur would need to exploit the niche for market opportunity. Social networking for the youth would be a skill necessary to explore the market and connect with people. The study highlighted the significance of South African youth tapping into networking skills at all level-social, cultural, and national so that they can identify opportunities and penetrate the market with their product(s).

2.3.2 Motivation and determination

The theory explains motivation as a way through which an entrepreneur can reach their goal by owning a business. Choo et al. (2006) highlight that to motivate youth towards entrepreneurship and readiness, the needs for achievement, independence, and profit are vital. Choo et al. (2006) studies among others like that of Urban (2011); Fatoki (2014); Pendame (2014) and Olugbola (2017) have all argued that youth's desire for independence is guided by passion. Steffan et al. (2016) looked at motivation and readiness, and they agree that what drives motivation is the entrepreneurial desire in a person. The authors derive their notion of behavioural intentions from Ajzen (1991), who assert that together with a person's action and commitment encompasses entrepreneurial motivational readiness. Kruglanski, Chernikova, and Rosenzweig (2014, p. 368) mention that "by motivational readiness, we mean a psychological experience of the willingness to attain a given state of affairs". The youth in South Africa have shown characteristics of readiness in starting their own businesses, however consistent determination has been encouraged when they engage in activities like skills development provided by NGOs and business entities that ignite their entrepreneurial intentions (Nkere, 2014). It has been noted that youth who are motivated and determined to pursue self-employment and or entrepreneurship tend to be guided by the ultimate reward and passion to bring solutions (Steenkamp, et al. 2011; Urban, 2011).

2.3.3 Resources

The youth cannot pursue entrepreneurship on their own without having the necessary resources, in the form of people or organisations to help and support them. Among other challenges youth entrepreneurs face is the access to finances and resources, and the maintenance thereof. A study

by Lekhanya (2016) focusing on youth entrepreneurial spirit and perceptions among youth in Durban highlighted finances as the main hindrance to growth and success because banks were not lending youth money for their startup businesses. Overall, there was no financial support for youth wanting to start a new business (Lekhanya, 2016). Entrepreneurship carries challenges and risks such as lack of finances, limited infrastructure, competition, and exposure to crime among other issues (Irma, 2011). Many other researchers have also found a lack of start-up capital to be a hindering obstacle in building sustainable businesses among youth (Choo et al. 2006; Venter et al. 2010; Rogerson, 2013; Ramasobana et al. 2017).

Resources for a person starting a business are important (Olugbola, 2017). These resources include the financial, and physical infrastructure of the building where the business operates, humans in terms of hired personnel do the job, and the businesses or organisations' assets are used by the entrepreneur to grow and deliver services to consumers. Human capital is an important resource because it involves people's intellect in terms of skills and experience and social and emotional capital (Urban, 2011) needed to achieve a goal or reach one's potential (Schneider, 2017). For the youth of South Africa, resources from NGOs and the government play a huge role in capacitating them with the knowledge and skills to embark on business. NGOs in South Africa such as Harambee have played a huge role in developing technical and business management skills among youth (Steenkamp, et al. 2011; Nkere, 2014; Brière, Tremblay & Daou, 2015; Tsoka, 2016). These skills youth learn are ultimately the resource they will have to use to follow through with their new ventures.

2.3.4 Ability

An entrepreneur's ability to create a successful business and obtain a high return or profit could influence motivation toward start-up. This ability is made possible by the knowledge and skills the entrepreneur possesses. Youth's exposure to entrepreneurial education gives them the advantage to use the knowledge and skills to start up their businesses. According to Urban (2011), an entrepreneur who is skilled and educated can pursue an opportunity-based venture. According to Olugbola (2017), skills that are necessary for an entrepreneur include management, financial, marketing, effective business planning, and administration. In their study, Ramasobana et al.

(2017) investigated entrepreneurs' characteristics and marketing communication practices of small-medium enterprises in South Africa and found that if the youth entrepreneur has education qualifications, he or she can come up with creative ideas for marketing the product. However, the uneducated entrepreneur would use old methods of marketing and running the business. It has been found that those without internet access become socially isolated from the market and business-related forums (Schneider, 2017). With too much exposure to technology, South African youth need to stay versed with technology and learn new technological ways of starting up a business and sustaining it.

As much as this theory views entrepreneurship as a social process (Gibb et al. 1982; Choo & Wong, 2006), there are other factors such as an individual's success and career still being influenced by class and social structure such as family, education, experience, and present lifestyle (Olugbola, 2017). The four components that have been mentioned above guided the analysis and conceptualisation of this study, and these four factors developed qualitatively by Gibb et al. (1982) were explored in this study. Although Olugbola (2017) used the Gibb et al. (1982) framework for his study and the entrepreneurial training as a moderator, the outcome of his study suggests that youth can go into entrepreneurship if they change their class structure, prior experience, and association (social or family). Olugbola (2017) alluded to what could be potential challenges for youth in the current study. He suggested that more research needed to be carried out on the desire for independence as a motivator that can influence entrepreneurial readiness among the youth. Olugbola also stated that the importance of entrepreneurship training on motivation has not been fully explored. Choo et al. (2006) in their study maintained that the need for motivation, independence, and profit is vital for motivating the youth towards entrepreneurial readiness. Further, when it comes to various motivations for young people to become entrepreneurs, Kirkwood (2009) mentioned that their main motivation is the desire to achieve financial security, followed by desires for achievement and independence. Empirical research on entrepreneurial motivations and readiness has relied on multi-item guides and factor analyses to derive multiple dimensions of entrepreneurial motivations driving entrepreneurship (Choo et al., 2006).

The researcher paid attention to some of the limitations of this theory. Some structural factors such as family and community affect the youth responses and perception towards entrepreneurship. Not all youths will want to become entrepreneurs even when given the opportunity, as such, disinterest among the youth and/or unpleasant past experiences may drive them towards a comfort zone of looking for employment or engaging in risky behaviours like substance use. In addition, Lundgren et al. (2019) stated that there is still hope for the youth and their future as they continue to shape their personal, social, and cultural identities in post-apartheid South Africa. This research, therefore, gave a platform to engage youth in their views and perceptions regarding entrepreneurship and what it meant to them as South African youth. Given the above discussion, the theoretical framework was adopted and seen as the most appropriate framework to guide this study. This was done, by having the questions in the structured questionnaire probe into the concepts of the ESC theory. The questionnaire asked specific questions about motivation, ability, and resources.

An entrepreneur must possess psychological characteristics that help in the success of a start-up or the failure of a business thereof. Therefore, the success and performance of the entrepreneur have to do with the performance of that enterprise. There are dimensions associated with the entrepreneurial success model. These dimensions and what is referred to as psychological individual traits and characteristics include the following: the need for achievement, locus of control, risk propensity, self-efficacy, tolerance for ambiguity, innovativeness, independence, autonomy, and optimism (McClelland, 1961).

The **need for achievement** involves the desire for success or achieving something great and brilliant. Therefore, an entrepreneur requires a strong desire for achievement. McClelland (1961) states that a society that has a high level of the need for achievement tends to motivate its individuals to be goal oriented and acquire skills toward achieving those goals. Entrepreneur activities will therefore increase. A country or nation that has its people pursue entrepreneurship encourages achievement and economic development. The need for achievement is one that is important for an individual to be motivated toward entrepreneurial readiness (Choo et al., 2006).

The concept of **locus of control** speaks of an individual's ability to have control over a situation or event in their life (McClelland, 1961). Those who can control these events themselves internally are called internals, meaning they have an internal locus of control whereas those who place credit on external forces or forces beyond their controls are labelled 'externals' meaning they have an external locus of control (Findley & Cooper, 1983). Individuals who possess an internal locus of control are said to have higher achievement needs compared to those who have an external locus of control. Internal locus of control in an entrepreneur is regarded as a crucial characteristic for entrepreneur success and or high performance.

According to Bandura (1977, 1986 & 1997), **self-efficacy** alludes to an individual's perceived abilities for attaining specific goals and task outcomes. In terms of self-efficacy judgement seem to develop from an integration of information from four sources: performance, feedback, vicarious experiences, previous performance history, and social influence. Self-efficacy is an important psychological characteristic an individual needs to understand about their entrepreneurial intention and motives. A high level of entrepreneurship self-efficacy encourages individual entrepreneurial intention. This affects the individual motive to pursue success (Bandura, 1997).

An individual who has a **tolerance of ambiguity** can view the ambiguous situation as open or desirable (Kanfer et al., 2016). Highly tolerant people of ambiguity see opportunity and the situation as one to increase effort to achieve results. Entrepreneurs are encouraged to have tolerance of ambiguity and make decisions that will pursue them to perform well. Entrepreneurs need to possess this characteristic which is linked to the success of their start-ups (Koh, 1996).

The **risk-taking propensity** involves the ability of an individual to pursue risky tasks or avoid them (Kanfer et al., 2016). The ability to take risks is a vital psychological characteristic for an entrepreneur to succeed in his or her endeavour. An entrepreneur will need to take risks carefully in a more vigilant way. Literature supports and highlights the importance of a risk-taking attitude to entrepreneur (Baron & Markman, 2000; Ramasobana et al., 2017; Tfwala, 2018). According to Baron et al. (2000), non-entrepreneurs seem to take less risk in their day-to-day work.

Innovativeness is an important characteristic for an individual who is pursuing entrepreneurial activities and wants to perform well (Issacson, 2014; Kanfer et al., 2016). In accordance with Schumpeter (1961, 2008), innovation and creativity in other pieces of literature are used interchangeably with entrepreneurship. An innovator could discover business opportunities and utilise them for the benefit of their enterprise (Schumpeter et al., 2003). Innovativeness encourages the entrepreneur to pursue new adventures and exploit their ideas to create services.

According to Choo et al. (2006), **independence and autonomy** are important psychological characteristics and traits vital for an entrepreneur. Markus and Kitayama (1998) argue that an individual with an independent view of self has learned to define themselves in terms of their personal attributes, abilities, and achievements. Choo et al. (2006) affirm that one of the factors in venturing into business is the desire to be independent, thus encouraging an individual to develop entrepreneurial intention.

An **optimistic** characteristic is viewed as a significant attribute for entrepreneurs. Sinek (2019) emphasises that the individual who possesses a positive attitude and optimistic view on matters seem to change the challenges they are facing into opportunities to succeed. That window of opportunity is always there but it is an optimistic view that can see that and utilise it to their advantage. An entrepreneur needs to have an optimistic attitude towards what they are intending to venture in, to make the move a successful one. An optimistic entrepreneur views the situation more positively and they desire to overcome the challenges and continue with their enterprise.

2.4 APPLICATION OF ENTREPRENEUR SUCCESS COMPONENT THEORY TO THE STUDY

The entrepreneurial readiness in this study was highlighted mostly by the focus group and key informants as it related to either the failure or success of one's business endeavour. The success component necessary for an entrepreneur became relevant to the 'youth enterprising' study as youth wanting to start a business need to measure its success through components like the readiness of the entrepreneur. Most participants indicated that it is not easy for a person to say they are ready to start a business as many starts by chance. Most of the participants in the study

were youth affiliated with Organisation A, which is an NGO where they benefit from their services and the youth worker and managers are employed. So, the component of readiness was crucial to be used to determine if youth will pursue their own business. The determination of youth to succeed was expressed throughout the study although faced with societal challenges youth still sounded hopeful about achieving their dream. The concept of abilities, the need for achievement, and independency were used in the study during data collection and analysis and were crucial in highlighting the participants' agreement with their view to entrepreneur success. Participants felt that now and then an entrepreneur needs to take a risk and gamble to show flexibility and persistence in succeeding. The ESC theory revealed that youth participants show few intentions and motivation to start a business. The idea of being an entrepreneur includes showing creativity, however, participants indicated they do not have faith in the government and the private sector to support their innovative ideas. Researchers like Olugbola (2017) and Ramasobana et al. (2017) argue that the concept of enterprising is difficult to define, and Branagan (2009) claims that an individual must have enterprising abilities, background knowledge, or relevant education and skills to trade successfully. Therefore, enterprise education would entail promoting awareness of the enterprise and helping young people to start them. Lack of abilities, ideas, and innovation where entrepreneurship is concerned has been a factor that creates low entrepreneurial activities among the youth.

In this study, ESC theory reveals that the more the youth are exposed through education and training about enterprising and or entrepreneurship, the more the young person can make career choices and decide to either follow the self-employment route or the employment route and the less likely to miss entrepreneurial or work opportunities. According to Dordevic, Cockalo and Bogetic (2016), stimulating enterprising behaviour among youth is vital in countries faced with recession. Like South Africa, there has been a need for more economic activities to boost the economy shattered recession. However, South Africa, identical to Serbia, as Dordevic et al. (2016) asserts, suffers from old-fashioned and traditional ways of entrepreneurship. These responses echoed what Bosma and Kelley (2019) reported regarding the GEM report. However, Africa has a young population, and South Africa particularly has an average of 22 to 23 years; the youth are still not embracing entrepreneurship (Bosma & Kelley, 2019). As much as the ESC guided the study, it did not sufficiently explain the concept of motivation in its basic premise, thus

there was a need for another framework to focus on this. The theory of motivation is discussed below.

2.5 BRIEF THEORY ON MOTIVATION

The classical literature on motivations derives from among other major theory areas such as Maslow's Hierarchy of Needs and McClelland's Need for Assessment Theory (Pardee, 1990). According to Maslow, people are motivated by unmet needs and the drive to meet those needs. Maslow states that unless the lowest and basic needs such as physiological and safety needs are met, it will prevent people from being satisfied and motivated (Maslow, 1954; Pardee, 1990). People reach self-actualisation when most of their needs are met. McClelland's need for achievement is grounded in Maslow's Self-actualisation Theory stating that individuals strive towards and are self-motivated to be content with who they are (McClelland, Rumelhart & PDP Research group, 1986; Pardee, 1990). These theories explain motivation as a crucial aspect of a person's drive for achievement, success, and improving performance (Maslow, 1954).

According to Kanfer et al. (2016) motivation that is person-oriented focus on the why of motivation. Similarly, Vallerand (2004) says that motivation theory involves the individual internal desire encouraging them to pursue a given task. The theory of motivation since the 1970s became different from the earliest work of Alderfer (1969) and Maslow's (1954) hierarchy of needs. The recent research not only looks at the needs but emphasises the motives the individuals develop and forms a fundamental for the person to work. These desires of these motives are what McClelland et al. (1986) mentions which is the desire for achievement, independence, and power. Kanfer et al. (2016) argue that needs and motives give rise to explicit goals and action tendencies.

Social influence on motivation has been examined by the researcher and research studies have shown that individual performance tends to be influenced by others and/or when they are in the presence of others (Kanfer et al., 2016). Performance and motivation can sometimes be negatively affected and lost when working in a team that lacks zeal and accountability. However, an author and Tedtalk speaker, like Sinek (2019), arguably says that when the group shares common goals and interests, performance and motivation seem to improve. The need for reward or profit was

mentioned by Choo et al. (2006) as a motivation for individuals or groups of people to pursue business or entrepreneurship. For Cheng and Lam's (2013) study on achievement motivation, they postulated that the motivational effect was achieved through social goals among young entrepreneurs and achievers. Regarding individual academics, their achievement goal can be classified into mastery and performance goals (Cheng et al., 2013). The young person or a student's reason to achieve academically is linked to societal expectations and value for achievement, thus, their social goal drives them to want to attain something (Bandura, 1997). Accordingly, a student who pursues a task to master it (mastery goal) seems to be driven by the need to improve new skills whereas those pursuing a task to perform well and successfully (termed performance goal) want to develop competence in their learning (Elliot, 1999). Cheng et al. (2013) stated that authority figures like teachers for a learner play a significant role in gaining social goals and these figures have a strong influence on the young person's motivation. A social goal on motivation will therefore depend on the way the individual defines themselves amongst others.

2.6 APPLICATION OF MOTIVATION THEORY TO THE STUDY

The study pointed out the process that youth go through venturing and starting a new business. Considering the study, the motivation theory application to the 'youth enterprising' study was relevant as it explored the needs that drive and motivate youth to pursue entrepreneurship. The needs as Maslow highlighted in his theory of motivation involved basic needs such as physiological, safety, love and belonging, and esteem, which when all met the person is said to have reached their full potential and self-actualisation (Maslow, 1954). The researcher understood the barriers and challenges in terms of motivation that hinders entrepreneurs' success such as finance even though the government developed policies and structures to address the lack of funding for entrepreneurs. Motivation focuses on the entrepreneur's desire and determination to reach the goal of owning a business and in the study, the motivation theory revealed that participants exhibited an eagerness to continue with their business and provide solutions to the community.

2.7 SUMMARY

Chapter Two discussed an overview of theories used in the research study. The chapter looked in detail at theories of ESC and Motivation, which became appropriate and guiding theories for the research study. ESC theory applied to the study because it brought the youth's success in pursuing their businesses can be linked with their entrepreneurial readiness and intentions and state of mind in expressing their ideas and innovation. The motivation theory expressed its relevancy to the study as it showed that youth's motivation and their basic needs ultimately drive them into pursuing entrepreneurship opportunities. The theories helped in explaining the aspect of social life and how participants bring meaning to their everyday life in terms of enterprising and services offered by the government and private sector. They allowed for a practical exploration of the concepts of the study. In Chapter Three, the recent and relevant literature on enterprising and entrepreneurship are explained and interrogated.

CHAPTER THREE: LITERATURE REVIEW: YOUTH ENTERPRISING

Maybe it's naive to say, but it almost seems like, in the past, people tried to sell you something you would need, like a hammer or a broom or a toothbrush. But now there's this notion that they can sell you anything. And all they must do is convince you that you need it.

Tracy Chapman

3.1 INTRODUCTION

The previous chapter provided an overview of entrepreneurship among the youth in South Africa and the motivation that could influence them to follow entrepreneurship as a vocation. Definitions of concepts such as youth, entrepreneurship, and motivation were explained to lay down the foundation for the literature discussion. Chapter one sought to explain the problem statement and the rationale for this study. Although youth entrepreneurs have been in the spotlight, their motivation to venture into new businesses and experiences thereof remain a topic for investigation. Therefore, the researcher wanted the following questions to be answered; namely- youth's understanding of enterprising, the motivating factors of youth towards enterprising and lastly their experiences regarding entrepreneurial services provided by the government and the private sector. The interpretive paradigm that assisted in the research process was discussed. Chapter two also showed that the views underlying motivation for enterprising or the intentions thereof among South African youth might be under-researched. In other words, most of the research investigates the prerequisite of starting a new business and its sustainability but has not looked more at motivation and perception among youth. The theoretical frameworks followed here, are the Entrepreneurial Success Component and motivation theories. The theories guided the research process and gave the platform to explore areas such as ideas and markets, the motivation and determination an entrepreneur requires, resources as well as ability necessary for an enterprise's success. The relevance of the study to social development and its practices to enhance economic growth through enterprising cannot go unrecognised as well.

Chapter Three, therefore, discusses the literature reviewed for this study. It seeks to bring to exploration the need for youth enterprising in addressing joblessness and poverty that is affecting economic growth globally and in South Africa. The section presents critical discussions on youth, particularly South African youth. It highlights the available literature regarding entrepreneurship globally and in South Africa, the services provided by NGOs, the private sector, and the government. The discussion also presents youth enterprising, the perception and meaning they attach towards work and entrepreneurship. Policy around enterprising and entrepreneurship programmes for the youth will also be discussed. This body of literature is important to demonstrate how youth entrepreneurship is crucial for the economy of South Africa.

This literature review has been framed around the central themes and arguments that emerged from the literature as they relate to the three research questions that are outlined in the first chapter of this thesis. The literature explores the extent to which youth's motivation and attitude towards entrepreneurship affect their motivation and intent in pursuing and participating in entrepreneurial activities and venturing into new businesses. The themes that are addressed include youth enterprising, motivation, perceptions, knowledge, and experiences of youth towards entrepreneurship.

3.2 YOUTH

According to the researcher's knowledges, studies involving youth are still dominated by research from Northern contexts like the United States of America and Britain. However, the definition of youth globally is still connected with the actual chronological age the person . Even countries in the south, like African countries, adhere to the chronological age and the difference is with the definition of youth. Countries and policies differ in their definition of youth as alluded that in other African countries youth is from the ages of 12 to 30 years and for example, in Nigeria, it is between 18 and 35 years (ILO, 2019). Youths' lives differ from place to place due to gender, ethnicity, education, and socioeconomic status (Jones, 2009a). Youth studies can be broad in terms of social constructs since different authors define them differently (Jones, 2009a; Gough et al., 2013; Kehoe, 2018).

Studies about youth have come up with different theories of this concept and influenced policies on how to work with youth. Young (2016) explained that American psychologist, Stanley Hall mentioned that youth is a time full of stress, anxiety, and rebellion. It is a time when the male or female is facing identity formation. Youth is not just an attribute of age; it is according to Jones (2009a, b), a concept that cannot just be defined in isolation. It needs to be defined in contexts such as identity, inequality, and transition. Despite youth developing their own identities as they grow, they are also faced with challenges and hindrances from a societal structure. Youth identity shaping is challenging.

3.2.1 Youth during the pre-democratic South Africa

South Africa has an unpleasant history of inequality and racial segregation. The creation of independent states such as Transvaal and the Orange Free State, for example, brought racism and black people were particularly being denied many rights based on their race (Terreblanche, 2002). The apartheid ideology and its government had privileged those classified as whites to be above any other racial group, especially the black race (Lundgren et al., 2019). This was more eminent during the period from 1652 to 1994 (Terreblanche, 2002). South Africa's apartheid legacy brought with it, an establishment of rural areas which were formerly referred to as Bantustans (homelands), and included Bophuthatswana, Ciskei, Gazankulu, KwaNdebele, KaNgwane, KwaZulu, Lebowa, Qwaqwa, Transkei, and Venda. An example of systems or laws introduced by the government to control employment and movements of people were the Pass System introduced by the British government to restrict black immigrants and the working class from coming to the Cape Colony or other cities like Johannesburg, from their Bantustans to work. According to the Native Land Act 27, of 1913, blacks were restricted to 7.5 per cent of South Africa's land (Terreblanche, 2002). The other systems were that of the Mine and Works Act, 12 of 1911 and later the Mine and Works Act of 1926, where skilled jobs, especially in the mines and manufacturing places were reserved for white people and did not allow non-whites to occupy such positions. These restrictions on employment for black people left them with no choice but to seek low-skill occupations with low wages.

Job reservation meant that most black people seeking employment could not be absorbed in the labour market as the system did not favour them (Thompson, 2009). Subsequently, with Group Area Act, No 41 of 1950 from the National Party to control black people, they were prohibited to work for White industrialists (Thompson, 2009). The restrictions left much of the Black working class back in the rural area where they were allocated land to try working on the land to produce food and basic livelihood for themselves.

The restrictions pushed some black people to sell, buy and barter their goods amongst their community, hence entrepreneurship started by default. According to Khumalo (2013), the history of African entrepreneurs can be dated back to subsistence farming in South Africa around 1900, when it facilitated economic independence among black people. Mwakikagile (2008, p.15) emphasised that “the Bantu were agriculturalists, and they developed their complex community organisations which came into collision with European culture when Europeans settled in South Africa”. Places such as Evaton in Johannesburg, for instance, attracted many people due to its freehold status. A centralised economic system which was regulated by the government gave birth to the emergence of local enterprises in this area because people were able to trade there. During the era of racial segregation, Blacks became more and more deprived of economic and political autonomy (Khumalo, 2013).

The displacement and dispossession of the Black people’s land according to Khumalo (2013) robbed them of productive opportunities. The period between the 1960s to 1970s saw a change in employment setup, where more opportunities in the workplace for semi-skilled manufacturing jobs in the food, clothing, machinery, and metal product industries opened to blacks. By the 1980s, black people began to have access to different semi-skilled jobs, although the apartheid government continued to improve whites living conditions, education, and occupational attainment (Thompson, 2009). Despite the political era of Apartheid South Africa and before democracy, many black youths continued to pursue employment and self-employment to better their prosperity and socio-economic status in society.

3.2.2 Youth in democratic South Africa

Democratic South Africa brought with it not only national freedom but also slow growth in the economy, and social and political transformation. The democratic dispensation created expectations of employment opportunity, economic performance, and poverty eradication (Rattso & Stokke, 2007), but the legacy of apartheid and colonialism requires time to address the socio-economic injustices. According to Lewis (2002), the problems of South Africa are many, such as unemployment and an unequal society. To reach economic growth South Africa will need to improve productivity and work on the functionality of the labour market.

The youth's task to construct their meaning and shape their identity in terms of education and work is not only something of the present era, but even during the apartheid regime they had to do the same (Lundgren et al., 2019). However, now their interests and choices of employment and/or self-employment meant that they looked not only at what the labour market offers but at what their career goals are. Sociologist, Gill Jones (2009a), mentions that youth in industrial and post-industrial societies face more complex and riskier periods in their lives, where they need to make profitable decisions. Some of these decisions involve choosing the right career path that will open doors of opportunities for them (Jones, 2009a, b). However, not many youths in South Africa are exposed to these opportunities. Youth residing in some of the rural areas and peri-urban areas of Mpumalanga, KwaZulu Natal, the Eastern Cape and/or Northwest have missed most opportunities to participate in economic activities (Majola, 2017), which makes migration to urban areas and the cities prevalent. The lack of resources in some of these areas has left young people deprived and opting to migrate to the cities because more resources are concentrated in cities such as Johannesburg (Lundgren et al., 2019). Although the study is focusing on youth participating in entrepreneurial programmes offered by the government and the private sector, the NGO selected for the study is located within a community where most of the residents are Black and Coloured Africans.

According to Simon (2012), structural factors in the economic such as labour, tax rate and law and policies still affect and shape the labour market opportunities for the youth. Social differences in the form of class, gender, and race, for example, have shaped youth's differing experiences of

being young. Unemployment continues to have a ripple effect on other socioeconomic issues such as poverty, violence, crime, drug use and societal stability (Lundgren et al., 2019). In their work, Tsheola and Makhudu (2019) argued against the government process of urbanising the former Bantustans. As a result, the government after 27 years of democracy, is still facing challenges addressing most of the South African population in tribal non-urban settlements who are excluded from mainstream economic activities. Tsheola et al. (2019, p.174), state that they are “estranged from land ownership and agricultural activities, consistent with the apartheid created fallacy of functional ‘Bantustan urbanisation’ under liberal democracy”. The Reconstruction and Development Programme (RDP) (1994) stated that consequently, in South Africa, 75 per cent of the poor were living in rural areas. According to the RDP policy document, sections 1.2.2 and 1.2.3 the economy within rural areas was built on systematically enforced racial division in every sphere of society (Marais, 1998).

Urban poverty in South Africa leaves many youths unemployed and without job opportunities and other services (StatsSA, 2019; 2020; 2021). It is mainly evident in all the South African former apartheid cities, like Johannesburg, Durban, Bloemfontein, and Pretoria. Although the government has tried to focus on urban and rural development, most people are still trapped in poor living conditions, including the youth. De Beer and Swanepoel (2000) use a description that usefully provides five clusters of disadvantages for unemployed persons. The five clusters are identified as **poverty, physical weakness, isolation, vulnerability, and powerlessness**. Physical weaknesses especially in rural communities involves poor nutrition and sanitation. Households that usually experience a lack of food often consist of members without household income (De Beer & Swanepoel, 2000). Isolation in rural areas denote the geographic location and the way in which houses are distant from one another, and the resources people need such as proper infrastructure, water, and electricity not being easily accessible. Chambers (1983) explained vulnerability initially when he introduced these clusters, as related to the rural community and their agricultural cycle, that left many households in seasons without income from their crops or livestock. This meant that most able men and women had to migrate to the cities searching for employment. The disadvantage of unemployed people is that they become powerless and unable to participate in their development and change (De Beer & Swanepoel, 2000). Poverty in this cluster involves a lack of material resources. One recognises that when it comes to poverty

“people are often the victims of situations which they cannot influence” (Graaf, 2001, p. 9). It is also up to the individual to fight poverty. Kruger (2016) states that it is important for those individuals to work on their mindset regarding finding success and defeating poverty. Growing poverty is characterised by low productivity caused by poor education and lack of skills (Abedian & Standish, 1989).

A democratic South Africa brings with it access to opportunities, resources, and education, but for some of the youth, it is still a delusion and a dream they must chase. Although education is accessible to all South Africans (Department of Basic Education, 2018), it is argued by many that the quality of basic education has remained a problem, therefore leaving youth who finish school with low levels of literacy and numeracy skills (De Lannoy et al., 2018). There is a required skill and education deficit in South Africa, which makes a huge impact on the new growth sector. Blyth (2016) pointed out that youth when asked what they will improve if they were made president, across all racial groups, mentioned education to be their priority followed by the crime and child abuse.

The challenge faced by youth in South Africa is that their personal, social, and cultural identities in many cases are shaped by the collective national identity as South Africans (Lundgren et al., 2019). It would seem like South African youth identity development is influenced by so many factors such as their families, social environment, culture, and political status of the country. For example, the youth in post-apartheid SA, especially the generation of ‘born frees’ turning 16, 17 and 18 years old after the year of 1996s challenges and anxieties, were surrounded by poverty and unemployment. Young people in this age group require social, economic, and political support to realise their full potential. (National Youth Policy, 1997). Lundgren et al. (2019) argue that these youths are finding it challenging to identify with democracy. The generation born in democratic South Africa still faces poverty and unemployment as the previous ones did even though the political sphere has changed but those who can see available opportunities need to use the given opportunities to their advantage.

3.2.2.1 How do youth perceive the meaning of work?

The new dispensation in South Africa with the generations of ‘born frees’ and ‘millennial’ youths seem to make the work tougher for employer and policymakers (National Youth Policy, 1997; Murphy, 2011; Safaie, 2019). Worldwide, these generations are accused of being entitled and interested only in themselves. Above all, they are said to want to work in a place with purpose as they are purpose-driven and want to make an impact (Simon Sinek in an interview on ‘Inside Quest’, Dec 28, 2016). This is the reason Lundgren et al. (2019) mention that their frustration about the system with its corruption, unemployment and poverty makes them less committed to identifying with South Africa’s democracy. For them, democracy comes with an unpleasant culture and burdens of poverty and unemployment. This national cultural identity is challenging the youth to define their own identity within the collective South Africans or accept inequality amid their own individually driven self.

Youth’s socialisation to work within their family structure and at school is crucial in influencing their choices in future. Youths who have a positive view of the work experience from their family would be more likely to engage in schoolwork (Lee & Porfeli, 2015). Their parents’ work experience acts as a model or inspiration towards perceptions and attitudes they will have towards work (Bandura, 1971). When parents can encourage their children to be independent, learn and show motivation to succeed at work, those children are more likely to engage in school and work thereafter. Psychologists such as Bronfenbrenner (1986) say that families are one of the important role players in the context of child development. Youths can learn about adults’ work lives through their parents or parent figures around them and this learning translates into youths’ motivation to work. Youth motivation is developed in this way as the young person would envision a prosperous future and knowingly use education as an instrument to reach their goal (Lee & Porfeli, 2015).

Studies into generations and age breakdowns, especially the comparisons between the ‘baby boomers’ and ‘millennials’, have been growing and many hold different explanations around these phenomena. According to Kehoe’s (2018) study, baby boomers are defined as the generation of people born between 1946 to 1964, generation X (Gen X) are those born between

1965 to 1979, millennials generation (Y-Gen) are born between 1980 to 1999 and the centennials (Gen Z) are those born from 1997 to 2015. The argument researchers bring is that sometimes the media's depiction of millennials and Gen Z is of a troublesome generation but that is not always the case (HSBC, 2017, Murphy, 2011; Kehoe, 2018). Generation Y and Generation Z compared to the baby boomers are said to be unmanageable in the workplace because they are impatient and entitled due to bad parenting and addiction to social media. In comparison, the baby boomers are loyal to the workplace and adhere to work ethics (Howe & Strauss, 2000; Sinek, 2016). The media portrays the millennials (Y-Gen) and Gen Z, who are the focus of this study, the worst, especially in American history. Their behaviour is said to threaten the socio-economic order of the global society because the Y-Gen financial problems seem to be more structural than personal. As consumers, they tend to spend less and/or save less money due to the high cost of living, large student loan debt burden and stagnant wages (Howe & Strauss, 2000).

Even so, the millennials and Gen Z cannot be blamed for not conforming to the standard of society and challenging the status quo, because society itself failed them. Society failed them since the year 2000 recession, which affected the economy of many countries starting with America after the September 11th, 2001, terrorist attack against US by Al-Qaeda (Howe & Strauss, 2000). The incident changed the world in terms of safety, trading and economic recovery as markets went down. In South Africa even the Rand value was affected negatively (Julien, 2014; Kehoe, 2018). The millennial youth globally, by the year 2000 was reaching adulthood, expecting, and hoping to start their envisioned prosperous future by pursuing tertiary education or employment but they were faced with an unfavourable socio-economic state. They were expected to save the economy even though their predecessors failed to (Kehoe, 2018). It is challenging for the millennials to see how society wants this generation to take them out of the socioeconomic problems, while they are indebted with student loans, have bad credit scores, and are perceived as disloyal at the workplace (Kehoe, 2018).

Youth of today are victims of the economic challenges facing their countries (OECD, 2017). Many countries around the globe give their youth affordable higher education unlike America and sub-Saharan countries. Countries such as Denmark give their college students 5 800 Danish Krone (approximately R12 509.96) per month through the government for studying purposes

(Howe et al. 2000). In South Africa students from a combined annual household income of less than R350 000.00 annually, receive the government funded National Student Financial Assistance (NSFAS) to pay for studying. The costs include tuition fees, food, accommodation, books, and travel allowances (Kwach, 2019). HSBC (2017) reported that many young adults and youths are unable to afford home loans and experience stagnant wages that hinder them from freeing themselves from financial problems. Howe and Strauss (2000) argue persuasively that the millennial youth is unsatisfied at work and is unwilling to work for the sake of employment. Jim Clifton's (2016) Gallup Report states the following: that the millennials differ from the previous generation because they care more about purposeful work and personal development rather than job satisfaction. They are different in such a way that they want their job to mirror their personal lives where the workplace is fun (Murphy, 2011). Their savviness with technology, entrepreneurial drive, and collaborations helps them create meaning in their daily lives.

Millennials were and still are more likely than the generation before them (Generation X) to change jobs. Reason being that they wanted a meaningful career because they did not want to feel unappreciated in the workplace and they did not want to stagnate. They wanted to use and develop their skills. According to the Levo Institute (2017), 44 per cent of millennials, have a side job and are involved in the gig economy, freelancing after hours to make more money and be active in pursuing their ambition. The institute reported that youths who are entrepreneurs, freelancing or self-employed are more self-fulfilled and productive compared to office-based workers because the gig economy provides independency and flexibility (Levo Institute, 2017). Safaie (2019) says that creating meaning at work is embedded in the person's understanding that their life has significance and purpose. A basic meaning of human existence is said to be a primary motivational source.

Generation Z (Gen Z), is a generation of children of the internet, characterised by individualism and addiction to the internet and instant result (Berkup, 2014). The advantage of this generation for entrepreneurship is that they start to be educated at an early stage and possess abilities such as creativity and efficient technology utilization. Gen Z's youth is needed for economic development as they understand the importance of working hard to get something and would rather save money than use it wastefully (Sladek & Grabinger, 2014). Accordingly, since this generation consists of

futuristic and global thinkers; entrepreneurial activities would become a space for these young people to tap into consciously with an aim of their businesses becoming globally recognised.

3.3 UNEMPLOYMENT

Globally, youth are still growing in socially and economically challenging environments. The 2008 great recession, for example, left many youths in unfavourable socio-economic conditions where standards of living and basic commodity prices went up (Gough et al., 2013). In the global South, the youth also face limited employment opportunities. In 2013, the World Bank Group mentioned that a persistent lack of employment among the youth globally would cause frustration and idleness that would result in risky behaviour, organised violence, and protests (Global Financial Development Report, 2014). Protests and organised violence have been evident in African countries, especially in South Africa, where youth is calling for different deliverables from the government such as access to free education, financial inclusion in universities and efficient service delivery (Booyesen, 2016). According to Gough et al. (2013), due to poverty and unemployment, youth either resolve to work informally as employees or start their own enterprises. Youths in sub-Saharan Africa face these challenges and policymakers are seen by the youth as failing them in generating employment.

Youth unemployment has increased globally since the 2000 and because of the recession, most companies need experienced and educated employees. Yu (2013) states that many youths seeking employment are not well educated, and some dropped out of school early due to poverty and not being able to cope with their studies. Mourshed, Patel and Suder (2014) state that 5.6 million youths were unemployed across Europe and a total of 7.5 million are neither being educated nor working. Some countries that face unemployment among their youth include European countries like the United Kingdom, Germany, and BRICS countries such as Brazil, Russia, India, China, and South Africa. Similarly, to what happened with Ghana's youth, employers in Europe also cannot get the skills they need from job applicants and the competition for work amongst the youth is increasing (Mourshed et al., 2014).

For many youths in Africa, employment search has meant migrating from the rural areas to the cities. This is prevalent in African countries such as South Africa and Uganda, for example, where youth has left the rural areas and neglected farming in pursuit of city work. In South Africa, many youths migrate from the rural areas of Eastern Cape, Northwest, or Limpopo among others, in pursuit of education and a better career. StatsSA (2021) postulates that for the period 2020-2021, South Africa was estimated to experience the largest inflow of migrant workers, approximately 8.4% respectively, in the main cities like Johannesburg and Cape Town. However, according to Gough et al. (2013) counter-urbanisation is prevalent in Zambia because youth in Zambia have chosen to stay in the rural areas, whereas South African youths migrate to the cities. Furthermore, in Kenya, for example, youth accounted for 55 per cent of the unemployed, which suggested that for the youth with poorer education levels the chances of them gaining employment were also poorer (Gough, et al., 2013).

The working age group or population in South Africa are from the ages of 15 to 65 years according to the 2019s Quarterly Labour Force Survey (QLFS Q1) (StatsSA, 2019). The acquiring of employment to some youths marks the age of majority or independence for them because when they are working, they are no longer dependent on their families for support. This transition to adulthood for some young people happens even way before they are 18 years old. This is important, not only for the youth but also for the family and society, because an employed youth is materially better off than an unemployed youth. This ideal world for many youths is not attained due to many factors, of which education is one. The key issue said to be linked to (un)employment is education and lack of employable skills.

Youth has been at the forefront of many societal challenges. For the first quarter of 2019, StatsSA mentioned that unemployment and 'Not in Employment, Education or Training' (NEET) figures show that the number of unemployed persons including the youth increased by 62 000 in the first quarter of 2019 (StatsSA, 2019). In the previous years, the unemployed youth aged 15 to 24 years was at 38.3 per cent while the rate among older people at age 35 to 64 stood at 4.7 per cent in the first quarter of 2018 (StatsSA, 2018). According to the education level, those who graduated are less at 2.1 per cent, those in possession of other tertiary education make 6.9 per cent, and those with only matric (grade 12) certificate are 14.5 per cent and those with educational level less than

matric make up to 55.9 per cent (StatsSA, 2019). According to Marumo and Sebolaaneng (2019), structural unemployment in South Africa can be pinned to the country's education system. Although the labour market has been recruiting highly skilled workers with specific skills requirements in science and technology and health sciences, graduates from art and now humanities share the common problems with poorly educated workers (Bhorat & Jacobs, 2010; Tfwala, 2018).

Youth unemployment is said to be a persistent problem among black people or youth in terms of structural unemployment (Marumo & Sebolaaneng, 2019). This is also according to South African President Cyril Ramaphosa's 2017 State of the Nation Address when he stated that 30 per cent of black South Africans are unemployed and 7 per cent of white people are not in the labour market. The unemployment rate has risen to 27.6 per cent and that of the youth is particularly sitting at 55.2 per cent (Fin24, 2019; StatsSA, 2020). StatsSA (2021) figures also show that people who were unemployed in Quarters one and two of 2021 due to COVID-19 stayed at 584000 more, totalling 14.0 million unemployed. The 3.1 million of those people were available to work but were classified as discouraged work seekers and 16.8 million were classified as having other reasons for not searching for job opportunities.

The unemployment duration among the youth within the South African economy shows that many young people are idle for long periods and are not active in the labour market. The extended duration of unemployment for youth is characterised by the following: age, gender, education qualification, location, prior employment experience and individual family composition (Ismail & Kollamparambil, 2015). Gauteng province is the most urbanised area in South Africa that has great opportunities for youth and social networking. According to the 2016 census, South Africa population was sitting at 55.7 million, representing an increase of over 3 million since 2011 and with an estimated increase of 2,0 per cent from 2017 to 2018 (StatsSA, 2019). The most common age groups in Gauteng are between 0 to 44 years old rating each age group above one million and these groups also include the youth. The province provides labour supply, and the participation rate has increased to 70.5 per cent for the people, but those without education or incomplete schooling are unlikely to get employment (Kehoe, 2015, StatsSA, 2019). The unemployment rate in the Gauteng Province in the 3rd quarter increased to 29.1 per cent compared to other provinces

where unemployment decreased by 0.2 per cent (StatsSA, 2022). Ismail and Kollamparambil (2015) hence state that if jobs seem to be created for the educated youth, those without education would most likely move to self-employment or entrepreneurship. Youth has long played a symbolic role to measure contemporary issues, conflicts, and societal norms. This leaves them to be under a lot of pressure to succeed (David, 2016). The expectation to succeed is imposed on them by society, communities, and their own families. Amid the pressure, society neglects that youths are men and women who can make choices, decide which activities to participate in, and be allowed to express themselves through their vision, image, and words (Lundgren & Scheckle, 2019).

According to the research done by Human Sciences Research Council (HSRC) in the 1990s, it predicted a consistent decline in employment relative to potential job seekers (Amoateng, Kalule-Sabiti & Lucas, 2004). There is a need to understand that many youths, still have preferences regarding what type of employment they want. Youths aspire and dream at times that which may be different from what the labour market offers. A study conducted by Organisation for Economic Cooperation and Development (OECD) (2017) found that employment that is available in most developing countries in Africa does not live up to the youth's aspirations. It was recommended that government, stakeholders, and policymakers prioritise these and take these realities when making decisions about youth development (OECD Report, 2018). They should at least try to assist the youth to shape their career aspirations that are realistic and will fit with the labour market.

In South Africa, particularly youth who are employed, are dissatisfied with the quality of their jobs and the conditions of their work. The driver for job satisfaction among the youth includes being self-employed by either personal choice or because of family pressure and skill intensity of jobs. According to De Wet (2017), the family that a young person is born into can either promote or hinder his or her economic success. Youth career aspirations and the reality of the labour market affect even a lot of graduates who form part of the educated youth. These factors portray income insecurity among the youth of South Africa to be high (De Wet, 2017). Goal eight of the 2030 Agenda for Sustainable Development is to assist millions of youths in finding decent jobs (OECD Report, 2017). Sustainable Development Goal eight is aimed at encouraging

entrepreneurship and job creation, so that countries may eradicate forced labour (United Nations Report, 2019).

South African government's goal is to fight unemployment, especially amongst the youth through job creation and entrepreneurial opportunities. The post-apartheid government is still battling with addressing issues of poverty and unemployment (De Wet, 2017). Research done by Abedian and Standish (1989) called for the future implementation of an alternative economic system that will address economic systems and speak to the future of South Africa. The challenges in schooling and the post-secondary education system contribute to the high level of youth unemployment (Graham & Mlatsheni, 2015) and place the black and coloured youth population in a more vulnerable position of unemployment than the White or Indian youth. Accordingly, Graham and Mlatsheni (2015), in South Africa, state that the following can be mentioned to be contributing to youth unemployment, are the structure of the labour market, person, household and community factors.

3.4 DEFINING ENTERPRISING AND ENTREPRENEURSHIP

Enterprise is a concept that is used in conjunction with entrepreneurship because the core focus is business. Enterprise has been defined as trading that involves buying and selling (Branagan, 2009). Enterprising is a challenging concept to be defined especially as it is being used interchangeably with entrepreneurship. However, earlier authors like Cole (1965) and Schumpeter (1950) emphasise the difference between the two, whereby they postulate that enterprising behaviour does not necessarily equate to entrepreneurship. The person who starts enterprising arguably at times does not have to be an entrepreneur (Hjorth & Holt, 2016). In their study of the Chinese artist Ai Weiwei, Hjorth and Holt (2016) made conclusions that enterprising is not entrepreneurship and the two need to be separated nevertheless can still work together. They stated that at times an entrepreneur can be more inclined to the social nature of creativity and less to the commercial aspect. One can argue that not always, as in some instances an entrepreneur will need to be involved in enterprising and trade (Branagan, 2009). Branagan makes a differentiation when she introduces business knowledge versus enterprise knowledge, whereby both are needed.

For current authors like van Gelderen (2006), the enterprise is explained in a simple form and understood as a behaviour that people can engage in it in different areas of their life. An enterprise can therefore be a project and/or business that one gets to engage in or undertake. Furthermore, van Gelderen (2006) asserts that people who engage in the enterprise can either be for business or not-for-business purposes. NGOs have shown to be a good example of enterprising in many forms, although the purpose of enterprising is to start a business or do something.

To run a basic business, skills such as interpersonal, enterprising mindset, business plans and financial plans are crucial. The enterprise skills or competencies as Caird (1990) said involve communication, initiative, leadership, raising funds and legal. Entrepreneurs especially those who are social entrepreneurs tend to be individuals who get involved in enterprising to benefit the community or society. The bottom line of the two concepts is what is agreeably explained by Johnson (1988, p.61) “that linguistically and philosophically the essence of the entrepreneur is enterprise, but the enterprise is not restricted to entrepreneurs”. Johnson (1988) also makes mention of the key attribute of enterprising, which an entrepreneur can assume. These key attributes involve “a high need for achievement, need for autonomy, an internal locus of control, an ability to take calculated risks and innovativeness/creativity” (p.62).

Hence one finds that most entrepreneurs have enterprise attributes such as taking risks and being innovative. Historically, enterprising and entrepreneurship were mobilised amongst many countries as early as the 1800s to improve the economic growth of countries, since the Mesopotamia and Neo-Babylon states era (Landes, Mokyr & Baumol, 2010). Issacson (2014) states that enterprising behaviour and innovation is crucial as it is relied on a person’s entrepreneurial ability to work on what has already been invented or reinvent something more advanced. Although enterprising activities may vary as centuries change, the principle of economic growth and its commonalities still stand. According to Bosma and Kelley (2019) the GEM report (2018/2019) states that the rate of innovation among entrepreneurs was less prevalent in Africa. Countries such as India 47 per cent and Chile with 48 per cent are continuing to introduce new products to their markets and showing innovativeness.

Small businesses have huge socio-economic significance, however, Adeniran and Johnston (2012) argue that they suffer from poor performance and high failure rates of between 70 and 80 per cent. The attributes of these failures are weaknesses in financial management and marketing practices (Ramasobana et al., 2017). The efforts by the government and the private sector to encourage and stimulate small businesses in South Africa that have not been as successful as in other countries with emerging economies such as China, Brazil, India, and Mexico (Bosma & Kelley, 2019). The Global Entrepreneurship Monitor (GEM) reported high costs of commercial and physical infrastructure, low labour market efficiency, strong presence and dominance of large companies and corruption facing newly developing businesses (Venter & Rwigema, 2010; Bosma & Kelley, 2019). Rogerson (2013) states that major problems for growth, particularly in cities, include a lack of access to market, finance, and supportive environments. Many businesses stop operating because of challenges like capital and low-profit margins. Ramasobana, Fatoki and Oni (2017), attribute these challenges and ultimately failures to weaknesses in financial management and marketing practices.

Entrepreneurial intent and perseverance amongst the South African youth are important for the socio-economic position of the country. The role of youth entrepreneurs in economic growth has been at the centre of most researchers. Kew et al. (2013) state that entrepreneurship amongst the youth needs to be encouraged so that they can create their independency and become self-sufficient. Youth across the globe needs to be made aware of the resources available to them as potential entrepreneurs so that they can benefit. Scarcity of entrepreneurial skills, access to capital, lower market value and shortage of equipment have lowered the rate of youth start-up businesses (Kew, et al., 2013; Bosma & Kelley, 2019).

3.5 ENTREPRENEURIAL BEHAVIOUR AMONG THE YOUTH

Entrepreneurial thinking among the youth must be encouraged. Pendame (2014) indicated that entrepreneurship could be regarded as the best predictor of actual entrepreneurial behaviour. This can be developed and promoted by the education institution in support of the National Development Plan vision 2030 so that the unemployment rate can be reduced in this country. Malebane (2014) suggested that future studies should be conducted to provide some guidance in

promoting and encouraging entrepreneurship through various interventions. To Pless (2012), entrepreneurship, especially social enterprise (SE) as a phenomenon has emerged as an academic enquiry and tertiary institutions such as universities across the globe have started offering programmes on social enterprise (Kulothugan, 2009).

Since the year 2000, more positive studies on youth and entrepreneurship have emerged. Youth entrepreneurship in South Africa mattered and was encouraged because of the following number of aspects mentioned in the GEMs Global Report by Herrington, Kew, and Kew (2010):

- The youth must be provided with appropriate business opportunities with the help of the education system, such as secondary schools, colleges, and universities.
- Youths need to be able to access the financial resources and skills that will enhance their entrepreneurial position.
- The system must assist youth to develop business-orientated networks as many youths lack such and provide support structure in the form of business information and skills development.
- The type of education is important. In South Africa, education in the numerical sciences, literacy, and life skills is inadequate.
- The use of technology cannot be ignored; therefore, youths need to develop their Information Technology (IT) knowledge to become part of their new ventures as IT is important both in accessing business information before starting a business as well as allowing existing businesses to remain competitive.

The Deputy Minister of the Department of Trade and Industry (DTI), Mr Magwanishe, during the youth enterprise summit, reiterated that youth should be at the centre of radical economic transformation (MENA Report, 2017). To change the structure of the economy, youth must be supported to engage in enterprise development. Youths need to capacitate themselves with the knowledge and skills that will assist them to operate profitable enterprises. The minister encouraged the youth to take advantage of Black Industrialist Programmes that are aimed at growing black-owned businesses that would become globally competitive (MENA Report, 2017).

It is expected that youths between 18 and 24 years old should be involved in entrepreneurship of some sort (MENA Report, 2017). This is not always the case because of several factors such as lack of skills, lack of education, school dropout, and lack of business start-up capital. However, according to Herrington et al. (2010), the Total Entrepreneurship Activity (TEA) rates the global trend, on average, to be the highest in the 35 to 44 years old bracket and second highest in the 25 to 34 years old bracket. In South Africa, however, individuals aged 25 to 44 years old are more likely to be involved in Social Entrepreneurial Activities.

Many youths who have taken the route of entrepreneurship, realise that it requires multiple efforts and hard work. Mtlhavani (2015) argues that youth should follow the examples of a young South African entrepreneur, Ludwick Marishane who invented the 'Dry Bath', said business is a hustle; meaning it requires hard work and plenty of efforts. The inventor says by having an idea such as theirs of creating bath-substituting products for individuals who have no time to the bath was exciting and found recognition in different entities. Nevertheless, for him, the business became a start-up that was just not viable for the black market he had in mind (Mtlhavani, 2015). What this story and many other youth start-ups share is the hustle of business and the challenges any start-up business goes through to make it work in the South African market and economy. Nevertheless, 'Dry Bath' is growing strong and is currently exporting 90 per cent of its product overseas, mostly to Europe and the US (Mtlhavani, 2015).

Youth entrepreneurship is a journey that depends on among other factors personality type, support network, knowledge, and research. Youth entrepreneurship needs the following qualities, Grumley (2018) suggests, which are expertise (being a subject matter expert), passion; experience (time one has taken to learn from failures and successes), resilience (being able to get through difficult times and keep working), maturity (being able to leave behind childish behaviour and to work hard), and dedication (it involves having the commitment and making the effort to do your work). Challenges will come but when an entrepreneur possesses such qualities, the journey can become more of a lesson than a burden. According to Venter, Urban and Rwigema (2010) risk refers to the chance of unwanted events occurring. The risks entrepreneurs face includes financial aspects such as a career, where there is a loss of income and a job; psychological, which occurs when there is self-doubt; family and social risks. Entrepreneurial activities involve risks as part of

their nature, as there are no complete guarantees of success (Zahra, 2005). The challenges facing entrepreneurs are strategy-related, infrastructure and resources available (Irma, 2011; Venter et al., 2010).

Other challenges young and emerging entrepreneurs face include market access. The majority of Small, Medium and Micro Enterprise Businesses (SMMEs) in the cities are over-saturated with activities and only limited profit returns are possible (Rogerson, 2013). It is found that most businesses operate in a survival mode and there is less diversification of these businesses. The location of the business and limited marketing strategy poses risk to the youth entrepreneur's business growth. In terms of South African policies, there are no resources reserved to promote market access for SMMEs. These reserves according to Rogerson (2013) and Bolton (2006) are flexible tools to support small businesses. Before the democratic transition in 1994, the South African government procurement system favoured large and developed businesses, making it challenging for small businesses to enter this system (Bolton, 2006).

3.6 YOUTH MOTIVATION, PERCEPTION AND EXPERIENCES REGARDING ENTERPRISING

Motivation to start any venture in life is crucial and it is a person's reason for acting in a particular way. If there is no motivation, there seems to be no growth for that person. All behaviour some way or another is motivated or driven by some energy and directed towards some goals (McClelland, 1961). Johnson (1990) expresses that few studies analysed the relationship between entrepreneurial motivation, individual behaviour, and the performance of business initiatives. Stephan, Hart, and Drew (2015) affirm there is an absence of empirical studies that address questions beyond finding the scopes of entrepreneurial motivation, such as the impact of this motivation and its drivers. Entrepreneurial and/or work motivation have been said to be an essential element in theoretical and empirical models of the entrepreneurial performance of small business initiatives (Robichaud, McGraw & Alain, 2001).

Powers (2005) says that the relationship between perception and behaviour is that individuals can use their behaviour to purposefully control their perceptions within their context and in this case

unemployment. The experiences youths go through when starting their own business have been coupled with challenges such as lack of funding to operate the business and sufficient business skills. South Africa's youths are experiencing joblessness and have been seen to have a poorly developed entrepreneurial culture, which hampers South Africa's capacity to deal with the high unemployment and poverty levels. The perception is that the scarcity of entrepreneurial skills among the youth has lowered the rate of youth start-ups (Lekhanya, 2016). One needs to remain motivated to acquire entrepreneurial skills and venture into new business territories.

It is believed that an individual's needs and motives give rise to explicit goals and action tendencies (Kanfer & Chen, 2016), which is why there is a link between entrepreneurship and motivation. People with higher motivation are more likely to be ready to set up their businesses. Motivation has to do with achievement motives, profit motives, and a desire for independence (Choo & Wong, 2006). Janice and Dmitriy (2013) state that most youths guide their desire for independence with passion. Based on this, the definition of entrepreneurial motivation for this study refers to the entrepreneurial desire that energises behaviour and directs it towards a goal (Vallerand, 2001) and the external factors that induce entrepreneurial behaviour among entrepreneurs.

Several studies by psychologists on motivation and success had been useful in understanding human needs and the origin of achievement motivation (Atkinson, 1953; Bandura, 1982; Maslow, 1954). Humans are driven by their basic human needs such as physiological, safety, psychological (need to relate and belong) and self-fulfilment (Maslow, 1954). Accordingly, Gardner (2002), states that the need for affiliation, achievement and fear of failure are the highest motives for individuals. Those youths who possess a strong need to achieve are motivated primarily by the intrinsic reward of doing well or a sense of competence rather than extrinsic motivators such as money, fame, or power. People who are high achievers often reap the extrinsic rewards that accompany success (Gardner, 2002). The low-need achievers, on the other hand, tend to blame their success or failure on luck or factors outside their control. Subsequently, measuring the need to achieve is not easy, hence psychologists suggest researchers do it indirectly without telling participants what is being studied. Observation and participatory studies can assist in getting relevant data.

The origin of achievement motivation can be traced back to psychology studies of childrearing practices and human needs (Bandura, 1982; Gardner, 2002). According to Gardner (2002), the reason childrearing practices are vital is that parents with strong needs to achieve are more likely to foster independence in their children at an early age. These children would be encouraged to execute tasks such as feeding and dressing themselves independently. Psychologists studied the birth order of a child and found out that first-born children tend to achieve more success and independence compared to later-born children who tend to be more relaxed and develop strong social skills (Gardner, 2002). However, for the sake of this study, we will not focus on that aspect. What we would like to extrapolate from this is that when motivation has been embedded in youth from childhood, they can execute tasks on their own and pursue their dreams with determination. The young adult may be determined to choose a career in entrepreneurship.

The motivation and ability of a person are influential to the person deciding to start a new business or get employment. Entrepreneurship has been said to be a unique career because it requires certain kinds of attitudes and personal qualities that are necessary to perform successfully in the business world. A person pursuing entrepreneurship should know that it is a career that is characterised by taking risks and being creative and adaptive. Researchers have found that most people attracted to entrepreneurship are from poor and socially marginalised backgrounds because they are avoiding occupation selection criteria. These people view entrepreneurship to lead to economic freedom, but the individual might neglect the aspect of the skill set needed for running a business (Fatoki, 2014).

3.7 LEGISLATION REGARDING YOUTH DEVELOPMENT AND ENTERPRISING IN SOUTH AFRICA

The legislation before the year of 1994, stipulated where people could live, and go to school or university, making people of colour restricted and denied of opportunities such as accessing financial services to get loans and/or participating in any economic activities. During apartheid, although education and opportunities were available, they were not accessible to blacks, and the Bantu Education Act of 1953 affected the lives of the black youth directly (Mwakikagile, 2008).

In addressing the increase of youth unemployment globally, many countries have supported the entrepreneur and innovation movement by the youth to address unemployment. Countries such as Europe from the year 2000 introduced public policies to help youth obtain skills to use for business. Innovative entrepreneurship requires funding, identifying, and exploring new markets which are vital for the youth to gain networks and support. The European Union policy, the Entrepreneurship Development Strategy of the Republic of Croatia 2013-2020, and the Europe 2020 Strategy were adopted to promote and develop small and medium-sized enterprises between Croatia and Europe (Cerovic, 2019). To assist youth entrepreneurship and emerging small businesses, Cerovic (2019) mentions that the following policy frameworks were to be recognised: the 2000 European Charter for Small Enterprises, Lisbon Strategy (2000-2010), Europe 2020 Strategy, and Entrepreneurship 2020 Action Plan. The EU strategies are closely related to the strategies followed by the BRICS countries, Brazil, Russia, India, China, and South Africa, to assist small businesses to compete in the global market, have the SMMEs that are sustainable, smart and affect the employment of youth (Mourshed et al., 2014).

Bosma and Kelley (2019) states that the global goal according to the Global Entrepreneurship Monitor Report (2018/2019) is to influence youth entrepreneurial policies and provide strategies to improve the environment for entrepreneurship. In the global South, policies were developed to support youth employment. These policy interventions aimed to increase economic growth to broaden employment opportunities. African countries adopted National Youth Policies to support youth (De Lannoy et al., 2018). The aim of these programmes was for youth to become job creators and not job seekers by starting their enterprises (Gough et al. 2013; De Lannoy et al., 2018).

The Sustainable Development Goals (SDGs) were directed towards increasing more children enrol in primary and secondary school (Gough et al. 2013). According to Bakele-Thomas (n. d.), the move from Millennium Development Goal (MDG) was necessary for African countries to have clear targets and indicators for the overall development agenda. The SDGs were adopted due to their inclusivity and applicability to all countries, focusing on people, prosperity, and partnership among other things. In South Africa particularly, SDGs Hub was established at the University of Pretoria and StatsSA to work closely with youth to develop an online platform for

the exchange of data, thoughts, and knowledge. The hub is there to facilitate research and innovation and reach out to youth to promote their involvement with SDGs (Bakele-Thomas, n. d.).

Although there has been an increase in youth in secondary education, it is argued that little is known about whether the knowledge and skills youth acquire to match the required skills for the labour market. For example, in Ghana, during 2000s, more youth pursued careers and training in the field of oil and gas, but later discovered that they were unable to secure formal jobs in those industries. This has pushed the youth to turn to informal apprenticeship and learnership systems to learn practical skills such as artisan, boiler making, oil mechanic and electrical maintenance, among others (Izzi, 2013).

The South African government has an obligation in terms of section 29 of the Constitution of the Republic of South Africa of 1996 to ensure the progressive realisation of the right to basic education. Mlatsheni and Leibbrandts (2011) agree that high school dropouts before matric places the youth at a disadvantage in the labour market. Many reasons for dropouts are stated by Gustafsson (2011), these are financial constraints, job seeking, repeating of grade(s) and pregnancy for female learners. Unemployment is the highest for youth without matric, at 55% and lower for those with tertiary qualifications at 8% (Fedderke & Simkin, 2012). Fedderke and Simkins (2012) emphasised the link between education and youth unemployment. Spaul (2015) explains further by saying that in South African schools, there is a learner backlog that results in dropout, and of approximately one million learners who started grade one in 2003, only 49% made it to matric in 2014, 37% passed and 14% qualified for university entrance.

The percentage of youths aged between 15 to 24 years who are admitted to colleges and universities remains low at eight per cent. According to Branson, Hofmeyer, Papier, and Needham (2015), in South Africa, grade nine learners performed worse than grade eight learners from much poorer countries, which is rooted in literacy gaps that are already evident in grade four. The Minister of Basic Education, Ms Angie Motshekga mentioned in her report in 2009 that there was the poor performance of learners in local and international tests, which resulted in mistrust in the education system. Ms Motshekga recently said on the news that South Africa as a

country has a poor literacy level, calling it the bedrock of the education system's problems (Eyewitness News (EWN), 2019). The economic growth of SA relies mainly on human capital investment in STEM programmes (Mathematics, Technology, Science and Engineering), which the education system in this country has found more challenging to produce. The growth sector requires different sets of skills and capabilities. The recent educational plan by the Gauteng Department of Education (GDE-2024) explained by the then Minister Panyaza Lesufi, states that each learner would be trained throughout their school year to acquire skillsets in addition to their matric certificates such as driving, coding, and flying drones, forklifting and the ability to do maintenance of lifts and escalators (Lesufi, 2019 on SABC News, June 14, 2019).

The South African Government have been using partnerships with other stakeholders such as Non-Governmental Organisations (NGOs) and the private sector to implement policies. The role of Non-Governmental Organisations globally and in South Africa has become entrepreneurial and influential. Briere et al. (2015) say most NGOs and for those that are international NGOs focus mainly on promoting the creation of businesses in developing countries. Social entrepreneurship is a phenomenon used a lot internationally and Nicholls (2006) says most of them start from philanthropic work and transfer to the world of business. For example, social entrepreneurs engage broadly with the government, charity organisations, voluntary organisations, banks, and commercial markets to secure funding. Although there have been several NGOs supporting entrepreneurs in developing countries, these NGOs are said to be facing operational problems. The challenge is that NGOs are mainly focusing on developing people and communities; hence, they do not make a profit like the private sector companies that aim to generate profit (Briere et al., 2015).

The principle and practice of youth development are important as they allow for the approach that is committed to enabling all young people to thrive in their environment (Hamilton, 2014). Youth development needs to occur in the context of healthy relationships and challenging activities. The participation of youth in organised activities allows them not only to be recipients of services but develop initiatives and involvement in programmes (Hamilton, 2014; Marumo & Sebolaaneng, 2019). Hamilton (2014) states that within the same context, people can actively shape their development or growth through choices and interpretations they place on their experiences. One

aspect among others of the personal and social assets that facilitate positive youth development is that the authors alluded to is social development. They make mention of the following, which one believes it applies to the current study; youth connection with people within their community and ability to participate in their social context such as school, church, and non-school youth programmes.

For economic growth and employment to be sustained in post-apartheid South Africa, Lewis (2002) suggested that problems of the past need to be resolved. Problems such as unequal society and worsening unemployment. The African National Congress (ANC) government introduced macroeconomic policies around 1994 and 1996, the Reconstruction and Development Programme (RDP) of 1994, that aimed at guiding the mixed economy through reconstruction and development. It also argued for the living wages of the working class (White Paper on Reconstruction and Development, 1994). In the year 1996, the Growth, Employment and Redistribution (GEAR) was introduced focused on increasing economic growth and stimulating job creation. The government introduced the GEAR policy to enhance socio-economic opportunities that favour the poor (Munyeka, 2014). The Accelerated Shared Growth Initiative South Africa's (ASGISA) report of 2006 mentioned that the commitment of the ANC government to GEAR placed an obligation to growth-enhancing projects such as tourism, and small and medium businesses to halve unemployment and poverty by 2014 (ASGISA Report, 2006)

Since the year 2008, the South African Government has called for the development of youth agencies that focus on youth and unemployment. The National Youth Policy (NYP), 2000 drafted in 1997 and the National Youth Commission of 1997 were introduced but were never formally adopted by parliament. The policies placed a huge emphasis on the need to develop entrepreneurial skills among youth, with a suggestion of the establishment of an inter-ministerial Committee on Youth Affairs. Later the National Youth Development Programme Framework (NYDP, 2002-2007) (NYC, 2002) was adopted to focus on the importance of SMMEs and cooperatives in job creation as well as learnership and skill development (Office of the Presidency, 2009).

Critiques on the National Youth Programme (NYP), the Youth Desk, and National Youth Development Agency (NYDA) have been that the policy did not have clear and detailed targets, indicators, and time frames (Office of the Presidency, 2009) as well as the mandate for NYDA, for example, it is too broad and unable to hold relevant departments accountable. It opposes measures to address unemployment that focus on youths with matric or higher education but recommend measures to target youths who are not in school and more likely to be 'at risk'. NYP (2030), regards the youth as a 'dividend', which is an important human resource for development, social change, and innovation. South Africa's government's strategies to use for instance are agencies such as National Employment Fund (NEF), ASGISA, YDA and NDP have been to enhance entrepreneurship and job creation among youth (Mahadea & Kaseeram, 2018).

The core focus of the government and its policy priority is on improving market access opportunities for SMMEs (Rogerson, 2013). From the years 2000 to 2009, the number of registered businesses increased from 107 886 to over 255 383, and more than 63.6% of the new businesses were created by black people, who comprised 80% of the population (Preisendörferr, Bitz & Bezuidenhout, 2012). Although Rogerson (2013) says that the focus of the government is to transform prospects for business initiatives owned by black South African so they are also competitive, government alone cannot do this.

South African government has not been able to produce job opportunities for 9.6 million people seeking employment (StatsSA, 2019; 2020). According to Mr Mcebisi Jonas, the previous Minister of Finance, South Africa is mostly competitive, especially for the youth to enter the job market, and education and training outcomes are required from young persons. A strategy needs to be looked at, according to the former Minister of Finance (Jonas, 2016), about how to reform the labour market to ensure that the youth find work and/or have access to entrepreneurial (self-employment) opportunities. Consequently, without education, many young people are unable to fulfil their inherent human potential.

South African government introduced macro-level interventions such as the Expanded Public Work Programme (EPWP) and Community Work Programme (CWP) (2007). The EPWPs aim of the fund was to finance job creation projects through the development of community-based Public

Works Programmes (Department of Public Works, 2016). According to Samson (2007), the duration of EPWP work is four (4) months and workers benefit from training programmes to compensate for reduced wages. However, CWP as a public employment programme in collaboration with a community-based programme such as the Early Childhood Programme (ECD), was found to be more effective than EPWP in that employees are employed for a longer duration and empowered to be self-employed.

The National Treasury, in 2011, introduced the Employment Tax Incentive (ETI) intending to address youth unemployment. The subsidy is intended to offset the cost and risk of employing youth by companies or organisations (The Presidency, 2015). The South Africa Revenue Service (SARS) affected this with the private sector and NGOs through Pay as You Earn (PAYE) tax, which companies are liable to pay. The regulations have affected the start-ups in keeping up with tax requirements and seeing others fail to comply (The Presidency, 2015).

3.8 GOVERNMENT STRATEGIES FOR YOUTH ENTREPRENEURSHIP IN SOUTH AFRICA

The South African government system promotes empowerment when offering state contracts, particularly to marginalised individuals and communities. The Black Economic Empowerment (BEE) and Broad-Based Economic Empowerment (BBEE) policy Act 53 of 2003 is regulated by government procurement as a policy tool in South Africa to address economic inequality suffered by the Blacks in South Africa (Bolton, 2006). Looking at policies since the 1990s, the challenges South Africa is continuously facing include economic growth, skills development, redistribution, and employment creation among the marginalised groups (De Lannoy, Graham, Patel & Leibbrandt, 2018). Policy development in South Africa is supposed to be participatory and inclusive, and this process requires consultation with the public through civil societies, organisations and communities. However, this has been neglected. De Lannoy et al. (2018) echo a call for the inclusion of the vulnerable population (i.e., people living with disability, the elderly and children) who are left out in the policy development processes due to the lack of resources, limited access to services, and the speeding up of policy implementation.

The mandate of the South African government when it comes to development has been to financially support social agencies like NGOs in terms of service delivery (Lombard, 2008). However, De Lannoy et al. (2018) point out that there is still evidence of a lack of policy integration and centrality of youth well-being in policy documents for the youth besides the policy on children. Since 2006, The Department of Social Development (DoSD) has lobbied for the integration of the service delivery model into the policy documents for the youth (DoSD, 2006a). The monitoring of such policy became challenging due to limited resources and the lack of stakeholder participation from the public and local government (De Beer et al., 2000). The model requires (human) resources, finances, and necessary partnerships to ensure effective and efficient social service delivery to meet societal needs. Social development and economic growth are the focus when empowering youth and improving the skills that would enable them to access jobs.

The National Growth Path and National Development Programme (NDP, 2011) emphasise the need for education and training and aim for more labour-absorbing growth. However, the quality of basic education has remained a challenge. In South Africa, we still have young people who leave school with low levels of literacy and numeracy skills (Department of Labour, 1998 on the Green Paper on Skills development strategy for Economic and Employment Growth in SA, and Green Paper on Further Education and Training) (Graham & Mlatsheni, 2015). According to Graham et al. (2015), the challenges in schooling and the post-secondary education system do contribute to the high level of joblessness among youth. There is still a lack of synergy between education, training, and work, which the Department of Higher Education and Training (DHET) was supposed to deal with. Moreover, De Lannoy, et al. (2008) agree and argue that there is not a system to predict what skills are needed by the economy and because of the lack of consultation with the private sector, skill needs are not adequately determined.

Labour market regulation in South Africa poses a huge problem, as there is competition with the global market even though the country's skill set, or level is low. Rogerson (2013) posit that the regulations has an impact on the difficulty to hire and fire and rising wages. In South Africa, the strong unionisation may result in many companies not being willing to hire the youth. The decline in global commodities demands and the 2018/2019 junk status downgrade has left South Africa

with less spending on social initiatives and a tax increase (Haines, 2018; Schaling & Hobbs, 2017). The only inflow of foreign savings accounted for 30% of the investment (van der Merwe et al., 2018) which is a problem. A deeper look into areas such as energy, agriculture, and high technology that have the potential for competition and growth is to be explored further. Green economy programmes can create entrepreneurial opportunities to improve the welfare of poor communities (Tshikovhi, 2014).

When we look at the challenges South Africa is facing in terms of economic growth, authors like Schneider (2017); Chikadzi et al. (2018); Wilton and Venter (2016) suggested that South Africa needs a new generation of entrepreneurs, particularly Social Entrepreneurs (SEs) and innovative approaches towards solving the socioeconomic challenges this country is facing (Wilton et al., 2016). Wilton and Venter's study focused mostly on students and youth entrepreneurial intention and cannot be generalised to the entire working-age population in South Africa. Youths are expected to become job creators, as the current economic labour market is not big enough to absorb them (Majola, 2017).

Besides the skills and knowledge an entrepreneur needs to succeed, social networking is also needed. Social differences and division continue to mark out the opportunities and challenges faced by the youth and young people. Social capital (SC) theorists Coleman (1990), Putman (2000), and Lin (2001a) say that the differences in success for urban and rural youth may be caused by different family modes and the involvement of parents in supporting their children in learning. The authors used social capital in education research to look at reasons for inequalities in access to education by the youth from various backgrounds. They postulate that networks that involve social contact, membership in organisations, and religious practices increase the youth's chances of achieving more and succeeding.

To conceptualise the youth experience in an economic market and within the space of entrepreneurship, Coleman (1988, 1990) suggest social capital that youth need interaction and social networks bring change in their environment. According to Sato (2013), social networks are important in social capital. Coleman (1990), Putnam (2000), and Lin (2001) define social capital at societal and community (meso) levels to participate in economic activities. Lin (2001) refers to

social capital resources embedded in social networks accessed and used by individuals for action. The assumption the researcher is making is that youth who are exposed to entrepreneurship programmes offered by NGOs, the private sector and the government have better chances of using those social networks to prosper and venture into new businesses.

Social capital involves individual networks, their position, and social relationships within a particular community. It is a process involving social ties in families and communities that are based on shared norms, beliefs, and values. Coleman (1990) and Putman (2000) state that social capital involves trust, influence, and reciprocity among individuals, and these are needed as an entrepreneur. The mobilisation of resources depends on the solidarity of individuals and their social relations. For individuals to attain their social goals, the aspect of social structure and social cohesion is vital. By referring to this approach, one can say that South African youth needs to be involved in social relations and mobilisation to develop themselves. Social capital states that a society that is virtuous but with isolated individuals is not rich in social capital (Coleman, 1990). The investment in human capital and education as a form of capital is of value to a society that wants youth who will be proactive, knowledgeable, and skilful to pursue profitable opportunities and respond aggressively to competition within the labour market (Zheng et al., 2020; Mpanza, 2016).

Economic development relies on the youth to be the driver in the market and to be aware of the influence of the social structure they interact with. An important proposition derived from social capital theory aims to provide social participation and trust. Nicholls (2006) argues that the marketplace or capitalism has always been associated with disharmony, creating inequality, and not addressing social ills. Bourdieu (1983, 2005) made a primary distinction between economic and symbolic capital and identified cultural and social capital as specific forms of a symbol. For this author, social capital depends on the size of the network and assets possessed by individuals or communities. This has given social entrepreneurs, and social business entrepreneurs a chance to gain recognition in South Africa. South Africa needs more youth entrepreneurs and social entrepreneurs because they are there not only to earn money but to do good for others. Social business entrepreneurs are proving to be effective at delivering social impact and change by influencing social behaviour for the good on a global scale (Social Enterprise Alliance, 2010).

The South African economy also needs to radically move into the social enterprise model that Chikadzi and Warria (2018) call for. This will give entrepreneurs and non-profit organisations opportunities to freely trade or operate at the macro level with the economic system in which capitalism co-exists alongside communised capitalism (social enterprise) (Chikadzi & Warria, 2018).

3.9 ENTREPRENEURSHIP INTERVENTIONS FOR THE YOUTH BY SOUTH AFRICAN GOVERNMENT AND THE PRIVATE SECTOR

Exploration of the private sector must be done to ascertain the effectiveness of the services they provide in addressing youth unemployment and entrepreneurial opportunities. These services include skills training, job shadowing and matching, and entrepreneurial skills (Phofi, 2010; Mataboge, 2014). In the study done by Lekhanya (2016), he found that although entrepreneurial spirit, attitude, and perception of youth can be positive, there is still a need to explore more youth entrepreneurial training programmes and entrepreneurial support training.

Accordingly, David et al. (2009) suggests that to have participatory development, all spheres like the government, private sector and NGOs need to get involved in capacitating and supporting the youth in entrepreneurship. Phofi's (2010) study on the sustainability of South African NGOs and the services offered by them reiterated social development as an aspect that strengthens the relationship between the government and civil society to better the lives of people. The author stated, "private sectors have been helping with the business approach to create employment, generate wages and engage in activities that may have economic and social improvement" (Phofi, 2010, p.13). The partnership between the government and private sectors helps to lessen the pressure put on one sector since the public expectations regarding the social role of the private sector are at times unrealistic, especially their corporate social responsibility or investment (CSR/ CSI) role. The pressure may lead to the demise of the free-market system (David et al., 2009).

The NGOs in the new democratic South Africa are still influencing the lives of many youths through their specialised programmes. They have combined economic and social development for their beneficiaries that involve services like social security, prevention, and rehabilitation (Phofi,

2010; De Lannoy & Patel, 2018). Among the achievements of democratic South Africa, the new budget for social welfare services is included. For the period of 2018/ 2019, a budget of R1.01 trillion was allocated to social services. The 2018/2019 expenditure for social development was R259.4 billion, and community development and economic development were allocated R200.1 billion (Treasury South Africa, 2018). Social services within NGOs in South Africa have improved and the Department of Social Services and other stakeholders continue to monitor and evaluate their service delivery. In 2010, Phofi (p. 14) postulated, “the government’s transformative vision includes new social policies that promote appropriate social services. The NGOs together with government continuously must work to turn the idea of integration of service delivery by NGOs and government departments into reality”.

3.9.1 Interventions offered by the government for youth entrepreneurs

Due to the growing youth unemployment crisis, most countries globally have acknowledged the changing nature of learning and the school-to-work transition (De Luca et al., 2010). The Canadian youth for example was found to be at risk and experiencing both school disengagement and unemployment. The government, therefore, introduced the Work-Based Education (WBE) system for Canadians and other countries worldwide. It was introduced mainly because youths were found to lack the skills to obtain a competitive job and even succeed in those jobs (De Luca et al., 2010). Similarly, in the USA, WBE was used as a learning strategy in 2000 that involved youth job site visits, job shadowing, school-sponsored enterprise, and apprenticeships.

Most of the project’s youths would participate in offering career-relevant content (De Luca et al., 2010). Enrolling in high education is expensive and even in Europe, the cost is a problem and youths find themselves dropping out of school or finding the transition to work difficult. Mourshed et al. (2014) mentioned that the education-to-employment structures many countries have adopted fail some youths and small businesses. This is because youths are finding it difficult to offer the market labour and employer satisfactory skill sets for the job. Although there are still skill shortages, most companies do little to address the problem. The focus for most countries is on young people – youth, employers, and educational providers to improve the employment readiness. Researchers have suggested that high institutions, colleges, and universities need to

work closely with companies to evaluate and check if the courses offered to students to help them prepare for work (De Luca et al., 2010; Yu, 2013; Mourshed et al., 2014). Supporting structures need to be built that allows intervention programmes for youth apprenticeship. The European Union, as Mourshed et al. (2014) suggested should be involved in a partnership with the global community to share relevant practices on matching the labour market demand and supply.

Youth participation in social activities at a young age helps in developing entrepreneurial interest. Most organisations with the help of the department of education in the Johannesburg areas have afterschool programmes that encourage youth to take part (Nkere, 2014). These programmes according to Nkere (2014) and Mudimu (2017) assist with lessening risky behaviour such as substance use, unplanned teenage pregnancy, and crime at a young age amongst the youth. The uptake of social activities (such as sports, drama/theatre, youth/religious and choir/singing) among the youth in South Africa differs from gender to age. In their study, De Wet, Somefun and Rambau (2018), found that 54.46 per cent more males participated in social activities such as youth groups in comparison to 33.94 per cent of females. The reason is that females have household chores and adults expect females to look after their younger siblings, whereas male youths do not have the same roles and responsibilities, so they have more time to engage in social activities (De Wet et al., 2018). On the other hand, youths with a negative view of the future are less likely to participate in social activities, compared to youth with a positive outlook on the future.

Those who can participate and engage with NGO programmes access vital information and develop their knowledge and socio-economic skills for future usage. According to Schoof (2006), entrepreneurship education is there to equip young people with interpersonal skills like communication, motivation, patience, and creativity. This also has shown that youth who get involved in these programmes often have their main objective as starting their own business (Steenkamp et al., 2011).

In the process of the South African Government assisting youth entrepreneurs to start and grow their new business ventures, the following incubators and initiatives were started to empower and support aspiring youth entrepreneurs pointed out by Herrington, Kew, and Kew (2015):

- National Youth Developmental Agency (NYDA): As mentioned before the agency was established in 2009 and received its monetary support from Old Mutual and Sanlam. It aims to assist youth who aspire to be entrepreneurs with start-up money and skills training (The Office of the Presidency, 2009).
- Small Enterprise Development Agency (SEDA): An institutional framework was established consisting of support agencies such as Ntsika, which was later replaced by Small Enterprise Development Agency (SEDA). It was established in 2004 under the Department of Trade and Industry (DTI) (Herrington, et al., 2015).
- Small Enterprise Finance Agency (SEFA): This was established in 2012 and got its funds from Khula Enterprise Finance and the Apex Fund to provide business development and support services to new small business enterprises (Neneh, 2011). The establishment of SEFA was aimed at the funding of up to R 3 million to small businesses in the form of loans (Herrington et al. 2015).
- Technology and Innovation Agency (TIA): This is a public entity that was established in 2008 under the Department of Science and Technology (DST). With their slogan of ‘innovating tomorrow together, the institution is directed to serve as a key to institutional intervention in bridging the innovation chasm between research and development from higher education institutions, science councils, public entities, and the private sector, and commercialisation (TIA Report, 2019).
- National Empowerment Fund (NEF): This was established by the National Empowerment Fund Act, 1998 (Act No. 105 of 1998) in 1998. It aims to encourage and support black economic participation by providing financial and nonfinancial support to black-owned businesses. The fund provides support mainly to broad-based black economic empowerment (BB-BEE) and give business loans from R 250 000 to R 75 million across all industry sectors, for start-up, expansion, and equity acquisition purposes (Herrington et al. 2015).
- Other available funders that are non-governmental and independent for youth to access include Leaf Capital, Knife Capital, Masizane Fund, Thunda Fund, U-Start, Edge-Growth, Future-growth, and Anglo-American Sebenza Fund.

The aim of these initiatives by the South African Government is to address the challenges the country is facing which are the high rate of unemployment among the youth, inequality, and poverty. However, the rate of unemployment has been on the rise and worsened since the COVID-19 pandemic leaving the South African working class without jobs (StatsSA, 2022). The partnerships between the government and the private sectors are aimed at investing in youth entrepreneurs for the growth of the economy. The broader aim is for South Africa to get to the point where youth entrepreneur businesses are sustainable and competitive at the global level (Rogerson, 2013).

The partnership is important between the public and private sectors to have successful local economic development. The private sector enterprises are profiting directly by providing public services to the community. The public sector, private sector, and community-based organisations work (and at times together) to seek out new means of promoting local economic and employment development (World Bank, 2013). Rogerson (2013) says the partnership between these sectors involves them committing to working together on a project to pursue common goals whereby all parties benefit and offer their resources to enhance the success of the project. These partnerships when we look at South Africa were also necessary to have local economic development within the community.

The benefits of partnerships include access to finance, entrepreneurial spirit and sharing of resources, that is social capital. Another partnership needed is the youth-adult partnership in making decisions. It involves adults and youth deliberating and acting together, “in a collective fashion over a sustained period, through shared work, intended to promote social justice, strengthen an organisation and/or affirmatively address a community issue” (Akiva, Cortina & Smith, 2014, p. 388).

Youth participation and youth entrepreneurship are vital for the development of society. Ife (1998) asserts that development involves a process of service development by the community or stakeholders such as NGOs so that social needs can be identified, and the provision of services can meet them. This development is characterised by technological progress and economic growth (Midgley, 2013). Human interactions that give rise to social networks, values, culture,

institutions, and the total well-being of people should be encouraged when effecting youth enterprising.

Developing youth entrepreneurs to take part in the competitive labour market is a process of change, progress, and growth. It embraces not only their economic growth but is a process aimed at promoting a better life for them. The core value of social development according to the White Paper for Social Welfare of 1997, RDP, and Bathopele principles is to focus not only on material resources but must be people-centred (Marais, 1998; Hall & Midgley, 2004). NGOs are more involved in social development whereby they combine economic and social activities as they work with community-based projects and the government through social planning, legislation, provision of subsidies and redistributive fiscal policies (Patel, 2005).

Youth empowerment and skill development have been at the forefront of the government and NGOs. Added to the issues of HIV/AIDS, unemployment, and poverty most NGOs are faced with assisting the youth in accessing decent education and skills. According to a study done in the 1990s, the issue raised was that a lot of young people still lack the necessary skills and competencies needed for adult success (Pittman, 1991). Schippers (2019), points out common programme areas and interventions for Youth Development within NGOs and civil society that involves the creation of opportunities for the youth to succeed, equipping the youth with leadership skills, providing counselling for troubled youth, and conducting youth-related research.

3.9.2 Interventions offered by the private sector for youth entrepreneurs

The sectors such as business or commercial and non-governmental organisations have helped in providing services and support to youth entrepreneurs and the development of youth (Youth Policy Lab, 2015). The private sector can be classified as business or non-profit. The non-profit, for-profit, and government sector organisations differ from each other in mission, mandate, and intervention methods (Patel, 2005). According to the Non-profit Law in South Africa, Non-Profit Organisations (NPOs) are regarded as non-governmental organisations (NGOs) (The South African Companies Act of 2008; Non-Profit Organisations Act (NPO Act). To Hall and Midgley (2004), non-profit organisations rely mainly on state funding and donations. The role of service

providers like social workers, community workers, and fundraisers are to make sure that people receive the services that the non-profit organisation is mandated to do.

Business incubation has been done to assist in the development of entrepreneurs' start-ups (Masutha & Rogerson, 2015). According to South Africa's National Small Business Act of 1996, SMMEs, private businesses, and NGOs are separate and distinct business entities. The act makes the following differences in terms of SMMEs.

Table 3.1: National Small Business Act 1996: Definition of SMEs
(National Small Business Act 102 of 1996)

Size or class of enterprise	Total full-time equivalent of paid employees	Total annual turnover	Total gross asset value
Medium	Fewer than 100-200, depending on industry	Under R4m to R50m, depending on the industry	Under R2m to R18m, depending on the industry
Small	Fewer than 50	Less than R2m to R25m, depending on the industry	Less than R2m to R4.5m, depending on the industry
Very small	Fewer than 10 to 20 depending on industry	Less than R 200 000 to R500 000, depending on industry	Less than R150 000 to R500 000, depending the on industry
Micro	Fewer than 5	Less than R150 000	Less than R150 000

The National Small Business Act 102 of 1996 makes mention of the different sectors per the industrial classification, which shows that the entrepreneur can be in any industry of their choice (National Small Business Act No. 102, 1996). The industrial classification among others includes agriculture, mining, construction, finance, manufacturing, catering, accommodation, and other trades. Many businesses such as banks and venture capitalists assist entrepreneurs with their new start-ups. Another aspect of the partnership between the private sector and other stakeholders is

the use of business incubators. According to Masutha and Rogerson (2015), business incubators were introduced as a method of supporting innovation, entrepreneurship, and business development, especially in developing countries. In Africa, Nigeria became the first to implement this method whereas in South Africa the adoption was slowly done because the government headed the operation, not the private sector. This framework adopted support services to support incubatees and start-ups with business advice, access to finance, training programmes, networking, and marketing (Rogerson, 2013).

The partnership between the government and private sector is to foresee development in the local economy in South Africa (Rogerson, 2009). For this partnership to be effective and succeed, Rogerson (2013) and Koma (2012) suggest that municipalities, private sectors, and civil societies commit to working together on projects aiming at local economic development. However, Koma (2012) brought challenges facing a local government that other authors (Nkere, 2014; Mnganga, 2015) also mention namely the shortage of skills required for the implementation of programmes such as local economic development. Administrative capacity is also a challenge that municipalities in South Africa are facing.

Non-governmental organisations (NGOs) have been known for their important role in the field of social development such as mobilising resources and empowering communities to improve their quality of lives. According to Noyoo (2018) this empowerment process happens on three levels: individual, household and community and societal. There are large numbers of NGOs all over the world playing different roles in the development paradigm, which has made it difficult to grasp what constitutes an NGO at times (Nzimakwe, 2008). An NGO is any non-profit, voluntary citizen's group which is organised on a local, national, or international level (DoSD, 2006a). The NGOs have evolved since the eighties and over the years they have been losing their independent and civil relationships due to their dependence on government funding and foreign donations (Midgley, 2004). To this day the NGO sector is notorious for working with communities, and civil society at large to enhance social functioning and maintain those community relationships. They are known more for their interest in helping the poor and marginalised people in the community (Patel, 2005). According to Hall and Midgley (2004, p. x), civil society entails "groups and institutions that do not form part of the government, including non-governmental

organizations, the church, local communities, trade unions, social movements and the private sector”.

The role of NGOs has become a constituent part of the collaborative partnership between the government, business sector, and the overall civil society in promoting development. In his study, Chikadzi (2013) argued that for the success of ‘social’ enterprises NGOs and its board of directors play the critical factor. The board is to have people who are loyal, reliable, and knowledgeable to act in the best interest of the organisation (Phofi, 2010). They are a great source for fundraising, networking, active involvement in strategic and operational planning of the organisation’s activities and volunteering their expertise to the organisation (Phofi, 2010; Chikadzi, 2013). Enterprising within the NGO sector has been held up by the influence of the board and management team, who at times are influential people within the community and make decisions that affect the success of projects positively.

To address social issues, the NGO sector has relied on human services providers and/ or social workers who have been on the frontline in services rendered at the grassroots level and in the greater communities. Accordingly, NGOs have been involved in the upskilling and capacitation of youth through entrepreneurial training (Nkere, 2014). It catalyses the developmental process and most NGOs across the globe and in South Africa have supported the unemployed youth. Kraak (2015) mentioned that some have become labour-market intermediaries (LMIs) for unemployed youth. The role of the labour-market intermediaries according to Kraak (2015) is the following: aftercare employment agencies, social compact intermediation projects, brokerage activities, regional intermediary agencies, and training, which are briefly explained below.

3.9.2.1 Aftercare employment agencies

There have been challenges for most unemployed youth to find themselves in with not being able to attain employment the first time. The LMIs role is to assist the young person after they have been employed with mentoring and support in their new role as a worker. Dieltiens (2015) argues that because young people are not socialised into the habits and routine of work-life, it is important to continue to offer them mentoring support into the early months of employment.

3.9.2.2 Social compact intermediation project

According to Kraak (2015), these projects are often led by community NGOs. In South Africa, trade unions such as the Congress of South Africa Trade Unions (COSATU) and civic societies like social activist groups and faith-based organisations. The aim is to mobilise other stakeholders like the trade union, and the entire neighbourhood to actively address youth unemployment. In South Africa, the NGOs' role as workplace intermediaries is to help young people search for jobs. This is done by NGOs setting up social media platforms to share information on available job positions, provide guidance through application processes, and help the young person with resources to get to the job interview and look presentable (Nkere, 2014; Dieltiens, 2015).

3.9.2.3 Brokerage activities

The brokerage aims to address youth unemployment and approach key players in key sectors of the economy in creating employment. The broker also focuses on investing in the labour economic market efficient human resource, time, and cost (Dieltiens, 2015).

3.9.2.4 Regional intermediary agencies

To correctly stimulate economic growth both in the local and regional sectors with skills development and employment, the agencies are there to negotiate these requirements. The aim is to determine the level of skill requirement that matches the labour market for job seekers (Kraak, 2015).

3.9.2.5 Training

The training needs to focus on the soft skills of socialisation at work and to build confidence in a young person to apply for a job. The aim is to strengthen the social capital and network of the jobseeker (Kraak, 2015). According to Dieltien (2015), unemployed youth can also be trained to become self-sufficient, whereby they need to create work. Entrepreneurship is then encouraged

whereby young people can develop technical solutions that could be profitable and meet the demands and needs of society.

Globally, civil society organisations such as NGOs in countries like USA, UK, and Australia have used the intermediaries' approach, and little use in developing countries (Kraak, 2015; Dieltien, 2015). In the USA, for example, there have been NGOs that engage in a wide range of entrepreneurship activities. Some colleges work with employment and training agencies to provide youth with vocational work and training. This is done on a non-profit basis whereby community-based organisations in partnership with other stakeholders from both the private and public sectors provide support to the unemployed (Kraak, 2015). International organisations have partnered with corporate companies in skills development. For example, the International Youth Foundation (IYF) continues to work with companies such as Microsoft, Nike, and Kelloggs amongst others to change the lives of young people across the globe. Countries like South Africa, Russia, Poland, and the Philippines have been empowered with Microsoft whereby IT has been incorporated into the daily lives of young people (Dunbar, 2013). In South Africa, for example, we have several organisations that work as labour market or workplace intermediaries. They offer a wide range of services to the unemployed youth than commercial agencies could (Dieltiens, 2015).

The roles of workplace intermediaries are still the same and they involve the selection, training, and mentoring of unemployed youth. International agencies like Camp Sizanani, which is based in South Africa in the Johannesburg area, for example, aims to develop technical skills among the youth (Camp Sizanani Annual Report, 2019). There are many organisations in Gauteng just like Camp Sizanani, that provide apprenticeship and internship training to young people. The NGOs have over years, worked with the private sector by engaging in skills development. The NGOs as they work mostly in the macro lead, are caught up in the economic system regulated by the government. So, the adoption of enterprising within the private and NGO sector would need to be reviewed to benefit communities and still make a profit (Midgley, 2013). In their studies, Chikadzi and Warria (2018) called for NGOs in partnership with the private sector to undertake business ventures, where there are communitarian benefits, unlike private businesses. The aim is that social enterprise drives social change, and trade in the market economy while using its

proceeds to meet social needs. Shareholding in this case is understood as being held by the community and people are not left at the mercy of the market (Centre for the Advancement of Social Entrepreneurship (CASE, 2008).

South Africa is still far from fully using the framework of social entrepreneurship that is suggested by researchers for poverty eradication (Mnganga, 2015; Wilton & Venter, 2016; Schneider, 2017). Although several African countries, such as Ghana, Ethiopia and Zambia including South Africa have experimented with the neo-liberal economic framework, which yielded economic growth but is still experiencing an increase in unemployment, poverty, and inequality. There is still a need for countries to experiment with different solutions to eradicate poverty and work collaboratively with NGOs to effect social change. NGOs would not be able to carry out this enterprising on their own or provide services that the private companies offer because of limited capital. Government involvement is still necessary to fund start-ups so that they can operate at a macro level. Working at a macro level, NGOs can continue to focus on developing skills and creating job opportunities for poor people (Chikadzi & Warria, 2018).

According to Dunbar (2013), the private sector aided by NGOs, government and donors aim to provide skills development programmes that include both soft skills and technical skills as well as on-the-job and off-the-job training. Technical and vocational education in South Africa has mainly been done by the education sector such as TVET Colleges in conjunction with private companies (Mourshed, Farrell & Barton, 2012). Young people have been exposed to the study of science and technology as well as obtaining practical skills and knowledge relating to jobs in various sectors of economic and social life (Dunbar, 2013).

3.10 SOCIAL NETWORKS

Networking, as Logan (2014) states, is unplanned conversations that initially people view as meaningless but hold purpose. These are direct conversations with other people in your line of interest or not even part of a network action. In South Africa, we are in a divided country and cities from the geographic perspective create a divide in connections and networks (BizEd, 2017). The education hub and other initiatives for youth such as those initiated by the Graduate School

of Business (GSB) solution space in Philippi, Cape Town, aim at bridging the gap. The Director of the GBS, Mills Soko stated in a 2017 BizEd article, that the school teaches their students resilience and empathy, which are the necessary attributes for leadership and the ability to participate in the marketplace (BizEd, 2017).

Networks are important and produced through people's ongoing efforts at starting and maintaining a relationship with others (Bourdieu, 1986; Coleman, 1988). These relationships could be from family, neighbours, colleagues, and social clubs. Part of making network relations as Bourdieu (1986), Coleman (1988), and Sato (2013) maintain is core to social capital. Social capital depends on the size of the individual's network as well as the volume of capital (Coleman, 1988; Lin, 2011). Social capital is related to what Putman (2000), calls civic virtue, which is a reciprocal social relation. These relations are built on norms and trust. Network relations provide emotional support for entrepreneurial risk-taking. According to Zheng et al. (2020), the benefit of networks is that they provide access to information and advice. The challenge for current youth is that their social networking is established and maintained differently from the traditional way of face-to-face interactions as they use digital networking. Youth entrepreneurs need to explore the widely used channels for communication such as social media. Although Putman (2000) argues that internet relations cannot replace face-to-face interactions and will never produce social capital.

An entrepreneur needs to realise that many crucial resources for their new venture flow through network relationships (Zheng, Ahsan & DeNoble, 2020). An entrepreneur's networking behaviour is based on their start-up experience and existing experience with technology. They must be actively involved in building networks, attending events, and scrutinising interests. Zheng et al. (2020) argue that when an entrepreneur lacks prior experience, it affects their ability to successfully exploit or pursue new opportunities.

The youth at Camp Sizanani pursuing new business would be classified into the two categories that Elfring and Hulsink (2007) mentioned. The categories involved are spin-offs and incubator-driven businesses. The spin-offs are companies or businesses that are based on the knowledge and ideas of an inside (Elfring et al., 2007). They are different from an independent start-up, which

some youth would want to pursue as it is founded by themselves. Incubator-driven businesses or companies have become popular in South Africa, especially the state-sponsored business incubators to the South African economy regarding job creation and enterprise development. They help amplify entrepreneurial activities and connect small businesses to corporate South Africa (Chirambo, 2014). In terms of network benefits, Elfring and Hulsink (2007) state that “incubatees have a strong tie to an incubator and they intend to use that strong tie” (p.1852) The incubator is there to provide resources and advice to the incubate or entrepreneur.

Network ties in starting a business and sustaining it are important. These ties enhance the ability of an entrepreneur in the key entrepreneurial process (Hites & Hesterly, 2001). For an entrepreneur to leverage their networks, Hites and Hesterly (2001) say they need to know which of their relationships need to be deepened and which need not be. The entrepreneur would succeed in either of both - their mix of weak and strong ties. Their weak ties are most evident in the beginning stage of the venture, but when an entrepreneur intentionally pursues this relationship, strong ties develop (Elfring & Hulsink, 2007). Strong ties are similar relationships that Coleman (1988) and Bourdieu (1986), express could be formed with family and friends. Start-ups seem to rely a lot on strong ties because those ties usually provide resources (Hites et al., 2007). Those resources are financial capital, business advice and emotional support (Jack, 2005). For an entrepreneur to access finances and other resources, Zheng et al. (2020) ascertain that they often rely on personal and close social relations to facilitate their activities. As per Jack (2005), ties like family provide resources with reasonably low cost and risk. Although family ties assist an entrepreneur with needed support, Jack (2005) states that the ties can create liability for entrepreneurs and their growth. Zheng et al. (2020) identify three types of entrepreneurs’ social networks needed for entrepreneurial networking during their early stages of opportunity exploration. These are advice networks, emotional support, and resource networks which are briefly explained below.

3.10.1 Advice network

An entrepreneur’s close networks like family, friends, and their community create an opportunity for them to benefit from receiving advice. These people who form an entrepreneur network help

the entrepreneur to identify new opportunities for service provision as well as the latest trend. This is done by advising an entrepreneur to help the person access new information (Zheng et al., 2020).

3.10.2 Emotional support

According to Zheng et al. (2020), entrepreneurs need emotional support mostly at the early stage of their start-up. Emotional support from family and friends brings emotional stability, and mental and intellectual resources to help an entrepreneur to focus their energy on productive tasks such as growing their new business despite risks and challenges.

3.10.3 Resource networks

As mentioned before network ties provide business resources (Arregle, Batjardal, Hitt et al., 2015). The resource networks are there to capacitate the entrepreneur to be able to outsource multiple resources such as finances, supplies and new technology (Jack, 2005; Zheng et al., 2020).

3.10.4 Resources

Access to resources and funding by many aspiring entrepreneurs is a challenge globally and in South Africa. Resources form a huge component of entrepreneurship (Mpanza, 2016). Accordingly, Pribadi (2005), Mpanza (2016) and Eustace (2019) agree that individuals venturing into business or entrepreneurs face some form of challenges that include limited access to resources, finance, social network, entrepreneur's education, and training among others. These challenges identified are not exhaustive but became noticeable throughout the research. According to Zheng et al. (2020), finances provide an important enable for enhancing the entrepreneurial process. Jonathan (2008) found out that most entrepreneurs starting up their businesses are more driven to bank loans than seeking investors.

In most cases, start-ups find it harder to raise capital because they are not yet big enough for the donors to trust them. Economic capital, as Bourdieu (1986) postulated, talks about money and financial assets of any kind that can be converted into money. This money is vital for a start-up because it provides buying power. Pierre Bourdieu (1983) distinguished the three forms of capital, which include economic capital, cultural capital, and social capital. The premise of his theory is that capital is relational. It is also an expansion of Marx's capital theory that implies that the accumulation of resources can only be called capital when they also have social relationships, power relations and social mechanisms (Bourdieu, 1983). Relationships in this case constitute the resources that can be used for good of the collectives. Although (social) capital requires hard work and must be accumulated, the challenge posed by this is that there is always inequality whereby resources are linked to certain classes of people and passed on from one generation to the next making it hard for a different group to access (Bourdieu, 1986; Coleman, 1988; Putman, 2000).

To access financial and other resources, an entrepreneur must often rely on personal social relations and mostly families (Zheng, et al., 2020). The lack of access to finance leaves entrepreneurs leaning on family and friends. According to Hepworth (2015), most new entrepreneurs use their money including credit cards, savings, and loans from friends to establish their enterprise. Borrowing at an early start of their start-up is at times risky and bank interest rates high (Hepworth, 2015).

Another factor to look at when it comes to finances for entrepreneurs is their experiences with accessing them. Access to finance for entrepreneurs is regarded as vital to help the establishment and growth of the business (Fastenbauer, 2015). As stated by Kon and Storey (2003), an entrepreneur can become reluctant and fearful to apply for funding because they fear being turned down by the financial institute. Kon and Storey (2003) term this process discouraged borrowing. They maintain that five outcomes can be identified when it comes to funding and entrepreneur reach out to source funding and become discouraged. The five outcomes are as follows:

1. The entrepreneur applicant sometimes does not apply for funding because she or he does not need to apply for external finance.
2. The entrepreneur applicant can secure the necessary finance she or he desires.

3. The entrepreneur applicant obtains some capital but not all desired finance and is credit rationed.
4. The applicant does not receive any finance required and is credit constrained.
5. The entrepreneur applicant is a discouraged borrower. (Kon & Storey, 2003).

Using Bourdieu's (1986) concept of field and capital, access to finance is contextually embedded and constrained. The funding instruments that entrepreneurs could approach such as grant schemes, loans and government funds prove to be challenging to access (Chirambo, 2014). The South African borrowing system is no different from the developed countries systems - whereby entrepreneurs must approach banks and follow a bureaucratic system to acquire funding. The South African government procurement system moved towards empowering the borrower when awarding state contracts, particularly to marginalised individuals. However, Bolton (2006) states that this process still favoured large and established businesses, making it hard for start-ups or small businesses to enter the system. Partnership and collaboration between the government, private sector and NGOs brought benefits such as access to finance, entrepreneurship, and sharing resources (Rogerson, 2013).

3.11 YOUTH DEVELOPMENT PROGRAMMES

Youth development practice has become significant within civil society's organisations and government. There has been done through programmes and initiatives with the hope to enhance the developmental process in a young person's life (Hamilton, Hamilton & Pittman, 2004). Global youth unemployment is a concern for Africa and the entire world (ILO, 2018). Programmes have been developed by different organisations through challenging activities that youth become fully engaged in and not just recipients (Hamilton et al., 2004). According to Schippers (2019), these programmes play an important part in the development of youth and provide an environment for young people to cultivate confidence and feel secure. Skills that are not necessarily taught in schools or at home are developed when youth participate in the organisations.

It is argued that young people who participate in civil society structures or programmes tend to develop a sense of independence or agency when given responsibility (Schippers, 2019). Serobatse (2014) found out that youth who participated in the youth leadership programme within the youth clubs gained experience and skills of ownership and making decisions. This is so because youth programmes give young people tasks and roles that assist them in taking ownership and making positive decisions. Youth should participate in development programmes out of choice. Some programmes are very universal in their approach and young people are put together with others which has resulted in neglecting individual needs. Just because development programmes are available and create opportunities for youth, does not necessarily mean all the youths enrolled in the same programme need the same thing (Hamilton et al., 2004).

These opportunities such as learning, exploring, and playing for every young people are necessary and services need to be available to all. However, Bronfenbrenner (1979) argue that development for every young person must take into consideration the context and systems they interact with that ultimately affect their development. Organisations therefore should be encouraged to develop programmes that fit into the context of young people. Although NGOs tend to have the best programmes that address unemployment and skills development, for Hamilton et al. (2004) it does not mean they influence youth the same way in terms of their perceptions, motivation, and behaviour. Young people are influenced primarily by their peers, family, and the environment they live in (Bronfenbrenner, 1979). Moreover, this does not mean that NGOs are failing in developing skills in youth, as we have seen a few studies like that of Ntlaloe (2011), Tshikovhi (2014), Nkere (2014), Serobatse (2014) and Nhemachena (2017) to name the few that organisation that has been promoting the development of the community in skills and enterprising, enhance the socio-economic growth of that community and the overall country.

The role of NGOs in developing technical skills among youth has increased because of the need to obtain jobs. According to Nkere (2014), youth aged 16 to 35 years participating in the skills development programme, showed improvement in their attitude towards education and work, as well as taking responsibility. The same improvement was noticed in the entrepreneurship programme that young people got involved in Lesotho. In accordance with Ntlaloe (2011), the 'Start Improves Your Business' (SIYB) entrepreneurship training is being offered by the NGO in

Lesotho to develop business skills among the youth such as management and administration skills among others. South African youth development organisations such as Youth Development Trust has been working with the government to promote development project that addresses the welfare of communities. Mor (2020) found out that NGOs have been at the forefront of the battle against COVID-19 and are involved in community projects to help community members.

3.12 ENTREPRENEURSHIP TRAINING AND SKILLS

Mahadea and Kaseeram (2018) alluded that for South Africa to enjoy economic growth the focus must be on human capital since education and training have not been fully exploited. Obtaining education and employment for many youths is crucial to addressing the poverty and unemployment in the country. The former South African President and Noble Laureate, Nelson Mandela, desired that people obtain education to use as a weapon to change their world and become emancipated so that they can access career and work opportunities (Koller, 2015). It is observed that the struggle that the former president of South Africa, Nelson Mandela, mentioned is for every child to obtain education and work. This is still real, and it is crucial to manoeuvre in this economic environment. There is a noticeable improvement by the current South African Government to have quality education available and accessible from the foundational phase to the tertiary level. The journey for any youth towards employment or entrepreneurship and success thereof will depend on their education and knowledge acquired.

The question to reflect on is whether youth need formal education or not to become entrepreneurs. It is a question that a yes and no answer would apply. According to Pribadi (2005), entrepreneur education is necessary because an aspiring entrepreneur learns technical skills such as finance management, marketing, and forecasting that minimise risks. The three categories of entrepreneurial skills required for one to venture effectively into business are as follows; technical skill, which involves the ability to communicate and organise. The second category is business management skills, which involve planning, decision-making, marketing, and accounting. The last category is a personal entrepreneurial skill that involves risk-taking, innovation and the ability to be persistent (Krueger, 2005; Elmuti, Khoury & Abdul-Rahim, 2011). However, formal

entrepreneur education had its loophole such as the lack of teaching soft skills, and building necessary entrepreneur characteristics (Pribadi, 2005).

The critiques of the South African education system maintain that there is a need for a change of policy that establishes an education training-for-life environment (Elmuti et al., 2011; Eustace, 2019). The poor quality of education in townships and remote areas fails to prepare young people to be able to operate in secondary and tertiary education (Marumo & Sebolaaneng, 2019). Education and skills training for young people cannot use a one-size-fits-all approach. Eustace (2019) argues that young people are not the same, they are individuals with unique innate abilities and characteristics. Newton and Shreeve (2002) challenged this also saying education is not a necessity, and that creativity and imagination cannot be taught in a formal education system because they are unique individual traits.

In the study done on youth entrepreneurial development programmes in 2018 by Tfwala, she found that training needs to be improved in entrepreneurs' aspirations and implementation of best practices (Tfwala, 2018). For youth to participate in entrepreneurship confidently, they should be trained, and this training should be provided by the government, private sectors and NGOs, as Lindner (2020) regarding the TVET Forum- UNESCO-UNEVOC (2020) advised. The need is to instil entrepreneurial assertiveness, learning and developing entrepreneurial skills in young people, as they are critical for the sustenance of any business (Lindner, 2020). the education and training of entrepreneurs emerged as an academic enquiry and tertiary institutes around the globe started offering programmes on social enterprise (Wilton & Venter, 2016).

The training of youth in entrepreneurship is believed to increase entrepreneurial thinking and intent when developed and promoted within the education sector (National Development Plan Vision 2030). Training should be provided before a young person reaches secondary school level so that there is knowledge and learning experience that are imparted. The course content should be redesigned to increase the importance of personality, social competence, and interpersonal relations. Wilbanks (2013) states that government-sponsored entrepreneur skills training programmes are beneficial in fostering self-employment and entrepreneurship.

3.13 SUMMARY

This chapter presented a critical discussion on the broad concept of youth, its definition globally and locally, in South Africa and the discussion of youth (un)employment. It used the available literature around enterprise and entrepreneurship and its challenges – globally, regionally and in South Africa. The literature helped to demonstrate the debates around youth enterprising, youth around the pre- and post-apartheid, and how youth perceive the meaning of work. The chapter looked at a specific generation that is represented by the youth, particularly the Millennials (Gen Y) and Centennials (Gen Z) in comparison to the Baby Boomers who, according to researchers are different from this generation's youth in terms of their interests, desires, and experiences (Murphy, 2011 & Kehoe, 2018). In this chapter, we also looked at the guidelines and legislation concerning youth entrepreneurship, as well as in developed and developing countries. South African context was a focus concerning the other BRICS countries. The discussion also presented the entrepreneurship programmes for the youth and Public Private Partnership (PPP) whereby the researcher made the distinction between government and the private sector and developed suggestions based on the literature. In this chapter, the researcher tried to use multiple theories and bodies of literature to address the topic and subtopics. Research methodology will be outlined in the following chapter.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 INTRODUCTION

In this chapter, an account is given of the methods that were adopted for the study, as the study took a qualitative approach. The research paradigm, approach, and design employed in this study are also presented. The research methodology chosen for this study aimed to answer the research questions regarding youth entrepreneurship, their motivation, perceptions, and experiences regarding services provided by the government and private sector. In addition, discussed in this chapter are the population, sample and sampling procedures, research instruments, methods of data collection, and methods of data analysis. The chapter ends by discussing the trustworthiness of the data and ethical considerations about the study.

4.2 RESEARCH PARADIGM, APPROACH AND DESIGN

4.2.1 Research paradigm

Paradigms are sets of beliefs held by a researcher that constitutes his or her perception regarding the world and its realities (Creswell & Clark, 2017). Paradigms have implications for real-world problems and can be valuable in guiding the research process (Creswell et al. 2007; Vosloo, 2014). Paradigms also strive to bring transparency, and quality and provide support to the purpose and design of the research (Tashakkori & Teddlie, 2010). The study was rooted in the interpretive paradigm. According to Creswell and Poth (2007), ‘the interpretive’ is also known as the ‘constructivist paradigm’ which is a relevant and useful framework for the paradigm underlying qualitative methods research. An interpretive researcher relies on the views that participants hold about the situation being studied (Creswell & Poth, 2007; Creswell, 2018). This worldview focuses on the processes of interactions among individuals and the context they live in, to support the researcher’s interpretation of these views (Creswell, 2018).

The epistemological assumption of interpretive research is exploring and finding the subjective meaning that participants attach to the phenomena (Creswell & Poth, 2017), as it aimed to investigate and understand the motivation, perceptions, and attitudes of the research participants. Wahyuni (2012) states that the interpretivist role is to unravel the meaning participants attach to their lives within a particular context and how that meaning is being constructed. The interpretive paradigm holds the view that people's meaning, and realities are socially constructed (Babbie & Mouton, 2010). The paradigm that researchers followed became interpretive such that the researcher did not only explain human behaviour or make generalisations but also interpreted the meanings that underlie human action (Creswell, 2018). The researcher relied on the view participants held regarding the situation being studied (Creswell et al., 2007). However, Guba (1990) says that for the researcher to know the views of participants, one needs subjective interaction which makes objectivity in the research much more difficult to obtain.

Moreover, the researcher's adoption of the interpretive paradigm stems from the real-life case studies that were explored. This focuses on the processes of interactions among individuals and the context they live in, to support the researcher's interpretation of these views (Creswell, 2014). The assumptions held by Crotty (1998) about the interpretivism paradigm are as follows:

1. People get meaning and interpretations of the social environment they live in.
2. The researcher relies on open-ended research questions to explore views and the meaning the participants hold about their experiences and the world.
3. Qualitative researchers follow an inductive process to explore the data being collected.

Following this interpretive assumption, the researcher engaged with the life context of the youth, asking them about their perceptions and experiences when they were participating in youth development and entrepreneurship programmes offered by their organisation. The interpretive researcher, therefore, employed the following data-collection methods: interviews, a focus group discussion, a structured questionnaire, and site visits with permission from the participants. During this process, interpretive researchers allowed participants to represent their truths given the interpretive assumption that people construct their meaning and realities (Wahyuni, 2012).

4.2.2 Research approach

The approach used for this study was the qualitative approach, in which qualitative techniques such as semi-structured interviews and a focus group discussion were employed. As a result of the COVID-19 pandemic and the acquiescent national restrictions, some potential participants had the option of completing a questionnaire either in hard copy or online. This was done to involve more participants in the research study to increase and enrich the collected data. Qualitative research is a process-oriented method of research and when employed the researcher can get a distinct description of the situation rather than the outcome (De Vos, 2011). The purpose of using a qualitative approach is for the researcher to gather information from individuals about their views and understanding of entrepreneurship. This helped the researcher to write participants' stories and all interview accounts about their opinions (Creswell, 2018). Every research participant had ways to express their views, therefore this approach allowed for multiple meanings that participants held regarding the topic being researched.

A qualitative research approach is proposed because it allowed the researcher to explore youth entrepreneurship, their motivating factors, perceptions, and attitude regarding entrepreneurial service. In addition, the use of this approach allowed the researcher to gain a deep insight into the problems being studied (Creswell, 2014). A qualitative research approach was able to provide an in-depth and rich contextual perspective on youth entrepreneurship, motivation, perceptions, and experiences regarding services provided by the government and private sector (Creswell & Poth, 2007). The use of a qualitative approach also allowed the researcher to get in-depth information and perceptions from research participants (Babbie & Mouton, 2010). The researcher adopted an emic perspective (Schurink, Fouche & de Vos, 2011) and focused on specific questions. Neuman (2000) and Maree and Van der Westhuizen (2016) mention that the approach provides the researcher with an opportunity to get to participants who are immersed in their everyday lives. When this research was conducted, the purpose was not to generalise but to contextualise (Neuman, 2000).

4.2.3 Research design

A collective or multiple-case study was employed as a research design, which was an illustrative case study design in nature. According to Merriam (2009), the use of a case study design in research plays an important role in advancing the body of knowledge in a field, which in this case is knowledge about youth enterprising. The choice of using a case-study design in a qualitative study was to strengthen the youth enterprise research, as the researcher selected various participants and sites of study to provide in-depth views on the subject. This research design was appropriate to answer the research questions because it allowed for the exploration of enterprising and entrepreneurship among youth in Johannesburg. The use of case studies can be traced back to the anthropology and sociology disciplines. Yin (2014) suggests that when using case studies, a case must be identified by having certain parameters. As a multiple or collective case study was employed, five different organisations were selected as cases to be studied.

The study used the following organisations: Organisation A, which is a non-governmental organisation (NGO) that caters for children and youth in Johannesburg through skills training camps and financial literacy training, Organisation B, a government agency as defined in Section 1 of the Public Finance Management Act No 29 of 1999 (Treasury South Africa, 2018), also a South African-based agency established primarily to address challenges faced by the nation's youth (National Youth Development Agency, 2008), Organisation C, Organisation D and Organisation E are private companies, established by young entrepreneurs, who are the key informants individually approached to participate in the research. These organisations are situated in Johannesburg and their focus is on entrepreneurship and youth development, which made them be selected as cases to be studied. They were chosen and took part in the study because they are established and led by young South African entrepreneurs and their mandate is to do business that positively affects economic growth for South Africa and empowers other upcoming entrepreneurs.

In multiple case studies, a single case becomes of interest because of its association with a collection of other cases with the same characteristics. A multiple case study approach (Creswell & Poth, 2017) was used to explore the views of youth, youth workers, programme managers and

key informants regarding entrepreneurship and services provided by the government and private sector. Yin (2014) mentioned that case studies support the building and testing of theory. However, the disadvantage Yin mentions is the time and resources required to conduct a multiple case study design. This became evident as the researcher had to face difficulties reaching participants, doing onsite visits, and conducting interviews during the COVID-19 pandemic and lockdown restrictions, and these factors impacted the researcher's resources and time. The design was, however, seen as appropriate for this study because it allowed the researcher to get an in-depth understanding of the issue through multiple sources of data (Creswell, 2018). It also allowed the researcher to look at the issue of youth entrepreneurship and select multiple cases to illustrate the issue. There have been variations in the meanings held by different participants: youth, youth workers, programme managers and key informants that informed the qualitative research process. The research process therefore allowed for different methods of data collection to ensure appropriate data to be analysed.

4.3 POPULATION, SAMPLE AND SAMPLING PROCEDURES

4.3.1 Population

The study population consisted of youth, youth workers, programme managers, and key informants from the five different organisations selected for the study. The first selection of the population consisted of youths who were beneficiaries and participated in programmes offered at Organisation A. The approximate population of youth utilising the services of Organisation A was estimated at 200. The aim was to include youth who attended youth programmes in different locations in Soweto, Freedom Park, Orange Farm, Poortjie and Alexandra. However, with the COVID-19 restrictions, the estimated and anticipated numbers of the population of participants, could not be reached. Yin (2014) highlighted that choosing such a population allows the researcher through an emic view to capture the views of participants' meanings of real-world events. The researcher aimed at choosing a population that have experience in entrepreneurship and that would help in the inquiry. The reason for the two years and more key informants assumed that two years is a reasonable time to measure the experience and knowledge of running an enterprise. The researcher considered the outsider view (etic) (Yin, 2010) because the pre-

existing theories of entrepreneur motivation among the youth as constructs were used to see if they apply to a different setting such as Organisation A. The key informants also brought an etic view, as they were not part of the main organisation most of the research population was taken from.

4.3.2 Sample and sampling procedures

The study employed a purposive non-probability sampling technique to select participants for the study. According to Schurink, Fouche and de Vos (2011), purposive sampling is normally used to access participants who are assumed to be more informed about the issues being studied. The researcher in this case selected participants who had more knowledge about services offered within their organisation. The study purposively selected Organisation A in Johannesburg as the main case study, as participants who were selected and interviewed included youths, youth workers and programme managers. The researcher's planned number of participants, before the COVID-19 pandemic affected the data collection processes. The selected participants for the interviews (n=14), focus group discussion (n=8) and questionnaire (16) were selected from Organisation A. The four key informants were from the other four organisations (Organisation B, C, D and E). Purposive non-probability sampling was adopted to select all 26 the research participants comprising of youth, youth workers, managers, and key informants, as well as the 16 youth participants for the structured questionnaire.

The first phase of sampling was to conduct face-to-face interviews, which were converted to online interviews with the youth, youth workers and key informants because of COVID-19 restrictions. The youth were purposively selected because they participated in organisation as programmes, they consented to participate in the study and be interviewed. The key informants were purposively selected because they are involved in entrepreneurship training and activities within their organisations.

The second phase, which was a focus group discussion, consisted of one group of eight youths. They were chosen as they did not form part of interviews with the youth group. The focus group

discussion was done face-to-face, and its purpose was to supplement the information obtained from previous interviews and questionnaires.

4.3.3 Inclusion and exclusion criteria

The organisations were selected because they have youth attending the entrepreneurial programmes they are offering. In terms of the recruitment process, Organisation A was approached as a main source for research where youth, youth workers and managers formed part of the research study. The other four organisations were individually approached, and individuals were recruited as key informants to form part of the research.

Some criteria determined for youth participants were as follows:

- between the ages of 16 to 35 years old
- participating in the programmes offered by Organisation A for more than a year.

The youth workers and managers had to be individuals who were 18 years or older, and who had been involved with the organisation for more than two years. The reason being that they were supposed to have information about Organisation A and their experience regarding youth entrepreneurship and services offered by the government and private sector. Thus, two years is seen as sufficient time for this.

To obtain information on policy-related issues for the study, the key informants were recruited – one from each of the other four organisations. These organisations were selected because of their roles and key informants are involved in national youth development and entrepreneurship as well know government policy and legislative frameworks regarding entrepreneurship and services available for the youth. The participants were supposed to have at least three years and/or more experience in the field of entrepreneurship, if not they were excluded. Key informants were eligible to participate in the study because they were supposed to be people knowledgeable about the phenomenon being researched and could articulate their knowledge. The researcher included them because they possess rich information about the setting of the inquiry. They are responsible for affecting policymaking and implementation. As partners with some organisations or NGOs,

they are responsible for support in monitoring and evaluation, and fundraising, which made them valuable contributors to the study as they also assume leadership positions.

4.4 RESEARCH INSTRUMENTATION

During the research study, three instruments were used: semi-structured interview guides, a structured questionnaire, and a focus group discussion guide. Four different semi-structured interview guides were used with the youths, youth workers, managers, and key informants. The questions of the different semi-structured interview guides were specific to the different groups of participants targeted for the study. The different semi-structured interview guides comprised closed and open-ended questions. Babbie and Mouton (2010) assert that the advantage of using a semi-structured interview guide is that it allows the researcher to design the interview questions according to the information and views the researcher hoped to get from participants. Egan (2013) posits that the use of open-ended questions in an interview allows the interviewer to ask follow-up questions, probe, and allow participants to reflect on their answers. However, the disadvantage was that interview guides became lengthy even when the researcher tried to make them manageable, and this made it time-consuming. For this study, this was not the case as the research interviews were conducted mostly online apart from focus group discussion which was conducted face to face.

The Focus Group Discussion Guide was used with the youths who did not participate in the individual interviews. The prompts in the focus group guide explored and attempted to confirm specific matters that surfaced during the individual interviews with the youths. The language used throughout the research processes was English. However, the researcher was mindful of participants who used their vernacular language; hence, the questionnaire and interviews were conducted in English with additional Sesotho, Setswana and IsiZulu languages code-mixed or code-switched, as participants and the researcher understood and could converse easily in the languages. The researcher's fluent in these languages participants used was useful for understanding and recording notes.

The structured questionnaire was completed by the youths from Organisation A. The incorporation of the self-administered questionnaire as a tool specifically asked questions about youth motivation to become entrepreneurs and respondents completed them individually. The information in the questionnaire had central concepts of the study that were distributed and itemised into measurable components (Delpont & Roestenburg, 2011) such as the motivation to becoming an entrepreneur. The literature and the theoretical framework of the study guided some of the items and questions in the questionnaire. The questions from the questionnaire were taken from the four basic success components from Gibb and Ritchie (1982), and Olugbola's (2017) framework for entrepreneur readiness, an Entrepreneur Success component theory. As suggested by Neuman (2000), the researcher used a Likert scale, which was adopted in the questionnaire and it had the following categories: strongly agree, agree, neutral, disagree, and strongly disagree. These ordinal-level categories according to Schurink, Fouche and de Vos (2011) allow the respondent to express their views and attitude about the topic and rank. It yielded information on what specifically motivated the youth to engage with the entrepreneurial programmes.

4.5 PRE-TESTING OF THE RESEARCH INSTRUMENTS

The researcher went through pre-testing of the research instruments before the actual interviews were conducted. Before the interviews took place, the researcher pretested the instrument during the COVID-19 lockdown through online platforms like WhatsApp, Zoom, and Microsoft Teams. The questionnaire was pre-tested with two youth members who did not form part of the actual sample. It was pre-tested to check whether the questions made sense and/or needed to be readjusted and further converted to a Google form for online respondents.

The interview schedule for youth, youth workers, programme managers and key informants was each pretested on one representative in the participant group who did not participate in the research study as well. According to Babbie et al. (2010), during pretesting, the researcher should try to conduct the interviews confidentially and use detailed recordings and keep notes to help in preparation for the actual interviews. Pretesting of the instruments was done to ensure that the questions made sense when the actual study took place (Babbie et al., 1998, 2010). As confirmed by Welman and Kruger (2001), this opportunity allowed the researcher to ensure that the

questions asked were not repetitive and yielded the necessary information for collecting rich and broad qualitative data. The interview questions were refined after pretesting, and any vague questions were identified and rephrased according to the participants' suggestions. Delpont et al. (2011) suggest that the researcher during pretesting refine the question as simply as possible. For example, these were the changes made from the initial questions found in the questionnaire. Only the below questions (eight and ten) changed in the interview schedule.

Question 8. Initially read as this: 'In your view what aspects of youth entrepreneurship interventions need to be improved for it to help in mitigating the youth unemployment?'

The question was then rephrased to read as follows:

8. What do you think can be done to improve ways that help youth to start their own business so that they don't end up jobless?

Question 10. Initially read as this; 'In your view, what role can youth play in youth policy development and how can they be included?'

Question 10. It was then rephrased to read as follows.

10. Are there any policies you know for young people who want to be in business?

Supervision also assisted the researcher in ensuring that the instruments gather data that was relevant to the study. The data collected from the participants during the pretesting of the research instruments were not included, as part of the data for the study. The focus group guide with prompts was not pretested. Organisation A held the introduction discussion without the researcher to plan for the recruitment of participants who agreed to participate in the study and gave consent to interviews and the audio recordings of the interview. Confidentiality, anonymity, and privacy were discussed. Once the appointments were secured with the participants, the interview process resumed.

4.6 DATA COLLECTION METHODS

Different methods of data collection were used during the research study. The researcher used semi-structured interviews to collect data from the youth, youth workers, managers, and key informants. Creswell and Poth (2017) confirm that these are among other sources of data collection in quantitative and qualitative research studies. A focus group discussion was used only for the youth participants. Furthermore, the structured questionnaire was employed as a method of data collection. The researcher chose not to use the mixed-method approach for the study, as the application of qualitative methods (i.e., interviews and a focus group discussion) was sufficient for data collection, utilising a structured questionnaire allowed for more exploration. According to Babbie and Mouton (2010), during interviews, the researcher needs to direct and guide the conversation and exercise with a certain level of control. One of the advantages of collecting qualitative data using interviews, is that this method allows the researcher to understand the lived experiences of participants (Creswell, 2014). In this case, the researcher was able to gain more knowledge about the participants' perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector. The duration of the interviews was between 30 and one hour and 75 minutes. In total, 18 participants were interviewed. In addition, four youth workers, not seven as initially planned, and two programme managers within the same organisation, were interviewed individually. The total number of youths, youth workers, managers and key informants interviewed was eighteen. Individuals participated voluntarily in the interviews as the researcher gave all research participants an information participant sheet, an interview informed consent form and assent forms, as well as the consent form for audio recording (Appendices C, D, E, F, G, H, I & J).

4.6.1 Semi-structured interviews (youth, youth workers, managers, and key informants)

The researcher conducted semi-structured interviews with youths, youth workers, managers and key informants. The interviews were conducted telephonically and through online platforms such as Microsoft teams and zoom. Due to the COVID-19 restrictions and lockdown, participants declined face-to-face interviews and opted for online interviews. The adjustment of the semi-structured interviews with all the participants from face-to-face to online platforms was crucial to

allow the continuity of the research process, so as for the researcher and participants not to lose momentum. Townsend, Nielsen, Allister and Cassidy (2020) emphasised that moving from face-to-face to online interviews should be done with care, considering the rapid changes caused by the COVID-19 pandemic. These adjustments that the researcher made, were reviewed and approved by the Wits University Non-Medical Ethics Committee.

The researcher conducted interviews which lasted between 45 minutes to one hour. Informed consent, confidentiality, and the right to withdraw from the study was clarified to participants before the interviews. Upon obtaining consent from the participants, the interviews were audio-recorded. The youth participants between the ages of 16 and 17 years old assented to participate in the study and their parents gave consent to the Organisation A and researcher before conducting the interview. The interview was conducted in English and participants could code-switch from Sesotho, Setswana and Isizulu when they wanted to and as the researcher was fluent in and understanding of their languages. The participants were asked an open-ended question like ‘Can you share with me your experiences with enterprising or starting a business?’ (Refer to Appendix M). Participants were able to respond in their languages (i.e., Isizulu, Setswana and Sesotho), although their answers showed they had limited understanding regarding starting a business. The researcher kept notes during interviews as part of data collection. The youth workers, similarly to the youth and managers, were asked a question around enterprising (Refer to Appendix N). Participants understood the question and were able to answer openly.

The two managers with a knowledge regarding an interview schedule, were asked open questions where they needed to elaborate on entrepreneurship and starting a business (Refer to Appendix O). The questions allowed participants liberty to express themselves openly and share their understanding and opinions. The managers needed to respond to show clear knowledge of enterprising and entrepreneurship. On the question about skills needed for youth, soft skills, social skills and interpersonal skills emanated. Interviews were conducted online to adhere to the COVID-19 and lockdown regulations of South Africa and participants’ preference to do the online interviews. This was to allow participants to speak more broadly and openly about the issues being discussed as asserted by Grinnel (1993) and Babbie and Mouton (2001). According to Neuman (2000) and Newton et al. (2002), individual interviews are mostly used in social

science research, as they are non-experimental in nature and allow for the exploration of the participants' lived experiences. The key informants were an easily accessible group as they had resources to join the interview online platforms. The interviews were conducted in English language as participants wanted that and the researcher recorded notes during data collection.

4.6.2 Focus group discussion with youth

In terms of the focus group, the discussion was conducted physically with youth, and the venue was provided by Organisation A. Consequently, even more of the participants adhered to the COVID-19 safety regulations of keeping social distancing, wearing masks, and sanitising. The data collection process only took place after the researcher obtained the Ethics Clearance Certificate from Wits University Non-Medical Ethics Committee. The discussion was conducted in the English language, and participants could code-switch from *Sesotho*, *Setswana*, and *Isizulu* and speak their '*Kasi-taal*' [township language], so the researcher could converse with them easily. The focus group discussion with the youth lasted one hour and 10 minutes. The participants in the focus group did not form part of the youths that were interviewed during data collection. The group discussion was arranged with participants at times convenient for them and took place in a conducive and private space provided by the organisations so that the researcher and participants adhere to the COVID-19 regulations. According to Guest, Namey and Mitchell (2017), the researcher should make sure that the focus group discussion is carefully planned with a small group of people on a particular topic. Moreover, informed consent, confidentiality, and the right to withdraw from the study were clarified to participants in the group interviews in this study. For the focus group, Delpont et al. (2011) mentioned that confidentiality cannot be guaranteed as members had great chances of disclosing when outside the group. However, the researcher urged the focus group members to attempt to respect the confidentiality of the data and persons. At the beginning of the focus group discussion, consent was sought from participants to audio-record the discussion. Participants between the ages of 16 and 17 years old assented to participate in the study and their parents gave parental consent to the organisation and researcher before conducting the interviews. The researcher kept notes during the focus group discussion and equally suggested by Babbie et al. (2010), notes were recorded as detailed summaries of records during data collection. These notes were not recorded for analysis but were utilised to supplement

the raw data from interviews. Creswell (2014) mentions that the advantage and the use of notes allow the researcher to record rich details of specific interactions, which occurred during the researcher's data collection.

4.6.3 Structured questionnaire with youth

The structured questionnaire was administered in English and in total 16 youths responded. Due to the COVID-19 pandemic and the national restrictions, some of the participants did not want to engage in either one of these methods stated earlier. Therefore, they took the option to complete the questionnaire either in hard copy or online. This was done to involve more participants to improve the collected data. The researcher disseminated the questionnaire online whereby the link was electronically sent to the entire population of youths from Organisation A, and a hard copy was also given to the youth participants. The questionnaire had questions in the first section about consenting to respond to the questionnaire (Refer to Appendix L). The researcher was available in case the participants experienced any problems completing the questionnaire. Although the researcher hoped that the sharing of the link to over 50 youth participating in the youth programme would yield a positive response, the response was less. The low response was perpetuated by the imminent national shutdown during COVID-19 since most of the youth were unreachable and had limited resources such as a cellular phone, computer, data, and or airtime. The timing of data collection was a concern and most of the potential participants did not respond, even though the researcher extended the survey completion time by more than six months. The lack of reward could have contributed to the non-responsiveness of youth to the study.

4.6.4 Fieldwork experience

The process of fieldwork started in September 2018, with the researcher visiting different organisations in Braamfontein and Johannesburg that work with youth and specifically focus on youth empowerment, entrepreneurship, and skills development. One organisation in Braamfontein was finally selected as a main site for the study, and other private organisations were selected so that the researcher can use only expert individuals in those organisations as key informants. The main site organisation for the research was able to provide the researcher with a permission letter

to conduct the research, which was issued in December 2019. The planning for data collection was underway at the beginning of 2020, with pretesting just completed. The preparation thereof with the main research sites to conduct individual interviews and focus group interviews was in preparation. However, in March 2020, South Africa declared a national shutdown due to the COVID-19 pandemic (Lang, 2020). The discovery of Coronavirus (SARS-COV-2) (DeCuyper, Kucukkeles, & Reuben, 2020) and the spread of COVID-19 led to the lockdown of a large part of society and economic life (Lang, 2020). Given the nature of COVID-19 and the safety protocols to adhere to the COVID-19 regulations in South Africa, the researcher met data collection challenges for 2020. Also, because of the nature of this research and the social work research ethics, interviews with potential participants, especially the youth was suspended until individuals can feel comfortable and safe to participate. Eventually, towards the end of 2020, the researcher managed to secure interviews with key informants, where one was able to attend, and the two could not be conducted due to year-end company closure. During lockdown level three later in 2020, preparation for data collection started with the researcher sending reminders to participants and arranging for interview dates. The researcher had to obtain an Ethics Clearance Certificate from Wits University's Non-Medical Ethics Committee and approval before implementing any adjustment to the research process, especially data collection using the telephone, and online platform.

The researcher began the process of following up with the research participants and scheduling appointments with different key informants from Organisations B, C, D and E. More individual and focus group interviews started during the month of February 2021 as the national lockdown level three measures were lifted and eased. The researcher distributed questionnaires to the youth and focus group members before the interviews. Thereafter interviews were conducted mainly online, and most participants felt safe with social distancing and online interviewing. The suitable times for participants were selected and platforms such as Zoom, WhatsApp, Microsoft Teams, and phone calls were used for the conducting of interviews. According to Bramstedt (2020) although the pandemic affected the pace of research studies for many researchers the process allowed reflection so that the findings produced are still of quality.

The challenges faced during data collection were mainly limitations COVID-19 placed on organisations in terms of resources, as Organisation A, for example, had to open its offices to a few employees and most beneficiaries had to interact online with the organisation. Other organisations also that were selected for key informants were also working remotely. The researcher had to wait for the conclusion of all interviews, but during data collection, the researcher did the transcription of data herself immediately after the interviews and cross-checked the transcription to make sure information was captured correctly and accurately. Fortunately, since the researcher can speak and understand Sesotho, Setswana, and Zulu, even those interviews that had a bit of that language helped, and there was no need for additional help and interpretation. The interruptions of COVID-19 lockdown regulations gave the researcher a chance to work on the data collected.

Johannesburg being the business hub, housing a huge number of the SA population, experienced the shutdown whereby businesses closed and stopped operating for most of the year 2020. However, considering national restrictions around COVID-19 in South Africa, the research methods had to be adapted towards online modes of data collection such as electronic and online data collection. Since paper-based research, as well as face-to-face research activities, carried the risk of contagion (Townsend, Nielsen, Allister, and Cassidy, 2020); the researcher carefully opted for the use of electronic means to facilitate the consent process and data collection, such as using email to communicate, online mechanisms such as Google Forms, WhatsApp messaging and calling and/or Telegram, and Zoom or Microsoft Office Teams to collect data. The researcher opted to send the Participant Information Sheet (PIS) via email or accessible electronic means and the participants' consent was recorded verbally. The researcher had hoped that the COVID-19 situation would improve before the completion of the data collection process, so that the researcher may revert to the physical face-to-face interviews and focus group discussions, especially with participants who might not have the necessary means for online communication, but this was not the case. It was only the focus group discussion that the researcher managed to conduct physically during the level two COVID-19 lockdown restriction in 2021. This was done under the strict observation of maintaining social distancing, sanitizing, and wearing masks.

4.7 DATA ANALYSIS

The qualitative data gathered from participants using interviews and focus groups were analysed using Thematic Analysis (TA). Braun and Clarke (2006) mention that during thematic analysis, coding and categorising participants' responses must be done according to the themes. Braun and Clarke (2017, p.297) moreover say that:

“Thematic analysis (TA) is a method for identifying, analysing, and interpreting patterns of meaning ('themes') within qualitative data. TA is unusual in the canon of qualitative analytic approaches because it offers a method – a tool or technique, unbounded by theoretical commitments – rather than a methodology (a theoretically informed, and confined, framework for research)”.

The choice of TA in this research was adopted because it is said to be useful and flexible as it allows one to adjust the research question, sample size, and data collection methods accordingly without a rigid approach to the process (Braun & Clarke., 2017). It was also chosen for this study because it can analyse small and big sample sizes and as Braun and Clarke (2006) it was popularly used by qualitative researchers in positive psychology. Some authors within psychology put TA as the phenomenological method (Guest, MacQueen & Namey, 2012), however, in this study we follow the assertion that TA is a flexible analysis method that is applied to the theoretical framework and approach of the study.

The process aimed to analyse data as explicitly as possible. The researcher took into consideration that the study was rooted in the interpretive paradigm, TA was an ideal approach to use to get insight into youth experiences and perceptions regarding enterprising. The thematic analysis helped with its process that involved different phases to make meaning of the collected data identified themes, coded, categorised, elaborated on, and interpreted the data (Braun & Clarke, 2006; Creswell, 2014; Maree, 2016). During this phase, the researcher went through the recordings and transcription over and over to identify code and themes. In applying thematic analysis some steps were followed as suggested by Braun & Clarke. (2006, 2017). There are six phases explained in the below table from Braun et al. (2006), and they are as follows:

Table 4.1: Stages of data analysis within thematic analysis

Braun et al. (2006) six phases
Phase One - Familiarisation with the data– the first phase after transcribing the data was familiarisation and immersion (Terre Blanche et al., 2006), which involved the researcher focusing on the transcribed data and reading it with comprehension many times. All the research notes were organised and read to ensure understanding. It was a phase that required the researcher to get immersed in the collected data. The researcher read each transcript and set of notes several times and made detailed notes to highlight potentially significant issues and experiences. This was through reading repetitively and looking for meanings and patterns. All the notes were reviewed immediately after each interview and in the case of interviews without audio recording but additional notes for clarity and detail. The advantage of using a small sample in qualitative research is that it helped during this process as the researcher needed to read the data and the process can be time-consuming. The reading required noting down ideas about what was in the data and transcribing the data.
Phase Two- Coding – the first phase was followed by generating initial coding or a process whereby the researcher categorised data in different features that appear relevant to the researcher (Creswell, 2014). Codes involved the start of a process of organising the data systematically (Braun & Clarke, 2006).
Phase Three- Searching for themes – was about the researcher searching for themes. This included identifying themes when all data have been coded and collated whereby the researcher looked at the data and established what the organising principles were that underlie the material (Creswell, 2013). The researcher sorted out all codes into potential themes and used visual representations such as tables, graphs, or mind maps to assist in sorting out the different codes into themes. The researcher here allowed for the use of participants’ language rather than abstract theoretical language to label different categories. The objectives of the study were tabled and helped the researcher sort the themes into categories.

Phase Four- Reviewing themes – entailed the researcher reviewing themes. This phase involved elaboration whereby the researcher explored themes more closely. Some themes that have been identified were refined and some themes fell out or some fell under another. Creswell (2007, p.150) says “to analyse qualitative data, the researcher engages in the process of moving in analytic circles rather than using a fixed linear approach. The idea is that the researcher is to keep playing around with the collected data until he or she produces a good account of what is going on in this data”. After this phase, the researcher seemed to have exhausted the process of recording and refinement and had an idea of what the different themes were (Braun & Clarke, 2006).

Phase Five- Defining and naming themes – the researcher was concerned with defining and naming the themes. The process involved checking the essence of what each identified theme was all about (Braun & Clarke, 2006). So, this was done by checking the collated data back and forth, specific for each theme and organising these themes. The researcher during this phase gave themes names that were concise and used in the final analysis.

Phase Six - Writing up–The final phase of data analysis was interpretation and checking. All the analysed data were combined, and an interpretation of the overall picture was written up. In this phase, the researcher produced the written report. This stage according to Braun & Clarke (2006) and Creswell (2013) produces the written account of the meaning of the themes and implications constructed, which shows enough evidence of themes with the data. The intention when interpreting was to determine if the qualitative results can be generalised to the larger sample (Delpont et al., 2011).

The researcher followed a basic principle of qualitative research, whereby data analysis was conducted immediately after data was collected (Creswell, 2014). During step two of the TA process, the researcher started noting and coding the interviews and a focus group discussion was done. The other process the researcher utilised was to use the study objectives when categorising, coding, and developing themes. The process of inductively analysing data began as soon as the

researcher started collecting data, that is, during the interviews. As confirmed by Delpont et al. (2011) focus group analysis can be challenging as was seen in this study since at times voices of participants could not be picked up equally when recording. In this study, each interview session (semi-structured and focus group discussion), was considered a unit of analysis.

The data collected from the self-administered questionnaire was mainly quantitative, therefore the researcher converted the data into numerical form. The researcher employed descriptive statistical analysis for the questionnaire. Fouche and Bartley (2011) suggested that the researcher uses a descriptive method like statistics so that the report of the sample being studied is spread out by organising, summarising, and interpreting the sample data.

4.8 TRUSTWORTHINESS OF THE STUDY

To judge the quality of the qualitative research, reference was made to trustworthiness criteria. As suggested by Shenton (2004) researcher need to take appropriate steps to establish the trustworthiness of qualitative data and findings. According to Schurink, Fouche and de Vos (2011), the criteria that address trustworthiness are credibility, dependability, transferability, and confirmability. These four criteria and what Lincoln and Guba (1985) called strategies, helped the researcher avoid biases in the findings of qualitative analysis. The researcher used three different methods during data collection, which were self-administered questionnaires, individual interviews, and a focus group as a strategy to enhance the trustworthiness of the research. Interviews were conducted in a setting and via online platforms that allow for privacy in the place provided by the organisation and other participants in the comfort of their own homes to adhere to the COVID-19 regulations of South Africa. Creswell (2017) says to avoid the threat of the method losing trustworthiness, the researcher performed data triangulation by analysing data separately.

The use of different methods of data collection (in-depth online interviews, focus group interviews, and a self-administered questionnaire) and the use of a wide range of participants (youth, youth workers, managers, and key informants) contributed to the rigour of the research as it provided for triangulation of data for the study. The various sites (five organisations) in the multiple-case study also added to the desired triangulation in the study. According to Shenton

(2004), in terms of credibility, triangulation will involve the researcher using different methods like a questionnaire, focus group, and an interview during data collection. The researcher's approach of interviewing different key informants helped with getting various views to verify with another as a form of triangulation.

4.8.1 Credibility

Credibility is when the researcher ensures that the study measures what it intended to do. Credibility is aimed towards the research process and to show that the study was carried out in a way that the phenomenon that was studied was accurately identified and explained. The researcher ensured the credibility of the study by using different methods - individual interviews and a focus group during data collection to ensure the originality of collected data. Credibility was therefore achieved as well, by focusing on the interviewing process and techniques, and the collection of adequate material (Forero et al., 2018). Credibility was enhanced by the prolonged time the researcher spent in the field collecting data and with the number of hours spend during interviews and a focus group to obtain information from participants. Having worked in Johannesburg with diverse groups of people and with NGOs for more than 10 years, the researcher understood cultural dynamics, and developed the language and tactics to secure honest responses from research participants. For the study to be credible, the researcher conducted interviews to adjust and refine the instrument and overall process and time frame for the interviews. Babbie et al. (2001) suggest that the researcher work on the data collected, therefore the interviews and group discussion were audio recorded and transcribed (Refer to Appendix K for consent to an audio recording of interviews). In terms of the authority needed in the research that Forero et al. (2018) mentioned, the researcher has knowledge and skills in social work practice, interviewing skills, theory, and knowledge of youth development. The multidisciplinary knowledge assisted the researcher in exploring different theoretical perspectives when collecting data and interpreting the findings to increase the credibility and trustworthiness of the research.

4.8.2 Transferability

The second criterion addressing trustworthiness was transferability. According to Shenton, (2004) and Creswell (2014) transferability involved the extent to which the research findings can be applied to other settings or contexts. A degree of similarity between the research report and other cases has been established so that the findings might be generalised (Babbie et al., 2001). Background data on the context of the study and the relevance of entrepreneurship among the youth in the selected NGO were compared. To ensure transferability, the research attempted to counterchallenge the transferring of one set of findings to another context, “by stating the theoretical parameters of the research clearly and also applied (apply) triangulating multiple sources of data, for example, multiple cases contributing to the usefulness of the data in other settings” (Phofi, 2010, p. 38).

4.8.3 Dependability

The researcher aimed to ensure the dependability of the research by making sure that the findings were not replicated, as the study used different samples from the same population. According to Schurink, Fouche & de Vos (2011) dependability also speaks about the reliability of the data collected and findings. The researcher ensured that the research protocol and study approach was adhered to with the assistance of the school supervisor during the process. To adhere to dependability, the researcher administered the interviews and facilitated the focus group discussion and the self-administered questionnaire herself without any assistance. The entire data collection was monitored and included criteria for the recruitment of potential participants, the interview process, coding, and data analysis. This according to Forero et al. (2018), was to make sure that the researcher establishes and maintains an audit trail during data collection and to make sure there is rigorousness when interpreting data.

4.8.4 Confirmability

Confirmability was ensured through the research findings being confirmed by another as a true reflection of the participants’ view and not the subjective biases of the researcher (Shenton, 2004).

The researcher, using interviews, asked open-ended questions and did not participate in any discussions or share one's own opinions about the subject of youth entrepreneurship with participants. The study ensured confirmability through triangulation of interviews, a focus group discussion, and audio recordings to reduce the effect of investigator bias. Triangulation also assisted to enhance rigour and ensured the trustworthiness of the research (Shenton, 2004).

4.9 ETHICAL CONSIDERATIONS

4.9.1 Ethics

Ethics in research are significant for researchers to take cognisance of. In accordance with Creswell (2014), it is the responsibility of the researcher to avoid harming the participants. Newman (2014) urges researchers to make sure they carry out ethically sound research and follow the code of conduct. Punch (2005) adds that the deliberation of ethics when conducting research is vital because the values and rights of research participants were acknowledged.

4.9.1.1 Ethical clearance and permission

The researcher applied for ethics clearance to conduct the study from the Wits HREC (non-medical). Approval was therefore obtained from the committee before the study could proceed. The protocol number is H19/11/57 (see Appendix A). Permission to conduct the study from the identified organisations and access to key informants from other organisations was granted. The Organisation A youth life-skills and entrepreneur programme gave formal permission for the study to take place on their premises (see Appendix B). The nonresponse from other organisations that were approached by the researcher and the process to obtain permission was slow and delayed the research study for more than a year. Amidst the delay, other organisations already accepted the invitation and managed to give the researcher permission. Supervision assisted the researcher to maintain quality and professionalism and staying open to learning and receiving suggestions so that errors could be corrected accordingly. The researcher received peer reviews from professional colleagues and considered criticisms.

4.9.2 Voluntary participation

The researcher took into consideration that the organisations were selected without vested interest (Creswell, 2014). No individual was forced to participate in the research (Schurink, Fouche & de Vos 2011). Participation information sheets (refer to Appendices C, D, E, F & G) were read and given to the different participants (youth, youth workers, managers, and key informants) before the study. The information sheet was given to potential participants via email and/or face-to-face, especially clarifying qualitative data collection. This was to obtain the necessary permission from gatekeeper-who is the organisation A contact person and Creswell (2014) supports that, it was to obtain access to the research site and to study participants. It detailed the nature of the study, including the researcher's contact information. The researcher established that all participants were legally and psychologically able to give consent to participate in the research and could withdraw from the study without any penalties. For the participants between 16 and 17 years, parental consent was obtained.

4.9.3 Informed consent

The research involved youth from the age of 16, 17 and 18 above years and participants were anticipated to be legally and psychologically competent to give consent and assent for the below 18 years old (Grinnell, 1993). The parents and caregivers of participants younger than 18 years gave consent for their children to participate in the study. The participants were allowed to participate or withdraw from participation in the research. For the participants below the age of 18, their parents signed the consent form agreeing for their children to participate. They were required to sign a consent form and assent to confirm voluntary participation in the study (Refer to Appendices H, I, J & K). According to Williams, Unrau, Grinnell, and Epstein (2011), informed consent needs to be obtained and that means all necessary information on the aims and objectives of the research, procedures and any possible advantages, disadvantages and dangers to which participants may be exposed, as well as the credibility of the researcher that should be adhered to. Accordingly, Creswell (2014) alluded to the importance of informed consent obtained from participants, which means that the researcher thoroughly explains the aims and objectives of the study to participants so that they participate freely and voluntarily. Participants did choose to

remain anonymous, and the researcher respected that as well as their privacy. The researcher treated the information shared confidentially and adhered to the ethical codes so to minimise abuse of the participants (de Vos et al., 2011). It was therefore the researcher's responsibility to provide participants with accurate and understandable information about the study they were to participate in. The researcher was aware that some youths may be compelled to participate in the study since they are beneficiaries of services within the chosen organisation. In this situation, the researcher remained obligated to adhere to ethics and explained the purpose of the study.

4.9.4 Avoidance of harm

Participants can be harmed in an emotional and/or physical manner (Sieber, 1998) and social science research. De Vos et al. (2011) warn mainly about the emotional impact participants may endure, although some element of physical discomfort may still occur. It was, therefore, the responsibility of the researcher to protect the participants against any form of harm. The researcher made sure that participants were not exposed to physical or emotional harm, by thoroughly informing them before they participate in the study about the potential impact of the study (Creswell, 2014). This allowed participants to withdraw from participating in the study if they wanted to. Creswell (2014) stated that researchers need to be mindful of harmful and/or intimate information that participants might disclose. In a case where such information was disclosed an appropriate code of ethics in that context was used. In the context of youth entrepreneurship and service provision, the researcher anticipated participants not disclosing harmful and/or intimate information, but that was not entirely ruled out. The researcher, when that happened, followed the ethics, and protected the privacy of the participant (Creswell, 2014). In the context of Organisation A, the participants sought to seek guidance from the organisation's social worker for issues of discontent such as unemployment, support, and mentoring.

There were no foreseen benefits, losses and/or harm that resulted from the administration of the study or participating in the study. Therefore, there was no need for debriefing participants, but upon request, participants will have access to the summarised findings of the current study. Although participants individual did not feel the need to discuss the trauma that they have previously experienced, the details of the Family and Marriage Society of South Africa

(FAMSA), South African Depression and Anxiety Group (SADAG), and Lifeline were readily available to be shared if needed. None of the participants had to utilise the services as they did not experience any emotional distress.

4.9.5 Violation of privacy

The right to privacy is an individual right that participants exercise by choosing what information or experiences they wanted to disclose during individual and group interviews with the researcher (Creswell, 2014). Participation in the research study needed to be voluntary and respect the participants' privacy and when they choose to withdraw from the study anytime without penalty. Privacy involves the element of personal privacy whereas confidentiality entails how information needs to be handled in a confidential manner (Sieber, 1998). Personal privacy was vital and even Section 14 of the Constitution of the Republic of South Africa, Act 108 of 1996 emphasises that this right must not be violated. The use of media devices such as video cameras or recordings may affect the privacy of participants, which is why the researcher chose to use an audio recorder with the participants' consent. Respecting the privacy of the research participants was done by using pseudonyms during the coding and data analysis (Creswell, 2014) to protect the identity of the participants. Privacy was protected through confidentiality and maintaining the welfare of participants which is what Emanuel, Wendler, and Grandy (2000) said made the research ethical.

4.9.6 Confidentiality

Confidentiality is an ethical principle and value in a social work practice aimed at protecting the client, their information and dignity (Hepworth, Rooney & Larsen, 2002). According to Egan (2010), confidentiality allows participants during interviews to express themselves openly without judgment from the social work practitioner. Confidentiality during this research implied that only the researcher, possibly a few other colleagues and research supervisors became aware of participants and their information (de Vos et al., 2011). Participants were assured that, though information will be compiled in a report and submitted to the university or even published in a journal, their identity remained anonymous, and confidentiality respected (Homan, 1991). The researcher thoroughly explained to participants that confidentiality would be breached if there was

a high-risk and/or life-threatening situations participant were involved. The researcher reassured participants younger than 18 years that the information they shared during the interview will not be shared with their parents or any staff of Organisation A. Confidentiality became a responsibility that rested upon the researcher by guarding over the information that has been shared with or disclosed to him or her (de Vos et al., 2011). However, in terms of a focus group discussion, confidentiality could not be guaranteed, as members could disclose group discussion when outside the group setup which the researcher would not control.

4.9.7 Anonymity

The anonymity of the research participants was assured so that youth and key informants were free to participate in the research (de Vos et al., 2011). Efforts were made for the research participants to remain anonymous by not disclosing any of their identifying details in the research. Information that was shared anonymously with the researcher ensured the privacy of the participants (Creswell, 2007). Anonymity meant, “no one including the researcher should be able to identify any subject afterwards” (Babbie, 1990, p. 342). For this study, participants remained anonymous and were identified by code names. For example, the researcher used ‘youth participant 1 or youth P1’ for identification. However, in the group discussion, anonymity was not fully guaranteed as participants knew one another and were at liberty to share freely within the group setting. The individuals in a focus group were not identified from the data that they provided or from other information relating to them. The researcher ensured that demographical details relating to participants were presented in a form that preserves anonymity, or is not disclosed at all (Creswell, 2014).

The researcher ensured that there was no raw data or individual results that is provided to any organisation or individual to prevent a breach of anonymity. Only a summarised report will be distributed to the organisations upon request. The data obtained from each participant is available to the researcher and the researcher’s supervisors only. The data has been saved into a document that is password protected on a computer that is also password protected. There have not been individual results disclosed to any individual or organisation, but the participants and participating

organisations have access to summarised results of the study, which will be made available to the Wits University's Library and/or online space.

4.9.8 Publication

During the process of conducting the research study, there were several ethical implications which were considered to acknowledge the values and rights of the research participants. In terms of publication of the findings, a copy of the research report will be made available to participating organisations upon request. According to Babbie et al. (2001), the publication should ensure the anonymity of participants and should be ethically bound to authorship and non-plagiarism. The researcher intends to ensure that good ethical practices are used for future publications and that participants remain anonymous.

4.10 SUMMARY OF THE CHAPTER

This chapter provided an account of the methods used in the research. It provided a detailed description of the research methodology through the discussion of the research paradigm, approach and design employed in this study. In addition, the population, sampling and sampling procedures, research instruments, methods of data collection, and methods of data analysis were explained. The chapter provided an overview of the interpretive case study for the investigation of the research questions regarding enterprise in the context of youth in Johannesburg. The approach allowed participants and especially entrepreneurs in a form of key informants to add their views to the emerging understanding of enterprising in the context of South Africa. The chosen methodology for this research was considered appropriate because it explored the real constructed experiences and understanding of enterprising and entrepreneurship. The trustworthiness of the data, ethical considerations, as well as the limitations and delimitations of the study were also discussed in this chapter. The next chapter presents and discusses the findings.

CHAPTER FIVE:

PRESENTATION OF FINDINGS THAT EMANATED FROM QUALITATIVE DATA

5.1 INTRODUCTION

This chapter focuses on the presentation of qualitative data collected. The chapter focuses on the discussion of the thematic data collected using semi-structured interviews and the focus group discussion. Concise profiles of the different sites/participating organisations are shared to contextualise this study. The demographic profiles of the four participant groups who participated in semi-structured interviews and those participating in the focus group discussion are presented in Tables 5.1 and 5.3. The collected data was analysed using thematic analysis. The themes and sub-themes that emerged from the analysed interview data are presented in Table 5.2. Table 5.4 presents the themes and sub-themes identified from the analysed focus group discussion.

5.2 PROFILES OF THE SITES REPRESENTED BY DIFFERENT RESEARCH PARTICIPANTS

The five organisations profiled were approached to recruit participants for the research study. The study was mainly conducted at Organisation A as a research base. The other four organisations were operating in the enterprise field, and the key informants were recruited to participate in the research study.

5.2.1 Organisation A

The research participants from Organisation A included the youths, youth workers and managers. Therefore, Organisation A was selected as the main source for the case study. Whilst it is an international organisation, its work in South Africa is to empower the youth in Johannesburg with skills and knowledge to overcome unemployment, homelessness, drug abuse and poverty prevalent in the city. Camp Sizanani life skills is a non-profit organisation, which is a residential camp for youth from the age of 12 to 18 in Soweto. Its main office is situated in Johannesburg in

Gauteng Province. It was founded in 2003 and is a registered Public Benefit Organization (PBO) with the South African Revenue Service. (Camp Sizanani Annual Report, 2019/2020). The organisation uses camp as a model to empower youth with the life skills use as they need for their daily lives such as HIV/AIDS, reproductive and sexual health, social skills, and self-esteem. As an organisation, it has a strong partnership with civil society and government departments such as the Department of Social Development (DoSD) and the Health and Welfare Sector Education and Training Authority (HWSETA). The country director is based in the Braamfontein office where together with a team of managers and youth workers implements camp-related activities for the youth, does fundraising by sourcing funding from the private sector and government (Camp Sizanani Annual Report, 2019/2020).

5.2.2 Organisation B

The researcher interviewed the key informant in this organisation. The key informant is employed by this organisation and works in the research unit focusing among other things on youth entrepreneurship. Permission (verbal) was obtained from the organisation, and confirmed via email correspondence. Organisation B, the National Youth Development Agency (NYDA) was officially established in 2008, by an Act of the Parliament of South Africa, Act No 54 of 2008. NYDA Head Office is based in Johannesburg, and it has full-service branches in the nine provinces of South Africa and seven district centres. The organisation was recruited because its focus is to tackle challenges that South African youth face. It derives its mandate from legislative frameworks such as the NYDA Act (54 of 2008), the National Youth Policy (2009-2014), and the draft Integrated Youth Development Strategy as adopted by the Youth Convention of 2006. Given the youthfulness of the South African population, as those between the ages 14-35 represent 42 per cent of the total population (StatsSA,2021), the NYDA aims to address the socio-economic challenges faced by youth such as poverty, inequality, and unemployment.

5.2.3 Organisation C

The researcher interviewed a participant from this organisation who co-founded the organisation, and worked for it as its director. Permission (written) was obtained from the organisation.

Organisation C, MyVirtual Brand was founded in 2010 and it is an art-based establishment in Johannesburg, Gauteng. The founder's reason for starting this company was to assist upcoming musicians and artists in sharpening their skills, especially the in gospel and Christian arena. The focus of the organisation is to groom upcoming musicians with skills and knowledge to present their talent.

5.2.4 Organisation D

The research participant from this organisation was one of the key informants who was interviewed. The participant was an owner of the organisation and worked as a director. Permission (written) was obtained from the organisation. Organisation D, Sun and Shield 84 Technologies SA is an urban-based company. Its head office is based in Pretoria, Gauteng. It was established in 2015, even though the founder developed the business in 2013, but went to it full-time in 2015. The organisation was approached since it is run by a woman entrepreneur and specialises in various fields in the telecommunications industry. The organisation provides focused quality solutions and infrastructural services such as fibre and network solutions to their clients.

5.2.5 Organisation E

The researcher interviewed the participant from this organisation as the key informant who worked in this organisation as a manager. Permission (verbal) was obtained from the organisation and confirmed via email correspondence. Organisation E, eKasi Entrepreneurs was initially founded as Founders@work in 2012, a digital marketing, communications, and Public Relations Agency situated in Johannesburg. The reason for recruiting this organisation is because it is working mostly with entrepreneurship institutions looking to access entrepreneurs and brands that are looking to access black markets, entrepreneurial markets, and township markets (E. Sekhaolelo, personal communication, March 1, 2021). It was later changed to eKasi Entrepreneurs. It is a Non-Profit Company (NPC) and registered Public Benefit Organisation (PBO), which was established to develop entrepreneurs in the townships and rural areas, such as Khayelitsha, Mdantsane, and Soweto through skills development, public-private collaborations,

and access to markets. It is the leading Enterprise and Supplier Development Organization specifically for the township and rural-based entrepreneurs. The organisation aims to develop platforms for township entrepreneurs to access opportunities including training and development, mentorship, markets, and finance.

5.3 DEMOGRAPHIC PROFILE OF THE INTERVIEWED PARTICIPANTS

The demographic profiles of the participants are presented in Table 5.1 below. The profile includes youth, youth workers and managers, and key informants.

Table 5.1: Demographic profile of participants who participated in interviews

Demographic factors	Sub-categories	Youth	Youth Workers	Managers	Key Informants	Total Numbers
Gender	Male	2	1	1	3	7
	Female	6	3	1	1	11
Age	15-17	7	0	0	0	7
	18-21	1	3	0	0	4
	22-24	0	1	0	0	1
	25-28	0	0	1	0	1
	32-35	0	0	1	4	5
Race	Black	8	4	2	4	18
Education	Grade 10	7				7
	Grade 12	1	3			4
	Post matric	0	1	2	4	7
Entrepreneurial experience	No experience	5	1			5
	Less than 2 years	1	1	1		3
	2 years	2	2			4
	More than 2 years			1	4	5

Table 5.1 shows the demographic profile of the participants interviewed. The researcher interviewed 18 participants across the different participant groups. Of the eight youths interviewed, two were male and six were female. Most of the youth were between 15 and 17 years of age, and only one of the youths was between 18-21 years old. Of the youth participants, seven were in Grade 10, and one achieved Grade 12. The youth participants represented Black people, and none had significant experience in entrepreneurship. The seven youths in Grade 10 struggled with understanding what entrepreneurship is and their views and experience of entrepreneurship were limited to selling sweets at school. Entrepreneurship as a phenomenon is still new to youth between 15 and 17 years old. According to Lindner (2020), the South African youth learn about starting their own business and following entrepreneurship at a Technical and Vocational Education and Training (TVET) institution. Malebane (2014) argues that future studies must focus on innovative strategies to promote entrepreneurship interventions and programmes among the youth.

Of the 18 participants, four were youth workers. Three female and one male youth worker participated in the interviews. Three youth workers were between 18 and 21 years of age and one was between 22-24 years old. The youth worker participants were Black Africans, three achieved Grade 12 and one has a post-matric qualification. One of the youth worker participants had two years of entrepreneurial experience, two had less than two years of entrepreneurial experience, and one had no experience.

Two managers, one male, and one female were part of the 18 participants interviewed. One manager was between 25 and 28 years old, and the other was between 32 and 35 years of age. Both managers have a university degree. One manager had less than two years of entrepreneurial experience and the other manager had more than two years of experience. Of the 18 participants, four were key informants of whom three were male and one female. All the key informants were between 32 and 35 years of age and were Black Africans. All four have university degrees and more than two years of entrepreneurial experience.

According to Table 5.1, all 18 participants were Black Africans and most of the participants were female. Gender in participation in youth organisations is an essential demographic factor across the different participant groups, even though recruitment targeted both genders, females responded the most to the study. According to StatsSA (2020), the South African population's estimated gender distribution was females at 51.1% (30.5 million) compared to males at 48.9% (29.1 million) during the 1st quarterly review. This supports the fact that there were slightly more female than male participants in the study. The Black population comprises 80.9% of the South African population (StatsSA, 2019). A study by Rose and Rose (2014), showed that females were 32% more likely to enrol in college than their male counterparts. Research by Smith (2008) and Lobato, Bethony, Pereira et al. (2014), noted that females were generally more likely to participate in research than males.

The female participants were eager to participate and voice their opinions. Although it is a research study for academic purposes, they understood it to be a platform to share and have their views and perspectives anonymously documented. Their male counterparts were initially reluctant to share their views openly, but during the interviews, they showed their open-mindedness and contributed criticism and recommendations in the process. In several medical studies, findings revealed that males were reluctant to participate in medical research and seek medical help (O'Brien, Hunt & Hart, 2005; Shahjahan, et al. 2013; Sharma, Bhuvan & Khatri, 2018).

In the next section, the themes and subthemes identified when analysing the data collected during interviews will be presented in Table 5.2 and discussed.

5.4 THEMES AND SUBTHEMES THAT EMANATED FROM THE QUALITATIVE DATA INTERVIEWS

In this section, the findings of the interviews with four different groups of participants will be presented. The collected data was analysed using themes and subthemes to categorise participants' statements into relevant categories (Creswell, 2014). The interview questions that guided the interviews were initially used as themes for the data collected during the interviews. There were eight recurring themes identified in the analysed data across the four groups of

participants. Table 5.2 presents the eight themes and related subthemes that emerged from the data obtained from the four participant groups.

Table 5.2 below shows the themes and relevant sub-themes that emanated from the study.

Table 5.2: Themes and sub-themes that emerged from the study

Themes	Sub-themes
1. Provision of entrepreneurial training and skills development	1.1 Inclusion of entrepreneurship in the school curriculum
	1.2 Relevancy of talent and gifts among youth
	1.3 Access to resources and networking
	1.4 Access to opportunities
2. The important roles and contributions of the education sector and NGOs in youth development	2.1 Relevancy of quality education
	2.2 The role of the South African Education sector and NGOs in entrepreneurship
3. The confidence of youth in entrepreneurship	3.1 Youth confidence and experience in business
	3.2 Limited knowledge about enterprising among youth
	3.3 Positive stories from other entrepreneurs for encouragement
	3.4 Necessity of innovation and creativity among youth
4. Relevance of policy development and inclusion of youth in policy making	4.1 Inclusion of youth and women in policy development and decision-making
	4.2 Lack of youth participation in the policy development
5. Government strategies for youth entrepreneurship and development	5.1 Challenges of government's strategies with the NYDP Framework.
	5.2 Services and funding for youth entrepreneurs

6. Starting a business for survival	6.1 Lack of support system for youth entrepreneurs
7. Socio-economic and environmental challenges	7.1 Corruption
	7.2 Challenges during the COVID-19 pandemic
	7.3 Impact of peer pressure and media among youth
	7.4 Relevance of digitisation and technology for youth entrepreneurs
8. Contributions of Enterprises and small businesses	8.1 Big enterprises' muscles to alleviate youth unemployment. 8.2 Learnership, internships, and apprenticeship programmes for youth.

In this section, the findings of the interviews across four groups of participants about each theme will be discussed.

5.4.1 Theme 1: Provision of entrepreneurial training and skills development

This theme refers to the different entrepreneurial training and skills youth believe are important to be offered by different organisations and the government in improving entrepreneurial knowledge, skills, and participation. The participants' perceptions and experiences are discussed in the next four sub-themes: inclusion of entrepreneurship in the school curriculum; relevancy of talent and gifts among youth; access to resources and networking and access to opportunities.

5.4.1.1 Inclusion of entrepreneurship in the school curriculum

The findings revealed that even though youth pursue self-employment as an alternative, they still consider education as a valuable tool to get knowledge and skills for future endeavours. According to the findings of the study, education became an emergent sub-theme among participants. The overall perception held by participants was that entrepreneurship should not only

be taught in institutions of higher learning like universities, and colleges but also offered throughout primary, secondary, and high school. Participants from the youth workers and key informants were the ones who mainly mentioned the importance of attending some training or schooling to gain knowledge of business and general accounting and economics. Enterprise Education entails promoting awareness regarding enterprise, and helping people to start businesses. Furthermore, Hjorth et al. (2016) demonstrate that enterprise is not entrepreneurship, “an enterprise framing involves a strong tendency to emphasize an individualistic relationship with value creation and to associate value with produced outcomes. The emphasis of entrepreneurship framing is on multiple forms of social creativity without offering possibilities for new value-creation” (p. 50).

The following direct quotations from participants support the theme:

Even though the school system of South Africa and its model is not designed to develop young Elon Mask, young people need to have a form of skills training to develop their entrepreneurial intentions. (KI2)

KI3 shared the following:

The lack of innovation is due to the private sector and the school system not talking to one another so that curriculum is aligned to [the] job market and its skillset needs and the challenge for young people is that they are studying the same thing and that lead to them not being marketable.

The education aspect for youth and those aspiring to be entrepreneurs was linked to their reason to be innovative. Participants in the study mentioned that schools still teach the same way and same courses that leave youth with no other creative choices of careers to study. One of the KI4 argued:

So, I think there needs to be a linkage- an ecosystem whereby the government and the private sector come together like varsities come together like a dialogue to say we need these skills in five years and how can we suit the curriculum to produce these skills right. (KI4)

So, this is to say that the education sector and the government need to talk to the school so that the curriculum is aligned with the skills required by the labour market. Therefore, youth will make well-informed decisions when they choose subjects aligned with their future careers. The responses from the study do emphasise that young people should study something marketable, which is not the case for South African youth. To support this, participants concurred.

So, you still find to this day somebody registering for HR course right, but we need data analysts, we need coders and stuff like that, so the private sector must dictate to the universities, [and] TVET colleges what they need so that they produce the right skills for these young people to have a platform to be absorbed or to even start their businesses. (KI4)

KI4 asserts that it is also the responsibility of young people to search for opportunities in careers that are non-traditional, but future based to avoid unemployment. The findings revealed that both education and training play a major role in youth development and empowerment so that they can ultimately venture into entrepreneurship. The more the youth are exposed through education and training about enterprising and or entrepreneurship, the more that young person can make career choices and decide to either follow the self-employment route or the formal employment route.

Graham et al. (2019) substantiated that “YEPs (Youth Employability Programmes) have an important role to play as sites of information and training that can enable youths who are already taking steps on the employment path, to improve their chances of finding work. Importantly, the qualitative evidence shows that YEPs create spaces where young people can access information, feel supported, and connect with others on a similar journey – important resources in an otherwise difficult journey towards employment” (p. 54).

Participants from the youth worker, manager, and key informants expressed their concerns about the lack of consistency and urgency in the implementation of entrepreneurial modules and/ or subjects at the school level for youth to acquire skills crucial for enterprising. YW4 alluded to the point that the programme that their NGO offer is important in providing skills such as finance as the school does limited studies about finance. This is what she said:

So, with that uhm, we speak of. I have not facilitated it to a large extent, but I do know it is involved getting to know your wants and needs... And yeah, I do think it does speak into entrepreneurship quite a bit because we also have a section where we allow campers to develop business plans, then go out and try this business within a space of time. (YW4)

Similarly, M1 also said this about the programme at Organisation A:

So, at [Organisation A] we have a programme called [the] financial literacy and entrepreneur program (FLEP) and there is a range of topics we cover under there. I guess they are exposed Uhm! And a very small number as also exposed to, we have small funding depending on their pitch you know. What they want to do we will give them like R5000 to R10000 to run with this business and we have been doing it for [a] number of years now. (YW1)

However, the study revealed that other participants still felt that there was more that should be done through the education or school system in South Africa. M2 indicates:

Young people need to start businesses. But nobody has ever taught these young people and said, listen! If you want to start a business, you need to understand the bylaws. ...Education is very important when because of who is teaching them, who is saying what to them... you need to have NGOs that are not only about feeding children. We need to have NGOs within communities that are saying this is how we are going to be doing this is how we are going to be creating employment. (M2)

Key informant indicated that youth often report that the schooling system in South Africa lacks entrepreneurial courses from primary to tertiary and the role that the school have in offering training at an early stage of every child's life stating:

Let it be offered as a training school from an early stage. Early on you know, let us be trained in it. Let it be available to people as an alternative for those that do not end up following academic routes so that if one is at the end of matric, they have no one else to go but they already have been trained in entrepreneurship so when they even decide to start their own small business, they are not going into it blindly. They are going into it with skills already you know. (KI3)

Training is part of capacitating entrepreneurs to have the ability and competence to manage their businesses and the study highlighted the importance of training and development. The findings highlighted that South Africa needs institutions that will establish and maintain programmes and systems that promote activities youth can engage in to build skills, social networks, and relationships. Ndedi (2013) argues that soft skills are critical for individuals, and acquiring these skills enable them to develop personal qualities and positive attitudes. In this study, most participants had less than two years of experience in enterprising, and only four of the participants had two and more years of experience. This implies that less experience in entrepreneurship is likely to impact the sustainability of the business. This is supported by Adelaiye, Adubasim and Adim (2018) who postulate that knowledge and experience in the business give an entrepreneur confidence and foster business sustainability.

5.4.1.2 Relevancy of talent and gifts among youth

The participants highlighted skills and talent to be the crucial motivators for upcoming entrepreneurs. The study reveals that the talent that an individual possesses can motivate them to do something to enhance or work it out and to use it to make money. The youth worker highlighted the significance of using one's talent for business and spoke:

So, first, you need to know what you've got and then use the talent and gift you have. It is all in the business ideas and then everything from there you just need to research and learn more about this- do you want to apply your talent? So that is the thing I think people need to just figure out that talent and use it, but at the same time, I think you need to understand basic skills of business so that you can understand what the risks are. (YW1)

It was echoed by YW2 on this view on skills and talents by saying this:

You should know yourself and your skills and leadership skills because if you understand them, you will be a good follower and you can be a good leader... If it is talent, it is a talent yes, whatever you want to start, forms part of your talent. It was formed out of talent- keep training, keep changing it being broad about it. If it is experience, yes you gather experience from the world. (YW2)

The above response shows that talents and (social) skills are characteristics required for one as one become an entrepreneur. This is what manager participant 1 alluded to about youth being taught some of these skills so that they can have a successful start-up. She stated:

I think for a person to function holistically, you need all the necessary skills you can get, all right! Number one, to have your people skills, you need to have your soft skills before you go to any school. So, these soft skills are the skills that you get to learn when you are at home. I mean, that skill, because that is where your primary area of socialisation is. (M1)

The above makes assertions that the training of youth needs to happen in all social systems and levels, from their homes, communities, schools, and the civil society they engage with. The participants also pointed out the challenge youth have of possessing these skills and talents but not utilising them because of being involved in wrong behaviours like drugs, drunkenness, and criminality. YW2 acknowledged the challenges youth find themselves in and not reaching out to their potential and stated:

So, we have black people with skills, but they are drinking beer the whole day and saying oh if I did this, but they are having their skills with them. (YW2)

Talents and gifts among youth pursuing entrepreneurship are crucial in that they allow innovation and creativity. Youth can exploit their gifting to make a business out of them. The above assertions by participants from the youth worker are that although training is offered to entrepreneurs, it is effective when it is for harnessing their talent through that.

5.4.1.3 Access to resources and networking for youth

The participants indicated the following resources critical for young entrepreneurs: finance and networks. The participants also touched on the issues of resources and the lack thereof that affect entrepreneurial success. The financial need emerged from the research findings and indicated that money is needed for an entrepreneur start-up. One of the youth participants indicated:

Funding given for youth to do business of their own, teach them more about selling and target market. (Y5)

It is still challenging for young people to acquire funding for their new businesses. Participants from managers most felt that young people should be prioritized for funding. The manager of participant two mentioned that in terms of funding, the government and private sectors need to give youth money to start the business. Furthermore, participant one who is a manager supported the earlier statement that government should be investing more money into developing entrepreneurship programmes. Funding was viewed as a critical resource and access to these resources helps businesses grow successfully. This is what another manager mentioned about finances being a major resource for a person starting their own business and mentioned:

I do not think a lot of young people actually struggle to start a business and are not able to run a business. I think they can, but they fail because of being able to use money, being able to get the money...I think that is the financial management skill that lacks among young businesses. (M2)

The research findings also highlighted networking as an important aspect for entrepreneurs. They revealed that networks as participants refer to - are a challenge for start-ups and it was mentioned that:

I think the big issue is that young people are caught up in looking at social media and having likes and thinking that is the only part of networking. They forget they need to interact with people, ask questions and get to know the person and what their interest is so that in [the] future if you want a supplier, you already know someone who knows someone who can help. That is part of networking. (KI2)

Supporting the above statement is another participant who indicated:

In order to make your business succeed, you got to know people. It is about relationships. So, youth need to learn the art of social networks and capital networks. But generally, networking is getting to know people-their interests, specialities, and businesses if they have any. (KI3)

The above statements from participants alluded to the fact that young people do not have the general skills to network with people correctly for their businesses and careers at large. Nkere (2014) and Pandame (2014) in their studies revealed that young people still need to be supported with skills training and NGOs are the ones providing such training to youth. Entrepreneurship as a vocation needs social networking at all levels of a young person's life, from their communities to other businesspeople, or youth with a similar passion and motive.

5.4.1.4 Access to opportunities

The opportunities such as opening tenders for young people to venture into business with different sectors of government like farming, technology, supply chain, and management have been indicated in the study. However, youth often report that not enough opportunities are available for their specific need. The study highlighted the need for opportunities to be available in employment and enterprising. Participants mentioned that training, funding, and access to networks such as relevant people with information are vital for young people who want to do better with their lives and reach their full potential. Access to the opportunity and resources mentioned above was considered essential and the participant mentioned the positive outcome of the access, which promotes independence, skills development, and financial security. When opportunities are made available and youth from all socio-economic backgrounds including those from low and poor backgrounds can access them, then there are fewer avenues for youth to involve themselves in mischievous conduct. According to the Global Entrepreneurship Monitor (GEM) (2018/2019), in African countries, most young people start their business around 30, which is due to factors like raising capital first and gaining a social support network (Bosma & Kelly, 2018). The findings show that gender is also an important factor in entrepreneurship in South Africa. According to Ramasobana et al. (2017), the gender of an entrepreneur plays a significant role. For business' success, the female entrepreneur is concerned with forming and preserving customer relationships, compared to their male counterparts' concern with growing a more significant business (Ramasobana et al., 2017).

5.4.2 Theme 2: The important roles and contributions of the education sector and NGOs in youth development

Participants from the study revealed that the education sector and NGOs play a significant role in youth development and empowerment. The importance of government and other sector services in support of youth start-ups and unemployed youth was highlighted as well as the government's role in addressing youth development, provision of relevant educational, and empowerment programs to youth. This was echoed by KI2.

Our schooling system is important. Our South African government have a role to play by bringing programmes in schools and those NGOs that work with empowering youth so that they develop young people in areas like that. (KI2)

A participant from the managers mentioned,

NGOs really have been working with youth and have set programs such as skills training to develop their self-esteem, confidence, and social skills. Look at our organisation [Organisation A] we are teaching children and youth to know they can dream and pursue those dreams by working hard. (M2)

Also, another participant mentioned,

Skills training and development are at the forefront of youth development because people realised that school[s] cannot do it alone. The youth need support from every sphere of government and the private sector. NGOs have been trying with the limited money they have to train young people to become something. Like the art and culture, I found myself doing passionately were born from participating in an organisation that used to take us to market theatre and I enjoyed it. And today I make business out of it. I travel overseas because of my skills that was developed by these organisations. (YW2)

The education sector in South Africa was criticised by some participants as they alluded to the point that although it is doing its best by incorporating entrepreneurship at schools, that is not enough. The private sector and NGOs understand the need for youth development and

empowerment but lack the resources to accelerate their skills programs at a large scale, so they end up giving the little they can to the few youths who access their services.

5.4.2.1 Importance and role of government in entrepreneurship

The role of government in entrepreneurship was indicated by all participants and key informants as important. For youth to see that they are supported in their business venture support should be offered by the government and NGOs and businesses in terms of interventions and funding. In South Africa, both government and the private sector established many initiatives to finance upcoming entrepreneurs of all races and gender, especially those who were previously marginalised. Education and training became part of the agenda for the Sustainable Development Goal (SDG) agenda through the policy development to suit the mandate. Entrepreneur training is critical in instilling entrepreneurial intentions and assertiveness among the youth (Chinomona, Popoola & Popoola, 2020). The authors further assert that youth participation in entrepreneurship activation is low, and at grass-root level that should be increased, and the government and private sector should prioritise entrepreneurial training (Chinomona et al., 2020). Although training and education have been prioritised, the South African education system has to deal with challenges such as poverty and inequality. The curriculum has been criticised for lacking content that promotes entrepreneurial intent and knowledge (Newtone & Shreeve, 2002). The youth mentioned that the government have been slacking in helping youth pursue business and they stated,

Government is the to make the process of registering businesses easier. With the help of private sector and all other stakeholders, they help with funding and should be able to teach youth how to draft a business plan. (Y4)

The participant further indicated ... not only is it the government's role to assist youth pursuing entrepreneurship, but the private sector does also try and make sure the people are staying in business and believing in their dreams.

Another youth worker supported the challenges youth face that he believes are because of government slacking and he indicated:

...government have been messing around and not helping youth the way it is supposed to happen. The problem is with the people who are in these offices, we come to them and find them tired and fatigued and you can see they have no passion and live for helping a young entrepreneur. (YW2)

5.4.2.2 Relevancy of quality education

Participants from the youth workers, managers, and key informants highlighted that entrepreneurship should be included in the school curriculum and taught to young people early. The quality of education was said to be crucial if South African youth will rise to global competition and engage confidently. The participant felt that the education system needed improvement and change whereby there was equal distribution and access of resources and services for both government and private schools. Access to quality education is not available to youth, and manager participants felt it is unfairly distributed. This is what the manager alluded to:

Education is very important when because of who is teaching them what. Who is saying what to them? What agenda are we driving? When they are done, they must go and find employment. Or when they are done, they must start as early as when they are in schools that at running their businesses. (M2)

The education system was highlighted by many participants as lacking inclusiveness of business studies in all streams of courses, such as the humanities, health sciences, sciences, and engineering. Business studies should not be limited to commercial subjects. They suggested that the projects should be initiated at the school level that empowers and capacitates youth for entrepreneurship.

The findings show that education plays a vital role in helping young people connect with their resources and environment. The four key informants in the study started their careers by completing their tertiary qualifications and working before venturing into business. Their experience in enterprising and entrepreneurship is something that they had to go through themselves when they started their own business. For example, their years of experience as entrepreneurs is over five years. A study by Venter, Urban and Rwingema (2010) showed that

entrepreneurs who have some formal education, are more likely to pursue an opportunity-based venture. This research study revealed that the four key informants interviewed started off by getting education, and while studying at their tertiary institution, they started pursuing the idea of starting a business. Chiloane-Tsoka's (2016) study found that enterprise education is vital for youth, especially in the current job market. Hence the key informant mentioned that they had continued to obtain entrepreneurial education and business skills. One studied business administration at the University of Cape Town Graduate School of Business to sharpen his business acumen. Another key informant also furthered her studies by enrolling for a Master of Science degree to enhance her knowledge more on the concepts and ideas she had for the business. These responses from key informants were similar to the assertion made by Pantea (2014) that when an entrepreneur has a previous working experience, he/she is likely to succeed in entrepreneurship.

5.4.3 Theme 3: The confidence of youth in entrepreneurship

This theme highlighted that youth felt strongly about youth confidence and self-esteem in pursuing entrepreneurship and making it succeed. Participants expressed that confidence and self-esteem are important traits to have as a young person pursuing any dream. The lack of confidence thereof was linked to the limited knowledge about entrepreneurship and enterprising among the youth.

5.4.3.1 Youth confidence and self-esteem in business

The findings revealed that the combination of confidence and self-esteem for any individual is crucial for taking on tasks without doubting when pursuing successful endeavours. Environment as an influence for youth to thrive was echoed by participants, as they felt that where the youths are located affects or influences their growth. On the other hand, when the environment is negative it has the potential to cause stagnation. Schippers (2019) confirms that young people need youth organisations that are prepared to provide an environment that enhances and develops their self-confidence, a social skill necessary for life. Participants expressed that most of the youth workers stay in townships, and they see their own struggles and the struggles of many youths, and

struggle to get employment themselves. For them, being affiliated with organisations like Organisation A gives them hope, and the support they receive from others keeps them motivated to keep trying even when the situation does not look favourable. They learn social skills and develop their self-concept in the process. One participant from the youth worker mentioned in the individual interview that she has gained confidence and basic social skills mentioned,

Firstly, I didn't know I could stand in front of a group of kids tutoring, you learn you know, just working with the organisation just building yourself up...I gained confidence you know. I used to just sit in a corner, [but] now I am actually... I am dancing with them something I would usually not do- so it builds you. (YW1)

Skills such as self-esteem and self-confidence are important for young people to be able to tackle life. Furthermore, key informants and managers reiterated the importance of youth development in providing interventions that are centred around helping young people affirm their worth and belief and addressing low self-esteem among them. Their self-esteem can be boosted by other people who expel positivity during their engagements.

5.4.3.2 Limited knowledge about enterprising among youth

The research findings revealed that the youth who were interviewed did not know much about entrepreneurship and had little if no experience with it at all. It seemed like this was a topic they did not know about and could say less about it. Participants from the youth sample were asked the question about their knowledge and experience with enterprising and/or entrepreneurship. The greater percentage of the research participants, the youth did not know much about the enterprise. Entrepreneurship might be a phenomenon that is known by only youth who got exposed to it through informal and/or formal education, but the general view was of limited knowledge about the phenomenon being studied. In South Africa, venturing into entrepreneurship has been advocated and recommended to youths since unemployment has increased among the youth (Schippers, 2019). Entrepreneurship might be a phenomenon that is known only by youths who got exposed to it through informal and/or formal education.

Most of the youth participants did not know much about enterprising and or entrepreneurship, and when asked during interviews said:

I don't know what that (enterprising) is about, and I am not involved. (Y1)

Another participant stated,

I once sold sweets in school to buy myself toiletries and I don't know what enterprising or entrepreneurship is, but I think I might have done something involving business. (Y2)

Then yet another participant said,

I do not know much, there was no course about this at school, but I think I am interested. (Y3)

Youth participants did not know about enterprising, or entrepreneurship and echoed the same lack of knowledge. The findings show that youth who participated in the study had limited knowledge and experience in entrepreneurship. In contrast, the key informants, managers, and youth workers were more knowledgeable about the subject matter. One participant, a key informant mentioned that because of her passion for science and experience in mathematics, she chose a degree in the STEM field to gain knowledge for a future business opportunity. Initially, she did not know about business as she formally studied for her degree and not a business degree, so her lack of knowledge was limited until she attended to improve herself as an upcoming entrepreneur. Her corporate science profession gave her ideas for starting a business that deals with broadband infrastructure and started acquiring business skills as she worked. During the interview, she explained further to say,

I started doing this since 2015 even though I developed the business in 2013 but went to it full time in 2015. (KI1)

This explains the situation young people must go through to see the manifestation of the business coming through fully. For this participant, her passion and desire for impacting the science field started as a process. For many young people, it starts with having an idea and believing in yourself and the dream itself. The other participant alluded to the fact that after completing his degree, he worked in the banking field and travelled internationally a lot. This experience exposed

him to businesspeople and to see how generational wealth is built. It ignited the idea to start a company that assists young people in South Africa to find employment. Another key informant indicated,

There was an uber driver who gave me a CV of his brother who has a master's degree and from there on it didn't sit well with me. I think as much as I needed motivation that was sort of bolted me to- so seeing a person with master's degree without a job triggered me to start my own company called SkillsRus. ehm! (Clearing throat) So, from there on that motivated me to leave the banking world to pursue entrepreneur fun and rather field wherefore I can assist young people find jobs. (KI2)

The above response emphasises how perseverance, discipline, intent, and motivation play a role in that an idea to start up a business can come up as a person gets exposed. So, what the participant was showing is that some situations had to motivate him to think of a business idea and start it. This is the idea the participant had that is different from what he studied or worked for. The field of study was banking, and he chose something different. Similarly, the other key informant studied information technology (IT) and still works in the IT field since 2000 but doing art for business. His passion for art and entertainment motivated him to start a business in the same field. One of the key informants explained during the interview and this is what he indicated:

It very much started as a hobby because of the passion I have for music, so like just be you know doing small events there and there- church events and so forth you know but as time went by, I realised that I think it will be better for me to actually formalise the entire set up, and that's where I ended up going to register a company. (KI3)

The responses emphasise the experience of participants as entrepreneurs and their experiences when starting their own businesses. Even though one participant is working in an environment different from his own business, it shows his passion and how an idea or even a hobby can become a business. The rest of the participants, the three of them their current job and their business are the same. The participant further said when he expressed the impact he is making at his job and the business on the side:

The opportunity at NYDA presented itself in a way that I knew then that I could work with young people, so nothing could stop me to do both to serve young people in [the] entrepreneur platform because I can still go to work and still have an impact and still do research and assist young people. (KI2)

5.4.3.3 Positive stories from other entrepreneurs for encouragement

The findings reveal that South African youth receive a distorted display of entrepreneurship. There is a level of misinterpretation of what entrepreneurs should be or do and youth find themselves linking successful entrepreneurs to celebrities and or politicians who will be known for their spendthrift life. Motivating young people will require a change of strategy in society and how entrepreneurship is been depicted by social media. One of the key informants echoed the same point when he mentioned:

That's why you find young people looking up to celebrities because for them it is like they come from the same hood. They made it, but it is because tv shows progression. You can see the 10 years of Casper or Bonang or now 10 years ago. You can see the differences, so it is easy to find so in the same township so entrepreneurs it is like a culture of tenderpreneurship those are the ones that come from Ekasi (Township) with fancy cars because re a itsi gore (we know that) this person ke wa (he or she is) ANC or DA or wa (is) EFF or kwa (of) something. (KI2)

Similarly, another participant from the youth workers stated,

I am watching 'making one day leader' I see good leaders. I see people who have businesses and that, but after seeing them on one episode or making moves I do not see them anymore and I don't hear about them anymore-ba fella kae? (Where do they end up to?) Where are they ending up one day leader is a good show on TV, but the people where do they end? (YW2)

Consequently, this means that young people end up believing that for one to be an entrepreneur it is through obtaining favours, tenders, and having certain status in the community. This belief influences their motivation to venture into business or not wanting to because of the extraneous

factors they see in their society. This is seen as a problem for youth because they are not exposed to the correct process of becoming an entrepreneur and developing a proper business. Media and society impact them when making choices related to entrepreneurship. What the study found is that youth need positive and successful stories depicted through tv and radio. The key informant said:

We need programmes, even on tv or on [the] radio speaking more about the successful entrepreneurs who could be potential mentors and articulating the struggles they had before starting a business. (KI2)

The positive stories coming from other entrepreneurs who have gone through the journey seem to be a factor that can motivate youth to start their businesses. The study's findings reveal that participants would like more entrepreneur stories to be told about their challenges and success so that youth can know such information and make informed decisions. The young person interested in entrepreneurship would benefit from materials that talk positively about the field and hearing stories about the failures and successes of businesses will help that young person make an informed decision. The key informant mentioned that:

Young people in South Africa need proper role models who are legitimate entrepreneurs and not the celebrities and tenderpreneurs who come to the township on Sundays with their latest cars to shine to everyone and young people think that how entrepreneurship is about. Those celebrities and tenderpreneurs are failing the youth by not telling them the truth. (KI1)

Another participant indicated,

Varsities also need to invite entrepreneurs to tell their stories- we need more of those stories like Herman Mashaba etcetera. (KI2)

From the above responses, they show that youth need good role models in any field they want to pursue especially entrepreneurship. Choo et al. (2006) strongly suggests a motivation for anyone wanting to be an entrepreneur and presents entrepreneur readiness as links to the need for achievement. What the participants alluded to are the needs highlighted by those celebrities and influential personalities as crucial even though they were seen as negative. They might not be

ideal role models to the youth but their passion for having achieved something and having an income brings the issue of motivation. Ultimately youth need to choose stories and messages from celebrities and public figures that inspire them to pursue entrepreneurship. Furthermore, given the context of South Africa that participants alluded to, it would be difficult for youth to filter the positive messages to better their future due to the social ills and pressure they face (Steenkamp, et al., 2011); (Rogerson, 2013).

5.4.3.4 Necessity of innovation and creativity among youth

The participants highlighted innovation and creativity among youth who want to become entrepreneurs as essential to developing entrepreneurship activities for themselves. The study revealed that creative people naturally have engaging personalities. Furthermore, as the interviews progressed, there was a clear understanding of these concepts - entrepreneurship, creativity, and innovation among the participants. The youth worker explained enterprising in this way and stated:

Enterprising is being innovative and creative, [having] that creativity when it comes to something. Sometimes it can be a service that you are thinking of starting and a service to a community. It might not be profitable, but it must be something that you do for yourself and the community because business is not just selling and stuff it's something like a service. (YW2)

This participant is alluding more to the aspect of social enterprising, which Alter (2007) explains as an approach organisations or individuals use to address social issues through innovative and entrepreneurial principles. The findings reveal that South African youth still need the ecosystem that embraces youth enterprising when it comes to innovation. According to Dordevic et al. (2012) South Africa still struggles with the traditional ways of entrepreneurship because of the limit in innovative ideas among youths. There is still a need for organisations to allow their workers to behave enterprisingly. According to Charman (2016), South African youth entrepreneurs face competition to start innovative businesses and a show growing need to stand out among immigrant entrepreneurs. This means that a couple of factors hinder innovation or choke it, such as the traditional systems.

Key informant mentioned:

So, in South Africa, the ecosystem, number one for entrepreneurs, startups, and innovation is very premature, because for a very long time the ecosystem depended on big businesses- big corporate to drive the business in the country and also employ. (KI1)

The participants mentioned that South Africa is a country that does not celebrate young people who come up with creative and innovative ideas, but it celebrates celebrities and public figures in society. Key informant stated:

South Africa doesn't reward innovation, even as young people, we don't celebrate innovative young people. So, people in America, they'll put a red carpet for Zuckerberg, they'll celebrate Zuckerberg. With us, you find that there's the Ludwick Marishane, that boy Siya who went to space, but our people don't know. So, entrepreneurs and innovation there is no red carpet that gets pulled for you. (KI2)

The above response shows the importance of recognising and celebrating innovation among youth. Youth who bring their ideas and creativity into the marketplace seems to not be applauded and supported as participants echo. Another aspect found is that the South African ecosystem for entrepreneurs' start-ups and innovation is premature and not ready for the absorption of upcoming youth entrepreneurs. This is so because the economy has been so dependent on big and well-established businesses that still drive the economy and employ South Africans.

According to the key informant, in addition to the issues mentioned:

In that, there were no activities to consume innovation and I mean innovation is defined as the ability to disrupt and come up with solutions using existing tools and creating tools. (KI1)

Another key informant said:

We need not, especially also... because Africa has such a huge population of youth compared to other continents, so we've got that opportunity that we can utilise that to get into these spaces and not only changes our cities or own countries, but we are changing the whole continent as well. (KI3)

The ecosystem is still favourable to big companies and does not support young innovators. It seems like as much as youth people are ahead in terms of innovation, they are still facing the traditional business system. There is much potential among youth and creativity, but they are unable to enterprise it. This is what a youth worker established.

They can even start thinking of entrepreneurship in their life, to say I attended this while I was young. So, I can master this to start wrapping up things like Amakikip (township colourful pop-corn snack), not standing in a corner but going to schools selling them to school, or I can start buying this airtime machine and make sure gore (that) I am doing this airtime selling. Because there was one camper who was selling airtime from his phone. (YW2)

In addition, the finding revealed that there should be a connection between the school system and innovation among youth. This means that the schools need to offer entrepreneurship classes that encourage innovation and creativity among youth before entering tertiary institutions. One key informant mentioned that South Africa's schooling system and model are not designed to grow young entrepreneurs. There is no entrepreneurship teaching offered to youth from high school until they enter the workplace. Subsequently, the finding highlighted further that the private sector and the school system are not working together to develop youth to venture into business. A participant mentioned again that:

The lack of innovation is because there's the schooling system there is and the private sectors. They don't talk to each other about what is needed on the ground that can assist the economy to move forward. (KI1)

5.4.4 Theme 4: Relevance of policy development and inclusion of youth in policy making

This theme revealed that participants from the managers and key informants were aware of the policy around youth development and entrepreneurship, whereas few youths were knowledgeable about youth policies while others had limited knowledge of that.

5.4.4.1 Inclusion of youth and women in policy development and decision-making

The findings show that youth want to be involved in policymaking and have their say in matters affecting youth development. However, the participant stated that the platforms that youth can engage to speak out on are exclusive and not easily accessible to all urban and rural youth alike. To echo this notion, one of the youths said:

We need the government, and these NGOs need to connect more with youth in the rural areas and the entrepreneurs there. There needs to be an ecosystem that connects rural and urban area and share information through media like television. Also, creating educational tv programmes and media about entrepreneurship. Media on a quarterly or annual basis publish industries that need suppliers to apply. (Y2)

Despite the problems that were expressed, participants mentioned that youth need to believe that they can be at the forefront of decision-making in spaces and organisations they are in as well as in government. A youth participant from the individual interview explained how youth need decision-making, and government should not exclude them but involve them.

This is what she stated:

So yeah, you know, I think [the] government must give youth money to start businesses and most importantly consult with them about services necessary for them. When it comes to policies around youth development and job placement, youth should also be brought to the table to make input. (Y1)

This was explained by youth that for them to participate in enterprise, their involvement in decision-making and improved self-esteem and confidence in themselves rely on the environment and systems of government that works for them and in their favour. Participants echoed this during the interviews. Participants from the youth workers' interviews said this:

I think the government and the private sector there should just be some more open discussions rather than keep it closed. (YW4)

A manager participant said:

Government should try and consult young people in decision-making and involve them when coming up with policies. (M2).

To echo the same issues another manager indicated,

We need to have young people who will be [at] the forefront, not just university graduates, but any youth who need to participate and become vocal about youth needs. (M1)

Making decisions for the youth and about the youth seems to be putting the organisation in the space whereby programs available cannot reach more youth as anticipated. A study by Arthur and Arthur (2020) states that policymakers in academia, government and the private sector need to work together and engage with students and youths to understand their needs and help them achieve their entrepreneurial goal. Over and above the involvement of the youth in decision-making, participation was highly emphasised by key informants as a vehicle for a conducive environment necessary for the success of youth enterprising. According to Lang (2020), the level of entrepreneurial activities among young people is low because South Africa still struggles to create an enabling environment for youth entrepreneurs to flourish. Moreover, Hamilton et al. (2004) states that the needs of youths are different and cannot be met in just one programme offered by an organisation. Furthermore, their involvement in policy decisions that speaks to these factors is important for their start-up and growing business. The problem that the township's informal economy is facing is the saturation of similar enterprises such as salons and retail trade in food like spaza shops.

5.4.4.2 Lack of youth participation in the policy development

The findings revealed that policy development in South Africa is proving to be a positive activity for the socio-economic atmosphere although participants were of the view that marginalised populations such as children, youth, women, and people with disability should be included in the process. A key informant summarised the findings more by saying:

Once you have women in policymaking, policy creation, and policy contribution then you have a woman who has a voice and once a woman has a voice in that she brings all her experience, she brings her role in being the nourisher in the family or a driver in the family. So, now when you have the youths, they understand their terms. We understand our language and our ways of doing things and now that we are in the digitised time, we understand the tech language and things now- business work in tech. (KI1)

The inclusion of youth is seen as crucial because participants strongly expressed the necessity of the current South African Government to include youth in decision-making. According to De Lannoy et al. (2018), policy challenges are imminent in South Africa due to the lack of policy integration, and the lack of the inclusion of youths in policy documents. The key informant further expressed her concerns about inclusion with the following statement:

Africa is very youthful, but our leaders are very old. How do we ensure that the youth is involved by bringing them in, by making sure that they contribute to policies and defining their path, then you would then require intergenerational leadership? (KI3)

These assertions by the key informants suggest that the youth and women are important in policy development as such youth need to be intentionally included in the process as they bring the current trend in influencing policy making. It is therefore the responsibility of organisations such as NYDA and civil society together with the government to lobby youth to participate in policy development.

The findings show that participants were in tune and knowledgeable about the current policy development. Moreover, a key informant explained how youth development policies are important for the inclusion of all stakeholders such as civil organisations as partners. The role of civil society is seen in a positive light, especially with NGOs continuing to support entrepreneurial programmes among youth (Mudimu, 2017). As much as a collaboration between the government and the private sector is important. Participants voiced their concerns about the corruption, which hinders the proper implementation of policies. Research findings show that policy implementation is crucial and should be given priority by all sectors to improve youth development. One of the managers indicated:

The government needs to come up with policies because that is their role... Then once we have that, that foundation, the private sector can come in, but this is where the private sector would always No, like, go into partnership with the government because they know that they also have a role of developing young people because at the end of the day the crime rate it affects their businesses. Yes...so both government and private sector feed on each other, but I believe that the government has more responsibility. (M2)

To help improve youth engagement in business and enterprising, participants from youth workers, managers, and key informants highlighted the importance of government policies, and programmes to target mainly the youth population and not open youth opportunities to all population groups.

5.4.5 Theme 5: Government strategies for youth entrepreneurship and development

This theme highlighted the strategies government has regarding youth development and empowerment. It revealed limited knowledge of these strategies among participants, except for three participants from the key informants.

5.4.5.1 Challenges of the government and private sector about NYDP Framework implementation

The challenges with the government in terms of strategies or the NYDP framework were highlighted by three of the key informants. The key informant highlighted policies around buying and selling for entrepreneurs and government regulations when it comes to the marketplace. The study found that the challenging factors in motivating youth in pursuing entrepreneurship are localisation and collaboration of different stakeholders with a common entrepreneurial goal. Youth who have or are interested in running their own business want their product to receive local consumerism and recognition. In terms of COVID-19, the findings highlighted that most start-ups lost the most compared to big companies because of their lack of resources. This means that big companies need to allow small businesses to trade and not monopolise the industries to their benefit. This was reiterated by one of the participants stating,

Uhm! I do not think it was a good year for most young small businesses. For big businesses at least you can survive because you have assets and because you have all those things, but for young businesses, it was a horrible year. (M1)

The government on the other hand has been applauded for doing its part in supporting youth and service delivery, although there are still issues that need to be addressed that affect youth enterprising and equal service provision. Responses from managers also highlighted the same views that government plays a primary role while the private sector a secondary role in youth development and entrepreneurship.

This is what has been indicated by one manager:

You know, what! Our government has awesome plans. You know, basically, the government, although I would say the private sector is the one that has the muscle to eradicate youth unemployment. But the government has a role to ensure that young people have access to opportunities. Young people, number one, the government has a responsive primary responsibility to ensure that they got, they get a good basic education. (M2)

The youth worker and youth participants also highlighted their understanding of the role of government and the private sector. Although participants from this group were critical of these two sectors for their empty promises about service delivery and felt there is still poor service delivery and a need for improvement to be done. The youth worker commented:

You know dishing on spoilt food, that is how things are. So, the government and the private sector are dishing out spoiled food. ... They are promising thousands of things even when they are not delivering even one. ... okay we are not making it easy that is people's mentality and [the] government is trying to do its best. The private sector is also trying to do its best, but we as a community know that they are giving these posts to its people whom they know will be rallying with them- doing this because of formality. (YW2)

Similarly, and supporting the above response this is what another youth worker stated,

Something, I always feel like it is hoarded. It is like yes, you want to get there but when we give you the tools, we give you tools that you cannot use, tools that you cannot access. To

access them you still need one and two or three that you do not have- you know. That is the other thing, nobody knows people you know. (YW4)

The above responses show the differing views of participants regarding the government and the private sector's role in supporting youth with resources so that they can pursue entrepreneurship. It suggests that the government is still viewed as an important primary role player in youth enterprising and development, whereas the private sector takes a secondary role. South Africa has a rich constitution and the government's implementation of its legislation strives to be just and fair. The democratic state allows inclusion and partnership between the government and private sector to purposefully work together to implement programmes and services that would better the lives of South African.

Although the findings show that the private sector has been criticised, it is the business sector that has been criticised for lack of support in the implementation of the NYDP framework. Participants from the interviews highlighted that the NYDA as a government entity is doing something to assist youth but needs to reach out to communities and help more youth. The findings revealed that participants from the youth and youth workers knew little about the National Youth Development Policy Framework (2002 – 2007), whereas the managers and key informants were knowledgeable about it. Although the framework is designed so that youth especially those from previously disadvantaged populations - participants' views were critical that Black youth can benefit from youth development programmes designed by the government. The youth worker pointed out that they still find it hard to connect with the government department structures and engage fully with them because the institutions meant to assist them to seem to be exclusive to some youths.

5.4.5.2 Services and funding for youth entrepreneurs

The findings have revealed that participants from the youth, youth workers, managers, and the key informants hold different views regarding entrepreneurship services and funding offered by the government and the private sector to youth. The youth expressed the following when asked

about services they know about and/ or have attended that are offered by the government and/ or the private sector.

This is what the youth indicated,

I used to attend [a] gap year at another organisation called Sinethemba. The NGO focuses a lot on mental health, and you learn to be aware of your emotions and how you are. (Y1)

Another participant said this about youth services:

I have been coming to [Organisation A] and what I like about them is that they help everyone and do not exclude. They teach a lot of things to young people- skills to save [money] for a better future and stop wasting. (Y2)

The responses above from participants show that the programmes and services that youth have received in mainly life skills and less for entrepreneurship or starting a business. For example, few of the participants were taught basic business skills, how to save money and start their businesses. This is what another participant said,

I attended the programmes, and we were taught different things, but I must say I didn't learn much about entrepreneurship and starting and having a business. (Y8)

The youth worker also expressed their views about the government and private sector's youth entrepreneurship services. Because the researcher asked these questions: What are your views regarding the role played by the government and the private sector in addressing entrepreneurship among the Johannesburg youth? And how do you think youth attending the programme experience enterprising? Participants from the youth workers group said the following about entrepreneurial services and the participation of youth in enterprising.

From the youth workers, this is what was mentioned,

To be honest, I think more can be done. I think this thing of government where the government started this thing about R350 and then not everyone is getting it and there are some issues...I think schools- at school, they teach you to cram, it is cram work

learning because you don't want to pass. ...So, they could teach at school, and you take what you can to open a business and the government can start. A lot more could be done. (YW1)

Another participant mentioned,

Some kids wanted nothing to do with [the] art and craft programme, but now they did a programme and with them, there is this thing with [Organisation A] that we do not give contact with campers, or we don't give campers our contacts for after the actual camp. ...They do not have any knowledge of business in their mind, but they are now it's big in Soweto. You see everybody wearing a lot or trading. It is their business, they started it at [Organisation A] understanding how it works and how branding work on a t-shirt. (YW2)

The youth said this about services,

I am not sure about government but like for [the] private sector, yes- like uhm ba offara [they offer] help like. I don't know much about that they offer help and then they would like people who come mo baneng ba bua le bona [those they were talking with] about business and then ka di [with] job opportunities le di [and with] career-wise like, so yah like for government like hmm, ... (YW3)

Similarly, and supporting the above statement, one of the participants seem not to be sure about the services and this is what she said:

So, with [the] government, first let me say I don't know much about this, but I guess I heard a little bit there and here in terms of what people think. I do know there is development happening coming [the] way and make [the] process of registering a business easier and funding as well in terms of how to go about thinking about even thinking about or making or implementation of a business plan and business proposal. Those things are not easily available to the government or private sector. (YW4)

The above responses from youth workers suggest that although youth entrepreneurial services are available and provided by the government and the private sector, there seem to be uncertainties

expressed by youth workers. It might be because of the exposure and availability of information to youth in the township. The managers expressed a similar understanding of entrepreneurial services for youth. The experience is that the government has a primary role in initiating programmes that effectively and efficiently target young people. The programmes need to focus on addressing skills and job creation to eradicate youth joblessness. This is what one manager indicated:

...but I think the focus is not per se on the youth and I feel like um, you know it is very easy for them to if really if they wanted to empower young people in the business side or the entrepreneur side, to initiate programmes that would be given enough attention-enough time – Uhm, I know there are. I have applied personally on the few. (M1)

A manager stated,

This is from my observation, okay, is that our education system- No, it is, it does not empower our children that when they get out of school they can start making their own business or they can start running their businesses and to a certain extent that our school in townships do not produce good code, they are schools that are producing good quality matriculants that can go to the university and study all but there are many children from communities that they just pass and once they have passed you know, they do not have access to information. (M2)

The participant mentioned the importance of an education system that includes business studies in its curriculum. The other aspect mentioned by participant 2 from the managers was the importance of having equal access to education for all South Africans.

The managers pointed out that there is not enough support for youth and that the target is focused on anyone but not youth-specific—the example of the NYDA programmes is that they are not strictly focused on young people. Participants alluded to the issues South African youth face when accessing financing. Those from the interviews mentioned that youth entrepreneurs need financial support and grants to run their enterprises effectively. However, youth participants said that corruption, nepotism, and connections are among the many problems youth face in securing funding.

The response was supported by the youth worker saying:

They only give funding to those they know. It is what I have taken. It is like they fail [the] youth. If ever you are an outsider, you need to forget about whom funding is given.
(YW3)

Supporting the above responses where managers mentioned finances to be crucial resources for entrepreneurs and manager participant 2 alluded to the handling of finances and financial management skills needed for youth entrepreneurs. Similarly, the key informant also supported this that the role of the government through agencies like IDC, NYDA, and IDT is to provide funding to young people's businesses. Key informant 2 mentioned that the challenge is that government has its faults. They have red tape. Their system is still traditional, and not easy so young people give up. The study revealed that government and private sector initiatives have provided small business owners with funding. The Enterprise Development Fund (EDF), in collaboration with NYDA, was established to develop Black (youth) enterprises.

The findings of the study highlighted that funding is vital for youths venturing into business and sustenance of the business. Accordingly, the mandate of the Enterprise Development Fund is to develop Black youth enterprises and to have big established companies to provide mentoring and business training to youth-owned businesses (MENA Report, 2017). At the Youth Enterprise Summit it was also emphasized that for the economy's structure to change, there should be a radical youth enterprise development and support drive (MENA Report, 2017).

5.4.6 Theme 6: Starting a business for survival

The study revealed that varied factors motivate youth to start a business. All participants were of the same view that most youths start their businesses out of no choice because they did not find work. Although the two managers believed that youth do not have the urge to start a business, the finding of the study shows that South Africa with its challenges and diversity still has a long way to go in terms of youth believing in enterprising and venturing into business. Participants

mentioned that sometimes youth who start businesses do not have anything else to do and try entrepreneurship to make a living or survive. This is what the key informants said:

I would think, it would vary from individual to individual. Eh- some people would go into business simply for one reason that they don't have anything else to do. So, like, they just try to make a living. (KI2)

The youth worker mentioned:

Entrepreneurship as a business is much for survival like if there are no jobs available even though you went to school or something yah! So, this shows them that you can be able to survive through business. (YW3)

The youth worker further mentioned during the interview,

They will be those people by chance, by that I mean, they've just gone out to solve or create a solution to a problem. For them it was like- I see this problem I just want to solve it. I might come up with a solution that can solve this or help me solve this and before you know it you find out hey! I can actually- this can turn into a business. (YW 1)

The study highlighted views about the motivation for enterprising and/or youth starting their own business and participants engaged more positively. The findings revealed that participants directed the discussion more around entrepreneurship, challenges, and how COVID-19 impacted many people, especially small businesses, and livelihoods.

When it comes to motivating young people into entrepreneurship, participants mentioned that South Africa as a country is still traditional in its ecosystems, although young people can still tap into business.

5.4.6.1 Lack of support system for youth entrepreneurs

From the findings of this study, the researcher observed that participants were primarily concerned about unemployment and how it affects the self-confidence and morale of youth. Participants expressed openly that the enemy of youth development and prosperity is

unemployment. The lack of a support system was highlighted as a crucial aspect of youth start-ups. It will be hard for youth to open their own business due to a lack of innovation, skills, and money. This is what the participant from the youth worker said:

It is so hard...it's difficult because I live with my mom...so things are not easy in the house and you know as old as I am I still have to ask my mother to buy me pads, to help me with that so I am only waiting for this small amount that I earn. (YW1)

This participant, like many other youths, face the situation of not finding employment after their studies and having to rely on their parents. The participants, however, believed that enterprising could address joblessness among youth. Participants from youth and youth workers expressed emotional frustration towards the government and organisation they affiliate with for perpetuating the notion that youth cannot find work if they have no connections and do not know anyone by failing to connect their youth to government and private sectors recruiting young people for jobs. Most participants echoed this that 'connections and knowing someone helps one get a *'job'*'. They felt that NGOs like **[Organisation A]** should provide a camp experience and help with funding for them to get into an institution for higher learning. Youth participants believed that since they are affiliated with **[Organisation A]** they should be in a better space for them to gain recognition by institutions like NSFAS so that admission in FET institutions and universities is made easy. Participants also suggested that their organisation should incorporate a tracking system for all their youth out of high school to see how they can be helped with accessing tertiary institutions, starting a business, and finding employment. The above statement showed that participants emphasised that connections and knowing someone does help one to get employment and their business to have customers.

The issue of unemployment was held by many, and they agreed that it affects youth self-confidence and mental health and wellness. Some participants articulated that when a young person does not get employment after completing school, their self-esteem and morale get taunted. Since their expectations were not met, they end up feeling worthless and helpless.

This key informant also alluded to the importance of believing in your ideas and pursuing the dream to have a business. They mentioned that it can take time to get the breakthrough into

business, but they continue to believe in their business idea. Just like what the others, the key informant said, who is the founder and director of eKasi Entrepreneur, that,

Entrepreneurship needs discipline, passion, and focus. (KI4)

The same is seen from a participant about their zeal and perseverance towards their businesses. The findings revealed that youth highly value the support that government and the private sectors provide. Providing support to the new upcoming youth entrepreneurs was mentioned by participants to be a vital role government and the private sector should play. Support can involve resources, finance, training, and development for youth. Similarly, the key informants and managers confirm that young people need youth organisations that are prepared to provide an environment that enhances and develop their self-confidence, which is a social skill necessary for their lives.

The participants from the youth worker expressed that:

The private sector, I can say funding, you know these small businesses instead of overpowering them, help them grow you know. I guess that's it. I guess there's going to be competition but let it be healthy helping each other. (YW4)

Another youth worker said,

The government needs to initiate programs at the school level that will empower young people to be entrepreneurs and support those children who do not have [the] skills and resources to study. (YW1)

The study revealed that the role played by the government and the private sector is important in addressing entrepreneurial activities among youth. However, the private sector has been criticised for being selfish and not absorbing small emerging businesses in the market. The assertion made by the key informant is that the private sectors continue to thrive as the environment favour them, while small business fail.

One key informant made the statement:

So private sectors for a very long time have been selfish because once they see the market and they get a market share they monopolise that market. They close the doors; they don't want anyone to come in. (KI1)

Furthermore, another key informant said the following:

I am the biggest critique of the private sector because by default people are blaming the government, so they have left the private sector scot-free. (KI2)

The responses show participants have lost confidence in the private sector. The general impression expressed by participants is that the private sector has not done much of what has been expected. As much as the private sector was supposed to help the government support youth entrepreneurial activities, the private sector is benefiting on its own. This is expressed again by another key informant, saying,

The private sector also hasn't been playing and has not been friendly in the environment because they always think of themselves first, but we are in this era now where collaboration is very key. If you don't collaborate you are going to face- you are going to close your doors very soon. (KI3)

The responses from key informants suggest that even though private sectors are expected to assist youth with their small businesses, the legacy of the traditional ecosystem is still evident, and hindering them. Small businesses continue to use their powers to benefit from the economic system of South Africa, while the government is not monitoring them enough.

The government systems are still traditional and not accessible for young people to engage in. For example, KI2 argued that as much as government has processes for youth to apply for business, there is still red tape and filling lots of forms, which leave young people to give up. Furthermore, the key informants emphasised that although the government has its faults, the government is trying to fulfil its role. Government can only provide conditions for businesses to operate and rules to regulate the big companies. So, the government need support and help from big

companies and private sector initiatives, and it was passionately expressed by a key informant who said:

Look, the government because they know they live and survive on taxpayers' money, so they need to deliver, they do their role by policy, creating policies for ease of businesses and also competition and also ensuring that there is a bridge for small businesses to trade and big business, a space for them to grow ...they are slow in delivery those things, but I think the government does, do have policies that allow a lot of trading. (KI1)

The response from the key informant states the challenge of the government in service delivery and being slow in their provision. Another aspect also is that government do try to create policies and as a key informant made this statement:

The problem for me is not policy development and very well I will tell you in South Africa that we do not suffer from policy issues; we suffer from implementation. (KI2)

The study revealed that young people's number one challenge in starting and maintaining a business is capital. Capital is a significant source necessary for entrepreneurs as most start their business with no security as they are the first generation in their family to start business.

This was expressed by a key informant when he said,

It is not easy to get it (capital) from various institutions- you go to banks they want security and when you don't have security most of us are the first generation of trying into that so we did not get born into the lump sum of money that can set us up, so that's all that we have. (KI3)

Key informant participant stated:

It is uhm! Access to market, it is very hard for people to say I have built this product and my target market is this- but I am just unable to tap into that market and I just need some agency- government to bridge that for me. (KI1)

5.4.7 Theme 7: Socio-economic and environmental challenges

This theme focuses on the socio-economic problems that participants highlighted and the environmental impact or structural issues that stem as a challenge in their pursuit of self-employment and/or entrepreneurship.

5.4.7.1 Corruption

The issues around corruption and unfairness were highlighted by youth as they felt that corruption is everywhere, not only in government and it affects access to resources. The participants from the youth worker, managers, and key informants mentioned that corruption is worrying because it is now embedded in our society and leaves upcoming youth entrepreneurs with no choice but to follow suit. The participants explained that corruption goes hand in hand with the connection.

Although organisations and civil society have been active in their participation during policy making and implementation, one of the key informants mentioned that corruption and greediness among leadership and government officials have been affecting service delivery.

This is what he said:

It's now corruption, you look now, youth ... The PPE scandals where those tenders should have gone to legit businesses and business owners. Ehm...you need to give them support. You need those masks, protective equipment, or gear. (KI2)

The participant was explaining the misuse of funding and corruption regarding the personal protective equipment (PPE) tender given by the government as money given to companies was not used appropriately. Mbunge (2020, p.1813) confirmed that by saying “PPEs is a challenging task for the COVID-19 response team. The situation is exacerbated by rampant corruption, and abuse of funds allocated to fight COVID-19”. Similarly, countries such as the USA experienced a shortage of PPE due to among other factors, demand, government failure, and global supply shortage (Cohen & van der Meulen Rodgers, 2020). However, the money was not used appropriately by the rightful recipient given the tender to benefit South Africans during COVID-19. Ceresia et al. (2019). highlighted the corruption that is always evident in entrepreneurial

activities in many countries whereby public officials usually want to gain money or assets for their best interests while the public interest is ignored.

The participants felt that the notion of social network or the ‘relationship with or whom you know’ perpetuates corruption because other groups or people are excluded from benefiting from the resources because they did not know the relevant people that can help. This is confirmed by Pillay (2004) that corruption in South Africa has intensified, thus good governance and administration are crucial so that the limited resources available must be equally shared with others. In as much as the information about enterprising organisations to help youth is available, the study highlighted discrimination and unfairness in those services being accessed.

The study highlighted the issues of paying bribes to get far or for women to have sex with a person in a high and influential position to get the work they desperately need. The person who accepts a bribe and is corrupt has the intention of abusing the other person emotionally, physically, and verbally. In South Africa, most youth in need of prosperity are faced with corruption and having to pay a bribe to access and utilise the services. According to Pillay (2004, p. 589), “the causes of corruption in South Africa are contextual – rooted in the country’s bureaucratic traditions, political development, and social history. The empirical part of this study revealed that corruption has flourished due to institutional weaknesses”. Similarly, the study by Ceresia and Mendola (2019), mentions that people will have to get used to corruption and even adopt it because it is now embedded in the norms of our society and can help entrepreneurs overcome government rules.

5.4.7.2 Challenges during the COVID-19 pandemic

The participants expressed that the pandemic exposed the socio-economic problems, poverty, and inequality that South African youth have been facing. They felt that South Africa’s problems are not entirely new, they have been there, and the pandemic and extended lockdown and shutdown made the situation worse. The participant said this about the COVID-19 pandemic and the youth worker mentioned:

Unemployment is a problem among us the youth and it is damaging us emotionally, [and]psychologically. Our whole mental being is affected, even this COVID is making the situation worse. You are scared to even go look for work because it's lockdown, but you need to eat. (YW3)

The youth worker shared this too,

I am not sure how we will survive as young people. We need to work; we need to go to school. Our small businesses are closed because of the lockdown. You find some of the families relied on selling 'magwinya' or sweets or running a spaza but now things are getting worse. (YW2)

The key informant said something to this effect,

In 2020 most businesses they struggled because they were running out of capital did not have- they only had enough money that would last for a month or something like that, but once you close down for such a long time it becomes difficult. (KI3)

The key informant stated,

Fortunately, we did a study- it's gonna be published on our website next week. I was reading the study with our research team on the impact of COVID-19 on youth businesses that we are funding. Unfortunately, it's a blink report in a way that it has impacted heavily on them. A lot of them closed, especially around level 5 lockdown... so its small businesses just [a] few weeks of not operating they can go under because of cashflow issues. (KI2)

From the statement mentioned above the findings shows that most businesses and especially the small ones were never prepared for the COVID-19 pandemic. In Germany, the COVID-19 situation affected sales and the supply chain, and stifled innovation (Kuckets, et al., 2020). The participant from the manager said that most businesses were not prepared for this, and it showed that they did not have any sustainability plan.

One of the key informants said the following in supporting the COVID-19 situation:

In 2020 most businesses struggled because they were running out of capital they did not have. They only have enough money that would last for a month or something like that, but once you close down for such a long time it becomes difficult. So, yeah! for me capital is the biggest challenge. It is not easy to get it from various institutions. (KI3)

The above responses allude to the point that even if small businesses were picking up their momentum due to the pandemic and ultimate shutdown, their business methods would not work.

Similarly, from the findings, it was apparent from the participants as they expressed the shock and impact the pandemic brought. From the youth workers' participants, this is what they said regarding COVID-19.

Like it has taught me to be patient right like it's not very long [since] we started this business then out of the blue, ehm! We went back to level 3 in December. Like we had so many events in December where we were going to do décor, but then we did not do them because of the COVID-19 percentage increased then had to go to level 3. (YW3)

Similarly, participants from managers supported the above response mentioning that the pandemic affected most businesses as most of them were never prepared for such and they suffered losses. Also, the managers explained that most small businesses did not have a sustainability plan and when COVID-19 hit it was damaging to their enterprises. According to Kucketz et al. (2020), the growth and innovation of entrepreneurs are at risk, and Islam (2020) postulates that the lack of implementation of appropriate mechanisms by small enterprises, has affected their potential sustainable growth. This is what the manager said:

I personally saw my business-tutoring company went very well last year (in 2019). You know we did not do well this year especially because of the pandemic. I expected it to do well because you know kids were at home and because parents did not have money and all of that. um! And also, I heard that you know people struggling in their business because of the pandemic and yes it has not been a good year for most young people. (M1)

The situation with COVID-19 as highlighted in the findings led to the lockdown of a large part of society and economic life. Similarly, the finding revealed that businesses without alternative methods to the traditional ways, those lacking innovation and inability to adapt quickly showed to be suffering the most. This was reiterated by a key informant when he indicated:

So COVID-19 have highly, highly impacted. And unfortunately, as I have said that that's where [the] innovation part of it comes from because there are innovative businesses. They are not able to quickly adapt, so you find that because it is operating in a saturated market- they are not quick to adapt. (KI2)

The positive side can be reported by the youth worker who mentioned,

I think a lot of people are using the best of the situation of Covid-19 and coming up with ways to use the best of the situation. Now I am not only tutoring kids in South Africa. I am also tutoring kids abroad. I have got students who are from China who is trying to learn English. So, there is that thing that says try to put things together, try to do this and that. This is something I would have done if I was not surely involved with it. So, it is part of life you know. It was not easy I can say, but I was able to find something. (YW1)

The findings revealed that some business owners did not leave their enterprises to fail but tried other methods to make them work. Findings from the study revealed that the COVID-19 pandemic became a major hindrance to economic growth and youth participating in entrepreneurial activities. Blundell et al. (2020) confirm that the impact was hugely felt with the loss of income, especially by older workers and solo-self-employed. Although the pandemic impacted businesses negatively there seem to be positivity and as the participants said above that is a light at the end of the tunnel for businesses that want to succeed and step out of the ordinary. Just as the CEP, COVID-19 analysis highlighted that there were people during the 2020 period who were not negatively impacted, such as private-hire drivers or food (Uber) delivery drivers who mostly do 'gig economy' as they were able to continue with their work (Blundell et al., 2020).

5.4.7.3 Impact of peer pressure and media among youth

Participants alluded to the view that many of the youth in the township and rural areas find themselves coerced into bad behaviour with the hope of making money. This was echoed by participants mentioning that the environment and peer pressure youth succumb to is affecting them to not progress and at times it is not by choice but the pressure of circumstances. This is what one of the youths indicated about peer pressure:

The saddest thing is that they do not have or make good decisions because of their friends and because the upbringing of their friends is different from theirs. So, the unemployment rate ... you will see them by the robot or sitting by the robot while the reason being you are not thinking of yourself for a moment. You were impressing someone or for reasons you were doing it for someone, not taking responsibility [for] yourself. Also, ignorant and they do drop out at grade 11 or so and get into drugs. If it is a girl have a baby, then go back to school. (Y2)

The issues around peer pressure among youth were explained by most of the youth workers as they indicated that they are youth and do work with youth in their organisation and understand or relate with the issue as they mention,

Young people are caught up in saying 'what will people say syndrome' and get scared to even pursue many of their life goals in fear that people will talk. Youth should stop living like that and hoping they will only do what is approved by people in their kasi (township). They are afraid to even take any job as it embarrasses them and rather remain poor and lacking (YW2)

The participant indicated the importance of self-esteem so that young people do not fall into the trap of following others to fit in saying,

I am still looking for work and do not like when I have to ask my mother for money for pads [sanitary pads], although she is fine and doesn't mind, I would like to be independent and get my things. That means doing jobs where I can find them like now, I am tutoring online and helping [Organisation A] when I am called out to assist (YW3)

The pressure that participants alluded to affects the youth negatively as it comes from their peers and or social media. Authors like Blyth (2016) and Lundgren et al. (2019) mentioned that pressure is usually beneficial if it is to drive the youth to succeed. Family, community, and school generally are known to put pressure on youth to do well and become better people. On the contrary, the pressure many youths face stems from social media and its negative impact on their self-esteem. The Sowetan newspaper headlines presented as follows, ‘materialistic world fuels peer pressure and youth anger’, the story addressed mental health issues such as depression and anxiety that comes from youth fixation with media (Mzileni, P, 2022, March 07). Sinek (2016) calls it the dopamine effect of social media usage experience that aggravates the low self-worth and confidence that the youth experience.

5.4.7.4 Relevancy of digitisation and technology for youth entrepreneurs

Participants from the youth worker, managers, and key informants expressed that the use of technology and a digital platform is relevant and important in this current era. With all these mentioned, participants indicated that youth need to teach themselves to use technological devices to their advantage as they pursue entrepreneurship. The youth workers were vocal about these and indicated,

Young people should act young, vibrant, and use [the]today’s stuff... they cannot be left behind when coming to using WhatsApp, Twitter, Instagram, or Facebook to connect with people for your business. (YW3)

Another participant echoed the same sentiment,

People our age want to only use these social media for showing off and not connecting with people to learn about business. (YW1)

Participant further shared *I think we live in an era of technology and if you do not take advantage of this, you will be lost as a young person wanting a job or business. I understand that data is a problem and some youths do not have the means. It’s understandable, but you need to hustle and try. Don’t just sit as a young person. (YW3)*

The key informants addressed the limitation of technology and its main accessibility to all youths. When it comes to youth using modern-day technology to their advantage and the challenges of that, this is what he said,

Youth in the cities seem to be more privileged and resourced as compared to the ones from townships, rural-more especially because we are talking about data here, Wi-Fi access. Cities like Pretoria and Cape town for example have places where Wi-Fi is accessible to the public, but what about a person in the village wanting to connect and engage with like-minded youth entrepreneurs and is not able? She or he is limited in as much as she or he can buy data. Sometimes people in villages or rural places have problems with networks, so that's where structures such as [the] government and private sector fail them. (K12)

5.4.8 Theme 8: Contributions of enterprises and small businesses

This theme was highlighted by participants' understanding of the challenges youth face in sustaining their start-ups and the challenge big companies pose to small start-up companies' growth and success. Participants expressed the significance of all entities in jointly eradicating unemployment and poverty without others dominating the market. The big companies have been well established and participants, especially key informants highlighted the challenges of new start-ups in participating fairly in the economic market. The participants highlighted the challenges of big companies like banks and that it is hard for them to fund start-ups. Participants from the key informant indicated,

You go to the bank they want security and when you do not have security most of us are the first generation of trying that. So, we did not get into a lump sum of money that can be set up. (KI3)

The statement indicates the challenge youth face with securing the fund from the bank. Access is a major issue as youth struggle especially when they need finances and infrastructure to do business as a small entity. Small businesses or newly formed start-ups are needed in addressing joblessness and poverty. However, participants alluded to the government's lack of support and

the big companies always taking over the market and not giving small enterprises opportunities. This is what the participant stated,

The ecosystem in South Africa is not well balanced for every young entrepreneur and big business to succeed... there is still a need for a balance of resource distribution and access. (KI1)

5.4.8.1 Private sector as a vehicle to eradicate youth unemployment

The findings revealed that participants believe that the private sector has more muscle to eradicate unemployment among the youth even though the government is still viewed as the primary actor in poverty eradication. The study highlighted that youth need to be invested in entrepreneurial services and development. The participants from the youth worker, managers, and key informants indicated that the private sector, especially for-profit businesses, must upskill entrepreneurs and fund the small start-up since government incentivise them, but they do carry the mandate. The key informant indicated the challenges of big companies being unshakable compared to small ones that can suffer at any time and said:

I mean, surely these companies in Sandton are wearing masks right, but if we could audit where did they procure the masks? ...So that is where you can see that the private sector because they know that government does not have teeth on them, they can do whatever they please and that is why you do not get accountability. A lot of enterprises that come out of this procurement services because if they did that lot of people will establish businesses knowing very well that there are business opportunities... so it is like they have not been accessible to us, but their mandate is to serve us. (KI2)

The private sector was considered important in helping the government through its resources to employ youth and support those who are in business. The success of this is rested upon the partnership between the government and the private sector. Another key informant mentioned,

Big companies have always been selfish for the longest time and the government does not much to regulate them. I mean they take over the market and the small businesses or small start-ups suffer because they are resourceless and still new in the field and

market...if we want small businesses and upcoming ones to flourish, we need to support them locally as communities and citizens. (KI1)

Small businesses need to collaborate and trade with one another by allowing the localisation of their products and the market itself. One of the key informants mentioned that small companies need to be given a chance to trade and be supported by well-established companies who would not make the marketplace unbearable for them, just like the informal economies in Black communities. this is what she mentioned,

So, if you compare us to America, America has both. They have that culture and the ecosystem. We are still traditional. You'll still find traditional businesses, but you'll still find disruptive high-impact businesses. (KI1)

From the response, we can assert that South Africa's businesses and companies need to adapt to the new global way of doing business and not stick to the old ways. In addition, the same sentiments were echoed by a key informant who said this:

So, if the big businesses and the public sector cannot consume them, then among small businesses we must consume our innovation and creativity, and this is what I believe will hold localisation. (KI1)

Another key informant indicated,

So, there needs to be a linkage, an ecosystem - government, [and] private sector come together like varsities come together daily to say we need these skills in five years and how can we suit the curriculum to produce these skills right- whether the government says these people will fund businesses after so forth because it will lead automatically to those people being innovative by default they would then know what the country need. So right now, even if the person is innovative you will end up at UCT studying actuarial science. Entrepreneurship, as companies we lose that entrepreneur. (KI2)

So, these responses emphasise the fact that there needs to be a collaboration between the government and the private sector in creating platforms through the schooling system mainly and

other avenues to capacitate youth to become entrepreneurs. Innovation and creativity among young people need to be encouraged and enhanced continuously to create that ecosystem key informants are alluding to.

The understanding held by interviewed participants highlighted similar views as the key informants who expressed their views on how government and the private sector have an individual role in enterprise development among youth.

It was supported by a key informant who indicated:

For me, I am one of the biggest critics of the private sector. Personally, I feel that the government is trying but then there is, of course, that perception in it is trying sometimes because it is now corrupt. You look now at the government, the PPE scandals where those tenders should have gone to legit businesses and business owners. (KI2)

Similarly, and supporting the above participant's response this is what another key informant mentioned:

So far, the private sector for a very long time has been selfish because once they see the market and they get the market share they monopolise that market. They close the doors. They do not want anyone to come in but now it hit them because once you have a country that has economically inactive citizens, they are not active in the economy, and then it hit big businesses. So private sector I always think that they are selfish and not allowing small businesses to trade with them. (KI1)

The responses above seem to express and confirm that the private sector although it has a role to play in youth enterprising it has not been doing that sufficiently. It was highlighted that the private sector benefits on its own and gives little attention to the improvement and development of youth enterprises. The private sector particularly the business sector as findings is revealing that they tend to leave the task to the government so that they do not have to spend more of their resources from their enterprises to develop new emerging businesses that have the potential to compete with them.

In contrast to the above responses, this is what the key informant said:

Look government does its role. Government because they know they live and survive on taxpayers' money, so they need to deliver. They do their role by policy, creating policies for ease of businesses and competition and ensuring that there is a bridge for small businesses to trade and big businesses space for them to grow but you know it is a debatable one you know how they are not very organic. They are slow in delivering those things. (KI1)

5.4.8.2 Learnership and apprenticeship programmes

Most participants from the youth worker, manager, and key informant alluded to the view that supporting structure must be in place for youth to learn while on the job with the hope of being absorbed by the same institution. The findings revealed that learnership programmes for young people are not easily available and even when they are advertised it is not easy for youth to apply due to documentation and a cumbersome application process. So, youth end up not applying for them and there is high hope for those in learnership thinking they will be absorbed by that institution. The youth worker indicated that learnerships are interventions that assist in alleviating unemployment and further said:

I personally think that it is a great thing people should know how to use and capitalise on this learnership. You know it is not just how much you have to give you a solid future and income for life, but it's, hmm, also we should be knowledgeable about skills and be taught how to use those skills. YW4

Almost all government departments offer internships to youth with the idea that unemployment is addressed, but the young person comes to the internship with the hope of job security. Consequently, when that young person is not employed following the internship programme, they lose hope in the system. Access to such services was reported to be important by the youth that are mostly followed by managers, but the key informants didn't mention the need. In South Africa, the internship and learnership programme was initiated by the government to curb unemployment. According to Kraak (2008) learnership, as it is called modern apprenticeship was implemented as part of the National Skills Development Strategy (NSDS) in 2005 but faced

challenges that stem from the management of Sector Education and Training Authorities (SETAs), including financial mismanagement, fraud, and corruption.

5.5 PRESENTATION OF FINDINGS FROM QUALITATIVE DATA OBTAINED THROUGH FOCUS GROUP DISCUSSIONS

The focus group discussion was only done with youth from Organisation A. Initially the researcher planned to conduct more than one focus group with youth from different townships affiliated with Organisation A. However, due to the COVID-19 pandemic, this was not possible. Therefore, the researcher only conducted one focus group with youth from the Soweto area still affiliated with Organisation A. The demographic profile of the focus group participants is presented in Table 5.3. The findings of the focus group discussion are presented in themes and sub-themes in Table 5.4.

5.5.1 Demographic profile of the focus group participants

Table 5.3: Demographic profile of Focus Group participants

Demographic factors	Sub-categories	Youth (Focus group)
Gender	Male	3
	Female	5
Age	15-17	1
	18-21	7
Race	Black	8
Education	Grade 12	3
	Post matric	5
Entrepreneurial experience	No experience	5
	Less than 2 years	2
	2 years	1

Table 5.3 shows the demographic profile of the youth who participated in the focus group discussion. The table indicates that out of the eight who participated in the focus group three of

them were male and five were female. Of the eight participants, seven of them were between the ages of 18-21 years and only one was between 15-17 years of age. In terms of race, all the group members (eight) identified as Black Africans. Furthermore, in terms of education, three had grade 12 and the five identified with the level of post-matric. In terms of entrepreneurial experience, five group participants had no entrepreneurial experience, two had at least less than two years of experience and one had two years of experience in entrepreneurship.

5.5.2 Description of participants

The participants in the focus group were from ages 15 to 18 years old, had completed Grade 12 and most of them were staying in Soweto, one of the townships in Johannesburg. The participants were purposefully sampled, and all have been beneficiaries of services at **Organisation A**. The eight focus group members did not participate in any of the individual interviews conducted for the study. The focus group was held in person with the eight members, the discussion was held in an open-ventilated hall with participants wearing masks and keeping social distancing in the seating arrangement and all protocols were observed to adhere to the COVID-19 pandemic regulations. This arrangement made the discussions productive as they understood the situation of current realities and the research ethics as explained.

The focus group discussion started with the participants showing zeal and enthusiasm for the topic. The group was attended by individuals who approached the interactions with involvement, and commitment, and showed cohesion. The group norms that we set before the topic could be discussed were respect and a non-judgmental attitude. The discussions started with youths' views and understanding about venturing into business. Most of the participants found the concept of enterprising new but were familiar with entrepreneurship. The one participant who was vocal about running a business made the group interact more, as he challenged everyone to comment more on the topic. The group was full of laughter and sharing of stories and ideas. When the discussion moved to motivation, participants felt that intentions to start a business goes with an individual choice and the situation one finds themselves in. The group highlighted that a person needs to believe in themselves, have self-confidence, and be optimistic about their goal. The group also revealed that as young people, they rely more on their families and community for

financial support and sometimes those people cannot help. The findings revealed that people around an entrepreneur help with information and knowledge, skills, and ideas to further their business. The group was vocal and expressive about independency when one is self-employed. However, their challenge as youth to pursue self-employment stems from the government and private sector not availing funds and resources effectively and efficiently to them. The discussion took one hour and 45 minutes.

5.5.3 Themes and sub-themes that emanated from focus group discussions

From the focus group, data could be organised into **three** themes and subthemes. Table 5.4 below presents the themes and associated sub-themes obtained from all the participants in the qualitative study.

Table 5.4: Themes and sub-themes that emerged from the focus group discussion

Themes	Sub-themes
1. Experience about entrepreneurship	1.1 Limited knowledge and experience in enterprising and entrepreneurship
	1.2 COVID-19 challenges and loss of income
	1.3 Need for networking
	1.4 Family and community as support for the young entrepreneur
2. Services availability for youth start-ups and entrepreneurs	2.1 Youth development and empowerment programmes
	2.2 Funding and training hub for unemployed youth
3. Future of youth entrepreneur services	3.1 NGOs to support youth in career choices
	3.2 Social workers' significant, yet neglected roles

In this section, the findings from the focus group discussion about each theme and sub-themes will be discussed.

5.5.4 Theme 1: Experiences about enterprising and entrepreneurship

Findings showed that participants understood what starting a business entailed, but most of the participants (five) did not have experience. Three participants of the eight participants expressed that when it comes to starting a business, even though they do not have the experience they would consider it based on the needs out there in their community. This theme presents the impression of experiences youth have around enterprising and entrepreneurship. The theme revealed that participants directed their views more around entrepreneurship, loss of income, COVID-19 challenges, and how limited resources and knowledge impacted many people, especially small businesses, and livelihoods.

5.5.4.1 Limited knowledge and experience in enterprising and entrepreneurship

The FG participants revealed that all participants did not understand the concept of ‘enterprising’ but were more familiar with and had knowledge about what entrepreneurship entails. The participants offered insights into their experiences of entrepreneurship and the services offered by the organisation they are affiliated with Organisation A. The overall feeling held by the group was that the youth do not know much about enterprising and even if they would want to pursue entrepreneurship, they need business knowledge and acumen and support with their set-up. They felt that there is a need for NGOs to work with the government and the private sector to train youth on starting a business and how to manage their businesses. There was only one (N=1) participant out of the eight participants who were knowledgeable about enterprising and was also involved in some form of business. The same participant was also studying business management at the university and expressed his passion towards business. This is what the participant indicated:

I am already studying business and I am into business. Enterprising is all about taking the risk and I did start something, but it collapsed. (FG2)

After the researcher and this participant spoke about enterprising that is when the rest of the participants understood and participated vibrantly. The group expressed factors that motivate youth to start their own business.

Another participant tried to encourage others and mentioned:

Your situation will motivate you to start a business. Like me, I started to sell jelly and custard in school because I wanted money for school materials. I didn't see it that way at first that I am making money, but I realised people liked my custard and their money helps me. (FG5)

Still another participant pointed out:

Everything starts in the mind- just believe in yourself. (FG1)

From the discussion, most youths felt robbed by the COVID-19 pandemic that they did not do the Financial Literacy and Entrepreneurial Program (FLEP) programme at Organisation A they are enrolled, which was going to give them knowledge and understanding about starting a business. They expressed that they have not received the knowledge and skills to start their own business. From the discussion, participants stated that their organisation had assisted them, but it was limited because things became quiet after the camp in March 2020. The discussion with youth revealed the challenge COVID-19 brought within the organisations they were affiliated with. The 2019/2020 cohort of youth could not participate physically in the organisation because of the COVID-19 lockdown measures. In this sub-theme, participants highlighted that training youth on starting their businesses and funding them was agreed upon by most of the participants; five (N=5) of them.

5.5.4.2 COVID-19 challenges and loss of income

The findings revealed that youth were more concerned about COVID-19 and its negative impact on South African youth in terms of employment and sustenance. They felt that the pandemic affected families' income and the continuation of some businesses, especially small businesses. The participants expressed how overall businesses suffered and this is what was said,

It is not only the business that suffered but also the employers and their families got affected especially those who did not save. (FG2)

Similarly, another participant said,

Small businesses suffered a lot during this COVID-19 and especially places like hair salons, they were closed for a long time and people lost income. (FG6)

The loss of income was a problem highlighted as many mentioned that their own families were not coping with buying daily necessities. A participant mentioned that in townships businesses suffered because no customers were coming to do their hair, wash their cars, or buy *chesa-nyama* (Township barbeque) due to the national lockdown level 5. According to one participant being an entrepreneur during the lockdown in 2020 was challenging as his business of maintaining buildings had to stop because people were not calling for his services. He had to eventually rest from the business and focus on his business management studies at university.

The findings revealed that COVID-19 exasperated the struggle of many small businesses, and this is what the participant explained about the COVID-19 situation saying,

It is not only the businesses that suffered but also the employer in those businesses and families were also got affected especially those who did not have savings. (FG2)

Another participant further said,

The business skills they had did not work for them anymore because there was a shutdown, and no one could not trade or do much with their products or services. So, they lost profit. I would say overall small businesses suffered a lot like a hair salon. (FG6)

From the above responses, we can see that participants showed concern about COVID-19 impact on South Africans' income. The pandemic was not anticipated as youth participants alluded to, but they had to face the challenges and what the findings highlighted was the challenge to continue doing business when they are not making money. Furthermore, the challenge of not being able to do business because of the national lockdown level 5 in 2020 made youth despondent. Mbunge (2020) affirms the same challenges of COVID-19 on business and the socio-economic atmosphere in South Africa, in that there was evidence of high human cost and daily expenditure because of factors like supply shortage.

5.5.4.3 Need for networking

Participants expressed that networking for any youth and those wanting to pursue the entrepreneur route is important. They mentioned networking to be broad in such a way that youth need to engage with their peers starting from high school into their career as a form of social networking. Moreover, the need to learn to network with other people and generally be sociable or a people person as the participant alluded to is valuable. This is what the participants said about networking:

I have tried business maintenance before, and it went down during COVID-19 but I and still positive because I now need to network with people. I need to know people more and talk to any person around me. Find customers and do other services out there. (FG2)

Echoing the same thing is another participant, who said:

I am not sure about how successful my business would be if I start one, for example doing nails is an in thing and I can try that, but every business needs you to find customers, market your business and network with people- like your salons and kids at schools to buy into your nail business. (FG5)

From the responses above, it can be deduced that networking is a crucial skill for every youth entrepreneur to succeed in bringing customers to their business. The participants' responses show that networking is a social skill to possess and can be attained through social engagements and talking to people. As per Logan (2014), networking requires a person to openly speak to others. Finding customers for one's business requires basic social skills. The findings reveal that networking skills are something youth aspire to obtain, and as Zheng et al. (2020) argue, network relationships are what makes any business succeed and they should be maintained. Social networking as the ESC Theory state is a skill entrepreneurs need to learn to exploit their ideas in the business world and find opportunities to explore the market (Choo & Wong, 2006; Olugbola, 2017).

5.5.4.4 Family and community to support Youth Entrepreneurs

The focus group participants mentioned the value of family and community as a support system for the youth in reaching their goal of entrepreneurship. Both the family and the community as participants said plays a crucial role in either breaking young person's dreams or building them.

This is what it was said:

It depends on the youth's environment because some families are toxic, and everybody is negative toward you the dreamer. (FG6)

The importance of family buying into one's dreams is important in such that participant echoed the same and stated:

In Soweto children already grow up in an environment where there's a crime and lack of resources, people are poor so as a young person you need a strong family to support you. ...poverty is everyone's issue and as young people; we are faced with it because after matric your family do not have money to take you to a school of your choice. (FG5)

The participants highlighted the challenges youth find in their homes and environment and seem to be frustrated by the social ills of their communities and overall South Africa as a nation suffers. This was further discussed by the group as they highlighted that they feel stuck sometimes and believe that the government has failed them. One of the participants (FG4) was more of a quitter and did not say much as he felt that he could not fit in with other participants because he did not pass his matric (Grade 12) on time and had to repeat it. He mentioned the frustration and confusion as a youth to even not know where to go after completing grade 12. He said he is still finding himself unsure of his career. The challenge youth face as it is highlighted by participants in South Africa in terms of social inequality, poverty, and unemployment leaves many youths frustrated, hopeless, and helpless.

5.5.5 Theme 2: Services availability for youth start-ups or entrepreneurs

This theme highlights the available services for youth as the focus group participants expressed the importance of government and the private sector in providing youth with necessary services to support their enterprise activities.

5.5.5.1 Youth development and empowerment

Findings from the study revealed that the government and the private sector play a crucial role in youth entrepreneurship, development, and empowerment. Both sectors work together and are in partnership to bring services to the youth. It was highlighted by participants that although government plays a major role compared to the private sector their understanding is at times showing gaps and inequality in the system and regarding service delivery. The participants expressed their views on the role of government and the private sector and more than anything they are displeased with services from both sectors. This is what participants had to say:

The government's role is to educate and find existing entrepreneurs to teach and share knowledge with them through training and workshop, but it was only in primary we were taught entrepreneurship, none in high school. (FG2)

Another participant indicated,

Government is only interested in your business when it is now making money and successful, but when you are still starting and struggling you get no help and recognition... I agree and think that organisations like NYDA are doing something and need to be given credit for that. Although not many youths know about them or can find them. (FG6)

Another participant said this about government services to the youth,

The private sector helps with money. They fund a lot of projects. But the government is full of people who are hired to do their job and do not know anything about business. Whereas the private sector is run by people who have done business before or are doing business. So, they understand the needs of other businesspeople. (FG5)

The above responses from the focus group participants show the youth's understanding of the role played by these sectors and the dissatisfaction of youth about the government and less about the private sector. Although there were participants who still had mixed answers especially when it comes to the roles of government and service delivery. The findings showed that participants agreed that the government is doing something for the youth although its services are slow and unequally distributed and this is what was said,

If you want to offer R350, don't just tell people and ignore 10 people- something like that and if you want to start this thing doesn't just advertise once. So, tell people on the radio. So, if you have an idea of helping the youth let it be something you work on because there are a lot of issues. So many graduates are at home and so many unemployed youths doing nothing. We have to open things and also know the jobs people need to hire you with regulations and things. It is like nepotism and social inequality exactly what I mean.
(FG2)

The NGOs and civil societies were seen as instrumental in in-service delivery and improving the lives of South Africans. The participants alluded to the point that even though the government is doing its part, small businesses are the ones that suffer, and the government does not help much with resources. The government seems to be invested in the big and well-established businesses. This brings us to the next point regarding the role of government and private sectors in funding and training unemployed youth. According to Mpanza (2016) entrepreneurs are meant to attend regular training sessions to capacitate them with the skills, knowledge and competence to manage their business. According to Bronfenbrenner (1979), development contributes to building competence. The findings highlighted that South Africa needs institutions that will establish and maintain programmes and systems that promote activities in which youth can engage in order to build skills and establish social networks and relationships. According to Dzomonda and Fatoki (2019), promotion of youth entrepreneurial development at a tertiary institution will assist in equipping youths with skills and knowledge to pursue self-employment.

5.5.5.2 Importance of funding and training hub for unemployed youth

The finding from the focus group members revealed that funding is important for the youth who are unemployed and for the establishment and maintenance of training hubs for these youth. Participants from the group explained further to say that the need for money to either go to school to further their career or to start a business is important. It must be prioritised by the government as they allocate a budget for NGO youth projects.

One participant felt that the donations NGOs get from donors to substantiate government funds are not enough to meet the need of all young people and this is what she said,

Every young person starting something even selling cakes or sweet need money to buy stock to sell. So, if you know at home there is not anyone to help, you ask around if you are not shy but that is how it is with business. (FG5)

Another aspect that the group expressed was training, as they thought that as much as NGOs have skills training programmes there should be training hubs for upcoming entrepreneurs, or any youth interested in starting his or her own business. The participants were not aware of the entrepreneur incubators and hubs already established, but a few of the participants in the FG mentioned that most of the youth in the township do not have information when it comes to training available for youth wanting to start up a business. This is what one participant said:

All we have heard of you know are these internships the government departments give, and we do apply. And when you get one you take it because it's an opportunity even though sometimes you don't like it. Is like an internship with a department of agriculture you take it to have a job and money, but you don't really like farming or planting(laughing). (FG3)

The above responses revealed the lack of information on training hubs or entrepreneurial hubs for youth. The incubator-driven business in South Africa has been part of the goal to capacitate more youth who want to pursue entrepreneurship to do so with training support (Chirambo, 2014). The government have been sponsoring these incubators, but we see in our findings that youth do not have information about this initiative.

5.5.6 Theme 3: Future of youth development programmes

This theme represents the views of participants about the future of youth development programmes and is mostly highlighted by participants in their career choices and the neglected role of social workers within the NGO setting. The participants expressed what should be included in the future to benefit youth.

5.5.6.1 NGOs to support youth in career choices

Most focus group participants highlighted the importance of NGOs in supporting the goals and dreams of youth or young people seeking help from them. The participants indicated that the organisations they affiliate with (Organisation A) have the responsibility of helping them beyond Grade 12 with applying to higher institutions and what they mentioned is that,

Their organisation needs to even give them money for registration in whatever course they choose and [the] institution so that they do not struggle much. “...NGOs have been given money by the government to help the youth, so they must help us.” (FG1)

Another participant said:

After grade 12, I struggled because I wanted to register at the university and NSFAS has not responded yet and needed money to travel and to buy food, so I think the NGO [Organisation A] should help us also talk to NSFAS to make our lives easy as students starting at university (FG6).

The participants highlighted that the NGO that they receive services from is aware that most of their programme beneficiaries will ultimately finish Grade 12 and go to university or another higher institute, hence they should support them. This was explained further, and participants unpacked it as a gap NGOs need to address and follow up with.

5.5.6.2 Social workers' significant, yet neglected roles

Although most youth development centres or organisations employ youth workers and social workers, FG participants indicated the value of social workers in every NGO, especially the ones with which they are affiliated. The participants highlighted the difficulties they face as youth and having a social worker to help and support them will be significant. Social workers have a crucial role within the organisation and participants alluded to the view that their role is neglected. The group felt that their social worker within Organisation A was alone, consequently, her services cannot reach all of them and their individual needs because she works with the youth and youth workers and the community.

It was highlighted that social workers working in the youth development-driven organisation should help in connecting youth with resources in their communities. They understand that youth need to be empowered and developed, which is a process both social workers and other stakeholders can support. The participant understood that their social worker could not offer one-on-one attention and counselling as they wish because she is alone and focus a lot on youth development programmes and monitoring their services. This is what was said,

I know we have a social worker, but I didn't think for once to go consult with her. eehm, I don't even know her name because we work at the township mostly and rarely go to the office where everyone in management and supervision positions is there. I think she is an important person to go to for help. (FG5)

The participants were vocal about their organisation employing more social workers to intervene in addressing youth needs, coaching, and training. Furthermore, the focus group pointed out that social workers will advocate for their needs and bring awareness to those issues youth struggle with, to have community, civil society, and the government's support. The findings highlighted the neglected role social workers play and because of the workload within their workplace seem to not reach out to those individuals and communities in need. Literature supports the role of a social worker as a change agent and professionals needed in NGOs and government to mobilise resources for the poor and marginalised (Patel, 2005; Chikadzi, 2013).

5.6 SUMMARY

This chapter presented and discussed the findings of qualitative data in terms of interviews and the focus group. The researcher started the chapter by providing a profile of participants from the interviews and focus groups. The findings highlighted the importance of knowledge, entrepreneurial confidence amongst the youth, and policy implementation in youth enterprising. The participants gave different views, experiences, and perspectives regarding the role and value of government, the education sector, and the NGO. The finding reveals that government, NGOs and social workers play a crucial role in addressing youth development, and entrepreneurship services among youth, whereas the private sector plays a secondary role in this regard. Participants highlighted that government helps many NGOs that aim at empowering youth through education and entrepreneurial training. From the interviews, categories, themes, and subthemes were discussed and included knowledge about enterprising, addressing unemployment, building confidence and self-esteem and youth involvement in policy development and decision-making. The subthemes were also discussed and included among others: services for youth entrepreneurs, corruption as a factor of frustration, access to resources and challenges during the COVID-19 pandemic, innovation, creativity among youth, relevancy of talents, gifts in entrepreneurship, the government strategies, and NYDP Framework youth. The focus group like the interviews mentioned the youth experiences about enterprising and the importance of funding and training hubs for youth as crucial. The findings from the FG were different in the way that participants expressed the importance of the future of youth entrepreneurship and the role of social workers in youth development.

The next chapter presents findings from the quantitative data, which was obtained using questionnaires.

CHAPTER SIX: PRESENTATION OF FINDINGS THAT EMANATED FROM QUANTATIVE DATA

6.1 INTRODUCTION

The focus of this chapter is on the presentation of data collected from the quantitative method, which was the structured questionnaire. Although the research approach was qualitative in nature, because of the COVID-19 pandemic and the related national restrictions, some potential participants had the option to complete a questionnaire either in hard copy or online. This was done to involve more participants to increase the collected data. The information acquired from the questionnaire was analysed and presented using descriptive statistics. Descriptive statistics were used in presenting the results according to categorical information that included demographic details, level of education, and findings on the entrepreneurial success component framework, and general association. The sample identification details included age, gender, and racial classification. The findings on youth enterprising will present the respondents' understanding and views about entrepreneurial motivation, ability, opportunity, and resources. These were the main categories from the questionnaire. The exploration of entrepreneurship success and motivation occurred via Likert scales and closed-ended questions. The discussions on the association between entrepreneurship and its success and the main categories and themes that respondents expressed will be presented in this chapter.

6.2 DEMOGRAPHIC PROFILE OF THE YOUTH WHO COMPLETED A QUESTIONNAIRE

The demographic profiles of the respondents are presented in Table 6.1 below. The profile includes youth only (N=16).

Table 6.1: Age distribution, Gender, and Racial classification

Age levels		1	2	3	4	5	6	Total
Age in years		15-17 yrs.	18-21 yrs.	22-24 yrs.	25-28 yrs.	29-31 yrs.	32-35 yrs.	
Total		1	14		1			16
Percentage		6.25%	87.5%		6.25%			100%
Gender	Male	1	5					6
	Female		9	1				10
Total		1	14	1				16
Percentage		6.25%	87.5%	6.26%				100%
Race	Black	1	14	1				
Total		1	14	1				16
Percentage		6.25%	87.5%	6.26%				100%

Table 6.1 shows an overview of the demographics of youths who completed the questionnaire, their age distribution, gender, and racial classification. The study revealed that all respondents in the survey identified themselves as Black African. The Table shows that 16 youths completed the questionnaire all together between the ages of 17 and 35 years. Although the study endeavoured to have representation of the majority age in the sample between 15 to 35 years, the findings revealed that the 22-24 years old, 29-31 years, and 32 to 35 years old were not represented. There was only one respondent who was below 17 years although the questionnaire was distributed to the youth between 15 to 17 years of age. One (6.25%) out of the 16 respondents was between the ages of 25-28 years. The findings show that most of the respondents were between the ages of 18-21 years, 14 (87.5%) were between 18-21 years followed by one (6.25%) each from the 15-17 and 25-28 age groups.

The above table indicates that the respondents from the questionnaire were mostly female as shown with 10 or 87.5 per cent of them responding. All 16 of the respondents at 100 per cent identified themselves as of the Black race. Six (37.5%) of the respondents were male and 10 (62.5%) were females. Furthermore, 14 (87.5%) of the survey population were between the ages 18-21 years and classified as Black.

Table 6.2: Level of education

Age levels		1	2	3	4	5	6	Total
Age in years		15-17	18-21	22-24	25-28	29-31	32-35	
Sex	Male	1	5					6
	Female		9		1			10
	Total							10
Race	Black	1	14		1			16
	Total							16
	Grade 12							5
	Post-matric Qualification	1	9		1			11
	Total							16

Table 6.2 discusses the study population with the age comparison of the respondents in terms of the level of education. Sixteen (100%) respondents highlighted on the questionnaire to have finished their Grade 12 and are now enrolled with institutions of higher learning. Out of the 14 (87.5%) respondents, four (25%) of them were between 18 and 21 years of age just finished Grade 12 in 2020. The survey also pointed out that one (6.25%) out of the 16 (100%) respondents between the age of 15-17 years completed Grade 12 and was studying at university. Due to the COVID-19 pandemic and the lockdown measures, most young people in South Africa found themselves stuck after completing high school (grade 12), as they could not access funding in time to enroll in an institution. According to the Youth Co: Lab (2020), those who opted to pursue entrepreneurship did not launch their businesses successfully. De Cuyper et al. (2020) posit that

the impact of COVID-19 was seen as resulting in most sources of funding from donors from both government and private sectors drying up.

6.3 FINDINGS ON THE ENTREPRENEURIAL SUCCESS COMPONENT

Table 6.3: Motivation

Categories	N	Range	Minimum	Maximum	Mean
Opportunity for personal growth	16	1	4	5	3.5
The need for achievement	16	5	0	5	3.87
The chance to learn and gain knowledge	16	2	3	5	4.43
The need for independence	16	4	1	5	4
Responsibility	16	4	1	5	4.5
Profit or financial gain	16	5	0	5	4
Passion and enjoyment	16	2	3	5	4.5
Benefits and material incentives	16	5	0	5	2.87
The chance to network with people	16	2	3	5	4

It can be noticed in this Table 6.3 that the category on the scoring range is between intervals two to five. This means that the respondents had mixed views, with more disagreeing to strongly agreeing. The findings from the questionnaire responses above in terms of the need for achievement and profit or financial gain show that there was strong agreement whereas respondents disagreed that the opportunity for personal growth is a motivator for entrepreneurs. In terms of responsibility entrepreneurs need, the scoring range was four. Only one (6.2%) respondent disagreed that responsibility is important for an entrepreneur. The survey also looked at the need for independence, six (37.5%) strongly agreed and five (31.25%) agreed. Responses from the survey held different views as they felt that responsibility, with a mean average of 4.5 was an important motivation for youth to venture into entrepreneurship. The rating according to the youth was between four to five whereby four (25%) respondents strongly agreed and two (12.5%) agreed that opportunity for personal growth is important. Regarding benefits and material

incentives, the range was at five intervals and with an average mean of 2.3, meaning the responses for this item varied from disagreeing to strongly agree, with four non-responses on this item.

The motivation that was highly expressed is the opportunity for personal growth whereby the average mean was 3.5, with the range interval of five responses on the item. It is common for youth to believe that this can be a motivation for people to venture into business since it allows youth to learn new skills for running a new business. It was surprising for the researcher to find out that the motivations that were listed for the youth to choose from were not considered very important by the respondents to drive young people to venture into business. Their answers indicated that youth felt that for one to be motivated to become an entrepreneur there should be an opportunity for personal growth. The Theory of Motivation according to Olugbola (2017), highlighted the needs for achievement, independence and profit as important, which is in contrast with the findings from this research study. In this research study, these needs were identified among others, especially by respondents who had completed the questionnaire, as a chance to network with people, with an average mean of four (25%) responses ranging from neutral (31.25%), agree (37.5%), to strongly agree (31.25%). The need for achievement with an average mean of 3.87 with responses that ranged from agreeing to strongly agree and two non-responses. Choo et al. (2006) stated that the need of achievement is an important motivator for any individual to pursue entrepreneurship. In terms of passion and enjoyment as motivation, there were 10 (62.5%) respondents who strongly agreed and six (37.5%) whose responses ranged from neutral to agreed. Of most respondents from the survey, 12 (75%) strongly agreed with profit and financial gain whereas two (12.5%) disagreed with this item is important for an entrepreneur. The ECS Theory argues that access to resources such as finances is necessary for the individual starting a business (Choo et al., 2006; Olugbola, 2017).

6.4 ABILITY

Table 6.4: Entrepreneurial ability

Categories	N	Range	Minimum	Maximum	Mean
Knowledge	16	5	0	5	2.87
Management skills	16	5	0	5	3.62
Financial skills	16	5	0	5	2.87
Marketing skills	16	5	0	5	3.12
Communication skills	16	2	3	5	4.37
Business planning skills	16	5	0	5	2.87
Administrative skills	16	4	0	5	2.37

In terms of ability, the questionnaire probed questions to the youth so that one finds out what abilities are needed for the youth to venture into business and be able to manage the business. The findings from the questionnaire show that ability for the youth implies all the categories stated above with a rate of one out of five. The mean average of communication skills ranged from 4.37 and with a standard deviation of .718. This means that eight (50%) of 16 (100%) respondents strongly agreed and six (37.5%) agreed that communication skills are vital. In terms of management skills, eight (50%) strongly agreed and the rest of the respondents were either neutral or disagreed with this skill being crucial in showing youth entrepreneurial ability. In terms of marketing skills, four (25%) strongly agreed and three (18.75%) agreed with the skill being valuable, while the rest of the responses were non-responsive (12.5%), neutral (18.75%), and disagreed (25%). These were followed by four (25%) who strongly agreed and six (37.5%) being neutral, while the rest ranged from disagree (6.25%) to non-responsive (12.5%) with knowledge. Of the respondents in the survey, four (25%) out of the 16 (100%) agreed strongly and four agreed that financial skills are valuable. In terms of marketing skills, four strongly agreed and three agreed with the skill being necessary for an entrepreneur whereas most of the responses were between disagreeing and neutral (43.7%). Furthermore, two (12.5%) out of 16 (100%) strongly agreed that administrative skills are important for youth to acquire whereas most of the

responses were mixed between neutral (37.5%) and disagreement (37.5%) to the skill. According to the answers given, the least agreements were along business planning skills i.e., with four (25%) respondents who strongly disagreed. According to Olugbola (2017), marketing and administrative skills were rated high by respondents. The findings show the importance of all business skills for any start-up as accentuated by the participants. Although participants had different views, they however highlighted all.

6.5 ENTREPRENEURIAL OPPORTUNITY

Table 6.5: Entrepreneurial opportunity

Categories	N	Range	Minimum	Maximum	Mean
I intend to set up a business in the future					
I plan my future carefully					
I never search for business start-up opportunities	16	4	1	5	1.75
I read financial planning books	16	3	2	5	3.12
I am saving money to start a business	16	4	1	5	3.87
I do not read books on how to set up a firm	16	3	1	4	1.75
I plan my finances carefully	16	3	2	5	4.12
I have no plans to launch my own business	16	3	1	4	1.56
I spend time learning about starting a company	16	4	1	5	3

As can be noticed above, two of the categories did not have responses, although in the questionnaire respondents were to rate nine items but only rated seven. The findings from the questionnaire show that out of the 16 respondents, four (25%) strongly agreed that they spend time learning about starting a company, while most (43.7%) ranged from strongly agree to disagree, with a score mean average of four. From these categories, more responses were neutral, and respondents strongly disagreed with this item. In terms of planning their finances carefully, six (37.5%) out of the 16 (100%) respondents strongly agreed, seven (43.7%) agreed and only one (6.25%) disagreed that they plan their finances carefully. Eight (50%) respondents strongly

agreed that they are saving money to start a business and the others disagree (25%) with saving money. There were five (31.25%) respondents disagreed that they do not read books on how to set up a business and only two (12.5%) strongly agree that they read financial planning books. Similarly, 10 (62.5%) out of 16 strongly disagreed, two (12.5%) were neutral, and 12.5% agreed that they have no plans to start or launch their own business. In terms of reading financial planning books, there were two (12.5%) respondents in agreement that it is an important aspect of entrepreneurial opportunity, while the rest ranged from disagree (37.5%) to neutral (25%). This was followed by 6.25 per cent of the respondents who stated that they never search for business start-up opportunities, with the average mean of 1.75, showing that the range was at four, meaning nine out of 16 strongly disagreed with the category. The finding shows that respondents disagree with the category that they never search for business start-up opportunities, so one can say most of them do search for business opportunities. Overall, the finding shows that the rest of the respondents feel that even though there are entrepreneurial opportunities, they have no plans to launch or venture into their own business and do not spend time investigating, learning or reading about starting their own business. This seems to be true for most young people as asserted by Pendame (2014) who explained that the entrepreneurial thinking behaviour among the youth is low and has to be encouraged.

6.6 RESOURCES

Table 6.6: Resource for entrepreneurs

Financing, Infrastructure, Workshops, and Training

Categories	Theme	N	Range	Minimum	Maximum	Mean
Financing	Micro-loan	0				
	Alternative Financing	16	5		5	3.25
Infrastructure	Telephone	16	5		5	3.5
	Electricity	16	5		5	3.25
	Water	16	5		5	3.25
	Own land	16	5		5	3.62
	Own transport	16	5		5	2.68
	Own computer	16	5		5	3.37
	Wi-fi and Internet	16	5		5	3.12
Workshop/Training	Mentoring services	16	5		5	2.06
	Policy Advocacy	16	5		5	1.68
	Analysis of policy constraint	16	5		5	2.12

The last part of the questionnaires focused on the resources that youth view to be necessary for entrepreneurs or for them to venture into their businesses. The items were provided on the questionnaire that respondents needed to rate according to the scale and as noticed, one theme (micro-loan) under the category of finance had no responses. The findings from the questionnaire highlighted that six (37.5%) out of 16 (100%) respondents agreed that alternative financing may be helpful for their enterprise and that start-up capital is regarded as a critical resource for any individual wanting to start an enterprise or business. Out of the nine items provided, the findings show that respondents in agreement chose the following infrastructure: telephone (50%) followed by having their own transport (68.7%), computer (50%), Wi-Fi, and internet (62.5%). 11 (68.7%) out of 16 (100%) respondents rating were between strongly agree and agree when it came to

financing as a needed resource, which is supported by the average mean of 3.25 and the range scoring of five. In contrast to finance, there was zero response to micro-loans as a needed resource for business and most of the responses were neutral and in disagreement. Eight (50%) of the respondents expressed neutrality when they answered questions related to finance. In terms of resources such as having their own land as necessary infrastructure, the responses carried a mixed of views. It is noticed with six (37.5%) strongly agree, 37.5 per cent agree, two (12.5%) disagree, and the least non-responses (12.5%). Transport had a range scoring of five, and a mean average of 2.68, which indicated that the views were spread out between all Likert scale, from strongly agree (n=3), agree (25%), neutrality (12.5%), disagree (12.5%) and strongly disagree (12.5%) to non-responsive (18.75%). Surprisingly, owning a computer was scored most compared to Wi-Fi and internet accessibility, but slightly the same. This is seen with two non-responsiveness and eight agreements in both categories in terms of owning a computer, three strongly agreed whereas for access to Wi-Fi and the internet, four strongly agreed, and only one was neutral.

Mentoring services as a theme under the category of workshops and training had more non-response (50%), with a mean average of 2.06. However, there was a positive response (43.7%) as respondents mostly agreed, while one disagreed. In terms of policy advocacy, the average mean was 1.68 with a range of five. Three respondents (31.25%) agreed that policy advocacy may be helpful for youth starting enterprises although the majority (56.25%) did not respond to this item. It is not clear if the respondents did not understand the concept of policy advocacy since many of them were non-responsive.

In terms of analysis of policy constraints and challenges, the respondents' views and experiences were further explored in terms of the analysis of policy constraints as part of training resources for the youth starting their businesses. The questionnaire further explored the respondents' views on the analysis of policy constraints and highlighted its value for youth enterprising. The findings reveal the significance of policy related to youth enterprising and entrepreneurship and its usage. Seven (43.7%) respondents agree that the analysis of policy constraints is helpful for enterprising, whereas one (6.25%) of the respondents disagreed and eight (50%) did not respond. Furthermore, there were no respondents who were at least neutral which became concerning as responses were in two extremes - agree and no response.

The findings from the questionnaire showed that the respondents agreed that alternative finances may be helpful for a start-up business, and it was followed by having one's own land, with 12 (75%) respondents echoing that. It was not surprising that the topic of land came up, given the current state of Land Expropriation Without Compensation (LEWC) debate among the government and South Africans. The LEWC issues have been up for debate and the youth of South Africa have openly expressed their views on the matter. There is however still uncertainty and disagreement on how the process will be implemented (Mubecua, Mbatha, Mpanza & Tembe, 2020; Moyo, 2007). Five (31.25%) respondents expressed agreement that the youth need to be involved in policy advocacy and have their voices heard where youth development and enterprising strategies need to be developed and implemented. Overall, the findings show the research respondents' expression is of a general need for valuable resources like telephone, electricity, water, own land, own transport, computer, Wi-Fi and internet access, and mentoring services.

6.7 SUMMARY

This chapter presented and discussed the quantitative data collected and the findings. It presented the findings from the 16 respondents as well as their demographic information. The respondents' age ranged from 15 to 35 years and were the only youth benefiting from services at Organisation A. The youth understood enterprising and became valuable in providing their views in the questionnaire. Respondents offered various views regarding the factors around motivation, ability, opportunity, and the resources an entrepreneur needs to make their business a success. Even though respondents were less knowledgeable about entrepreneurship and the factors affecting its success, they highlighted the importance of entrepreneurship and self-employment activities among the youth. Policy challenges and constraints were indicated, and respondents deemed them important and helpful for enterprising. The need for policy advocacy, training and mentorship of youth was suggested by the findings.

The next chapter will provide a discussion of the key findings, conclusion, and recommendation.

CHAPTER SEVEN:

KEY FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

Entrepreneurship has been in existence for decades, thus as time went, civilisation became more redefined, recognised, and explored as an important phenomenon for economic development. Youth enterprise in the 21st century has become a significant phenomenon for researchers as they continue to explore its impact on the country's economic growth. The purpose of the study was to unravel the value of perceptions, attitude, motives, and intent of youth in pursuing business and/or enterprising through using their innovative ideas. The study's aim was to contribute towards enhancing knowledge and to the understanding how youth enterprising in Johannesburg contributes towards the economic development of the country and youth development in essence. The study explored the motivation, perceptions, and experiences of youth in Johannesburg about entrepreneurship and entrepreneurial services provided by the government and private sector. This chapter, therefore, provides a summary of the research, main findings, conclusions, and recommendations that originated from the study. This study was inspired by the South Africans who regardless of poverty, unemployment, and social inequality find motivation to look for better alternatives and venture into small businesses.

7.2 AIM AND OBJECTIVES OF THE STUDY

The primary aim of the study was to explore the motivation, perceptions, and experiences of youth in Johannesburg regarding entrepreneurship and entrepreneurial services provided by the government and private sector. The following research questions guided the achievement of the aim:

- What is the general understanding of youth in Johannesburg regarding enterprising?
- What are the motivating factors of youth towards enterprising?
- What are the experiences of youth regarding entrepreneurial services provided by the government and the private sector?

The aim of the study was achieved through the following objectives:

Objective 1: To determine Johannesburg youth's motivating factors towards entrepreneurship

This objective was achieved through a literature study presented in Chapter 3 (Section 3.1 and 3.7). Chapter 2 (Section 2.3.2) offered an overview of motivating factor for youth to pursue entrepreneurship. Chapter 5 (Section 5.4.6) indicated the motivating factor of youth starting business being to make a living or for surviving, which was also presented in Chapter 6 from the data obtained from the empirical data. It was supported by data obtained from the research questionnaire. The findings reveal that there are different factors that motivate youth and young people to pursue entrepreneurship, and this was highlighted as follows:

- *Positive role models and entrepreneurs' stories motivates youth*

This objective was achieved in Chapter 5 where the data obtained was presented and discussed (Section 5.4.3.3). It emerged from theme three discussing the confidence of youth in entrepreneurship. The role modelling by existing entrepreneurs, as participants alluded to is depicted on social media, online platforms and through television programmes. This is so that young people can hear and see journeys of entrepreneurs and the phases they go through from when they were just beginning to when they are successful. The idea is that youth need to learn about the failures and successes of entrepreneurship. They need to hear from upcoming entrepreneurs and successful businessmen and women who can take them through phases of entrepreneurship and not only celebrated success stories. The exposure of youth to such content will allow them to make an informed choices and understand the realities of starting an enterprise and managing it. This will positively influence them in making a choice at starting their own enterprise.

- *Availability and access to funding for entrepreneurs*

Chapter 1 alluded to in the rationale regarding the issues of funding and availability and access thereof. The objective was addressed in Chapter 3 that explored available and accessible resources to youth entrepreneurs (Section 3.6.3). Chapter 5 also presented the

qualitative data that spoke into this objective with the emergence of themes around the access to resources with funding forming part of it (Sections 5.4 and 5.5). In Chapter 6 the objective was addressed through the presentation of findings that emanated from qualitative data (Section 6.6). The study indicated that businesses need a form of economic capital to start and for sustenance. The understanding is that there are government departments and private entities that assist youth in starting their own businesses, but the funds are not only streamlined to the youth but to the general population. The participants mentioned that in South Africa getting a start-up capital is difficult because of corruption. Although there is funding available, the study highlighted the challenges of corruption and of connections (i.e., if you do not know anyone in that space or department you will not be helped). The study revealed that operational capital is vital because not only does business require start-up capital, but it also needs money to sustain the business and its operation.

- *The high rate of unemployment*

This objective was addressed in Chapter 1 as part of the background and rationale for the study. In Chapter 3 unemployment was discussed (Section 3.3) and Chapter 5 discussed the themes that emanated from the qualitative data of interviews (Section 5.4.6). It emerged that although joblessness affects youth negatively as they do not have the finances to attain the resources they need, and that lack pushes them to want to start their own business and be independent while making money. Participants who just finished Grade 12 and are not working or studying find it hard to get employment, so their other alternative is entrepreneurship.

- *Lack of entrepreneurial training in education*

This was addressed in Chapter 3 (Sections 3.6 and 3.9). In Chapter 5 (Section 5.4) and during the presentation of the findings in Chapter 6 that emanated from the quantitative data (Section 6.4), the data revealed that South Africa's education system regarding entrepreneurial training is limited to only students in an institution of higher learning and tertiary level. Entrepreneur studies are less likely to be included in the school curriculum for learners in the primary level to high school. The participants said that school needs to start including business studies whereby there are compulsory courses from Grade 10 until till tertiary level on basic

entrepreneurship. However, the participants expressed a lack of entrepreneurship activities and skills training in the grades the DBE planned to provide to learners. Creating educational television programmes about enterprising will help boost enterprising activities in South Africa among the youth, motivating them to pursue enterprising.

- *Family and friends as support system*

This objective was addressed in Chapter 3 when it discussed resources and social networks (Section 3.6.2) as well as in Chapter 5 where the findings were presented from the qualitative data (Section 5.5), and Chapter 6 (Section 6.6). The study revealed that family and friends play a significant role in youth pursuing entrepreneurship as an alternative to employment. Having a positive family structure can motivate young people to explore their dreams with ease knowing they are supported and without the pressure to make a living. The participants mentioned that they cannot freely pursue business but must find a job to have the income to help at home. Their motivation to find work is to support their siblings and help their mother in most cases, and if they do consider entrepreneurship, it is because there is no other way to get an income. Ultimately, for youth, the advantage of having family, friends, and a community that is knowledgeable and monetarily resourced is that young people feel supported and inspired to pursue their enterprise dream.

Objective 2: To explore the views of youth about venturing into entrepreneurship

This objective to understand the views of youth venturing into entrepreneurship was achieved in Chapter 3 (Section 3.7) and Chapter 5 (Section 5.5), during the presentation of the findings from qualitative data. Their views centered around starting a business and the experiences of entrepreneurs during the COVID-19 pandemic. Data from the participants that answered the objectives was presented in Chapter 5 and Chapter 6 of the study. The views of the youth interviewed about venturing into entrepreneurship were centred around the following:

- *Entrepreneurship as an alternative to unemployment*

This objective was addressed in Chapter 3 (Sections 3.3 to 3.5) and during Chapter 5 and Chapter 6 when findings were presented that were obtained from qualitative and quantitative data (Sections 5.4, 5.5. and 6.5 to 6.6). The data revealed that entrepreneurship is used to

address the joblessness among the youth. Venturing into their own business gave young people the opportunity to be independent and provide financial security for them and their families. This study found that youth participants who were between 15 to 24 years of age were not employed yet, as they were still studying in a tertiary institution and others involved in a training place of sorts. The study participants were among the highlighted Black Africa population by StatsSA with the majority being female who expressed their interest in starting their own business while waiting for a job. There are the differences between the entrepreneurial activities and opportunities that youth participants alluded to so that they can pursue. However, youth referred to the informal entrepreneurial activities rather than the formal business activities. This objective was met by the literature in Chapter 3. According to Afreh, Rodgers, Vershinina and Williams (2019) express that people pursue informal entrepreneurship to survive a choice that not everyone would make. The study found out that youth would engage in informal entrepreneurship right away such as selling items on the street or to their neighbours and community to avoid the cost of registering the company formally.

- *Starting an enterprise and its challenges*

The objective was achieved in Chapter 3 (Section 3.2 and 3.5) and Chapter 5 (Section 5.4) where data obtained from qualitative data was presented. The study found out that youth view starting a business or being an entrepreneur as hard and challenging. Although it was mentioned that starting an enterprise as an alternative to getting a job, participants agreed to it being hard. The challenges stated included COVID-19 and Chapter 5 discussed that it was because of many factors like start-up capital, infrastructure, and business skills been necessary and valuable for the business success. The findings indicated that when there are resources available especially money to start a business then they can do that.

- *Innovation and creativity in Entrepreneurships*

This objective of innovation and creativity in entrepreneurships was achieved in this Chapter 2 (Section 2.3), Chapter 3 (Section 3.5) addressed in the findings that emanated from qualitative data of Chapter 5 (Section 5.4) and Chapter 6 (Section 6.4). The idea that creativity and innovation is crucial if an individual is going to have a functional and successful start-up

or business. Findings revealed that innovation plays a significant role in making the business flourish through creative marketing and sales. Not only did entrepreneurs need business management skills, marketing skills, and sales but they needed creativeness and being able to come up with new ideas and create new solutions. Youth development and success has been hindered by the youth's lack of innovation as findings revealed (Chapter 5 and 6). The lack of innovation consequently is perpetuated by a couple of factors as it emerged that South African youth still need an ecosystem that embraces their thought and ideas. They do not need a traditional system that seems to choke their ideas and potential.

- *Availability and access of resources to facilitate entrepreneurship*

This objective was achieved in Chapters 5 and 6 (Sections 5.4. and 6.5) where it indicates that environmental youths find themselves being influenced to either pursue business or not because of the availability and access of resources. Most participants said that being a Black African youth in the township of South African disadvantages them as they have limited access to resources such as infrastructure, transport, laptop or computer, internet connectivity, Wi-Fi, and data. Therefore, they are battling the poor environment and system that is excluding them from thriving as aspiring entrepreneurs (Chapter 5, Section 5.4.7). The study revealed that social capital and network influences the success of young people venturing into business. When a community is resourced, its people can role model enterprising and entrepreneurship openly for it to be positively influenced.

- *Availability and access for start-up capital*

This objective was achieved in Chapter 3 (Section 3.6), Chapters 5 (Section 5.4.7), and Chapter 6 (Section 6.6) where findings were presented from both qualitative and quantitative data. Access to funding was highlighted as a major resource for entrepreneurs starting up and wanting sustenance in their business. In Chapter 5 (Section 5.4) it is noted that they are unable to access credit and get loans from the bank because of not having surety and the required collateral needed by the bank. Lack of accessibility and availability of funds then disadvantages young people to pursue entrepreneurship because they do not have the finances for their start-up.

Objective 3: To investigate the role played by government and the private sector in addressing entrepreneurship among Johannesburg youth

This objective was addressed through exploring with the participants by asking this question: What are the views regarding the role played by government and private sector in addressing entrepreneurship among youth in Johannesburg? (Chapter 4, Section 4.6). Chapter 3 (Section 3.6, 3.9) presented the literature discussion on these issues. These are the strategies and interventions where the government and private sector is offering contracts, training, and financial support to empower marginalised individuals and communities, as well as policies and regulations regarding youth development and entrepreneurship. The findings emanating from the qualitative data. In Chapter 5 (Sections 5.4.2, 5.4.5, 5.4.8 and 5.5.6), varied responses indicated different views and ways that the government and private sector can come up with strategies to improve entrepreneurial activities among the youth as well as lessen the joblessness faced by South African youth. The following were the results from the study:

- *Youth entrepreneurial training as part of basic skills programme*

It was indicated that the private sector and NGOs have been working with government to offer training as well as bring information and skills to youth to utilise when looking for work as presented in Chapter 5 (Section 5.4). The findings highlighted that youth programmes offered by the private sector and the government should include entrepreneurship and business training. NGOs should empower youth with skills to start their own businesses. This mean that youth attending such programmes should learn how to start their own business and manage them including all the basic skills needed for its sustenance and success.

- *Availability of funding for youth enterprises*

This objective of available funding for youth enterprises was discussed in Chapter 3 (Section 3.8 and 3.9) and presented in the findings obtained from qualitative data in Chapter 5 (Section 5.4 and 5.5). The study found out that government is doing its best to support young people and their businesses by giving them money. Although the private sector does assist, the findings revealed that participants found the private sector such as for-profit businesses to be focused on their advancement rather than supporting small businesses and giving them a platform to trade freely in a market without monopoly and irregular regulations and rules.

However, NGOs have been instrumental in implementing the government goal of empowering and financially supporting small businesses.

- *Persistence of inequality and continuous corruption*

This objective was achieved in Chapter 5 (Section 5.4.7.1) as the study highlighted the consequences of discrimination and limited resource distribution is corruption and inequality. In South Africa, like many other countries in the world, young people face exclusion in business related opportunities and participating equally in the labour market. This was supported by literature in Chapter 3 (Sections 3.2 and 3.8) that during apartheid the exclusion was based on racial differences whereby Black South African youth could not open a business and receive training on entrepreneurship. It was highlighted that corruption is a major challenge for youth progression and the country to choose entrepreneurship when employment is scarce. Even though government has established measures to deal with corruption and prosecute those involved in corruption, it was highlighted that more interventions are still needed to address corruption and inequality.

- *Facilitation of training and mentorship*

This objective was achieved in Chapter 3 (see Section 3.9) and chapters 5 and 6 (Section 6.6) that showed that there was a need to train and mentor young people on different entrepreneurship skills. Mentorship until recently has been advocated for by government and private sectors - business and training institutions. For instance, university companies have senior student mentor first year students by supporting them to adjust to the new environment and academic system (Khali & Williamson, 2014). The findings from this study highlighted that the role of government and the private sector is to through servanthood offer resources and platforms for youth to receive support and mentorship, as upcoming entrepreneurs. Mentorship and training for youth entrepreneurs will strengthen their business acumen and confidence to succeed. Also, participants mentioned that mentorship produces accountability among youth entrepreneurs in such a way that they can responsibly manage their start-up businesses. Findings suggested that ongoing training of young entrepreneurs by the government and or private organisations will strengthen their business skills and overall management of their business. The findings also highlighted that allowing well established

businesses to train and mentor new and small businesses on how to manage their businesses will be beneficial for new enterprises and the socio-economic problems in South Africa. Suggestions were made to create platforms and portals for online access so that government and the private sectors can advertise vacancies for job-shadowing and a mentors database that is linked to their specific company for youth to apply to be mentees and or trainees. Mentors and trainers can assist with helping entrepreneurs apply for funding, training to work on their business plan, managing funds, selling products, marketing, and basic business management skills.

- *The role of social work services and interventions*

This objective was addressed in Chapter 5 (Section 5.5.6.2) that indicated that the government and private sector in particular NGOs employ social workers to assist in social services. Chapter 1 (Section 1.3.1) captured the relevancy of social work services through the model of social development. The finding highlighted that social work skills are still scarce even though StatsSA (2020) has shown that some graduated social workers remain unemployed and that social workers within private sectors are not represented. Even when there are one or two social workers in an organisation, they handle a huge load of cases and are unable to practice and intervene in the problem at hand effectively. Youth programmes and entrepreneurship have been a space that social workers are less involved in. It emerged that people seldom go to the social worker at their communities because they find them to be inundated with work. Social workers will need to work with the institution of higher learning as well as their council to develop principles and guideline for good practice to be used by them and other stakeholders in their programmatic interventions with youth entrepreneurs.

Objective 4: To make recommendations regarding entrepreneurial services among youth in Johannesburg

This objective was achieved in Chapter 5 through qualitative data obtained from the interviews where participants provided their recommendations and suggestions regarding entrepreneurial services among youth (Section 5.6). Chapter 3 (Section 3.6 and 3.9) indicated a lack of supportive services to youth wanting to pursue business and guidelines for the

implementation of these services. The participants highlighted some helpful inputs and contributions to the following were shared:

- *Entrepreneurial services should be led by the youth*

This objective was addressed in Chapter 2 where it stated the importance of youth involvement in economic activities (Section 2.3 and 2.4). Chapter 3 (Sections 3.2 and 3.9) also gave youth definition of work, identity as they pursue entrepreneurship, and the importance of programmes to be designed by youth for youth, that youth should be at the forefront of services related to their development. This was supported by the findings from qualitative data obtained through focus group discussions that positions in the government and private sector should be filled by youth and not only senior people, so that there is generational distribution of knowledge and skills, as well as equality in age distribution.

For the youth to be involved in economic activities and entrepreneurial services the government and the private sector should invest in youth and create work and entrepreneurship opportunities for them. The participants argued that there are young people who possess the skills and talents that need to be harnessed and ultimately monetarised for their prosperity. Consequently, the findings show that there should be some more open discussion between the two sectors to accelerate youth empowerment, development, and entrepreneurship.

- *Inclusion of youth and women in policy development.*

This objective was achieved in Chapter 1 (Section 1.3) and Chapter 3 (Sections 3.6 and 3.9) as a discussion on the importance of including youth and women in the policy development. Further, Chapter 5 addressed this theme through the findings that emanated from the qualitative data obtained from interviews (Section 5.4.4). The findings revealed that another way to improve youth entrepreneurship is to include young people and women in policy development. The participation of vulnerable population group was highlighted as crucial so that policy can be developed that addresses the needs of children, women, and people living with disabilities. Participation of youth in policy development was seen as significant as they should engage actively with their community and not be passive recipient of services.

Accordingly, participants mentioned that policy development need to have the voice of women to address gender stereotype and patriarchy that influence merging of both genders in trading and labour regulations. The intervention proposed according to the National Development Plan vision of the year 2030 having conducive and supportive policies as well as developing and nurturing entrepreneurial education (Hamilton et al., 2004). The government policies related to tax and business regulations often affect entrepreneurs and favoured other businesses. In South Africa, the development of policies such as the Small Business Act of the Republic of South Africa was to promote entrepreneurial activities and encourage SMEs to trade internationally (DTI, 2013).

- *Private sector to adhere to government mandate to support youth*

The objective was achieved in Chapter 3 (Section 3.9.2) and presented through data obtained in Chapter 5. It was evident from the study that the private sector is providing enough services and support to the youth entrepreneurs (Section 5.4.2, 5.4.6.1, 5.4.8 & 5.5). The study indicated that government alone cannot give them funding, train them, and monitor them, while the private sector is being subsidised and not using their returns and profits to empower other entrepreneurs. The findings revealed that government need to regulate big companies that are supposed to support small businesses with funds, training, and mentorship.

7.3 KEY FINDINGS AND CONCLUSIONS

The key findings and conclusion that emerged from the study are summarised below:

Finding one: Although youth enterprising is not a sought-after venture by all young people, it still plays a significant role in addressing unemployment and socio-economic issues among the South African youth.

Conclusion: Youth in South Africa are still faced with socio-economic challenges as such they need interventions that speak to their needs and provide services and opportunities that will enhance their development. Entrepreneurship is a better alternative to the joblessness experienced by many youths in South Africa. Unemployment especially among Black South Africans is

increasing and needs support to pursue enterprising. Although the study revealed that having a start-up or a small business can be hard and challenging, youth need to look up to those who have been doing so before them. Youth need to explore their creative and innovative ability to tap into the business space. Moreover, the environment is crucial as it affects individual views, perceptions, and experiences with entrepreneurship. An environment that has resources such as social capital and network within the community, where families and friends put a young person at an advantage of pursuing their business dream. The young person will seek out opportunities and not be scared because of the available support and resources like knowledgeable people, money, and the necessities at their disposal.

Finding two: The provision of funding, training, and mentorship to young entrepreneurs can motivate youth to pursue enterprising or self-employment.

Conclusion: Enterprising is a journey as participants have alluded to that require many elements to make it successful. Availability and access to funding plays a major role to the young entrepreneur. The motivating factors mentioned by youth involves the importance of them having positive stories from entrepreneurs who will become their role models. Youth are influenced by their society, and they look at mentors, the well-known figures, and celebrities as well as tenderpreneurs around their neighbourhood who tend to motivate them to start. However, without proper role modelling and positive stories of those celebrities and successful people youth end up starting business with wrong and distorted motives. Social media, television, and radio should capture stories of both the successful and not so successful people to become role models to youth. The stories should cover entrepreneur journey from inception, start-up to the present. The participants who have their own businesses alluded to the importance of surrounding oneself with positive people, reading inspiring, and educational materials to motivate oneself.

Finding three: The role government can play is to deal with corruption and inequality that affects service delivery and participants worry this in the long run will affect the uptake of youth entrepreneurs.

Conclusion: The data from the focus group discussions confirmed that government is mainly responsible to curb inequality and corruption. Those who are not pursuing business have at some point thought of getting involved in trading, but because of many factors related to the government and private sector support, funding, corruption, and inequality could not. The government needs assistance from other stakeholders - the likes of civil society, FBO, and NGOs to deal with the service delivery.

Finding four: All stakeholders (i.e., government and private sectors) should be held accountable as they get monitored on their interventions especially service delivery. Partnership between the government and the private sectors must be strengthened to have the thriving youth entrepreneurs, youths who are motivated and encouraged to start their own enterprises.

Conclusion: The government and private sectors' role is crucial in addressing youth entrepreneurship. It was highlighted that the programmes young people participate in their respective organisations should provide entrepreneurship skills, training, and mentorship. The government and the private sectors do provide services and interventions for youth, but it appears that the services are mostly opened to everyone. Although there are organisations targeted at youth employment, findings revealed that there are not enough. The findings have showed that funding and training are crucial as key intervention strategies for government and private sectors. There is an opportunity and space for entrepreneurial education to be offered at all school levels from Grade one to Grade 12 until the tertiary level which must be integrated into the curriculum and taught. The government should therefore focus on school systems and the private sector especially organisations that have been put in place to support young entrepreneurs, as well address corruption so that services are effectively and efficiently rendered to the young people.

7.4 RECOMMENDATIONS

Based on the findings and conclusions mentioned above, the following recommendations are suggested:

7.4.1 Implementation of entrepreneurship in the school curriculum

The findings and conclusions from the study and with the support from the literature has highlighted the lack of entrepreneurship education in the school curriculum in South Africa. The lack of inclusion of entrepreneurship in schools is seen whereby young people are not exposed enough to the teaching related to starting their own businesses and option of self-employment. Business management and administration skills should be incorporated into children's learning. The inclusion is also significant to the humanities studies at tertiary institution whereby entrepreneurship teaching should be incorporated into the art, health sciences, and humanities stream for their students to acquire skills necessary for business administration and management.

Although the implementation of entrepreneurship education in the school curriculum was suggested by previous researchers too, the literature and the findings of this study revealed poor integration and implementation. It is recommended that the government take a lead in facilitating the process of this as it is policy maker and primary service provider.

7.4.2 Develop NGO track system for youth in their programme for future funding of their studies and entrepreneurial dreams

Young people who have become beneficiaries of services within organisations like NGOs seem to lack support from the same organisation once they exit their programmes. There are majority of them after Grade 12 who are unable to pursue their studies or entrepreneurship dream due to lack of support and funding. One of the suggested benefits highlighted was the NGOs could track their youth to see those who completed Grade 12 and support them financially. It is recommended that NGOs with the NSFAS and other bursaries, link youth with so that their studies can be funded.

7.4.3 Create opportunities for students to volunteer and to be exposed to entrepreneurship

Findings and conclusions of the study together with the literature has confirmed the lack of availability of organisations youth can register with at their tertiary institutions so that they can be exposed to volunteerism. It is recommended that youth be encouraged to connect with organisations where they can learn and practise enterprising. This is because of the structure of programmes and courses within the colleges, technikons, and universities. The students' choices of a degree determine the level of exposure to entrepreneurship. Volunteerism is suggested because it is important during the young person's studies to be involved in, to get exposure to, and to learn skills outside the formal education. These are characteristics which are useful for life. It is therefore recommended that because of increasing unemployment, volunteerism, apprenticeship, and internship should be viewed as strategies that could be used to capacitate and empower youth to be accountable, financially savvy, and initiators of new businesses.

7.4.4 Youth entrepreneurs to be trained in business and financial management skills

Youth who are showing motivation and intention to be entrepreneurs have shown to lack skills in managing business and its finances as they do not know how to set a price for their product, sell them, and manage profits and losses. A good number of youths exit high school lacking enough knowledge and skills about finances and business acumen. Therefore, it is recommended that these skills are to be promoted to assist youth to pursue self-employment opportunities when they experience unemployment. Government should address this shortcoming through the Education Department. The literature also highlighted this whereby the South African school system, if entrepreneurship were to be taught, would benefit young people. As suggested that the teaching and training must equip and capacitate youth to have options and alternatives for joblessness. Financial management and the basic business training must be encouraged to equip young people with skills and knowledge to venture into businesses.

7.4.5 Availability of social work interventions to youth within the NGOs and at schools

The availability of social work services in the NGOs and school setting for young people is significant to give them support and guidance in terms of career goals and future dreams. It is suggested that there should be a visibility of social workers who will provide holistic services from psycho-social, community outreach, and awareness as well as advocacy work. It is imperative that youth do not struggle to reach a social worker in their time of need. The lack of resources for many NGOs and schools to have social workers in their organisation hinders social services to be rendered to young people efficiently. This can also be the reason why youth do not have social work services readily available in their communities to assist them. It is recommended that social workers be given platforms across different sectors where they are employed to initiate and drive projects, workshops, and group involvement that could aim at providing entrepreneurial information and social skills for youths.

7.5.6 Recommendations for future research

It is hoped that this study will be used as a base for future research on youth enterprising and services rendered by the government and private sectors. Further research on youth development and enterprise should focus on the following:

- Focus on using youth development programmes within the private sector as a strategy for growing youth entrepreneurs especially in the townships and rural areas of South Africa.
- The role of social work curriculum within the Higher Institution should focus on the integration of economics, social business entrepreneurship, management, and leadership within their theory and practical methods of working with the community as part of the curriculum.
- Youth entrepreneurship as a growing phenomenon in the 21st century and within the academic circle, intensive research to solidify this field of study as academic solution for community work practitioners is still required.
- The creation of new avenues and platforms by the government and private sectors that would accelerate youth participation in enterprising and self-employment.

- Future research should also look at investigating policy implementations related to incentive schemes for small businesses run by youth and how that can be used for transforming the economic provision of the new entrepreneurs and start-ups.
- Focus on investigating the availability of training and mentorship for youth who want to take entrepreneur route as an alternative to academia.
- The exploration of social work practitioners within the government and private sector for they are skilful and knowledgeable to offer coaching, mentoring, training, and advocacy work regarding entrepreneurship.
- In terms of entrepreneurship skills and knowledge among youth, more investment strategies should be channelled to youth education and development.
- Future studies can look at youth who lacked entrepreneurship knowledge and do a comparison study with those who know about entrepreneurship if their intentions and motivation affect the future self-employment or vacation route.

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APPENDICES

Appendix A: WITS Human Research Ethics Committee Ethical Clearance Certificate

UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Phofi

CLEARANCE CERTIFICATE **PROTOCOL NUMBER: H19/11/57**

PROJECT TITLE Youth enterprising": Johannesburg youth's motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector

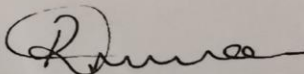
INVESTIGATOR(S) Mrs C Phofi

SCHOOL/DEPARTMENT Human and Community Development/

DATE CONSIDERED 15 November 2019

DECISION OF THE COMMITTEE Approved

EXPIRY DATE 02 February 2023

DATE 03 February 2020 **CHAIRPERSON** 
(Professor J Knight)

cc: Supervisor : Dr N Dube

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**


Signature

04 / 02 / 2020
Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B: Permission Letters from Participating Organisations



CAMP SIZANANI LIFE SKILLS
87 De Korte Street, Unit 705, 7th Floor
Braamfontein, JHB 2001
+27 (11) 339 1582

The University of Witwatersrand
School of Human and Community Development: Social Work
Private Bag 3
Wits 2050
Attention: Dr Nkosiyazi Dube and Professor Edmarie Pretorius
By HAND

05 November 2019

Dear Dr Nkosiyazi Dube and Professor Edmarie Pretorius

PERMISSION GRANTED FOR DOCTORAL STUDY WITH YOUTH FROM CAMP SIZANANI-

I refer to the letter dated 27 May 2019 from Ms Caroline Phofi . In her letter, she requested permission to conduct her Doctorial study with youth from Camp Sizanani Life Skills in a qualitative study in Youth Enterprising I also understand that conducting focus group discussions, interviews and administering questionnaires to youth from the Camp Sizanani Youth Clubs.

On behalf of Camp Sizanani Life Skills, I wish to inform you that we are delighted to grant permission to Ms Phofi, to conduct her study with youth from all Camp Sizanani Youth Clubs, as stipulated in your letter. We also grant permission for Ms Phofi to visit our Residential Camp and other Youth Club meetings held in the office, should she require further context on the Camp Sizanani Life Skills programmes and beneficiaries. To ensure that Ms Phofi's time spent with Camp Sizanani is as productive as possible, we would like to request that:

1. The duration of Ms Phofi's visits to our Youth Clubs, with the start and end date clearly stipulated, is communicated in writing.
2. Ms Phofi emails the schedule of her visits to the youth club meetings and if applicable, the schedule of her visits to Camp Sizanani Youth Club meetings in other locations. This is to ensure that there are always volunteers assigned to support her during her study.

BOARD OF DIRECTORS

PHILIP LILIENTHAL (Founder) AMMAN MUHAMMAD (Chairperson) TANDIWE NZIMANDE (Vice Chairperson)
ROSS RICHARDSON (Treasurer) LEOGANG SIKWEBU (Secretary) BONGINKOSI GAMA TROY MARTENS
NONTENBEKO BILA, ZAHEERA BHAM ISMAIL

NPO: 125-095 PBO: 930-036-322 www.campsizanani.co.za

3. Ms Phofi is officially introduced to all volunteers and children at the Youth Clubs that she will be visiting for her study.
4. Ms Phofi attends the Youth Club debriefing sessions – held once a month at the Camp Sizanani offices as and when available.

Sincerely,



Managing director
Sun n Shield 84 Tech
Johannesburg,
2001

The University of Witwatersrand
School of human and community development:
Social Work
Private Bag 3
Wits
2050

Dear Caroline Phofi

RE: Permission to conduct research

The purpose of this letter is to inform you that the organisation give Caroline Phofi permission to conduct the research titled "Youth enterprising": Johannesburg youth's perceptions and experiences regarding entrepreneurial services provided by the government and the private sector" at School of human and community development: Social Work (Wits University).

Sincerely,

A handwritten signature in black ink, appearing to read "N. KANA", written over a horizontal line.

Nomso Kana
(Founder, Managing Director)
08 November 2019

Directors: Ms Nomso Kana, Ms Masego Seboka, Ms Mandisa Similo

www.myvirtualbrand.co.za
info@myvirtualbrand.co.za



My Virtual Brand
20 Broadwalk Street
Midrand
1685

18 December 2020

The University of Witwatersrand
School of Human and community development:
Social Work
Private Bag 3
Wits 2050

Dear Caroline Phofi,

RE: Permission to conduct research Interview

The purpose of this letter is to inform you that our organisation gives Caroline Phofi permission to conduct the research titled "Youth Enterprising": Johannesburg Youth's Perceptions and experiences regarding entrepreneurial services provided by the Government and the private sector" at the School of Human and community development: Social Work (Wits University).

Sincerely,



Segodi Leshalabe

Founding Director

+27 82 928 4305

info@myvirtualbrand.co.za

Appendix C

PARTICIPANT INFORMATION SHEET FOR YOUTH

“Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

Good day,

My name is Caroline Phofi, and I am a post-graduate student registered for PhD in Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I must do a research study. The study’s primary aim is to explore the motivating factors youth have toward entrepreneurship and factors affecting youth entrepreneurial intervention programmes provided by the government and the private sector.

I am inviting you to participate in an individual interview as part of the research study. Your participation is voluntarily and your refusal to participate will not be held against you in any way. If you agree to participate, I shall arrange to interview you on a day, time and place most convenient. The interview will last approximately an hour and you may refuse to answer any question that you feel uncomfortable with answering without any negative consequences. The individual interview will be completely confidential and anonymous as the information you give to me will be held securely and disclosed only to the researcher and supervisors. I will be using a pseudonym (false name) to represent your participation in my final research report. There are no financial or material benefits for participating in the study.

If you decide to participate in the research, I will further ask your permission to tape-record the interview. The tapes and interview recordings will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. A copy of your interview transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research. The results of the research may be used for academic purposes (including books, journals and conference proceedings) and a summary of findings will be made available to participants on request.

There are no foreseeable risks should you participate in the study. However, if you have any questions regarding the research, please contact me at 072 805 0568, or email me on 0107353y@students.wits.ac.za or my supervisors, Dr Dube on Nkosiyazi.Dube@wits.ac.za or telephone number 011 717 8686 and Prof. Edmarie Pretorius on Edmarie.Pretorius@wits.ac.za or telephone number 011 717 4476. We shall try to answer your questions to the best of our ability. If you have any concerns or complaints about the study, please contact the Human Research Ethics Committee (Non-Medical) Ms Shaun Schoeman on telephone number 011 717 1408 or Shaun.Schoeman@wits.ac.za or Ms Charmaine Khumalo telephone number 011 717 1788 or Charmaine.Khumalo@wits.ac.za

Thank you for taking the time to consider participating in the study.

Yours Sincerely,
Caroline Phofi

Appendix D

PARTICIPANT INFORMATION SHEET FOR YOUTH WORKERS

“Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

Good day,

My name is Caroline Phofi, and I am a post-graduate student registered for PhD in Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I must do a research study. The study’s primary aim is to explore the motivating factors youth have toward entrepreneurship and factors affecting youth entrepreneurial intervention programmes provided by the government and the private sector.

I am inviting you to participate in an individual interview as part of the research study. Your participation is voluntary and your refusal to participate will not be held against you in any way. If you agree to participate, I shall arrange to interview you on a day, time, and place most convenient. The interview will last approximately an hour and you may refuse to answer any question that you feel uncomfortable with answering without any negative consequences. The individual interview will be completely confidential and anonymous as the information you give to me will be held securely and disclosed only to the researcher and supervisors. I will be using a pseudonym (false name) to represent your participation in my final research report. There are no financial or material benefits for participating in the study.

If you decide to participate in the research, I will further ask your permission to tape-record the interview. The tapes and interview recordings will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. A copy of your interview transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research. The results of the research may be used for academic purposes (including books, journals, and conference proceedings) and a summary of findings will be made available to participants on request.

There are no foreseeable risks should you participate in the study. However, if you have any questions regarding the research, please contact me at 072 805 0568, or email me at 0107353y@students.wits.ac.za or my supervisors, Dr Dube on Nkosiyazi.Dube@wits.ac.za or telephone number 011 717 8686 and Prof. Edmarie Pretorius on Edmarie.Pretorius@wits.ac.za or telephone number 011 717 4476. We shall try to answer your questions to the best of our ability. If you have any concerns or complaints about the study, please contact the Human Research Ethics Committee (Non-Medical) Ms Shaun Schoeman on telephone number 011 717 1408 or Shaun.Schoeman@wits.ac.za or Ms Charmaine Khumalo telephone number 011 717 1788 or Charmaine.Khumalo@wits.ac.za

Thank you for taking the time to consider participating in the study.

Yours Sincerely,
Caroline Phofi

Appendix E

PARTICIPANT INFORMATION SHEET FOR MANAGERS

“Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

Good day,

My name is Caroline Phofi, and I am a post-graduate student registered for PhD in Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I must do a research study. The study’s primary aim is to explore the motivating factors youth have toward entrepreneurship and factors affecting youth entrepreneurial intervention programmes provided by the government and the private sector.

I am inviting you to participate in an individual interview as part of the research study. Your participation is voluntary and your refusal to participate will not be held against you in any way. If you agree to participate, I shall arrange to interview you on a day, time, and place most convenient. The interview will last approximately an hour and may refuse to answer any question that you feel uncomfortable with answering without any negative consequences. The individual interview will be completely confidential and anonymous as the information you give to me will be held securely and disclosed only to the researcher and supervisors. I will be using a pseudonym (false name) to represent your participation in my final research report. There are no financial or material benefits for participating in the study.

If you decide to participate in the research, I will further ask your permission to tape-record the interview. The tapes and interview recordings will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. A copy of your interview transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research. The results of the research may be used for academic purposes (including books, journals, and conference proceedings) and a summary of findings will be made available to participants on request.

There are no foreseeable risks should you participate in the study. However, if you have any questions regarding the research, please contact me at 072 805 0568, or email me at 0107353y@students.wits.ac.za or my supervisors, Dr Dube on Nkosiyazi.Dube@wits.ac.za or telephone number 011 717 8686 and Prof. Edmarie Pretorius on Edmarie.Pretorius@wits.ac.za or telephone number 011 717 4476. We shall try to answer your questions to the best of our ability. If you have any concerns or complaints about the study, please contact the Human Research Ethics Committee (Non-Medical) Ms Shaun Schoeman on telephone number 011 717 1408 or Shaun.Schoeman@wits.ac.za or Ms Charmaine Khumalo telephone number 011 717 1788 or Charmaine.Khumalo@wits.ac.za

Thank you for taking the time to consider participating in the study.

Yours Sincerely,

Caroline Phofi

School of Human and Community Development: Social Work
Private Bag 3, WITS, 2050, South Africa

T +27 11 717 4472 | E socialwork.SHCD@wits.ac.za | www.wits.ac.za/shcd/social-work/social-work-as-a-profession/

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Appendix F

PARTICIPANT INFORMATION SHEET FOR KEY INFORMANTS

“Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

Good day,

My name is Caroline Phofi, and I am a post-graduate student registered for a PhD in Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I must do a research study. The study’s primary aim is to explore the motivating factors youth have toward entrepreneurship, and factors affecting youth entrepreneurial intervention programmes provided by the government and the private sector.

I am inviting you to participate in an individual interview as part of the research study. Your participation is voluntary and your refusal to participate will not be held against you in any way. If you agree to participate, I shall arrange to interview you on a day, time, and place most convenient. The interview will last approximately an hour and you may refuse to answer any question that you feel uncomfortable with answering without any negative consequences. The individual interview will be completely confidential and anonymous as the information you give to me will be held securely and disclosed only to the researcher and supervisors. I will be using a pseudonym (false name) to represent your participation in my final research report. There are no financial or material benefits for participating in the study.

If you decide to participate in the research, I will further ask your permission to tape-record the interview. The tapes and interview recordings will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. A copy of your interview transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research. The results of the research may be used for academic purposes (including books, journals, and conference proceedings) and a summary of findings will be made available to participants on request.

There are no foreseeable risks should you participate in the study. However, if you have any questions regarding the research, please contact me at 072 805 0568, or email me at 0107353v@students.wits.ac.za or my supervisors, Dr Dube on Nkosiyazi.Dube@wits.ac.za or telephone number 011 717 8686 and Prof. Edmarie Pretorius on Edmarie.Pretorius@wits.ac.za or telephone number 011 717 4476. We shall try to answer your questions to the best of our ability. If you have any concerns or complaints about the study, please contact the Human Research Ethics Committee (Non-Medical) Ms Shaun Schoeman on telephone number 011 717 1408 or Shaun.Schoeman@wits.ac.za or Ms. Charmaine Khumalo telephone number 011 717 1788 or Charmaine.Khumalo@wits.ac.za

Thank you for taking the time to consider participating in the study.

Yours Sincerely,
Caroline Phofi

Appendix G

PARTICIPANT INFORMATION SHEET FOR FOCUS GROUP DISCUSSION

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

Good day,

My name is Caroline Phofi, and I am a post-graduate student registered for a PhD in Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I must do a research study. The study’s primary aim is to explore the motivating factors youth have toward entrepreneurship and factors affecting youth entrepreneurial intervention programmes provided by the government and the private sector.

I am inviting you to participate in a focus group discussion as part of the research study. Your participation is voluntary and your refusal to participate will not be held against you in any way. If you agree to participate, I shall arrange for the group discussion to be held on a day, time, and place most convenient for you and other group members. The group discussion will last approximately one to two hours and you may refuse to answer any question that you feel uncomfortable with answering without any negative consequences. Confidentiality and anonymity cannot be fully guaranteed, as you will be in a group discussion and at liberty to share freely within the group setting. However, you will not be identified from the information that you shared or other information relating to you.

If you decide to participate in the research, I will further ask your permission to tape-record the group discussion. The tapes and group recordings will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. A copy of the group discussion transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research. The results of the research may be used for academic purposes (including books, journals, and conference proceedings) and a summary of findings will be made available to participants on request.

There are no foreseeable risks should you participate in the study. However, if you have any questions regarding the research, please contact me at 072 805 0568, or email me at 0107353y@students.wits.ac.za or my supervisors, Dr Dube on Nkosiyazi.Dube@wits.ac.za or telephone number 011 717 8686 and Prof. Edmarie Pretorius on Edmarie.Pretorius@wits.ac.za or telephone number 011 717 4476. We shall try to answer your questions to the best of our ability. If you have any concerns or complaints about the study, please contact the Human Research Ethics Committee (Non-Medical) Ms Shaun Schoeman on telephone number 011 717 1408 or Shaun.Schoeman@wits.ac.za or Ms Charmaine Khumalo telephone number 011 717 1788 or Charmaine.Khumalo@wits.ac.za.

Thank you for taking the time to consider participating in the study.

Yours Sincerely,
Caroline Phofi

Appendix H

Individual interview informed consent form

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

I hereby confirm that I am participating out of my own free will.

I _____ hereby confirm that:

I have been briefed on the research that Caroline Phofi is conducting on “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

- I understand what participation in this research project means:
 - I understand that my participation is voluntary,
 - I understand that I have the right not to answer any questions that I do not feel comfortable with,
 - I understand that I have the right to withdraw my participation in the research, at any time, I so choose,
 - I understand that the findings of this study will be processed into a research report and or publications,
 - I understand that any information I share will be held in the strictest confidence by the researchers,
 - I understand that a code or pseudonym will be used in all references to the information that I share during the course of the research and,
 - I understand the university policy allows researchers to keep data at least for 5 years after the publication of the findings or for 6 years if no publication.

If you wish to have the summary of the thesis, please tick below:

- I hereby request a copy of the summary of the thesis ☐

Signed by _____ on _____ at _____

Signature of the researcher _____

School of Human and Community Development: Social Work
Private Bag 3, WITS, 2050, South Africa

T +27 11 717 4472 | E socialwork.SHCD@wits.ac.za | www.wits.ac.za/shcd/social-work/social-work-as-a-profession/

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Appendix I

Informed consent for audio recording for individual interview

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

I _____ hereby consent to tape-recording of the interview.

I understand that:

- The recording will be stored in a secure location (a locked cupboard or password-protected computer) with restricted access to the researcher and research supervisor.
- The recording will be transcribed and any information that could identify me will be removed.
- When the data analysis and write-up of the research study are complete, the audio recording of the interview will be kept for two years following any publications or for six years if no publications emanate from the study.
- The transcript with all identifying information directly linked to me removed, will be stored permanently and may be used for future research.
- Direct quotes from my interview, without any information that could identify me may be cited in the research report or other write-ups of the research.

Signed by _____ on _____ at _____

Signature of the researcher _____



Appendix J

Parents' Consent Form to allow their children to participate in the study

Title of the research project: "Youth enterprising": Johannesburg youth's motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

I, (parent/guardians name) consent that (Name of child) participate in the research study. The research has been explained to me and I understand that; if my child does participate, she or he can quit at any time. My child also understands that she or he does not have to answer any questions that s/he does not want to answer or do anything s/he does not want to do. As parents, the people at Camp Sizani, or anyone else will not know what my child has said or done in the study. Only the researchers will know. I agree to the following:

(Please circle the relevant options below).

I have read the information above and agree that my child may participate in this study.	YES	NO
I am aware that there are no financial or material benefits for participating in the study.	YES	NO
I understand that all aspects of this research project will be carried out in the strictest of confidence and in a manner in which my child's rights as a participant are protected.	YES	NO
I have been informed in advance as to what the task(s) will be and what procedures will be followed.	YES	NO
I have been given the opportunity to ask questions and have had my questions answered to my satisfaction	YES	NO
I am aware that I have the right to withdraw consent and discontinue my child's participation at any time, without prejudice	YES	NO
My child may also withdraw his or her consent at any time.	YES	NO

My signature below may be taken as affirmation of all the above, prior to participation in the study.

Parent's Name: _____

Parent's Signature: _____

Date _____

Thank you for taking your time to complete the consent form.

Appendix K

Assent Form for the youth

Title of the research project: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

I,, agree to participate in this research project. The research has been explained to me and I understand that; if I do participate, I can quit at any time. I also understand that I do not have to answer any questions I do not want to answer or do anything I do not want to do. My parents, the people at Camp Sizanani, or anyone else will not know what I have said or done in the study. No one but the researchers will know. 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

This research is being done by Caroline Phofi at the University of Witwatersrand. Her phone number is 072 805 0568 and her e-mail address is caroline.phofi@students.wits.ac.za.

If I have any questions or concerns about the study, I can call and ask her about them.

When I sign my name, this means that I agree to participate in the study and that all of my questions have been answered. I have also been given a copy of this form.

..... (signature)
 (name of participant)
 (date)

..... (signature)
 (name of Researcher)
 (date)



Appendix L: Structured questionnaire for the youth

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

Good day,

My name is Caroline Phofi. I am a PhD student at the University of the Witwatersrand and thank you for agreeing to complete this questionnaire for me. Please be assured that this is confidential and if you feel uncomfortable, you can stop at any time. As part of my study requirements, I am doing research that includes questions on youth entrepreneurs and their motivation, perceptions and experiences towards services offered by the government and private sectors. I am kindly requesting you to complete this questionnaire about youth entrepreneurship, which will only take about 10 minutes. The questionnaire will be completely confidential and anonymous as the information you give to me will be held securely and disclosed only to the researcher and supervisors. Below are the questions, please tick with X the applicable one for you.

1. Personal details

Age

15-17	
18-21	
22-24	
25-28	
29-31	
32-35	

Sex

Male	Female

Race

Black	
Coloured	
Indian	
White	
Other	

Level of education

No schooling	
Grade 7	
Grade 10	
Grade 12	
Post matric	
Others	

If post-matric or others specify.....

Where did you obtain your highest education?

1. Aspects related to motivation, ability, entrepreneurial opportunities and resources.

Below are different concepts. Please read each one carefully and rate your level of agreement with each item on a scale of 1 to 5 in the appropriate boxes 3.1, 3.2, 3.3 and 3.4 below. Attempt to be as honest and open with yourself as possible.

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

3.1 Motivation implies:	1. Opportunity for personal growth	
	2. The need for achievement	
	3. The chance to learn and gain knowledge	
	4. The need for independence	
	5. Responsibility	
	6. Profit or financial gain	
	7. Passion and enjoyment	
	8. Benefits and material incentives	
	9. The chance to network with people	
3.2 Ability means:	1. Knowledgeable	
	2. Management skills	
	3. Financial skills	
	4. Marketing skills	
	5. Communication skills	
	6. Business planning skills	
	7. Administrative skills	
3.3 Entrepreneurial Opportunity refers to:	1. I intend to set up a business in the future	
	2. I plan my future carefully	
	3. I never search for business start-up opportunities	
	4. I read financial planning books	
	5. I am saving money to start a business	
	6. I do not read books on how to set up a firm	
	7. I plan my finances carefully	
	8. I have no plans to launch my own	

	business	
	9. I spend time learning about starting a company	

3.4 Resources needed are:	What are the services and facilities that you might have access to that may be helpful for your enterprise?				
	(a) Financing		(b) Infrastructure		(c) Workshops and training
	i. Micro-loan		i. Telephone		i. Mentoring services
	ii. Alternative financing		ii. Electricity		ii. Policy advocacy
	iii. Other means		iii. Water		iii. Analysis of policy constraints
			iv. Own land		
			v. Own transport		
			vi. Own computer		
			vii. Wi-Fi		
			viii. Internet		

Thank you very much for your time.

Appendix M: Interview Guide for Youth

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

The interview guide is designed to explore the motivating factors youth have toward entrepreneurship as well as explore factors affecting youth entrepreneurial intervention programmes provided by the government and the private sector.

1. What have been your challenges as a young person in Johannesburg?
2. Share with me your experiences with enterprising.
3. Tell me about the Camp Sizanani youth programme that you are attending.
4. How many years have you been participating in the programmes at this organisation?
5. What do you like most about the programme and why?
6. What aspects do you like least and why?
7. Apart from Camp Sizanani, share with me which other entrepreneurial programmes offered by the government or the private sector have you attended.
8. In your view what aspects of youth entrepreneurship interventions need to be improved for it to help in mitigating youth unemployment?
9. In your opinion how can the government and private sector help youth to start their business ventures?
10. In your view, what role can youth play in youth policy development and how can they be included?
11. If you were the Director of this organisation what would you do to support youth development?
12. What do you think are the experiences of entrepreneurs during the COVID-19 pandemic?

Thank you for your participation!

Appendix N Interview Guide for Youth workers

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

1. Tell me about yourself: (your education and your experience as a youth worker)
2. What are your views on youth unemployment?
3. Share with me your understanding of youth enterprising.
4. Tell me about your role within the organisation.
5. How do you think youth attending the programme experience enterprising?
6. In your view what skills do youth need to start their own business?
7. What are your views regarding the role played by the government and the private sector in addressing entrepreneurship among the Johannesburg youth?
8. What do you think are the strengths of entrepreneurial interventions?
9. What do you think are the shortcomings of entrepreneurial interventions?
10. How can entrepreneurial programmes be improved to mitigate youth unemployment in Johannesburg through entrepreneurial activities?
11. How does the National Youth Development framework work?
12. What do you think are the experiences of entrepreneurs during the COVID-19 pandemic?

Thank you for your participation!

Appendix O Interview Guide for Managers

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

1. Tell me about yourself: (your education and your experience as a manager)
2. Tell me about your understanding of the following:
 - a) youth enterprising
 - b) youth unemployment
 - c) youth experience with enterprising
 - d) skills needed for youth to start their own business
3. Tell me about any strategies that exist within the organisation that promotes youth entrepreneurship.
4. What are the resources needed for youth to have a sustainable business?
5. What other youth entrepreneurial interventions?
6. What are your views regarding the role played by the government and the private-sector in addressing entrepreneurship among the Johannesburg youth?
7. What do you think are the strengths of entrepreneurial interventions?
8. What do you think are the shortcomings of entrepreneurial interventions?
9. What do you think are the experiences of entrepreneurs during the COVID-19 pandemic?
10. How can entrepreneurial programmes be improved to mitigate youth unemployment in Johannesburg through entrepreneurial activities?
11. How does the National Youth Development framework work?

Thank you for your participation!

Appendix P Interview Guide for Key informants

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

1. Tell me about yourself
2. Share with me your experience in the field of entrepreneurship/ enterprising
3. How do you think enterprising can address unemployment among youth in Johannesburg?
4. What are your perceptions about innovation among the youth?
5. What do you think motivated people to start up their businesses?
6. What do you think are the problems faced by entrepreneurs?
7. In your view, what skills did you need to become an entrepreneur?
8. For a business to be sustainable, what resources are needed?
9. In your opinion what can be done to promote the development of youth in Johannesburg?
10. What are your views regarding the role of government and private sectors in promoting youth development and enterprising?
11. What do you think are the experiences of entrepreneurs during the COVID-19 pandemic?
12. How can the youth be included in policy development and implementation?
13. How can entrepreneurial programmes be improved to mitigate youth unemployment in Johannesburg through entrepreneurial activities?
14. What policies guide your responses to youth enterprising?
15. How might youth entrepreneurial programmes influence youth development policies in South Africa?
16. What suggestions do you have in terms of addressing entrepreneurship services among youth in Johannesburg?

Thank you for your participation!

Focus group discussion guide

Title: “Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector.

1. Share with me about yourself: (your education and your experience)

Objectives	Question (s)
2. To understand the views of Johannesburg youth about venturing into enterprising	- What is your understanding of enterprising? - What is your opinion about starting your own business? - What do you think are the experiences of entrepreneurs during the COVID-19 pandemic?
3. To determine Johannesburg youth’s motivation towards entrepreneurship.	In your opinion what motivates youth to start their own business?
4. To elicit youth’s experiences towards services provided by the government and the private sector.	Tell me about your experience with youth entrepreneurial programmes at Camp Sizanani.
5. To investigate the role played by government and the private sector in addressing entrepreneurship issues among Johannesburg youth.	- Share with me what you think is the role of government in addressing entrepreneurship among the youth in Johannesburg? And - What do you think is the role of the private sector in addressing entrepreneurship among the youth in Johannesburg?
6. To elicit recommendations from research participants regarding entrepreneurial services among youth in Johannesburg.	If you were the Director of this organisation, what would you do differently to render services and support for youth development?
7. General	General comments

Thank you for your participation!

Appendix R Certificate from the editor



CONFIRMATION OF PROOFREADING

I, Liora Kloss, holding a diploma in editing and proofreading, have read and edited
the thesis of: **Caroline Phofi**
Degree of Doctor of Philosophy
Faculty of Humanities

Yours faithfully,
Liora Kloss (Ms)

A handwritten signature in black ink that reads 'L Kloss'.

Precise Proofing
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