

Exploring the perceptions of entrepreneurship among the youth of the Dr Kenneth Kaunda District in the North West Province

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requirements for the degree [Master of Business
Administration](#) at the North-West University

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DECLARATION

I, **Kedron Peter**, declare that this study: **“Exploring the perceptions of entrepreneurship among the youth of the Dr Kenneth Kaunda District in the North West Province”** is my own work apart from where sources are acknowledged.

This study is for the degree Master of Business Administration, submitted to the Faculty of Economic and Management Sciences, North-West University. It has not been previously submitted by me or any other person for a degree at any alternative institute.



Kedron Peter

ABSTRACT

The framework and lessons of the Millennium Development Goals adopted in 2000 remain applicable in their design to tackle diverse global challenges and in respect of this study, the eradication of poverty and hunger. Entrepreneurship among the youth can be linked to the pursuit to eradicate poverty by creating employment opportunities to reduce youth unemployment and advocate for social change through entrepreneurship. This study explores the perceptions of the youth regarding entrepreneurship in South Africa's North West Province specifically, the Dr Kenneth Kaunda District. In an area with distinct socio-economic dynamics and obstacles, it is critical to comprehend how the youth see entrepreneurship and its potential as a career route. This study aimed to determine the elements that influence young people's views on entrepreneurship, as well as the obstacles they face and the potential role that they can play in effecting social change through entrepreneurship.

For this study, a qualitative research design with interpretivism as its basis was utilised. A purposive sampling technique was applied for the selection of a maximum of twenty young adults from Potchefstroom Central and Ikageng township to participate in focus group interviews to ascertain the perceptions of entrepreneurship among the youth in the Dr Kenneth Kaunda District. The researcher complied with all ethical requirements and guidelines mandated by the Protection of Personal Information (POPI) Act. To guarantee that ethical behaviour was upheld throughout the study, ethical clearance was obtained prior to the commencement of the study. The transcriptions of the data recordings were verbatim. Thematic data analysis was performed following the coding of the data.

Preliminary findings indicated that there are barriers of entry perceived as obstacles to pursuing entrepreneurship which include the lack of mentorship, financial resources, and educational opportunities focused on entrepreneurship. Despite this, the findings also reveal that the youth have a positive perception of entrepreneurship and show a strong willingness to pursue it as a career path,

Based on the findings, the following recommendations were made to encourage youth entrepreneurship: (1) research databases need to be created to provide a central network that can assist in providing information and guidance on entrepreneurship, (2) education and training interventions that will provide the necessary entrepreneurial knowledge and skills development opportunities to capacitate the youth towards entrepreneurial choices,

(3) creating awareness of entrepreneurship in an effort to transform cultural and social norms associated with negative perceptions of entrepreneurship, (4) cultivating critical and productive partnerships that will financially support the entrepreneurship of the youth, (5) government initiatives that cultivate a supportive ecosystem for youth entrepreneurship, and (6) agile programmes that support entrepreneurship.

Key words:

employment opportunities; entrepreneurship among the youth; millennium development goals; perceptions of the youth; social change; unemployed youth

DEDICATION

This dissertation is dedicated to my late grandparents and late mother who consistently supported me and cultivated the understanding that knowledge is power:

William and Elizabeth Peter

and

Joan Peter

Thank you to my daughter, Keeziah Peter for being my constant motivation.

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LIST OF ABBREVIATIONS AND ACRONYMS

AfCFTA	African Continental Free Trade Area
DFID	Department for International Development
EEM	Entrepreneurial Event Model
EMS-REC	Economic and Management Sciences Research Ethics Committee
GEM	Global Entrepreneurship Monitor
GEN	Global Entrepreneurship Network
IDC	Industrial Development Corporation
ILO	International Labour Organization
JASA	Junior Achievement South Africa
LED	Local Economic Development
MDG	Millennium Development Goals
NDP	National Development Plan
NYDA	National Youth Development Agency
POPI	Protection of Personal Information Act
SCT	Social Cognitive Theory
SEDA	Small Enterprise Development Agency

SEFA	Small Enterprise Finance Agency
TPB	Theory of Planned Behaviour
USA	United States of America
WSU	Western Sidney University
YES	Youth Employment Service

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CHAPTER 1: OVERVIEW OF THE STUDY

1.1 Introduction and background

The Millennium Development Goals (MDGs) generally exhort governments to cultivate and foster development along a number of different trajectories but specifically related to this study, is the eradication of poverty and hunger. Many township and rural communities in South Africa still struggle with food security and there are also a number of concerns such as lack of housing, lack of employment and employment opportunities (De Juan & Wegner, 2019). Although fraught with definitional issues, Statistics South Africa (Stats SA) indicated that for 2021 the unemployment rate stood at 34.4% (Maluleke, 2021). South Africa has a large population of young people who are unemployed (Yu, 2013) and it is generally known that unemployment is highly correlated with the lack of economic growth and social unrest. It is commonly held that the future of any country, especially South Africa, lies in the hands of the youth. The foregoing is amply demonstrated in a study by Walker and Matebula (2019) who argue that youth, especially rural youth whose livelihood is influenced by low income, require a number of factors to succeed in their lives; factors that they create for themselves since the challenge of their present living conditions may 'follow them into their adulthood'. Thus, the argument in this study is that in the face of the general lack of employment opportunities; the development and training of entrepreneurs and the underprivileged with potential may illuminate opportunities which they could use to improve their economic situation as well as that of other underprivileged people in the area through job creation (Mensah & Benedict, 2010; Sinyolo, Mudhara, & Wale, 2017).

In addition, Sinyolo *et al.*, (2017) argue that developing entrepreneurship among the youth is critical to achieving poverty reduction and economic growth in South Africa. Dzomonda and Fatoki (2019) argue that entrepreneurial competencies can be learned and changed. However, it is poignant that Haase, Lautenschläger, and Rena (2011) point out that there is a lack of availability of information on entrepreneurial intentions of students in South Africa among others, in the literature. Entrepreneurship is often seen in the light of the possibility of job creation in many instances, especially the pervasive impact on the easing of social tensions and concerns. Socio-economic conditions in various communities in South Africa are

often raised in discussion especially with a focus on government interventions to provide social grants, employment opportunities to youth and support of vulnerable communities. The study of entrepreneurship remains important at the level of young people as they will have the agency to influence change. The question arises whether perceptions of entrepreneurship would qualitatively differ in relation to social conditions. The socio-economic conditions of the South African populace in townships are quite different from those in urban areas. It is likely that perceptions of entrepreneurship may be influenced by prevailing conditions. Haase *et al.*, (2011) found differences in the entrepreneurial intention of Namibian students compared to their German counterparts with the former having a higher entrepreneurial intention. Yatu, Bell, and Loon (2018) citing literature in their paper state that the context of entrepreneurship plays a critical role in shaping entrepreneurship. The present study posits that an understanding of entrepreneurship from the perspective of youth in a township and those in a more urban town may be different given their lived experiences and socio-economic conditions.

1.2 Background

South Africa is a diverse country that is not only characterised by its racial, cultural, and spiritual differences, but also the socio-economic differences that exist within local communities. While it may be assumed that access to socio-economic development resources and opportunities (such as adequate education, water, and transportation) may be more easily accessible for people living in urban townships versus those living in remote rural communities and townships. As an instance of socioeconomic differences that are racially distributed; Venter, Shackleton, Van Staden, Selomane and Masterson, (2020: 1) analysed the distribution and availability of the 'green economy' in South Africa across the socioeconomic divide and found that "areas with White residents report 6-fold higher income, have 11.7% greater tree cover, 8.9% higher vegetation greenness and live 700 m closer to a public park than areas with predominantly Black African, Indian, and Coloured residents".

Access to these opportunities is limited owing to sustainable employment and self-employment because of insufficient financial resources, especially in the case of the latter. Townships, given their historical location, are communities that demonstrate

the foregoing of the interplay between the lack of sufficient financial resources and education that impede the ability of people to access opportunities that could improve their lives. Heer (2018) adequately argues the point that property differentials in townships and suburbs confer privileges on owners ranging from land ownership, economic activities, and political advantages. On the other hand, the town of Potchefstroom has access to economic activities, and historically well-established schools with modern facilities. As indicated by literature, entrepreneurship can be influenced by social context (Haase *et al.*, 2011; Yatu, Bell, & Loon, 2018). This study will investigate conceptions of entrepreneurship in two socially disparate settings of Ikageng and Potchefstroom.

As far back as the 1980s, conceptions of entrepreneurial behaviour appeared in the United States of America (USA) literature especially within the non-profit environment leading to such terms as: “‘non-profit venture’, ‘non-profit entrepreneurship’, ‘social-purpose endeavour’, ‘social innovation’, ‘social-purpose business’, ‘community wealth enterprise’, ‘public entrepreneurship’ and ‘social enterprise’” (Defourny & Nyssens, 2010). It appears in recent times that entrepreneurship has been suggested as a topic to enter the realm of the scholarship of teaching and learning given its social purpose and importance (Bacq & Janssen, 2011; Pepin, Audebrand Tremblay, & Keita, 2021). Bacq and Janssen (2011) go as far as to suggest that the innovativeness of entrepreneurship is important for the solution of complex social problems. The literature on the topic seems to be prevalent in discussions in Europe, the United States and recently Canada. In South Africa however, discussions on entrepreneurship involving the youth are primarily focused on evaluating the prevalence of entrepreneurship education within the high schools and the future impact thereof on the future success of young entrepreneurs. While such studies are important in developing a foundational understanding of how entrepreneurship manifests at an academic level, there is a need to develop discussions on the conceptual understanding that youth post- high school have, and how these perceptions might inform their development decisions and contributions to the economic development of the country. McMullen, Ingram, and Adams (2020) go as far as to say that there is a need to contextualise the concept of entrepreneurship. Galindo-Martín, Castaño-Martínez and Méndez-Picazo (2020) indicate that different studies have been conducted to determine the various factors

that promote economic growth including innovations, human capital and entrepreneurship. This makes the study of perceptions of entrepreneurship more important than ever as it adds a perspective from the context of a township in South Africa.

Haynie, Shepherd, Mosakowski and Earley (2010) posit the foundations of an 'entrepreneurial mind-set' which they describe from literature as the ability to sense, act, and mobilize under uncertain conditions. As part of their model, the entrepreneurial mind-set built from theorising in social and cognitive psychology suggests that it is situated; meaning that the context for such thinking is influenced by the lived experience. Mitchell, Randolph-Seng, and Mitchell (2011) note that this is akin to a sense-making that demonstrates the process of transforming circumstances into a scenario that is clearly comprehensible and inspires action. The socially situated cognition thinking on which the foregoing rests on is four themes: (1) cognition is action-oriented, (2) cognition is embodied, (3) cognition is situated, and (4) cognition is distributed. Thus, it is likely in terms of this theorising that the interpretation of a lived experience could inform perceptions of entrepreneurship on the one hand and the consequent actions taken to fulfil choices of entrepreneurship. Secondly, in terms of this thinking, this may suggest that the context of entrepreneurship may influence perceptions of students in the Dr Kenneth Kaunda District.

McMullen *et al.*, (2020) have identified the elements of abstraction, namely that entrepreneurial agency requires the ability, motivation, opportunity, institutions and skills in order to change social structures through entrepreneurial business activity. This will be critical in the attempt of the present study to understand what entrepreneurship is from the perspective of youth in the Dr Kenneth Kaunda District and whether this context is sufficient to support agency in transforming social conditions. Various types of entrepreneurship are identified in the literature ranging from social entrepreneurship through corporate entrepreneurship to a wide variety of other types of entrepreneurship (Defourny & Nyssens, 2010). A poignant question asked by Galindo-Martín, Castaño-Martínez, Méndez-Picazo, (2020) is that the type of entrepreneurship identified also lends itself to the innovations that could bring about change. It is an important consideration for this study to understand the

perceptions of entrepreneurship and measures identified by youth to bring about change and hopefully sustainability.

Although there is some agreement to conceptualise entrepreneurship based on an author's perspective (McMullen *et al.*, 2020), context seems to be important. The present study seeks to understand from the perspective of the youth how they conceptualise entrepreneurship for themselves. The study is about creating and understanding entrepreneurship and how this can support the agency for entrepreneurship. This study may shed further light on a local conceptualisation of entrepreneurship and how it fits in with the diversity of conceptualisations that exist.

Thompson, Verduijn and Gartner (2020) contend that “ontological understanding of entrepreneuring as relational, material and processual” is important in appreciating entrepreneurial phenomena. They contend that the social sciences' emphasis on practice puts forward the idea that linkages between practices and social phenomena are essential to the ontology of all social phenomena. In line with this study, entrepreneurship will be studied from the perspective of the Dr Kenneth Kaunda District youth to interpret salient aspects that explain the objectives of the study. Secondly, McMullen *et al.*, (2020) posit the notion of entrepreneurial agency which they define as “opportunity identification, such that entrepreneurship is used as a strategy to expand the scope of one's horizons”. These two perspectives guided the objectives of this study to the extent that the first one by Thompson *et al.*, (2020) speaks to the ontology of entrepreneurial phenomena and that the second one refers to the role of agency or action.

1.3 Problem Statement

The literature on entrepreneurship indicates that there is still a wide variety of definitions and conceptualisations on this construct (McMullen *et al.*, 2020; Thompson *et al.*, 2020, Galindo-Martín, 2020). Socially situated cognitions suggest that context may be important in terms of the formulations of thoughts about entrepreneurship thus suggesting that; socially disparate conditions may yield different perceptions, beliefs, and attitudes towards entrepreneurship. From the literature, it appears that context is important in the definition of entrepreneurship.

The problem in this study is to understand how youth perceive entrepreneurship as a vehicle for future employment and alleviate socioeconomic challenges for their own context, and whether differences exist in the perceptions of youth from townships and those from a suburb.

1.4 Paradigmatic perspective

The study by nature used a phenomenological strategy followed from the constructivist paradigm. The study therefore asked youth of Ikageng and Potchefstroom about their perceptions of entrepreneurship as part of their lived experience and how they could develop sustainable livelihoods out of these ideas. The fundamental assumption is that by situating individuals in their social environments, it is possible to better understand how they view their own behaviour and actions. Frechette, Bitzas, Aubry, Kilpatrick, and Lavoie-Tremblay (2020) assert that interpretive phenomenology offers a special approach for examining lived experiences. The basic idea of interpretive phenomenology of Dasein is that “lived experience, existentialia, and authenticity” are at the core of the consideration of such a paradigmatic approach within a qualitative research approach (Frechette, *et al.*, 2020). McManus (2017) defines Dasein as an existential-philosophical concept that focuses on the significance of Being or existence. In terms of this study, it was expected that the views of youth about entrepreneurship would contextually reveal what entrepreneurship means to them, and how it could be made sustainable in their context.

1.4.1 Ontological assumptions

The ontology of the study of entrepreneurship was achieved through an interpretivist lens, which was also used to understand perceptions of entrepreneurship in the context of the lived experience of Ikageng youth and how this can cultivate opportunities for development. Packard (2017) argues that the individualist aspect of entrepreneurship may make the interpretivist approach the most suitable. According to the scientific theory of interpretivism, social order, such as markets and the entrepreneurial processes that operate inside them, arises from deliberate behaviour and interpersonal interaction at the individual level. Entrepreneurship is a social

phenomenon and therefore interpretivism was proposed as the meta-theoretical approach for this study.

1.4.2 Theoretic assumptions

Embedded in the construct of entrepreneurship are several hidden and taken-for-granted views of reality, knowledge and ideology which, according to socially situated cognitions may show the influence of social context in the perceptions of entrepreneurship. According to Lindgren and Packendorf (2009) the ontological, epistemological, and ideological assumptions serve as the explicit foundation of the social constructionist viewpoint and therefore link to the main purpose of the present study. The assumption made in this study was that the youth construct their own reality about what entrepreneurship is, what its elements are, and how it can be applied to the reality of their context.

1.4.3 Methodological assumptions

The qualitative research design is the most appropriate methodological approach for the research problem stated for this study. By definition, deduction and induction are both utilised in the iterative process that leads to qualitative research wherein categories are identified and analysed (Aspers & Corte, 2019). In this study, two focus group were used to give youth from the Dr Kenneth Kaunda District an opportunity to share their conceptions of entrepreneurship and how this may influence their own choices about entrepreneurship in the first instance, and how this may improve their life conditions. The thoughts expressed in words were analysed for patterns and categories and then themes were drawn for analysis.

1.5 Research Questions

Main research question:

- What do the youth from the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy?

Sub-research questions

- What are the perceptions of the youth in the Dr Kenneth Kaunda District regarding entrepreneurship?

- How do these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy?
- What are the specific roles that youth from the Dr Kenneth Kaunda District could play in bringing social change and opportunities to their community?

1.6 Research aim and objectives

1.6.1 Research aim

The aim of the research was to assess what the youth in the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy.

1.6.2 Research objectives

The following are the research objectives of this study:

- To establish what the perceptions of the youth in the Dr Kenneth Kaunda District are regarding entrepreneurship.
- To establish how these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy.
- To identify the specific roles that youth from the Dr Kenneth Kaunda District could play in bringing social change and opportunities to their community.

1.6.3 Research design

The study used a qualitative methodology based on a social constructivism approach with interpretivism as a lens to understand the world view of the youth from Dr. Kenneth Kaunda District. The qualitative methodology was proposed as the predominant approach to this study as it focuses on deriving answers to the *whys* and *hows* of the phenomenon in question. The design was proposed as the lived experience of participants is sought from an interpretive perspective. Thus, a phenomenological approach was deemed appropriate within the qualitative research design.

1.7 Research methodology

This section summarizes the scientific approach of the study.

1.7.1 Delimitation of the study

The study was based in the three (3) local municipalities, namely Maquassi Hills, Matlosana, and JB Marks which constitutes the Dr. Kenneth Kaunda District Municipality that is located in the southern portion of the North West Province and is on the boundaries of both the Gauteng and Free State Provinces. It is estimated that the district has 37.1% households headed by women and 988 households that are child-headed. It is generally held that the GDP of the district is significantly lower in comparison to the national and provincial averages. Although mining was predominant in the district, this activity has been in decline over time (Cogta, 2020).

Tourism, agriculture, and manufacturing have been designated as the three main sectors for growth and development by the Dr. Kenneth Kaunda District Municipality's Local Economic Development (LED) policy. Numerous socio-economic and economic issues, such as high rates of poverty and unemployment, low levels of education and skill development, and a relatively underdeveloped tourism industry are present in the district (Cogta, 2020).

The map below (Figure 1.1) indicates the location of the district:

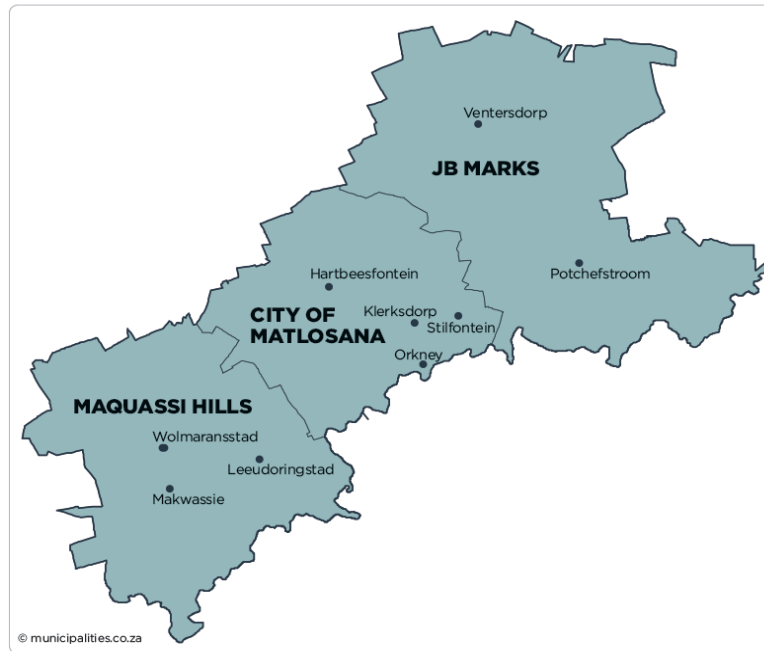


Figure 1.1: Dr Kenneth Kaunda District map

Source - adapted from Cogta (2020)

1.7.2 Population and sampling

1.7.2.1 Population

The population of this study comprised of youth (post-high school students) in the Dr Kenneth Kaunda District that are variously resourced to allow richness of experience to be shared on the research questions of this study (Cogta, 2020). Around 47% of North West (NW) population is considered poor based on the Lower Bound Poverty Line (Selemela, 2020).

The total population is over 800 000 people in the district. Between the ages of 20-35, there are 239 550 considered to be potentially employable (Cogta, 2020). The unemployment rate is given globally for the North West Province and is lower than the national average, but however, the expanded unemployment rate is higher than the national average at 48.3% (Selemela, 2021).

1.7.2.2 Sampling

Two focus groups in the Dr. Kenneth Kaunda District were identified through community leaders. As per the rubric for focus groups, each group will comprise of 6 to 10 members.

1.7.2.3 Sampling technique

A purposive sampling technique was applied based on the philosophical underpinnings of the study. This is essentially a non-probability sample but applied with great sensitivity to the potential fact that the youth were capable of sharing a deep understanding of their lived experience and thus attempts were made to be as inclusive as possible.

1.7.2.4 Sampling size

Each focus group ideally comprised 6-10 participants with the researcher as the facilitator and note-taker. Sim, Saunders, Waterfield, and Kingstone (2018) advise that; sample size in qualitative research should not be determined as a priority especially when using an interpretive approach. The study thus comprised of more or less 20 participants- half of whom were male and the other half female. Focus groups were constituted according to the guidelines proposed by Sim and Waterfield (2019) especially regarding ethical concerns such permission, privacy, and anonymity, and risk of harm.

1.7.2.5 Exclusion criteria

Exclusion criteria:

Participants who are younger than the age of 18 were excluded from the study. Section 71 of the National Health Act No 61, 2003, mandates that anyone below the age of 18 should obtain parental consent before participating in any research study (Strode, Grant, Slack, & Mushariwa, 2005).

1.7.3 Recruitment of participants

This only occurred after permission had been granted by the Economic and Management Sciences Research Ethics Committee (EMS-REC). Recruitment of participants followed by means of approaching the community Gatekeepers (i.e.,

church Pastors and youth leaders). As community leaders are the gatekeepers, each community leader responsible for community development was approached to recruit participants for the study. The researcher contacted community leaders in various local areas within Dr Kenneth Kaunda District either telephonically, or through in person appointments to discuss the purpose of the research study and presented them with the permission letter in which a request for their assistance to recruit research participants was made. The Gatekeepers identified and discussed with the youth their interest to participate and determine the logistical details (i.e., dates and time) for the focus group sessions to be conducted. In line with the guidelines for the size of focus groups, ideally a maximum of 10 participants per group was selected; half of whom had to be male and the other half female.

1.7.4 Process of obtaining informed consent

In terms of the guidelines given by Strode *et al.*, (2005) each participant above the age of 18 gave consent to participate in the study. According to Manti and Licari (2018), two crucial and necessary components of the informed consent process are the willing expression of consent by a competent subject, and the provision of adequate information regarding the research. However, it is also argued that; elements such as time and available resources are critical in the decision for obtaining informed consent. However, the participant's autonomy and agency are at the heart of the fundamental ethics of consent. This is based on the idea that the consent procedure can be viewed as a way to safeguard and promote the research participant's autonomy in making decisions.

A standardised consent form used for research purposes was given to each participant to sign before the study commenced.

1.7.5 Data collection

Focus group discussions are widely employed as a qualitative strategy to comprehend social topics in depth. Nyumba, Wilson, Derrick, and Mukherjee (2017) claim that the approach seeks to collect data from a purposefully chosen group of people as opposed to a statistically representative sample of a larger population. Participants in focus groups discuss their experiences and reactions with presumably their peers, with whom they probably share some common ground.

The interviews were recorded, and scribed by the researcher to note group dynamics as these can enrich the process of data collection. Permission to record was sought at the beginning of each session from each participant. Confidentiality of participants' views was assured. Data was collected until it was saturated.

1.7.5.1 Data collection tool

An unstructured interview modality was used as the main data collection method for the focus groups. In line with the POPI Act, participants were advised of confidentiality and anonymity. An unstructured interview protocol was applied to achieve the objectives of the study. The unstructured interview allowed for a conversation to flow between the participants and the researcher. The conversations allowed the views of each participant to be shared from their worldview. Such a protocol is in line with the constructivist perspective (Bihu, 2020).

1.7.5.2 Development of data collection tool

Nondirective questions in the focus group interview schedule were used to elicit spontaneous expression among participants on entrepreneurship, possibilities, and sustainability. The questions were open-ended in nature allowing participants to engage with the discussion from their own worldview. The questions were focused on the objectives of the study and allowed clarity to be sought from participants when statements made needed more discussion. This was an opportunity to extract rich data from the discussion.

1.8 Data Analysis

This includes interpretivist method and a thematic analysis using of NVIVO to analyse data which will give effect to the thematic analytical approach. The following steps were followed to develop a thematic analysis as suggested by Bryman and Bell (2015):

- Transcription of the interview recordings
- Creating codes to the questions as the participants will all be presented with the same questions, and thus grouping responses to the questions according to each assigned code.

- Finding themes in the responses and subsequently collating that data according to the developed themes.
- Reviewing the themes to determine if they are applicable to the coded data.
- Assigning names and defining the themes in order to develop a narrative from the data collected in relation to the themes.
- Reporting this analysis in relation to both the literature and the aim of the study.

1.9 Rigour/ Validity & reliability

An audit trail is to be maintained throughout the process of research, with respect to the number of sessions conducted, attendance register, speaking turns, presence of facilitator and moderator at all times. Reliability is thought of in terms of stability, equivalence, and internal consistency. A record of who is present in a particular session and who is absent speaks to stability. Equivalence is achieved through the attendance of the same facilitator and note taker at each session. Only one primary member performed the analyses which enhances internal consistency. All these elements add to the rigour of the study. In qualitative research, rigor or trustworthiness refers to the level of assurance in the data, interpretation, and techniques employed to ensure the standard of a study (Rose & Johnson, 2020). Gunawan (2015) considers the following as important elements of trustworthiness: credibility which answers the question about how internally valid the study is or to what extent is the study about; dependability which is about how reliable the study is, and aspects such as member checking and peer checking are important; transferability which is about how close does the concept of the study relate externally; and, confirmability, which addresses the issue of presentation.

Validity of the data will be maintained through the following process:

- Prepare and organize data. Transcription of field notes.
- Review and explore data. Patterns or repeated ideas in the data that emerge will be noted.
- Create a system for data coding. Create a set of codes that could be used to classify the data that was obtained.
- Attaching codes on the data and using these codes to categorize responses in a spreadsheet.

- Identifying common themes in the responses and connecting codes into cohesive and overarching themes in accordance with the objectives of the study.

1.10 Ethical considerations

1.10.1 Permission and informed consent

Ethical approval to conduct the study was sought from NWU Economic and Management Sciences Research Ethics Committee. Following approval and ethical clearance, community leaders in the Dr Kenneth Kaunda District were approached to assist in identifying youth above the ages of 18 to participate in the study. Community leaders are known gatekeepers who provided this assistance.

1.10.2 Anonymity

In the analysis of the findings, no identifying information of the participants was shared or linked to them.

1.10.3 Confidentiality

For the purposes of the study, names of participants or any identifying information was required for the study. Each participant was assigned a code only to support data analysis. The researcher was the only person with access to this information. This ensured the privacy of the participants of each focus group.

1.11 Chapter Layout

Table 1.1: Chapter layout

Chapter One – Overview
<p>This chapter contains a summary of the main aspects to be addressed by the study. The overview will contextualise the problem under study and will include the following sub-headings:</p> <ul style="list-style-type: none">• Background to the study• Problem Statement• Paradigmatic perspective• Meta-theoretic assumptions• Theoretic assumptions• Methodological assumptions• Research questions• Research aim and objectives
Chapter Two – Literature review
<p>The literature review deals with the conceptions of entrepreneurship among youth with a specific focus of the Dr Kenneth Kaunda District. Key arguments about entrepreneurship and the theoretical underpinning to contextualise the study will be considered.</p>
Chapter Three – Methodology
<p>The methodology guiding this study is discussed in this chapter. A qualitative study was conducted with an interpretivist approach as underpinning the study. Purposive sampling is used, and the main tool of data collection is an unstructured interview protocol with focus groups. NVIVO is used for performing the data analysis.</p>
Chapter Four – Discussion of findings
<p>A thorough discussion of the findings will be done in relation to other related findings to establish similarities or differences to theory.</p>
Chapter Five – Recommendations and conclusion
<p>This chapter summarises the main findings and distils the conclusions and possibilities for future research.</p>

Source - Researcher's own

1.12 Study Plan

Table 1.2: Study plan

TASK	START	END
STUDY PLAN		
Submit proposal for ethical clearance	02/02/2022	20/02/2022
Complete chapter two	15/02/2022	01/03/2022
Complete chapter three	05/03/2022	10/03/2022
Data collection	Upon receipt of ethical clearance	
Analyse data	15/03/2022	20/03/2022
Compile and complete chapter four	25/03/2022	30/09/2023
Compile and complete chapter five	01/04/2022	01/10/2023
Finalise document for submission	15/04/2022	27/11/2023

Source - Researcher's own

1.13 Chapter Summary

This chapter provided a summative introduction and background of the research topic, which is exploring the perceptions of entrepreneurship among the youth of the Dr Kenneth Kaunda District in the North West Province. The following chapter is a literature review on entrepreneurship.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to examine and summarize the literature on entrepreneurship and the youth's perspectives of entrepreneurship. The study explores what motivates young people to pursue entrepreneurship, the obstacles they encounter, and how education and societal influences affect their perceptions. This review aims to get a comprehensive understanding of how young people view entrepreneurship and its implications for future research and interventions.

The youth are increasingly being encouraged to follow entrepreneurial pathways not only as a result of the rise of entrepreneurial enterprises and start-ups in recent years, but also in an effort to proactively address the socio-economic issues that exist in communities. To create a more favourable environment for the growth of entrepreneurs, politicians, educators, and other stakeholders must fully comprehend how young people view entrepreneurship. This assessment of the literature attempts to illuminate the existing knowledge on entrepreneurship and highlight any possible remaining research gaps.

SECTION A: HISTORICAL AND THEORETICAL OVERVIEW

2.2 Historical Development of Entrepreneurship

The development of entrepreneurship over the centuries has been protracted and multifaceted. The summative overview of the significant turning points and advancements in the history of entrepreneurship are indicated below.

Ancient entrepreneurship was identified in the pre-industrial revolution era and traces back to ancient civilizations (i.e., Mesopotamia, Egypt, and Greece). The primary entrepreneurial activities were bartering (trade), agriculture, and handicrafts. The original entrepreneurs of this era were known as traders and merchants (Smith, 2002).

Medieval guilds and craftsmanship developed during the Middle Ages in an era in which guilds (societies) were established and made responsible for the regulated control of trade and crafts. This regulation of these practices resulted in the formulation of small enterprises and associations wherein the specialisation of the skills of craftsmen and artisans were identified in areas such as toolmaking, fishing, carpentry, masonry, and shelter-making. Expertise developed rapidly with the advancement of trade secrets. Coupled with the development of these entrepreneurial craftsmen and artisanal skills and knowledge was the infrastructural expansion of towns and cities. Additionally, marketplaces, tribunals, and religious institutions were constructed. These developments provided critical opportunities for craftsmen and artisans to not only become experts in their respective fields but to also gain notoriety as entrepreneurs (Bosshardt & Lopus, 2013).

Age of exploration and colonial trade: the 15th and 16th century are synonymous for spurring global trade which intensified trade and expanded the market of trade from the basic agricultural, craftsmen and artisanal goods to then include weapons, gunpowder, as well as manufactured goods such as coffee and spices. The basis for these expansions was promulgated by entrepreneurs who financed and led expeditions to examine, create, and capitalise on existing and new trade markets. This meant that entrepreneurial activities gave rise to the advancement of transportation to ensure entrepreneurs could expand their markets and influence. The result of all the aforementioned activities was the creation of commercial empires primarily within European and Western regions (Briney, 2020).

Industrial revolution and 20th Century resulted in the transformation of economies through innovative manufacturing and technologies starting from the 18th century. The expanded trade markets, innovative creations of machines, advanced transportation, and the migration of people to bigger cities (where large-scale production was centralised) significantly developed entrepreneurship as maximised energy and labour were available. During this era, the acceleration of trade gave rise to the establishment of factories, railway lines, new sources of energy such as electricity, oil, and gas. It marked the rise of modern entrepreneurship with entrepreneurs like Thomas Edison and Henry Ford emerging. The invention of the incandescent lightbulb, motion picture camera and phonograph were achieved by Edison, while

Ford created the first model T automobile and mobile production assembly line (Cole, 1954).

Digital age revolution of entrepreneurship started in the early 1960s and is synonymous for computers and electronics, the emergence of the internet, and the development of nuclear energy. Innovative entrepreneurs created digital technologies and then launched international corporations to market it to the general public. This era gave rise to tech-entrepreneurs like Steve Jobs (known as the pioneer for the personal computer revolution and owner of Apple Inc) and enabled the establishment of technological start-up businesses and thus sparked the surge of tech-entrepreneurs (Sahut, landoli & Teulon, 2021).

Globalisation and contemporary entrepreneurship identify the current entrepreneurial era. Through globalisation, entrepreneurship today provides increased entrepreneurship options which also extends to social entrepreneurship with a primary focus on solving social and environmental problems. These social enterprises may be used to advocate for social justice or promote social change. Today's entrepreneurs have a variety of options available to them which include starting technological companies or operating modest businesses in their local communities. Contemporary entrepreneurship extends to a wide range of sectors, from biotechnology and renewable energy to e-commerce and financial technology. Current global economic growth and innovative solutions are said to be largely attributed to entrepreneurship (Bögenhold, Bonnet, Dejardin, & Garcia-Perez-de-Lema, 2016).

It is evident from the foregoing progression and evolution of entrepreneurship that it can be used to effect developmental as well as social changes.

2.3 Theoretical Development of Entrepreneurship

The conceptual development of entrepreneurship may be established through further explorations of the existing theoretical perspectives on entrepreneurship within the different schools of thought (i.e., economics, psychology, and sociology). Concise engagements of the primary theoretical perspectives on entrepreneurship are

presented to underpin the theoretical framework of the youth's perception of entrepreneurship in this study (see points 2.13).

Mwatsika, Kambewa and Chiwaula's (2018) examination of the theoretical conceptualisations of entrepreneurship established that the approximate origins and popularity of the term 'entrepreneurship' dates back to the year 1730 by economist Richard Cantillon who recognized the distinguishing quality of an entrepreneur as the readiness to assume the personal financial risk of a company enterprise. The academic refinement of the understanding of the term was later ventured into by economists Joseph Schumpeter and Israel Kirzner. The foregoing may be considered to be the foundation of the premise upon which the related Schumpeter and Kirzner theories of entrepreneurship were established.

2.3.1 Innovation (Economic theory)

The innovation theory (also known as the Schumpeterian theory) as part of the economic theories of entrepreneurship advanced the conceptualisation of entrepreneurship to include innovation and creativity as critical elements to entrepreneurship. Schumpeter argued that in order to create new markets and disrupt current ones, new ideas, goods, or technology must be introduced. This process is referred to as entrepreneurship (Pfarrer & Smith, 2015).

According to Schumpeter, the entrepreneur, as a result of his/her innovative and creative ideas, is the primary catalyst to mobilise and effect economic development by introducing new technologically advanced processes and products with the intent to transform, create new and develop more efficient business processes. Schumpeter postulated that only the extraordinary innovative capabilities of the entrepreneur can present new possibilities that not only challenge but also change traditional economic and social development. Schumpeter's cognitive analysis of entrepreneurship further assumes the entrepreneur is responsible for innovation by performing the activities reflected in the below diagram (Mwatsika, Kambewa & Chiwaula, 2018).



Figure 2.1: Schumpeter's cognitive analysis

Source – Adapted from Mwatsika, Kambewa and Chiwaula (2018)

Contrasting Schumpeter's perspective is Kirzner's concentration on entrepreneurship as a process of discovery.

2.3.2 Kirzner's alert entrepreneurship (Economic theory)

According to Kirzner, an entrepreneur is a person who identifies previously unknown profit prospects and subsequently pursues them in the marketplace until competition in the market renders them obsolete. Kirzner's perspective of entrepreneurship can be understood as a balancing force while Schumpeter's perspective of entrepreneurship is that of a disruptive force (Vaz-Curado & Mueller, 2019).

2.3.3 Sociological theory

Reuf (2015) states that; the sociological theory reflects and examines entrepreneurship from a much broader perspective that is inclusive of various social ecosystems within a society. The social theory explores the way various social factors (economic, social, political, cultural, and personal), institutions and relationships impact and influence participation in entrepreneurship.

This theory of entrepreneurship has been linked to Max Weber's hypothesis of social change in which Weber argued that; the development of entrepreneurship activities and entrepreneurial attitudes is predicated on the value system and cultural environment the entrepreneur is exposed to as an individual's behaviour is by their social context. Furthermore, Weber's hypothesis determined that teachings and doctrines (more specifically religious teachings) cultivate the necessary discipline required for entrepreneurship and the related economic development resultant from entrepreneurial activities undertaken with similar discipline (Ruef & Lounsbury 2007).

While Weber's perspective may be appealing in that it takes cognisance of the social environment and the interplay of culture and values on the entrepreneur, it has been criticized for its dogmatic emphasis on religion as the key sociological influence on concept of entrepreneurship in relation to the social environment (Dedekuma & Akpor-Robaro, 2015).

Key aspects that fall within the purview of the sociological theory of entrepreneurship based on its broad perspective in examining and conceptualising entrepreneurship, according to Dedekuma and Akpor-Robaro (2015) are indicated below. However, some of these aspects are succinctly incorporated into other theories such as the cultural theory of entrepreneurship (see point 2.4.4).

- **Social embeddedness** relates to the social and professional networks which impact entrepreneurship as they often determine the extent of the entrepreneurial support, resources, and knowledge the entrepreneur can access such as investment, clients, partners, and suppliers (Dahl, & Sorenson, 2010).
- **Institutional environment** determines the opportunities and barriers for entrepreneurship and includes the sociopolitical, policies and legal elements.
- **Location and communities** can impact entrepreneurial activity as community culture and physical location can pose either opportunities or barriers for entrepreneurship (i.e., poor communities may lack the necessary resources and infrastructure to support the local businesses) (Welter, 2011).

2.3.4 Psychological theory

The psychological theory of entrepreneurship by David McClelland in the 1960s focuses on an individual's psychological character traits, thought processes and motives that affect their choices to pursue entrepreneurship which is also linked to their need for self-determination. The psychological aspects of entrepreneurs are explored in relation to how their attitudes and cognitive structures influence their entrepreneurial activity. Emphasis is placed on an individual in respect of the following according to Dedekuma and Akpor-Robaro (2015):

- Their predisposition to entrepreneurship (thus possessing an 'entrepreneurial flair')
- Propensity to take risks (specifically business risks)
- Aspiration to pursue entrepreneurship and start a business.

2.4 Theoretical Framework for the Youth's Perception of Entrepreneurship

The following is a summative description of the existing theories relating to the perception of entrepreneurship by the youth.

2.4.1 Theory of planned behaviour (TPB)

The theory of planned behaviour proposed by Ajzen (1975) was predominately used to examine human behaviour which includes related entrepreneurial intentions and actions. Underpinned from the psychological theory of entrepreneurship (see above discussion in 2.3.4), the theory of planned behaviour posits that an individual's intention to engage in a particular behaviour (e.g., entrepreneurship) is influenced by three main factors. The factors are attitudes towards the behaviour; subjective norms (perceived social pressure to perform the behaviour); and perceived behavioural control (perceived ease or difficulty of performing the behaviour).

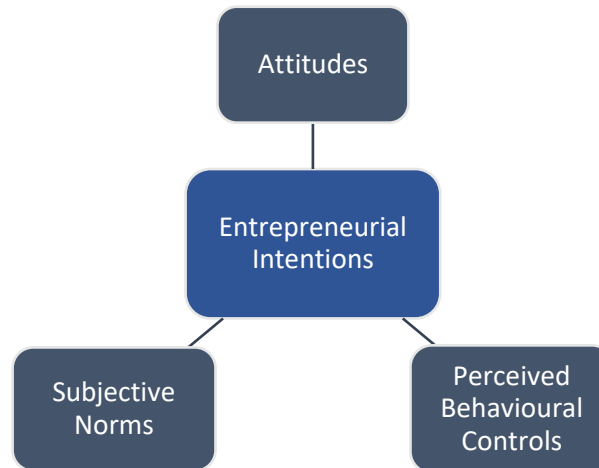


Figure 2.2: illustration of the factors of the theory of planned behaviour

Source – Researcher’s own

The practical example provided below reflects the application of this theory within the context of youth entrepreneurship and explains how attitudes, social influences, as well as perceived control influences the youth's perception of entrepreneurship.:

Example: Scenario of entrepreneurial intentions

A group of university students attended a workshop on entrepreneurship where they were introduced to successful young entrepreneurs who present their entrepreneurial experiences and achievements (Krueger, Reilly, & Carsrud, 2000).

Application of TPB by Krueger, Reilly, and Carsrud (2000):

- *Attitude*- the students formed a positive attitude towards entrepreneurship after the workshop and learning about the success stories of young entrepreneurs as they perceived it as an attractive career due to the potential for personal growth and financial success.
- *Subjective norms*- the subjective norms of these university students were influenced by their peers, mentors, and parents. Should they receive the support and encouragement to pursue entrepreneurship from their close friends, family, and role models; they would be more likely to consider entrepreneurship as a viable career.

- *Perceived behavioural control*- their perception of their ability to become successful entrepreneurs, and the availability of the required resources (e.g., capital, mentorship, and networks) influence their perceived behavioural control. If they believe they have the necessary skills and resources, these university students are then more likely to pursue entrepreneurship.

Based on the foregoing, the attitudes, subjective norms, and perceived behavioural control of the university students may result in the development of strong entrepreneurial intentions and decisions to start their own businesses. Consequently, by understanding the relationship between attitudes, subjective norms, and perceived behavioural control, both researchers and policymakers can develop interventions to encourage and support entrepreneurial activities among the youth (Krueger, Reilly, & Carsrud, 2000).

2.4.2 Social cognitive theory (SCT)

Bandura's social cognitive theory cited in Sutton (2021) emphasises the importance of observational learning, social modelling, and self-efficacy in shaping human behaviour. In the context of the perception of entrepreneurship by the youth, this theory posits that young adults are influenced through the observation of successful entrepreneurs as role models and their self-efficacy (belief in their capabilities to succeed as entrepreneurs). This plays a fundamental role in their willingness to pursue entrepreneurial endeavours.

The hypothesis of the social cognitive theory supports Ajzen's theory of planned behaviour primarily in respect of the attitudes towards behaviours and actions when the youth are provided with positive learning opportunities and information in respect of entrepreneurship.

2.4.3 Entrepreneurial event model (EEM)

The hypothesis of Shapero and Sokol's entrepreneurial event model initially presented in 1982 determined that entrepreneurial intentions are inspired by life events and/or situations that expose people to entrepreneurship as a viable career path. The model highlights the importance of life experiences, exposure to

entrepreneurship, and the evaluation of entrepreneurial opportunities in influencing youth entrepreneurship perception. The following are the entrepreneurial event model's essential elements which may also be seen to be underpinned by the economic theories of entrepreneurship previously discussed (Massouati & Abdelbaki, 2022).

- *Life events*- according to the EEM, particular life experiences or events may serve as catalysts or primary considerations for individuals to select entrepreneurship as a career. The triggered experiences can either be personal or environmental and could include occurrences like engaging with successful entrepreneurs; experiencing financial difficulties; watching family members or friends pursue their own entrepreneurial initiatives; or the exposure to entrepreneurship development classes or programmes (Mikić, Horvatinović, & Turčić, 2020).
- *Entrepreneurial alertness and evaluation of opportunities*- according to EEM, life experiences establish in people an awareness of business opportunities. These life experiences subsequently develop a feeling of entrepreneurial alertness in which people begin to identify opportunities that are compatible with their abilities and interests. Subsequent to their entrepreneurial alertness, people begin to consider opportunities to start their own businesses. Based on their newly discovered interest in entrepreneurship, they evaluate the viability, appeal, and prospective benefits of starting a business (Mikić, Horvatinović, & Turčić, 2020).
- *Formation of entrepreneurial intentions*- people may develop entrepreneurial intentions as they assess business prospects and perceive their potential. These goals set the foundation for taking steps toward launching a business and show a commitment toward undertaking entrepreneurial activities (Miralles, Riverola & Giones, 2012).
- *Contextual factors*- EEM indicates that the development of entrepreneurial intentions and related actions can be influenced by contextual factors such as a past entrepreneurial experience, networks, accessibility of resources, and

the prevalence of a robust entrepreneurial culture within their environment (Dzomonda, Olawale & Oni, 2015).

2.4.4 Cultural theory of entrepreneurship

The cultural theory of entrepreneurship was introduced by Cochran in 1965. It is a theoretical framework that underlines the significant influence of culture on entrepreneurial perceptions, behaviours, and results. The hypothesis of this theory is that entrepreneurship is also shaped by the socio-cultural context in which it occurs which correlates with the sociological theory of entrepreneurship previously discussed (Chetty, 2020). The existing literature on the cultural theory of entrepreneurship is not as expansive as the other theories on entrepreneurship and the related theoretical models that map an individual's decision-making toward entrepreneurship (especially the youth). However, Cochran's theory finds expression in literature that examines the external factors that influence and impact entrepreneurship such as culture.

Based on Cochran's assertion found in Chetty (2020) that "entrepreneurship is determined by variables like cultural values, role expectations, and social sanctions", entrepreneurial activities and the perspective of entrepreneurs are uniquely embedded and influenced by cultural values, conventions, and beliefs. This perspective is supported by the elements expressed below in the cultural value theory of Kroken and Stokes socio-cultural value theory (Castilo-Palacio, Batista-Canino, Zuniga-Collazos & Arpana, 2017).

- *Cultural values and norms*- cultural values and conventions have a significant impact on how people view and approach entrepreneurship. Different societies and cultural groups may have different ideas about taking risks, achieving personal goals, building wealth, and the place of entrepreneurship in society (Castilo-Palacio, Batista-Canino, Zuniga-Collazos & Arpana, 2017).
- *Legitimacy, risk perception and tolerance*- the expectations and cultural norms of society significantly impact the legitimacy of entrepreneurial activity. Cultures perceive entrepreneurship differently with some considering it to be a respectable and highly profitable professional path. In contrast, other cultures

may view entrepreneurship suspiciously and a risky and undesirable endeavour (Hopp, & Stephan, 2012).

- *Opportunity identification and evaluation*- cultural environment affects how entrepreneurs identify and assess possibilities. Business investments may be categorised as either socially acceptable or not. Furthermore, the standards used to judge an opportunity's feasibility may also be influenced by cultural values and conventions (Shane & Venkataraman, 2000).
- *Entrepreneurial role models*- Kreuger (2000) posits that having successful entrepreneurs as role models can encourage and affect some people's entrepreneurial goals and behaviour.
- *Entrepreneurial practices and methods*: according to this hypothesis and viewpoint by Hofstede (2001), cultural norms and values have an impact on the strategies and tactics used by business owners. This covers aspects like managerial methods, negotiating strategies, and methods for building corporate partnerships.

Reflective in the afore-mentioned theories (*theory of planned behaviour, social cognitive theory, entrepreneurial event model, and cultural theory of entrepreneurship*) is a prevailing common thread of thought that determines that exposure to entrepreneurship education, experiential knowledge, role modelling (subjective examples), support and encouragement, social networks and access to resources formulates entrepreneurial perspectives and intentions (Davidsson & Honig, 2003). The comprehensive understanding of the afore-mentioned factors that influence perspectives of entrepreneurship and inspire actions towards such a career path may serve as the impetus for policymakers and educators to employ decisive action and develop targeted interventions that encourage entrepreneurship among the youth.

Despite similarities existing within all the theories presented (TPB, SCT, EEM) the cultural theory of entrepreneurship specifically highlights the importance of considering cross-cultural differences of the youth in respect of entrepreneurial behaviour and attitudes. The premise of this is that cultural factors definitively shape

entrepreneurial ecosystems, government policies, as well as the available support structures for entrepreneurs in different regions (Welter & Xheneti, 2014).

This means that governments and educators should develop efforts which are context-specific and in alignment with the environment's specific cultural norms and values. The aim is to increase the appeal and acceptance of entrepreneurship of that specific cultural environment. Additionally, this approach will assist business owners and executives in being culturally sensitive in their operations within various markets, and their communications with people from diverse cultural backgrounds (Castilo-Palacio, Batista-Canino, Zuniga-Collazos & Arpana, 2017).

The theoretical frameworks collectively provide a holistic demonstration of the impact of personal and environmental influences on the youth's perceptions of entrepreneurship.

SECTION B: GENERAL OVERVIEW OF ENTREPRENEURSHIP

2.5 Definition

A wide variety of definitions exist and below are a few summations of the major definitions that exist of entrepreneurship as adapted from Gedeon (2010).

Table 2.1: Definitions of entrepreneurship

Authors	Definition
Draheim (1972) Howell (1972)	<p>Entrepreneurship is the process of starting a business where none previously existed.</p> <p>An entrepreneur is an individual, and entrepreneurs are a select group of individuals who launch new businesses. The phrase is also used to denote the founders' substantial ownership position in the company and their desire for it to succeed beyond the stage of self-employment.</p>
Bygrave and Hofer (1991)	<p>Entrepreneurship is the identification of an opportunity and the creation of an organization to pursue the related opportunities.</p>
Gartner (1989)	<p>Entrepreneurship is the process by which new businesses are founded.</p>
Drucker (1985)	<p>Entrepreneurship is not a science or an art but rather a practice 'as a means to an end' when funds are diverted to innovative prospects rather than being used to ensure administrative effectiveness. Becoming an entrepreneur is not creative or natural. It takes work. Entrepreneurial management is necessary for entrepreneurship and therefore policies and practices are required. Entrepreneurship is described as a systematic invention that involves the methodical analysis of prospects as well as the deliberate and planned search for changes. These changes may provide social and economic innovation.</p>
Hebert and Link (1988)	<p>Entrepreneurship includes taking on the risk associated with uncertainty; providing capital; innovating; deciding; leading and managing; organising and coordinating; owning production; employing production factors; contracting; arbitrating and resource allocation.</p>
Musscleman and Jackson	<p>"Entrepreneurship is the investing and risking of time, money and effort to start a business and make it successful".</p>
J.A. Timmons	<p>"Entrepreneurship is the ability to create and build something from practically nothing"</p>

Gedeon (2010) postulated that a singular definition of entrepreneurship does not exist within its field. However, the exploration of the various theoretical foundations of entrepreneurship can produce a summative definition that is inclusive and cognisant of the sub-domain terms related to entrepreneurship. Based on this, a cohesive and coherent definition may be presented which gives description to the various aspects of entrepreneurship. Predicated on the foregoing, the concept of entrepreneurship in this study will be the concise definition of Arthur Harrison Cole (Mwatsika, Kambewa & Chiwaula; 2018) stating that “entrepreneurship is a purposeful activity of an individual or group of individuals undertaken to initiate, maintain and aggrandize profits by production and distribution of associated goods and services”.

Additionally, this study also considers the definition provided by Hisrich and Peters that entrepreneurship is the act of developing a new product or service of value by applying the required time and effort, as well as taking on the associated psychological, social, and financial risks, and reaping the benefits of financial and personal freedom (Mwatsika, Kambewa & Chiwaula; 2018).

2.6 Types of Entrepreneurship

The intent of this study is to explore the conceptual understanding of entrepreneurship (particularly the perceptions of the youth) and cannot preclude understanding the various categories of entrepreneurship. Succinctly tabulated are the primary types of entrepreneurship as per Mayas and Zabarh (2019).

Table 2.2: Categories of entrepreneurship

Categories of Entrepreneurship	
Type	Description
Small businesses	Local establishments generally independently financed without the intent to expand widely. E.g., local eateries, hair salons, carpenters, plumbers, etc.
Scalable Startups	Innovative small-scale businesses generally funded by venture capitalists and with a strategic vision for expansion. E.g., Online social platforms like Facebook, Instagram.
Large Companies	Large businesses that provided new products and services generally by partnering with or purchasing innovative enterprises. E.g., Google, Samsung.
Social Entrepreneurship	Emphasis is on developing products and services that address social problems and needs. The primary goal is to effect social change and not profiteering. E.g., Grameen Bank,

Source - adaptation from Mayas and Zabarh (2019)

2.7 Importance of Entrepreneurship

According to the Department for International Development (DFID) the process of economic growth in any nation places a high priority on entrepreneurship. While industrialised nations recognise and optimise through the value of entrepreneurship, developing nations tend to lag behind in leveraging the benefits of entrepreneurship as a crucial component to maintaining consistent growth (Audretsch & Keilbach, 2007). The following points assist in formulating an understanding of the significance of entrepreneurship.

- **Self-employment** is enabled through entrepreneurship. Robinson and Taubinsky (2018) contend that resourceful individuals can utilise their physical and cognitive

skills to ensure their own financial stability and well-being. This supports a reduction in the impact that population expansion has on a nation's economic progress.

- **Job creation** is established when new businesses create employment opportunities. This directly addresses the unemployment socio-economic crisis and related effects according to Fritsch and Wyrwich (2017). Entrepreneurship actively and positively contributes towards the reduction of crime by providing gainful employment opportunities as an alternative to participating in illegal activities. Through entrepreneurship, miscreants who participated in criminal activities for their provision and livelihood would be able to instead make positive contributions to society as productive and socially responsible members of society (Kahura, Kihoro, & Chinomona, 2014).
- **Change agency** is realised through the creation, development, and application of innovative ideas. Additionally, the development of new products, services and advanced technologies contributes to the improvement in the standard of living (Dhaliwal, 2016).
- **Social stability** is promoted as entrepreneurship enables the provision of goods and services to satisfy the growing and diverse needs of citizens. This assists to alleviate potential social unrest and tension that is directly linked to insufficient and inadequate supplies of goods and services (Babajide, Lawal, Asaleye, Okafor, & Osuma, 2020).
- **Capital formulation** is established through the mobilisation of personal, institutional, and national financial resources to invest in entrepreneurial activities. The economic growth and development of a nation is proportional to the extent to which capital formulation is realised (Dhaliwal, 2016).
- **Reduction in the concentration of economic power** is facilitated as entrepreneurs from any and all socio-economic backgrounds can pursue entrepreneurship and subsequently create wealth. Through income generated from entrepreneurship, socio-economic inequalities can be addressed as entrepreneurship supports and facilitates the distribution of finances and political power (Babu & Raju, 2018).

- **Economic growth** can be achieved through entrepreneurship and the developmental contributions it affords society. Entrepreneurship is viewed as essential to a vibrant economy. Entrepreneurs not only create jobs for themselves but increase the employment opportunities available for other people. The introduction of new products, service, techniques, and production processes to the market as well as the enhancement of overall productivity and competitiveness, entrepreneurial activities positively impact and boost a nation's economic performance (Ahlstrom, Chang, & Cheung, 2019).

2.8 General Qualities of an Entrepreneur

Entrepreneurs possess a wide range of skills and character traits that assist them in being successful at business activities. While not all entrepreneurs possess similar characteristics, the most successful entrepreneurs tend to have a number of distinctive traits. Some of the most crucial traits are indicated below according to Hisrich, Peters and Shepherd (2017).

- *Disciplined*- entrepreneurs are focused individuals whose attention is primarily on running their enterprises successfully and will employ their efforts toward mitigating any obstacles or distractions that stand in the way of their objectives. Hisrich, Peters and Shepherd (2017) posit that entrepreneurs that are successful have the self-control to work daily to attain their goals.
- *Confident*- entrepreneurs do not question their ability to succeed or their meritoriousness for success. They have faith in their ability to succeed in running their companies and that assurance permeates all that they do (Jiang & Capra, 2015).
- *Open minded*- entrepreneurs have the perspective that every circumstance and event can present a business opportunity. As a result, they have the capacity to focus all things towards achieving their goals. They are constantly thinking of workflows and efficiency, people skills, and prospective new enterprises. Salmony and Kanbach (2022) argue that their mental agility and openness to new ideas

and their ability to arrange circumstances towards entrepreneurial successes is reflective of the general nature of an entrepreneur.

- *Self-starters*- entrepreneurs are cognitive of the importance of taking the initiative when something needs to be done. They proactively establish the guidelines and ensure that projects are on course and are swift in taking the required initiative rather than waiting for approval from others (Rusu, Isac, Cureteanu, & Csorba, 2012).
- *Competitive*- a large majority of businesses are started by entrepreneurs who believe they can perform a task better than their competitors. They generally have the attitude to succeed in both the sports they play and the businesses they build (Driessen & Zwart, 2007).
- *Creative*- making connections between events or situations that appear to be unconnected is one aspect of creativity. Entrepreneurs frequently create solutions by synthesising different things. Products will be repurposed in order to promote them to new industries in effort to achieve record success within an industry (Driessen & Zwart, 2007).
- *Determination*- entrepreneurs possess the necessary resilience to persevere despite their defeats or failures. Instead, they view failure as a chance for success and will therefore continue to pursue their goals because they are driven to excel in all they do. Entrepreneurs generally are optimistic and determined; they do not believe in impossibilities but rather in the infinite possibilities to succeed (Hisrich, Peters & Shepherd, 2017).
- *Strong people skills*- entrepreneurs are effective communicators who possess the ability to inspire employees and sell goods. Successful entrepreneurs understand how to inspire their staff to expand the company as a whole and they excel in emphasizing the positive aspects of any circumstance and guiding people toward achievement (Odewale, Abd Rani, Migiro, & Adeyeye, 2019).

- *Dedicated workers*- entrepreneurs have a strong work ethic and demonstrate their dedication by usually being the first to arrive and last to leave. Khosla and Gupta, (2017) state that entrepreneurs have the ability to maintain a constant focus on work and hardly take days off as their energies are usually always directed toward their business goals.

- *Passionate*- Cardon, Wincent, and Drnovsek (2009) posit that being passionate is an intrinsic quality of an entrepreneur and a successful entrepreneur is passionate as they sincerely enjoy what they do. Based on the satisfaction that their business brings them that extends beyond the financial gain, they are willing to work extra hours to ensure that their vision is realised. Additionally, successful entrepreneurs will always investigate new methods and opportunities to improve their companies.

Aidis and Estrin (2013) posit that in the course of an economy's industrial and economic development, entrepreneurs are viewed as 'change agents'. It is clearly established in the most successful nations that entrepreneurs play a critically active role in fostering the industrial and economic development of an economy.

It is therefore indicative that the prosperity of a society is also highly predicated on the presence of entrepreneurs. Conversely, the absence of entrepreneurs contributes towards the socio-economic suffering of a society. As a result, there is a necessity to develop an entrepreneurial mindset among the youth in effort to promote entrepreneurship and the overall success of a nation.

2.9 Development of an Entrepreneurial Mindset in the Youth

The term 'entrepreneurial mindset' can be described as a collection of attitudes, convictions, and cognitive skills that allow anyone, including young people, to approach opportunities and difficulties from an entrepreneurial viewpoint. It entails adopting a proactive, creative, and risk-taking mindset that stimulates creativity, resiliency, and a desire to achieve success (Daspit, Fox, & Findley, 2023). This type of mindset is essential to cultivate entrepreneurial ambitions in young people. Furthermore, providing the necessary knowledge and encouraging an

entrepreneurial attitude among the youth is critical for them to develop their own businesses. The crucial elements for the development of an entrepreneurial mindset include the following as per (CEMUR).

- *Creativity, problem-solving, critical thinking, risk-taking and resilience-* according to Daspit, Fox and Findley (2023) entrepreneurs (more specifically the youth) generally exhibit higher levels of innovative thinking and therefore possess a greater inclination to develop ingenious solutions to problems and discover new ideas. Anjum *et al.*, (2021) argue that the encouragement of creativity among the youth through entrepreneurial education and activities can assist them in developing this part of the entrepreneurial attitude. Furthermore, the adaption of a creative and solution-oriented mindset will enhance their critical thinking capabilities which is an essential practice in developing the ability to effectively manage risks and foster a resilient mindset. The latter is an essential characteristic for the entrepreneurial journey. Cultivating resilience and the ability to assess as well as manage risks is essential in establishing a growth mindset which perceives challenges as a springboard to develop their abilities and learning opportunities that will serve to catapult them further along their entrepreneurial journey (Daspit, Fox & Findley, 2023).
- *Proactive and initiative-* Van Ness *et al.*, (2020) posit that entrepreneurs are known to be proactive thus more predisposed to recognise and seize opportunities. The translation of this in the context of the youth is that young people should be encouraged and developed to become proactive in pursuit of their desires and entrepreneurial ideas in an effort to cultivate in them a proactive mindset as self-starters.
- *Vision-* according to Singh and Singh (2018), entrepreneurs are synonymous for having clarity of goal in respect of the set goals and objectives of their businesses. Exposure to mentorship and to other successful young entrepreneurs can encourage the development of such an entrepreneurial mindset among the youth. It will also assist their ability to envision a future as entrepreneurs.

- *Adaptability and flexibility*- entrepreneurial businesses are generally subject to changing conditions in the market that require an adaptable and flexible thinking entrepreneur who can strategically pivot to ensure the sustainability of the business. Teaching young people to become flexible and adaptable can assist them in fostering an entrepreneurial mindset. The skills of adaptation and flexibility can be developed by exposing the youth to actual entrepreneurial experiences such as startup challenges and competitions (Salmony & Kanbach, 2022).

Based on the foregoing, the hypothesis of (CEMUR) in respect of the development of an entrepreneurial mindset is that; a combination of formal education, experiential learning, exposure to mentors and role models, and a supportive environment that promotes and celebrates entrepreneurship are essential components to help the youth develop an entrepreneurial attitude (Fayolle, Gailly, 2015). As a result, young people can develop an entrepreneurial attitude to a significant extent by participating in entrepreneurial programmes, workshops, and projects that promote an entrepreneurial culture and provide hands-on learning opportunities to ensure experiential knowledge and skills can be gained.

SECTION C: YOUTH ENTREPRENEURSHIP

2.10 Importance of the Youth

According to Statistics South Africa, the youth constitute approximately 63% of the South African population, thus making up the majority of the population. The youth possess the most potential, physical strength, and vitality, and make up the largest share of the educated population. Based on this, the youth are essential to the longevity and success of a nation. Predicated on this, significant efforts are required towards developing the youth and creating a socio-economic environment for them to thrive in and to ensure the economic stability and growth of the country as well as mitigate the dependency of the youth on the minority population of working adults (Social Progress Imperative, 2021).

Socio-economic issues like poverty impact many facets of human existence and persist in society despite numerous attempts and programs designed to remove it.

Sall (2022) argues that entrepreneurship is critical to Africa's economic growth and fight against poverty. As a result, entrepreneurship among the youth is essential in assisting to combat the struggle against poverty. The youth are the future leaders and possess priceless social capital as well as the mental, physical, and creative agility to establish businesses that address the socio-economic needs of the country. The way that young people perceive society and how they participate in decision-making can influence the success of organizations, communities and thus the economy. Additionally, the youth's perspective on poverty reduction is based on the knowledge that young people are initiators, participants, decision-makers, and leaders in addition to being a target population (Ntsabane and Ntau, 2016).

Similar to entrepreneurs being recognised as 'change agents' in the economy, the youth are also impactful 'change agents' in society. In order to end poverty, young people must therefore not only be valued as a resource for social transformation, but also actively supported and enabled to make the necessary contributions to effect economic change as they play a significant role in society.

2.11 Youths' role in effecting social change, economic growth, and opportunities for communities

The role of the youth in contribution to the economy is diverse and can change depending on elements which include education, skills, opportunities, and economic conditions. The youth are typically a major force behind creativity, economic growth, and social advancement (UNESCO, 2017). Below are some essential aspects in respect of their role in contributing to economic growth and effecting social change.

▪ *Employment and labour force*

The International Labour Organization - ILO (2021) states that the composition of the labour force includes a significant number of young individuals for many countries. As a result, their employment in the workforce is critical to boosting economic growth through their direct contributions to a nation's economic output and productivity. Conversely, youth unemployment and underemployment negatively affect a nation and results in a downturn of economic output and productivity which results in wasted opportunities and exacerbated social difficulties (Bell & Blanchflower, 2011). Based

on this, youth entrepreneurship assists in creating employment opportunities that ultimately elevate the economic productivity of a nation.

- ***Innovation***

It has been previously stated that the youth are more receptive to embracing and adopting new ideas and technologies. Entrepreneurial enterprises started by young people very often inspire innovation, produce jobs, and promote economic expansion. The ease with which the youth are willing to experiment and take calculated risks results in the emergence of new markets and industries that directly expand a nation's economy. Consequentially, youth entrepreneurship is critical to achieving expanded economic growth through economically viable and profitable innovative ideas realised through entrepreneurial ventures (United Nations Conference on Trade and Development, 2018).

- ***Consumer Spending***

According to Deloitte (2020), the rate of consumer spending and market trends are highly impacted by the youth as their choices in goods and services can directly influence various sectors including the fashion, technology, entertainment industries and many more. It is therefore essential for businesses and policymakers to develop a critical understanding of the consumer behaviour of the youth as consumers. Youth entrepreneurial enterprises can assist in the development of this understanding as their business owners are young and possess the necessary insight required by policymakers.

- ***Change through social and political engagement***

According to Hadden (2019); due to their enthusiasm, energy, and willingness to question the status quo, the youth play a crucial role in effecting societal change. Mbuya and Mphahlele (2016) suggest that youth involvement in politics, civil society, and advocacy initiatives can impact public policy and help to change the social and economic environment. Social justice, environmental sustainability, and human rights, among other areas can be positively changed through the activism of the youth and be financially supported by their own businesses. Through youth entrepreneurial enterprises, targeted social activist initiatives can be launched, and representation of these initiatives can be woven intrinsically in the vision, mission, and activities of

youth-owned businesses. Social change can therefore be garnered directly through youth enterprises (Bublitz, Chaplin, Peracchio, Cermin, & Dida, 2021). Youth-led movements have been crucial in promoting socio-economic and socio-political justice; gender equality; and sustainable policies through initiatives like the women's suffrage movement, the civil rights movement, and climate change action such as the Fridays for Future social enterprise (Hadden, 2019).

Additionally, technology and social media platforms are leveraged to spread information, rally supporters, and promote awareness around the world. They are able to communicate across boundaries. Youth enterprises that advocate and support social transformation are able to create global advocacy networks and consumer support as young consumers then recognise their own voices, beliefs and values in these youth-owned businesses that represent them demographically and socially as they merge youth entrepreneurship business practices with social impact to bring about long-lasting change (Hadden, 2019).

De la Harpe and Smith (2019) state that; young entrepreneurs emphasise diversity and equal development by advocating for fair and just labour practices as well as supporting and investing in education and training. Through the intentional focus of young entrepreneurs on reducing socio-economic inequalities, they directly address and provide solutions for the needs of marginalized communities.

▪ ***Succession planning, continuity, and long-term sustainability***

The long-term economic viability of a country is ensured by preparing and supporting the youth for productive positions in the economy (Bosco Ekka & Prince Verma, 2022). Skill shortages and mismatches in the labour market can be avoided by providing people with the skills necessary for changing employment marketplaces and industries. Youth entrepreneurship provides such opportunities to maintain this economic viability and activity. The presence of young entrepreneurs and youth-led enterprises ensures economic continuity and also averts economic disruptions as well-trained, young staff, leadership within organizations and sectors are preserved. Economies would not fear the retirement of older entrepreneurs and even the possible closure of businesses that would have historically dominated the markets (European Commission, 2018).

It is apparent based on the aforementioned that the youth play an important role in society. Therefore, entrepreneurship amongst the youth must not only be encouraged but enabled for the overall economic development of the nation.

2.12 Eco-system for Youth Entrepreneurship

It was determined that South Africa has a lower rate in comparison to the global averages in respect of its entrepreneurial activity. It is currently rated 45 out of 50 countries in the Global Entrepreneurship Monitor (GEM) national entrepreneurial context index. Despite this rating, there are demonstrated positive increases in the initial stages of entrepreneurial activity among young people (GEM, 2022).

As a result, it is imperative that a collaborative effort exists from a number of stakeholders including government, educational institutions, businesses, and non-profits to create an ecosystem that is supportive of young entrepreneurs. Young entrepreneurs should be provided with the necessary tools, support, and opportunities required in such an ecosystem. Below are the essential elements of a successful ecosystem for young entrepreneurs (Fialho, Costa, Nunes, Castro, & Rodrigues, 2022).

Education and training - one of the main barriers to entrepreneurship is said to be education and training. During the apartheid era, many South Africans were denied access to education and employment (Ocampo, 2004). As a result, education is crucial for building the abilities and self-assurance required to launch a firm. Young adults' entrepreneurial activity is thought to rise with education providing the knowledge base and intellectual empowerment required for entrepreneurship. It is therefore important to integrate entrepreneurship into the schooling curriculum by providing related courses at both secondary and tertiary education level.

Nieuwenhuizen and Groenewald (2008: 130) assert that people who have taken entrepreneurship courses are more likely to launch their own enterprises than those who have taken other courses. Training plays a crucial role in the growth of businesses.

Peterman and Kennedy (2003: 131) postulate that proof exists that entrepreneurs are more educated than the average person. Despite the significant association between education and business ownership, it was also asserted that formal education discourages innovation and entrepreneurship because it prepares students for employment in the corporate sector. However, a majority of institutions have created initiatives and curricula that support business and entrepreneurial education.

According to Omoniyi, Gamede, and Olaniran (2022); entrepreneurship education is beyond administering knowledge on the processes of how to start and operate a business. It also extends to inspiring innovative thinking and fostering in students a strong sense of responsibility and self-worth. In recognition of the significance of entrepreneurship to the economy and the relevance of entrepreneurship education, the South African Department of Higher Education has taken the initiative by making entrepreneurship a required topic of study in colleges and universities. Based on this, there are numerous tertiary institutions that provide workshops and courses in entrepreneurship such as the University of Johannesburg which have specialized centres dedicated to entrepreneurship as a subject.

Societal and cultural norms- Abbasianchavari and Moritz (2021) state that it is important that the youth are provided with positive role models and news about entrepreneurship as this will inspire interest in pursuing this as a career path. South African media outlets demonstrate a significantly lower interest in covering businesses and honouring successful entrepreneurs than they are in highlighting athletic heroes (Bignotti and le Roux, 2016). This suggests that young people who want to become entrepreneurs have few role models. The lack of the 'can-do' mentality is a result of low levels of informal learning and entrepreneurial experience that is usually created by exposure to seeing individuals perform in such entrepreneurship environments (Keith, Unger, Rauch, & Frese, 2015). The heightened fear of failure stems from the fact that society has a reputation of being harsh on people who have suffered business setbacks. As result, community development projects that organize mentorship programs that pair young people with seasoned businesspeople to offer advice and assistance is an essential strategy in combatting these fears. Additionally, occasions for networking with peers and potential partners, such as conferences and gatherings for young entrepreneurs are

critical entrepreneurship engagement efforts that are necessary to create a cultural shift in society and instead create a cognitive perception that entrepreneurship is not an entirely lonely endeavour without the necessary support (Fialho, Costa, Nunes, Castro, & Rodrigues, 2022).

Networking events and competitions focused on providing the necessary community engagement platforms for entrepreneurship in effort to stimulate a cultural and societal shift geared towards entrepreneurship are facilitated by groups like the Junior Achievement South Africa (JASA) and the Global Entrepreneurship Network (GEN) South Africa. In addition to providing these engagement initiatives, JASA has hosted a competitive Social Innovation relay at schools where learners participate in competitions and innovation workshops and conceptualise community development businesses (Bignotti and le Roux, 2016).

Digital media statistics platforms like Statista 2023 report that Instagram has more than 7.3 million South African users where above 62% of the users are between the ages of 18 and 34 years old who visit at least one business profile daily. This demonstrates that social media platforms are critical avenues to stimulate the youth's interest in entrepreneurship which also contributes to supporting a socio-cultural shift in the perceptions and appeal towards entrepreneurship (Cowling, 2023).

- **Financial and business support-** entrepreneurs require efficient channels of communication between business owners and financial institutions. Mentorship, direction, and assistance with business training are required because entrepreneurship growth depends on them. Facilitating young entrepreneurs' access to finance opportunities through grants, loans, venture capital, or angel investment is critical to financial supporting and empowering youth entrepreneurship (Acs, & Szerb, 2007). Providing the necessary financial literacy capacitates the youth to understand money, and investment management is essential.

South African governmental programmes have been implemented that provide entrepreneurial support with a specific focus on the youth. These include the National Youth Development Agency (NYDA) and its related financial aid schemes like the Youth Fund. Young entrepreneurs might get financial

assistance from organizations like the Small Enterprise Finance Agency (SEFA). Additionally, private sector businesses like Standard Bank and Thinkroom have started initiatives to encourage young entrepreneurs through funding and mentorship (Jackson, 2023).

Regulations and government policies- the regulatory framework of the country needs to support entry to new business and the sustainability for entrepreneurial activities according to Acs and Szerb (2007). The imposition of high taxes and tediously complicated processes can deter young people from exploring entrepreneurship as a career. In South Africa, small businesses have been unable to take advantage of government incentives due to excessive bureaucracy and lengthy application procedures (Darnihamedani, Block, Hessels & *et al.*, 2018).

It is imperative that small businesses be provided with the necessary support and entrepreneurs be skilled to comply with the legal and tax obligations. In an effort to combat these issues through continental partnerships, young entrepreneurs are provided the opportunity to access regional and continental markets as a result of South Africa's membership in SADC and the African Continental Free Trade Area (AfCFTA) agreement (World Economic Forum, 2023). The trade agreement aims to further economic integration in Africa while creating single markets for products and services for over 1.3 billion people throughout the continent. The AfCFTA also addresses regulatory measures like sanitary standards and technical trade obstacles as well as policy areas like trade facilitation and services with the goal of lowering tariffs among members. These are regulatory and policy developments that are garnered towards supporting entrepreneurship within South Africa which young people can monopolise through entrepreneurship (Thomas, 2022).

Government support for small business- government efforts to help small and medium-sized businesses exist and are necessary. Greater awareness may be required in respect of these existing initiatives to encourage young people to pursue entrepreneurship. The small enterprise development agency (SEDA) and the small enterprise funding agency (SEFA), national development plan (NDP), and youth employment service (YES) are all programmes that are examples of these support initiatives (Kelly, 2018: 30-37). There are numerous support programs offered by the

Department of Small Business Development as well. In light of the need to create partnerships that stimulate an entrepreneurial eco-system within the country specific for youth entrepreneurship, The Youth Accord was signed between government and relevant social partners. This partnership was between the Industrial Development Corporation (IDC), Small Enterprise Finance Agency (SEFA) and the National Youth Development Agency (NYDA) who established and subsequently launched a youth fund for youth-owned businesses in the North West province (Pule, 2014).

2.13 Existing Eco-System Structures for Youth Entrepreneurship

The following are the various support structures that exist to support and fund entrepreneurship among the youth (Kasibiz, 2019).

Table 2.3: List of eco-system programmes for entrepreneurship

Government Development Initiatives	SA Young Entrepreneurship Fund
	National Youth Development Agency
	Industrial Development Corporation Funding
	DBSA YES Partnership
	Small Enterprise Finance Agency
	Rural and Community Development Fund
	Imbewu Fund
	Incubation Support programme
	The Jobs Fund Transformation and Entrepreneurship Scheme
	Social Enterprises Fund
Corporate Enterprise Funding	Allan Gray Entrepreneurial and Personal Development Programme
	Eskom Enterprise Development
	SABKickstart
	Raymond Ackerman Academy of Entrepreneurial Development
	Tsogo Sun Entrepreneurs programme
	Multichoice Enterprise Development Trust
	Vodacom Innovator Trust
	Coca Cola 5by20
	Microsoft BizSpark
Profit / Non- Profits: Skills, Mentorship and Funding Programmes	Townships Project
	University of Pretoria StartUP Project
	Branson Centre of Entrepreneurship
	GIZ Basic Entrepreneurial Skills Development Programme
	Sable (South African Business Link to Experts)
	Shanduka Black Umbrellas
	Small Enterprise Development Agency
	22 on Sloane
	Start Up Bootcamp

Source - Adapted from Kasibiz (2019)

While it is apparent that within South Africa, the afore-mentioned initiatives need to continue and greater awareness in respect of them be made, there are unfortunately certain factors that contribute to the youth's perception of entrepreneurship and thus influence their pursuance of it as a viable career.

2.14 Factors Contributing to the Youth's Perception of Entrepreneurship

Several determinants exist that can influence the youth's orientation towards entrepreneurship. The absence or constraint of these factors will also pose as challenges and barriers in the development of positive perceptions and intentions toward the pursuit of entrepreneurship as a career (Kautonen, Gelderen, & Tornikoski, 2013).

- **Cultural background-** supporting the cultural theory of entrepreneurship hypothesis of Cochran is cultural background as a key element that serves as the impetus for the conceptualisation of entrepreneurship among the youth. Entrepreneurship may be viewed in high regard and fostered in some cultures in comparison to the traditional secure employment which may take precedence in others. It is predicated on this ideology that the contextual sociocultural norms and values of young people affect the youth's perspectives (Davids, Tengeh, & Duffett, 2021).

- **Economy-** Acs *et al.*, (2018) state that the economic condition of a country can contribute to the appeal of entrepreneurship. While a stable or booming economy generally provides for a positive climate for the exploration and investment of entrepreneurial ventures, a recession becomes a deterrent for entrepreneurship as the associated risks are much higher in an economic decline. Chiloane-Tsoka (2016) posits that economic conditions and their related influence on entrepreneurship intentions support Shapero and Sokol's entrepreneurial event model that contextual factors like the availability of resources and a robust entrepreneurial environment affect the attitudes, intentions and thus the youth's perceptions of entrepreneurship.

- **Role models-** supporting the afore-mentioned social cognitive theory of Bandura, that young adults are influenced through the observation of successful entrepreneurs as role models, is the social influence of role models such as peers and family members (Wang, Wang, & Chen, 2018). Based on this, exposure to successful business owners can positively influence entrepreneurial attitudes and shape a person’s pursuits towards starting their own business.
- **Education-** significant emphasis is placed by Chiloane-Tsoka (2016) on the importance of sufficient and effective education and related resources to cultivate an entrepreneurial mindset and similar responsive actions towards entrepreneurship. The majority of young people choose professional employment as these avenues generally receive more support and preparation via curricula structures at secondary and tertiary school levels. Insufficient entrepreneurship education suggests a general indifference toward entrepreneurship as a career option. Chiloane-Tsoka (2016) argues that there is a direct correlation in the development of an entrepreneurial attitude and the youth’s accessibility to quality entrepreneurship knowledge and related scholastic initiatives.

The Figure 2.3 reflects the summations of Chiloane-Tsoka in this respect.

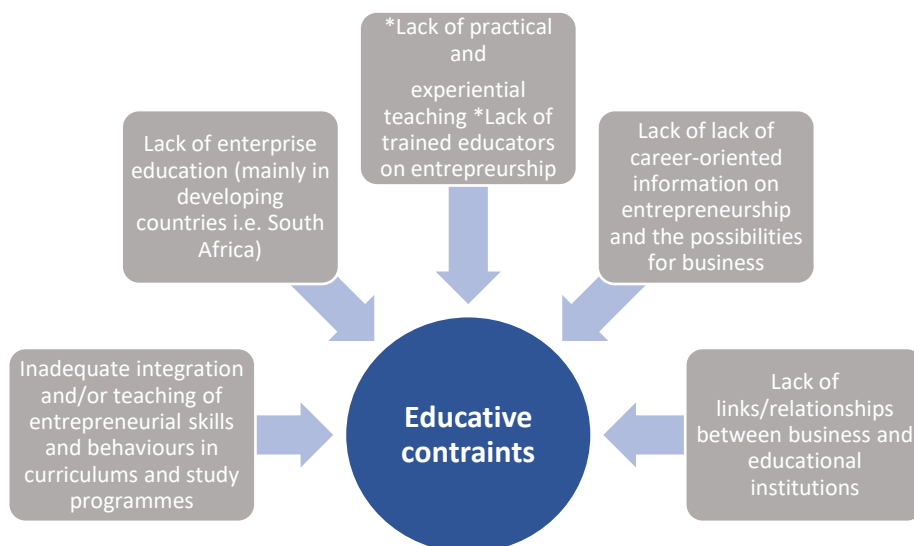


Figure 2.3: Educative constraints contributing to the youth’s perception of entrepreneurship

Source – Adapted from Chiloane-Tsoka (2016)

A study by Barrera-Verdugo and Villarroel-Villarroel (2022) established that there is a correlation between increased exposure to social media platforms (particularly Twitter, Facebook, Instagram, and YouTube) and entrepreneurial attitudes as well as the intent to pursue such a career path. It is against this backdrop that the media and pop culture can be noted as influential and key factors that contribute to the youth's perception of entrepreneurship. Abd Majid *et al.*, (2020) confirm that the manner in which entrepreneurship is portrayed in the media and communication platforms (i.e., television, books, and social media) affects the related perceptions of the youth. Entrepreneurship may be regarded as a favourable career path if the media (including pop cultural icons and celebrities) portrays it as a glamorous and lucrative option (Barrera-Verdugo and Villarroel-Villarroel, 2022).

Bosma *et al.*, (2012) suggest that additional to the foregoing are factors relating to the government and the dynamics of the job market that also contribute to the youth's perception of entrepreneurship. The availability of conventional employment opportunities may also impact impressions of entrepreneurship. Entrepreneurship may be viewed as a strategy and vehicle to create employment if well-paying jobs are difficult to access. Furthermore, government policies geared toward encouraging entrepreneurship through rewards, funding, and establishing supportive entrepreneurial environments might affect how the youth view entrepreneurship as a practical and worthwhile career path (Kelly, 2018: 30-37).

2.15 Youths' perspectives about entrepreneurship

According to Liñán and Fayolle (2015), the perceptions of the youth toward entrepreneurship vary as they are primarily based on socio-economic and cultural factors as well as the nature of their locale. Commonalities have been revealed in the research of a few academics in respect of the general perceptions of the youth towards entrepreneurship. For many young people, entrepreneurship is a gateway for them to realise their independence and have the financial autonomy to control both their own work and lives. Entrepreneurship for them provides the opportunity to achieve their independence (Shane & Venkataraman, 2000).

Established in another study by Fayolle and Liñán (2014) was that the youth commonly connect entrepreneurship with creativity and innovation. Based on this, the youth revere entrepreneurial endeavours as a uniquely critical avenue that affords them opportunities to create unique goods, services, or business strategies. This essentially makes entrepreneurship very attractive to them. As a result, entrepreneurship allows them to make creatively unique impacts in society that allow them to stand out from the competition.

Expanding from the afore-mentioned desire to be impactful in society is that; entrepreneurship provides a platform for the youth to proactively address social and environmental issues. Hockerts (2017) states that the youth view entrepreneurship (particularly social entrepreneurship) as a paradigm wherein they can align their personal values with their businesses and make a purposeful contribution to society. Krueger and Brazeal (1994) identified that the youth perceive entrepreneurship as an opportunity to develop essential business management skills and knowledge that will subsequently contribute to their overall chances of success. Evidently, some youth perceive entrepreneurship as a developmental opportunity that exposes them to targeted education and learning that leads to living successful lives.

According to Thurik and Wennekers (2004), for many young black South Africans, entrepreneurship is perceived as an alternative way to supplement their existing salaries obtained through traditional employment. As result, they are able to adequately fulfil their obligations in respect of supporting their families. This obligation to provide financial support to their families is known as 'black tax'. While the term 'black tax' may be viewed as perpetuating stereotypes, it also quite aptly explains the financial burden and responsibility that many employed black South Africans feel to provide for their family (Magubane, 2017). It is historically and socio-economically rooted in many black people who feel obligated to provide financial support for their relatives who were not afforded similar possibilities to attain formal education or employment (Kahn, 2006).

Furthermore, entrepreneurship is perceived to be a medium through which wealth is created and generational empowerment is secured. For many young people, creating successful businesses would allow them to amass wealth and assets which would

enhance their ability to provide for their families and ensure long-term financial security (Le Roux, Boshoff, & Jordaan, 2016).

Supporting the foregoing contributions that the youth perceive entrepreneurship as a means of easing the burden of 'black tax' is the assertion by Wamwara-Mbugua and Mulelu (2017) that; jobs are often created in communities through the successful entrepreneurial activities. In addition to ensuring provision for their own families, entrepreneurs are able to extend similar opportunities for the provision for many families by employing local community members which ultimately eases their respective financial difficulties.

Dzansi (2020) established that the youth also view entrepreneurship as a means to establish family-based businesses that would permit multiple members of a family to be proactive and cooperatively share the financial responsibilities associated with 'black tax'. Furthermore, the benefits achieved through entrepreneurial activities can also be distributed between family members which can assist them in breaking generational cycles of limited access to education and employment opportunities.

Contrasting the aforementioned that the youth generally perceive entrepreneurship with positivity is the perspective established by Krueger, Reilly and Carsrud (2000) that; for many young people entrepreneurship is perceived as a risky endeavour that presents negative challenges which compromise their existing or desired financial stability. Furthermore, the unpredictability of entrepreneurship fuels their fear of failure which amplifies their aversion to risk.

2.16 Chapter Summary

This chapter reflected on the theoretical framework of the youth's perception of entrepreneurship and emphasised the importance of cultivating ideologies, relationships and ecosystems that support positive conceptualisations of entrepreneurship. Initiatives and actions pursuant towards an entrepreneurial career equally require support and structures that will better mobilise the youth's orientation towards entrepreneurship. Additionally, the challenges and barriers to the youth's exploration and selection of entrepreneurship as a career require the strategic focus and action of the government and key stakeholders (i.e., businesses, educational

institutions, and community structures) geared towards establishing a socio-economic and sociocultural environment that fosters supporting and investing in developing youth entrepreneurship. Comprehensive insight was provided on the existing perceptions of the youth about entrepreneurship and the significance of youth entrepreneurship in contributing to the social change and economic growth. The next chapter provides a discussion of the research methodology and methods used in the study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a synopsis of the research methodology applicable to the study. It discusses the paradigm, study design, sample population, sampling, data collection, data analysis, and the related ethical considerations.

3.2 Definition of Research

Research is defined by the Western Sidney University (WSU) (2021) as a methodical investigation in an effort to discover information or the inventive and original application of knowledge already known to provide solutions to problems, answer specific questions as well as to develop new ideas, approaches, and comprehension.

In respect of this study, the following are the research questions.

Main research question:

- What do the youth from the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy?

Sub-research questions

- What are the perceptions of the youth in the Dr Kenneth Kaunda District regarding entrepreneurship?
- How do these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy?
- What are the specific roles that youth from the Dr Kenneth Kaunda District could play in bringing social change and opportunities to their community?

3.3 Research Paradigm

The study by nature used a phenomenological strategy followed from the constructivist paradigm. The study asked youth of Ikageng and Potchefstroom about their perceptions of entrepreneurship as part of their lived experience and how they could develop sustainable livelihoods out of these ideas. According to Frechette,

Bitzas, Aubry, Kilpatrick, and Lavoie-Tremblay (2020), interpretive phenomenology is a distinct methodology for investigating lived experience. The interpretation of the study was achieved through an interpretivist lens used to understand perceptions of entrepreneurship in the context of the lived experience of the youth and how this can cultivate opportunities for development. Entrepreneurship is a social phenomenon and therefore interpretivism is proposed as the meta-theoretical approach for this study.

The interpretivist paradigm was used in this study as the researcher was able to obtain numerous views on the research problem. An interpretivist desires to achieve an acute understanding of the topic under investigation (Rashid *et al.*, 2019). According to the findings of this study, the perspectives of youth on entrepreneurship contextually indicated what entrepreneurship means to them and how it could be made sustainable in their context.

3.4 Research Approach and Design

The three distinct methodological approaches used in research are the quantitative, qualitative and mixed-method approaches as reflected in the diagram adapted from Creswell and Creswell (2018:16).

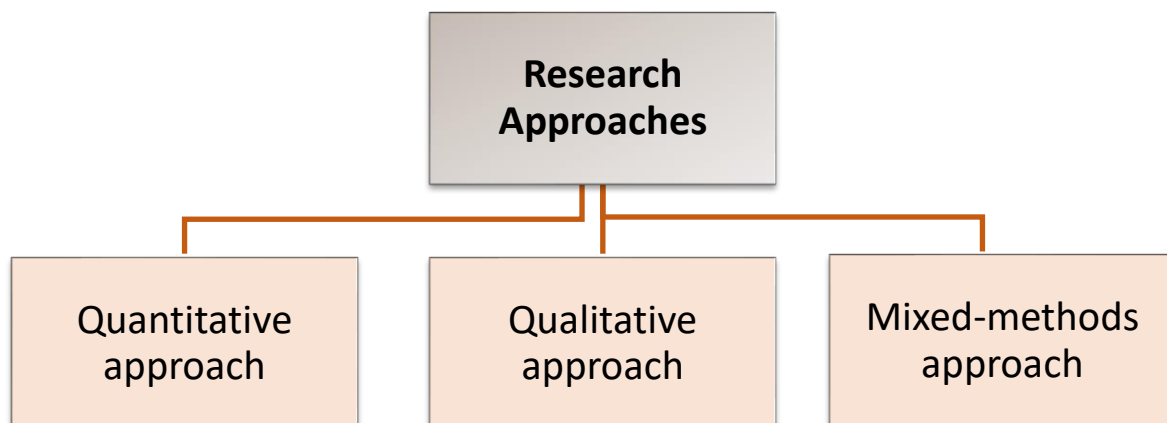


Figure 3.1: Research design approaches

Source - Adapted from Creswell and Creswell (2018:16)

Each approach adopts differing methods and techniques for collecting data, the analysis and interpretation of the data. The significant differences between quantitative, qualitative, and mixed-method research approaches are further discussed.

3.4.1 Quantitative research

According to Creswell and Creswell (2018:16), quantitative research focuses on collecting numerical data wherein statistical analytical methods and systems are employed with the intention of quantifying the data patterns, trends as well as the detected relationships therein. This permits an objective testing of the hypotheses. Large sample sizes are frequently utilised in an effort to obtain standardised results which may be generalised. Structured data collection methods are employed which may comprise closed-ended surveys, questionnaires, and experiments. Crucial to quantitative research is the ability to reduce the influence and bias of the researcher on the findings.

3.4.2 Qualitative research

The primary focus of qualitative research is on understanding and developing an in-depth interpretation of experiences, behaviours, and events. (Yates & Legget, 2016:227; University of California [USC], 2021). It relies on open-ended data collection methods which include interviews, focus groups, observations, and open-ended surveys in order to capture detailed insightful information from smaller sample sizes of participants which provide an enriched understanding of the research topic. The data is analysed by means of organizing and interpreting texts or narratives. The techniques utilised to extract themes, patterns, and significant insights from the data are thematic analysis, content analysis, or grounded theory. The subjectivity of the researcher's position is recognised, and the researcher's perspective is seen as an essential component of the study which also affects how qualitative data is interpreted. According to the Qualitative Research Consultants Association (2021), when conducting qualitative research, a researcher targets a particular audience and records their behaviour in order to learn about how individuals perceive research topics.

3.4.3 Mixed-method approach

This is an approach which is a combination of the quantitative and qualitative methods. It incorporates the combined strengths of the qualitative and quantitative methods.

Each approach possesses its own unique strengths and limitations. The selection of the appropriate research approach and related methods is the responsibility of the researcher as it is based on their own research objectives and the nature of the related research questions. The study used a qualitative methodology based on a social constructivism approach with interpretivism as a lens to understand the world view of youth from Dr Kenneth Kaunda District. The qualitative methodology is proposed as the predominant approach to this study as it is concerned with establishing answers to the whys and hows of the phenomenon in question. The design is proposed as the lived experience of participants is sought from an interpretive perspective. Thus, a phenomenological approach is deemed appropriate within the qualitative research design (Creswell and Creswell, 2018:16).

The process of the study comprised of three parts as illustrated below.

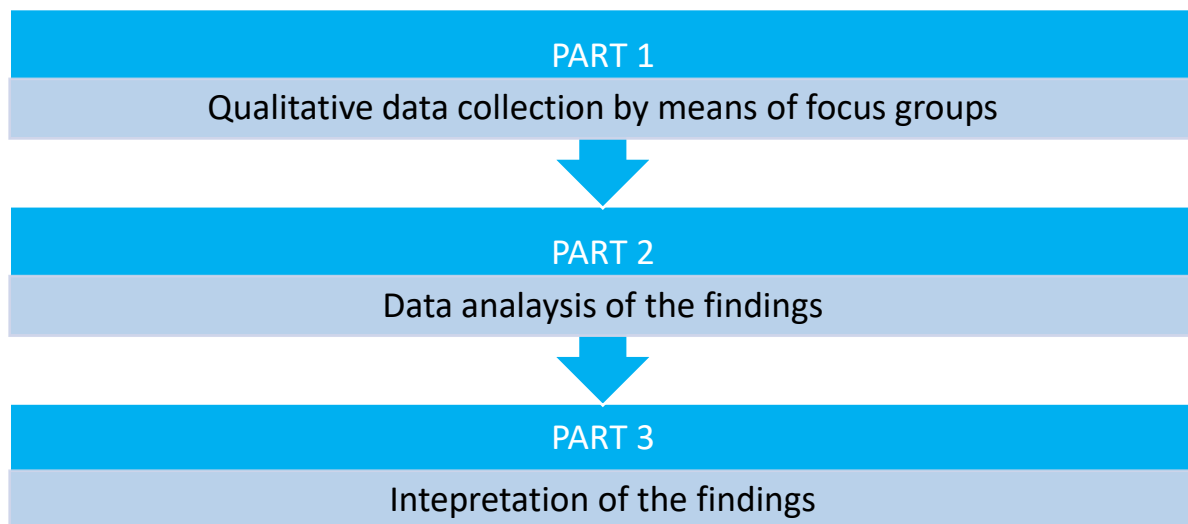


Figure 3.2: Research processes flow

Source - Researcher's own

Part 1- comprised of the collection of qualitative data by means of focus groups with participation from the youth of the Dr Kenneth Kaunda District Municipality. Two focus groups were identified with the assistance of community leaders. As per the rubric for focus groups, each group comprised of a minimum of 6 members. The overall member participation did not exceed 20 members. In observation of COVID-19 regulations, the first group was conducted in-person while maintaining a safe distance of 1.5 meters between each participant. The second focus group was conducted virtually in order to accommodate the participants' availability. Part 2 and 3 involved the analysis and interpretation of the qualitative data.

3.5 Population and Sampling

This section describes data collection methods, analysis, and interpretation in detail which further augment the study's trustworthiness.

3.5.1 Population

According to Creswell and Creswell (2017), "population" describes the totality of the people or things that are the focus of the study. The population is the larger group to which the results of the study are supposed to apply. To guarantee that the findings of the study can be applied to a broader population, it is crucial to precisely define the population.

The targeted population of this study comprised the youth (above the age of 18) in the Dr Kenneth Kaunda District.

3.5.2 Sampling method and sample size

The sampling method is the process or strategy used to choose a subset of people or items from the overall population specifically for the study. The sample size refers to the quantity of people included in the study (Babbie & Mouton, 2014).

The researcher adopted a qualitative approach to the study. Two focus groups in the Dr. Kenneth Kaunda District were identified with each group comprising of 6-10 participants and proved to be sufficient as data saturation point was reached at 20 participants.

3.5.2.1 Sampling technique

The researcher applied the purposive sampling technique in this study. This is essentially a non-probability sample but applied with great sensitivity to the potential that the youth would be able to share a deep understanding of a lived experience and thus attempted to be as inclusive as possible (Etikan & Bala, 2017:216). This process continued until saturation point was reached. Sim, Saunders, Waterfield, and Kingstone (2018) advise that; sample size in qualitative research should not be determined a priority especially when using an interpretive approach. The study comprised of a maximum of 20 participants. The focus groups were constituted according to the guidelines proposed by Sim and Waterfield (2019) especially regarding ethical issues such as consent; confidentiality and anonymity; and risk of harm.

3.5.2.2 Participant recruitment

The first focus group was comprised of participants who reside and attend a church in the district township of Ikageng. The researcher submitted a request for the participation of the youth by means of a Gatekeepers letter to the Youth Leader. The recruitment of the participants was facilitated by the Youth Leader. Qualifying members of the youth group who met the inclusion criteria were invited to participate in the focus group session. The focus group session was held at the church in effort not to inconvenience the participants, Furthermore, the facilities of the church provided ample room for the researcher to ensure social distancing in observation of the COVID-19 regulations set out by the Department of Health (2020). The recruitment process was successful in that it provided convenience to both the researcher and participants.

The second focus group discussion was conducted online using Microsoft Teams composed of participants residing and working in the urban areas of the district town of Potchefstroom. The participants were recruited by means of snowball sampling which is an effective recruitment technique whereby the researcher requests the assistance of participants to identify additional potential participants. This technique is favourable in that it provides simple planning and cost-effective recruitment solutions for research (Rubin & Babbie, 2010).

The focus group discussions were limited to 60 minutes and were recorded for transcription and record keeping. The following documentation was provided to the recruitment assistants and participants:

- Gatekeepers letter
- Letter of informed consent
- Interview schedule

In terms of the guidelines given by Strode *et al.*, (2005) each participant was above the age of 18 and consented to participate in the study. Manti and Licari (2018) indicate that the voluntary consent by a competent subject and the adequate information disclosure about the research are critical elements of the informed consent process. A standardised consent form used for research purposes was given to each participant to complete before the study commenced.

3.5.2.3 Role of the researcher

The researcher performed the mediatory role during focus group sessions, transcribed the data and drafted supplementary field notes. Before commencing the group discussions, the researcher engaged in a brief and polite discussion with the participants to build rapport with them that fostered trust. The researcher commenced the formal part of the session by providing an explanation of the focus group process. Additionally, reassurance was provided to the participants in respect of the confidentiality of the data collected. The researcher provided clarity on the research questions when it was required to maintain understanding and effective participation throughout the process. Additionally, it was the responsibility of the researcher to gather, analyse, and interpret the gathered data. The researcher performed the foregoing in adherence to the guidelines set out in Creswell and Creswell (2017).

3.6 Data collection

According to Bryman *et al.*, (2014:376), data collection is the unique process of collecting useful research information that relates to the research question thus enabling the researcher to answer research questions and draw conclusions in respect of the research topic. Inclusive in the data gathering techniques are

interviews, observations, questionnaires, as well as the review and assessment of relevant documentation (Yin, 2018:45).

3.6.1 Data collection instrument and process

In accordance with Bhandari (2020), the adopted qualitative data collection methods of the study are informed by the specific research questions and objectives of the study. Primary data was collected from the focus group interviews which were conducted using a questionnaire serving as a guideline instrument to the researcher.

The qualitative data was collected by means of open-ended questions posed to the participants. The intent of utilising open-ended questions by means of a focus group was to generate comprehensive and discussive responses that might enable narratives, perspectives, and experiences to be established (cf. Deakin University, 2021).

The articulation of the questionnaire was derived in expansion of the present study's research questions.

3.6.2 Data analysis

According to Yin (2018:212) data analysis is a systematic and detailed process that includes the examination, categorisation, tabulation, and the practice of reconnecting quantitative and qualitative data in response to the research questions. Data analysis is therefore the process of converting data into useful and understandable information which can then be used to draw conclusions about a phenomenon (Bryman, 2015, 341-342). The research questions were a guideline for the researcher in the exercise of grouping and analysing the data.

3.6.2.1 Analytical method

According to Braun and Clarke (2006), the analytical methods applied to the qualitative data was a thematic analysis which involved grouping data according to themes devolved from the focus group sessions and/or the research questions. Additionally, a narrative analysis was utilised to construct a response to the research question and/or support the theoretical framework of the study.

3.6.2.2 Organisation of the data

This involved transcribing the interviews, capturing field notes and the logical sorting and arrangement of the data. The data collected from the first in-person focus group interview was transcribed verbatim by the researcher. However, during the second online focus group interview, Microsoft Teams auto-transcribed the interviews. Upon completion of the interviews, it was necessary for the researcher to review the transcriptions to ensure accuracy and legibility. Following the review of the data, the thematic analysis was undertaken to categorise and code the data accordingly (Braun & Clarke, 2006).

3.6.2.3 Coding

Bailey (2007) stipulates that coding is the iterative process of allocating codes, concepts, or phrases to data in an effort to identify themes, topics or issues and subsequently arrange the data as it relates to the identified themes accordingly. This assists the researcher in formulating a framework of understanding in the synthesis of the data collected. The coding of qualitative data enables the researcher to achieve a more systematic organisation, interpretation, and presentation of the findings. Following the completion of coding the data, the researcher's interpretative lens is applied.

3.7 Research Ethics

Research ethics are the ethical standards that researchers apply and follow throughout the research study process to prevent any harm to the participants, and society (Singh, 2019). The researcher demonstrated adherence to the research ethical guidelines by consistently and responsibly assuming an active role in all the phases of the study which includes the conception, design, investigation, analysis, interpretation, verification, and reporting.

In adherence to the North-West University research ethics guidelines, the following standards have been met:

- By requesting ethical clearance from the ethics committee (EMS-REC), university approval was sought in order to perform the research. The letter of

ethical approval is included as Annexure A. This study was considered low risk by the EMS-REC.

- The researcher sought approval from the relevant community gatekeeper in order to proceed with the research. The gatekeeper letter is included in Annexure B.
- Transparency and the voluntary participation of the participants was ensured prior to the commencement of the interviews. Participants were informed that their participation is voluntary and subject to withdrawal at their own discretion. This was achieved by collecting signed informed consent forms from the participants. The related standard informed consent form is attached in Annexure C.
- The provided verbal consent to the recording of the interviews at the start of the interview process.
- In effort to protect and ensure the anonymity of participants, the researcher undertook to ensure that no personal and identifying information is included in the transcriptions and the report. Code names were assigned as an extra measure of protection.
- The elimination of bias was ensured by utilising the same questionnaire which was made available to all the participants. The researcher maintained a strict adherence to the questions reflected in the interview guideline in Annexure D. As previously noted, participation was voluntary which allowed an autonomy of participation in the process and the researcher did not influence the responses of participants.
- The Constitutional rights of the participant in respect of privacy, dignity, and reputation were maintained throughout the process.

3.8 Chapter Summary

This chapter provided a comprehensive summation of the research methodologies and approach used in the study. It provided descriptive overviews of the adopted research design and approach, population and sampling, data collection and the applied ethical considerations.

The following chapter provides a report of the data analysis and the findings.

CHAPTER 4: FINDINGS AND ANALYSIS

4.1 Introduction

This chapter entails the findings and analysis of the research study which was to ascertain the perspectives that the youth of the Dr Kenneth Kaunda District have about entrepreneurship, how these perspectives shape their intentions towards pursuing entrepreneurship and their possible role in effecting social change through entrepreneurship. The study also sought to determine if the extent to which these perspectives may differ based on the context of the youth. The researcher utilised focus group interviews to collect qualitative data with youth participants from Ikageng township and a suburban area called Potchefstroom Central. Two focus group sessions comprised of youth above the age of 18 years old. The first focus group included ten youths from Ikageng township, and the second group included seven youths from Potchefstroom Central.

The analysis was conducted by means of a reflexive thematic analysis using NVivo. It discusses the thematic analysis process, provides the key concepts derived and discusses the themes generated.

4.2 Main Research Question and Sub-Research Questions

The following were the research questions investigated in the study:

Main research question:

- What do the youth from the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy?

Sub-research questions

- What are the perceptions of the youth in the Dr Kenneth Kaunda District regarding entrepreneurship?
- How do these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy?
- What are the specific roles that youth from the Dr Kenneth Kaunda District could play in bringing social change and opportunities to their community?

4.3 Thematic Analysis Process

Qualitative research is described as a situated activity that locates the observer in the world and investigates phenomena in their natural context and attempts to make sense or interpret these phenomena based on meanings people attach to them (Guest, MacQueen & Namey, 2011). This is implemented using data reduction methods or techniques which entail summarising, finding basic characteristics, and looking for common themes and patterns that represent the data in a simple structure with meaning (Clarke, Braun & Hayfield, 2015). In the analysis presented in this study, reflexive thematic analysis as a method of data reduction and analysis was implemented to meet the research objectives.

Thematic analysis is explained to be a process of decomposing, analysing, and interpreting patterns across a qualitative dataset with a systematic process of data coding to develop themes as patterns of meaning in the data. As such thematic analysis is a method of qualitative data analysis. In arriving at the results presented in this study, the reflexive thematic analysis procedure was implemented which includes six phases as summarised in Table 4.1. The methods described were implemented using NVivo 12; a software that provides a platform and tools for qualitative data reduction and analysis (Edhlund & McDougall, 2018).

Table 4.1: Thematic analysis process

Phase	Implementation
<p>Dataset formalisation</p>	<p>Deep immersion of the researcher into the data to achieve familiarisation with content of the data. This phase entailed reading and re-reading of the data, making notes about emerging concepts and analytic ideas and insights relating to each data item and to the dataset as a whole (Clarke, Braun & Hayfield, 2015). The transcribed focus group interview transcripts were imported into NVivo 12, and the initial reading conducted. Using annotation tools, the re-reading was carried with writing of notes related to concepts and emerging ideas on data items. Various analyses were conducted on the raw data to make sense of the data through investigating dominant concepts (Figure 4.1), terms and word maps (Figure 4.2) to trace ideas as reported in the sections below.</p>
<p>Data Coding</p>	<p>In this phase, the data coding process was implemented in two stages, semantic thematic analysis, and latent thematic analysis. Semantic analysis entails decomposing the data based on identifying explicit or surface meanings of the data (Guest, MacQueen & Namey, 2011). In this stage, a concept map was developed from the three objectives of the study and translated into semantic codes together with other emerging semantic codes through re-reading and initial data coding.</p> <p>Latent analysis entailed capturing the underlying ideas, patterns and assumptions inherent in the thoughts, meaning expressed by the participants as interpreted by the research through comparison or induction (Guest, MacQueen & Namey, 2011). In this stage, the semantic codes were reassessed and decomposed further by studying them within their broader positioning in the data, and in the ideas being communicated or implied in each data item and its relation to other data items (constant comparison). The latent codes generated and compared were grouped into themes and redefining semantic codes into common themes based on coding similarities.</p>
<p>Initial theme generation, Theme development and review. (Phase 3 and 4)</p>	<p>In this stage following previous coding of all relevant data items, the shift was then placed on interpretation of the data not as individual data items, but to the interpretation of aggregated meanings and meaningfulness across the dataset (Byrne, 2022). The coded data was reviewed and analysed to discover patterns emergent in the latent and semantic codes based on shared meanings to generate themes and sub-themes.</p> <p>In this stage using NVivo software, similarity of themes based on patterns of shared meaning in the codes were analysed using cluster analysis which uses the correlation metric of the Jaccard coefficient. The cluster analysis was the final step which enabled a reviewing of aggregated themes and rearranging codes in themes for the development of final themes.</p>
<p>Defining themes and write up</p>	<p>In this phase, the final aggregation of the generated themes was finalised with a presentation of the detailed thematic analysis framework. Since each theme and sub-theme was to be expressed in terms of the research objectives and the dataset, identified themes were defined in this scope. According to theory, each theme should provide a coherent and internally consistent account of the data that is not accounted for or explained by other themes. However, all the themes combined should generate a lucid narrative that is consistent with the content of the data and informative in relation to the research objectives (Byrne, 2022). In this final phase, a deep analysis of the data in relation to the theme was undertaken with a grouping of data items underlying each theme and making a choice among data extracts to use in the write up of the results of the analysis. The extracts were chosen to provide a vivid and compelling account of the arguments represented by each respective theme.</p>

Source - Researcher's own

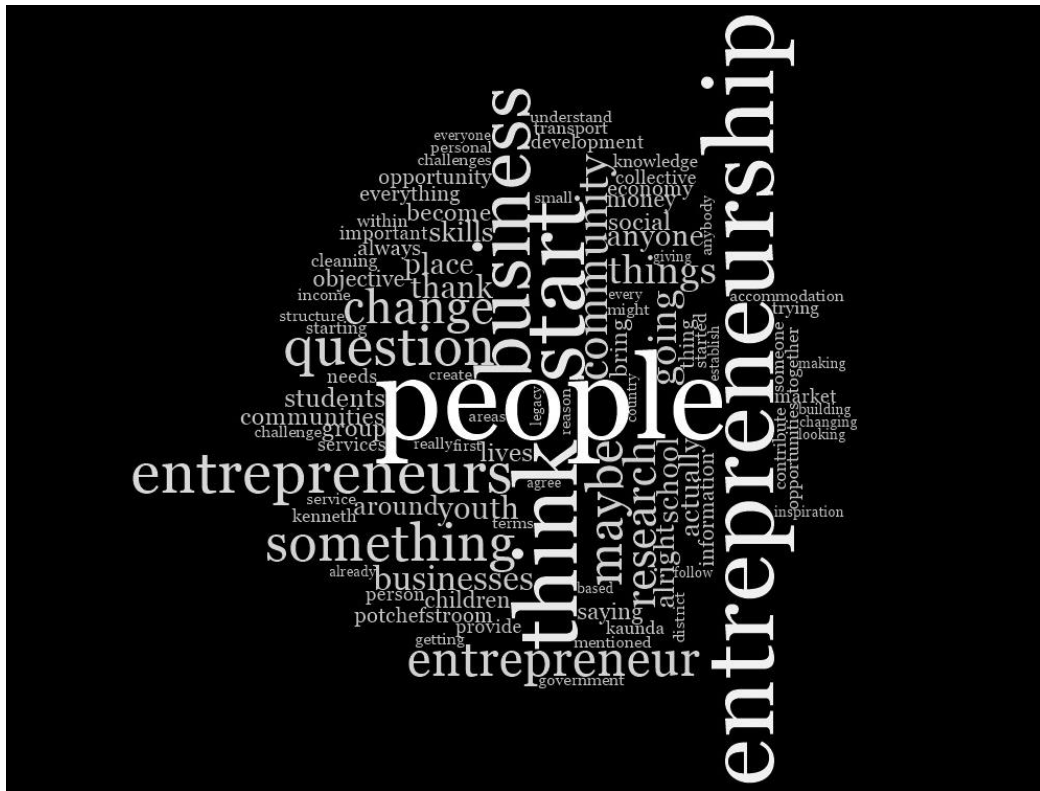


Figure 4.1: Inductive assessment of dominant terms in the data

Source - Author Compiled using NVivo 12

Using the word cloud as technique for pre-data reduction enabled an assessment of the dominant terms and concepts in the data. For concepts identified as central to the data such as entrepreneurship, business, entrepreneur, opportunity, community and skills, word tree maps were used to assess patterns of thought to enable a comparison of emerging analytical concepts with semantic themes or ideas emerging through annotations and re-reading of the data. The cluster analysis dendrogram of the salient terms was also compiled to assess how the salient terms were combined (see Annexure E). These pre-data reduction techniques were also useful in ensuring that codes generated subjectively by the researcher were consistent with the data.

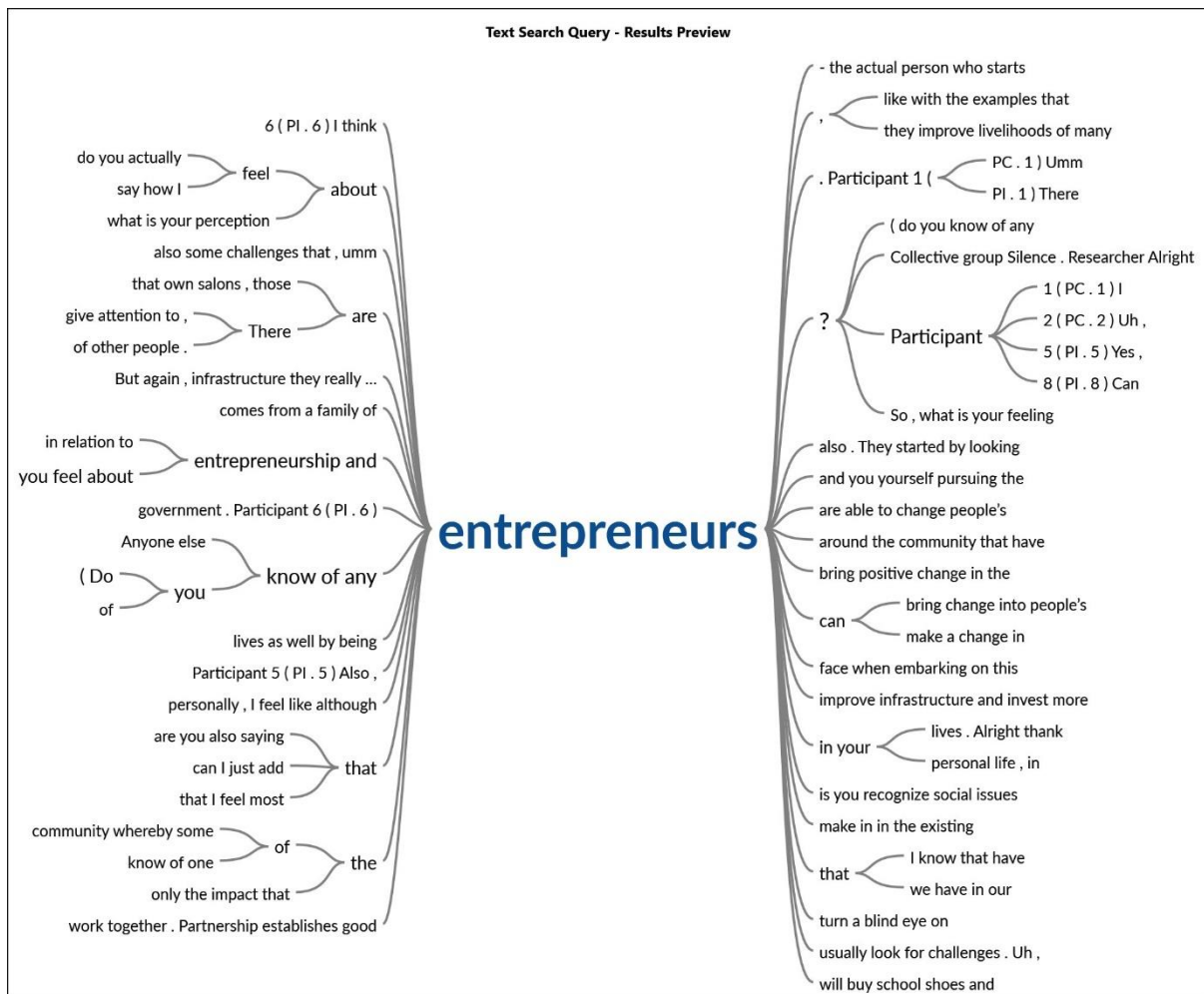


Figure 4.2: Example Word Tree Map (Entrepreneurs)

Source - Compiled using NVivo 12

Using word or concept tree maps as presented in Figure 4.2, patterns were observed in the use of key words or codes in the body of the data and compared to the semantic codes to ensure that coding was consistent with meanings attributed to phenomena in the data. This was complemented by an initial analysis of how concepts or key words appeared together in the conversations in the data by using a dendrogram generated using NVivo 12 platform as shown in Figure 4.3 to produce the chart in Annexure E.

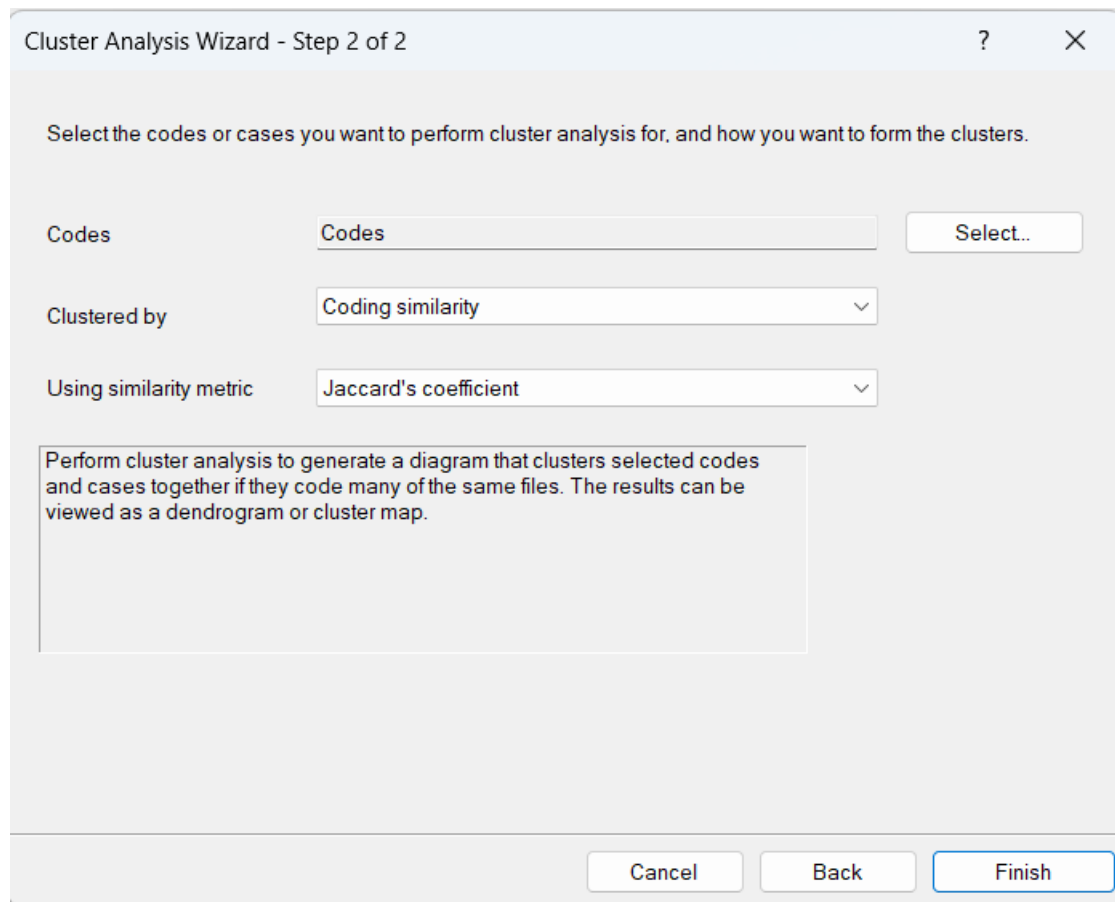


Figure 4.3: Computing the Jaccard coefficient for cluster analysis in NVivo

Source - Compilation using NVivo 12

Using the Jaccard's coefficient as a measure of association or coding similarity index, relations between usage of terms was grouped based on the value of the coefficient. From the dendrogram in Annexure E, it can be observed that the term entrepreneurship for instance was used together with terms such as legacy, thinking, and people. The latter term was used in connection with people's general perceptions of entrepreneurship and how entrepreneurship is perceived to influence people's livelihoods. Observing these patterns of similarity was useful in semantic coding and efficiency in data reduction.

4.3.1 Summary of Key Concepts of Data

In Table 4.2 is a summary of the structure of the relation of key terms in the data except for stop words. Reading from left to right, the discussion in the data is built

around four major terms, “people”, “entrepreneurship”, “start” and “think”. Looking at the term “people”, it is related to “business” and “entrepreneurs” and the linkages continue to build conceptual relationships that depict how thoughts around entrepreneurship, people and businesses and so forth are interlinked in the discussion. These ideas were used in developing data grounded concept maps which were translated into semantic codes to perform the first stage of coding as well as ensuring that the coding process and the derived codes were grounded in the data.

Table 4.2: Tree map summary of key concepts in the raw data

people	business	maybe	things	actually	alright	skills	around	lives	students	become			
				bring	saying	always	econom	everything	informat	opportur	potches		
		change	businesses										
entrepreneurship	entrepreneurs		thank	communit	thing	provide	services	cleaning	contribu	kaunda	kenneth		
		community		group	collective	knowled	transpo	trying	within	accom	anybo	areas	
	question		youth		developm	opportu	challen	getting	govern	incom	mentio	might	
start				social		importan	someon	challen	person	small	structu	terms	unders
	something	research	anyone	children		market	started	create	really	agree	changi	country	establis
			place	money		needs	starting	district	reason	already	every	giving	inspira
think	entrepreneur	going	school	objective	person	together	first	service		based	everyon	legacy	mak
									building	follow	looking		

Source - Compiled using NVivo 12

Thus, in the generation of codes and themes, an iterative process of critical thinking, constant comparison and reflexive thinking consistent with reflexive thematic analysis was implemented. While reflexive thematic analysis depends on subjective perspective and assumptions of the researcher, and the intellect and level of thinking they bring to it, using objective tools grounded in positivism as demonstrated above positions the thinking of the researcher and eliminates unjustified subjectivity of seeing linkages in texts that are not actually there.

4.4 Presentation of Findings

In this section, the findings of the reflexive thematic analysis method as implemented to respond to the objective of the study are presented. Each objective is taken as the primary theme and discussed. The discussion centres around the visual presentation of the themes responding to the objective and their associated linkages. A discussion of the results in context of extant literature is presented with assessment of similarities and differences of the findings with those of the existing research.

Table 4.3: Visual representation of themes

Research Objectives	Themes	Categories	Sub-Categories
To establish what the perceptions of the youth in the Dr Kenneth Kaunda district are regarding entrepreneurship.	Perceptions of entrepreneurship	1.1. Entrepreneurs as community influencers. 1.2. Entrepreneurship as engine for building institutions for social betterment 1.3. Entrepreneurship broadens societal boundaries. 1.4. Entrepreneurship as mechanism for social investment and community development 1.5. Building entrepreneurial skills	1.5.1 Continuous learning 1.5.2 Entrepreneurship as key explanation for societal differentiation
To establish how these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy.	Perceptions of entrepreneurship and choices	2.1 Entrepreneurial skills transferability 2.2 Entrepreneurship as empowerment and a pathway to capacity growth 2.3 Drivers of entrepreneurship	2.3.1 Developmental background and socialisation
To identify the specific roles that youth from the Dr Kenneth Kaunda district could play in bringing social change and opportunities to their community.	Role of youth in bringing social change and opportunities	3.1 Social entrepreneurship 3.2 For-profit entrepreneurship 3.3 Youth's roles in contributing to the economy	3.3.1 Organising for employment creation. 3.3.2 Immediate family context 3.3.3 Development of software applications 3.3.4 Developmental platforms 3.3.5 Expanding community options

Source - Researcher's own

4.4.1 Theme 1 - Perceptions of youth regarding entrepreneurship

The perceptions of the youth in the study regarding entrepreneurship centred around what they considered as accruing through entrepreneurial engagement- both to their own welfare and to the community. These were built from their knowledge of entrepreneurship based on experience and observation of the societal circumstances, existing entrepreneurs, and desire for pathways out of the existing precarious economic situations (Shane & Venkataraman, 2000). Entrepreneurship was perceived as broadening societal boundaries, as influencing change in community, as the vehicle for building societal institutions and undertaking social investment while gaining a return. The youth also perceived successful entrepreneurship as being linked to entrepreneurial skills which were prevalent in their discussion about their perceptions of entrepreneurship (Hockerts, 2017). These findings are summarized in Figure 4.4.

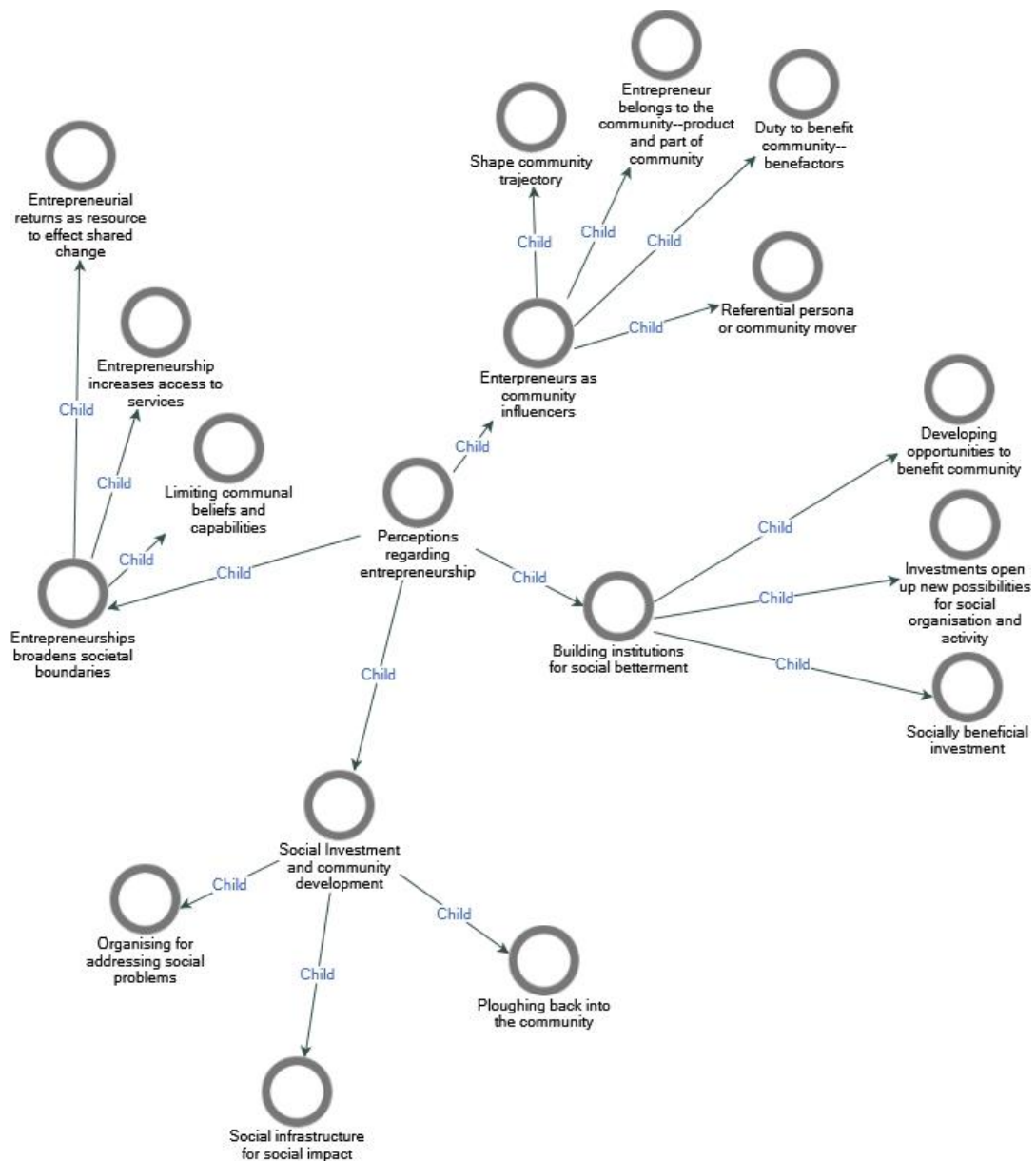


Figure 4.4: Perceptions of youth regarding entrepreneurship

Source - Compiled using NVivo 12

Among the youth, entrepreneurs were perceived as community influencers, individuals who undertake social investment and community development, individuals who broaden societal boundaries, improve access to services, develop opportunities to benefit communities and build institutions for societal betterment.

4.4.1.1 Entrepreneurs as community influencers

A community influencer is an individual who starts a business and seeks to actively participate in the local area. The presence of community influencers in local communities is important as they inspire people in their communities, promote economic growth, and effect positive change through their entrepreneurial endeavours and assets.

In thinking of entrepreneurs as community influencers, participants highlighted entrepreneurs as community benefactors (P5IG) that are a product and part of the community (P5IG), are community movers (P6IG) and shape the community's present and future trajectory (P7PC). On the perception of entrepreneurship as influencing people directly, Participant 5 from Ikageng (P5IG) alluded to giving back to the community in the following words:

“Also, entrepreneurs are able to change people’s lives because when they are being able to have an income, they always give back to the community”. P5IG

The participant further explained by giving an existing case of an entrepreneur in their local community who was undertaking development projects. It is also interesting to capture the thought that entrepreneurs are perceived as belonging to the community, shaping conception of entrepreneurship as part of the community's potential assets. In this way, increasing the community's stock of entrepreneurs can influence entrepreneurial culture within the community.

“Yes, I do know of one of the entrepreneurs that we have in our local community. It is a lady who has a business of doing construction being able to go and get a tender at the local municipality...”. P5IG

In this same strand of thought Participant 7 from Potchefstroom Central (P7PC) alluded to the positive change entrepreneurs bring about in their communities by saying:

“Umm for me personally, I feel like although entrepreneurs bring positive change in the community”. P7PC

The perception of entrepreneurship as a mechanism for influencing community trajectory, influencing change, and impacting people's lives lies at the heart of thinking regarding entrepreneurial innovation. According to the social cognitive theory, observational learning, social modelling and self-efficacy shape human organising behaviour (Bandura, 1999). In influencing social or community change, entrepreneurs as such model their social settings by learning social trends and needs to find opportunities and gain self-efficacy by being movers of community change.

4.4.1.2 Building institutions for social betterment

Entrepreneurs were perceived as individuals building institutions for social/societal betterment. In perceiving entrepreneurs as individuals building institutions for social betterment, the focus was on interventions and undertakings that they commit to the societies in which they establish their businesses. These interventions through entrepreneurship were viewed as undertaking socially beneficial investments (P5IG) and making investments that open new possibilities for social organisation and activity (P6IG).

In discussing socially beneficial investments, Participant 5 said:

“So, they are able to help people in the community to better their lives maybe by giving back an orphanage or building an orphanage place for those who don't have a place to stay”. P5IG

In this strand, Participant 6 took a broader focus on long term community change, understanding the current processes shaping societal change and the roles entrepreneurs can take in bringing about that change through investment. The Participant observed that entrepreneurs can invest in new ways of doing things or introducing new ways of social or economic organisation.

The Participant said:

“I think entrepreneurs can bring change into people's lives by inventing things and then where people going to do things different from like they used to. Like now we

are in Fourth Industrial Revolution, we are changing from paper moving to the paperless". P6IG

The perception that entrepreneurs are channels through which social betterment can be achieved aligns with Weber's social theory of entrepreneurship in that; the focus of entrepreneurs is on the development of people and society (Ruef & Lounsbury, 2007). They seek long-lasting solutions to environmental, social, and cultural problems by applying entrepreneurial concepts. As opposed to being just motivated by profit, social entrepreneurs are motivated by a desire to positively impact society (Reuf, 2015). They start projects or organizations with the goal of improving society and addressing social issues. As such, entrepreneurs are frequently driven by a sense of obligation to the well-being of their local community and society at large.

4.4.1.3 Entrepreneurship as broadening societal boundaries

In thinking about entrepreneurs as individuals who broaden social boundaries, this was viewed to be through resources generated as entrepreneurial returns (P4PC) and overcoming limiting communal beliefs, options, and attitudes (P6IG). Limiting beliefs included attitude towards risk, and perceptions of entrepreneurship as a challenging endeavour. Entrepreneurship was also highlighted as an option to overcome unemployment in societies where employment creation was limited (P6IG).

According to Participant 6: *"Many people might say or advise us saying that it's risky to become entrepreneur in a way but, it enables one to explore and cross the limits that one may be given by society. It can also help people survive without jobs". P6IG*

The participant alluded to general perceptions about challenges and risk of entrepreneurship. These general perceptions are limiting motivations to undertaking entrepreneurship given the lack of positive motivation they confer upon those attempting and act as disincentive to engage (Bandura, 1999). In a study exploring entrepreneurial characteristics, motivations and behaviours in Italy, strong prevailing motivations were seen as influencing the shape and decision of entrepreneurial endeavour presenting movers or inhibitors of action (Troise & Tani, 2020). Another study on motivation and entrepreneurial cognition argued that; most entrepreneurs

are driven by non-financial motivations which may mask potential financial rewards if the former in the form of pervasive focus on entrepreneurial failure may inhibit action (Shepherd & Patzelt, 2018). These financial and non-financial motivations are observable in the perspective shared by Participant 4 who made reference to community change by stating *“changing your life”* and placing emphasis on the entrepreneur by mentioning *“then the entrepreneur’s”*, and consequently the ways in which that change is brought about. Reference to the services to the community was expressed by stating *“then accessibility with the top of service”* and financial motivation on the entrepreneur’s side was expressed by stating *“profit on the entrepreneur”*.

“So, we are changing your life and then the entrepreneur’s life also because of the profit on the entrepreneur side, and then accessibility with the top of service is on the consumer”. P4PC.

4.4.1.4 Entrepreneurs as undertaking social investment and community development

Finally, in thinking about entrepreneurs as individuals undertaking social investment and community development, three facets were broadly identified. Entrepreneurs engage in organisation for addressing social problems (P2IG; P7PC) where they set up projects for social and human development. It was also suggested that entrepreneurs plough back their profits or returns into communities through the provision of schooling aid (P7IG) or providing for less fortunate community members (P5IG).

Participant 2 from Ikageng community identified investment in social projects aimed at childhood development, providing holistic development by equipping the children in various ways, rehabilitation, and nutrition programmes. The Participant saw these as avenues through which as an entrepreneur they can effect change in the community. The Participant said:

“I feel that there must be more children development programmes and more rehabilitation centres in place. So, even rehabilitation clinics where someone who

doesn't have a place to sleep can go there, someone who doesn't have something to eat can go there. I feel those are the social changes and opportunities that I can bring as an entrepreneur.” P2IG.

A similar perspective was shared by Participant 7 from Potchefstroom Central, who saw the entrepreneurial role as effecting social change through solving social problems, and where entrepreneurs identify problems and organise to solve them and, in the process, improve people's lives.

“I wanted to say that entrepreneurship does bring about change as the fellow participants had mentioned. When people find that there is a problem in the community, they try to find ways to solve them and make people's lives better”. P7PC

Participant 7 from Ikageng agreed—with Participant 2 that child developmental initiatives, educational support, and financing for the less fortunate is a way of ploughing back into the community. Entrepreneurial success was perceived as providing the means to implement the social investments.

“I think what I was going to say is more or less what she has just said about the ploughing back to the community whereby some of the entrepreneurs will buy school shoes and give learners from the profit they have made, or from any income that went into the business and not only learners at some point they will be in need of a second sponsorship and then they will be able to probably assist and say okay let's just we will be able to assist you with this much”. P7IG

The theory of planned behaviour argues for three considerations guiding human behaviour; behavioural beliefs (expected or likely consequences), normative beliefs (normative expectations) and control beliefs (facilitating or impeding factors) (Bosnjak, Ajzen & Schmidt, 2020). In the results presented in this section, it is observed that entrepreneurs are expected to assume normative roles which their success in an entrepreneurial endeavour enables them. While general societal beliefs and attitudes towards entrepreneurship are observed in the analysis to be negative such as the associated risk profile, or general challenges and heightened conception of failure in the enterprise, entrepreneurial endeavour is expected to

confer positive benefits to the community. In line with the theory of planned behaviour; expectations of creating employment, improving one's options both economically and generating financial security, and positively affecting the community are intrinsic motivations for engaging entrepreneurial endeavour.

4.4.1.5 Building entrepreneurial skills

The study participants while expressing positive sentiments about the role of entrepreneurship in improving their options were also concerned about structural and perceived limitations that inhibited entrepreneurial choice. The limitations centred around entrepreneurial capacitation and skills which were perceived as critical in entrepreneurial endeavour. These limitations are summarized in Figure 4.5. In building these skills, the participants' responses were categorized as the need for broadening of formal education and training to focus on entrepreneurial skills. This was argued to be best gained through providing education on avenues to accessing capital and finance which are critical in entrepreneurial choice (P7PC), mainstreaming business and entrepreneurial education in formal training (P7PC). The importance of this finding lies in the structural setting that the majority who have no entrepreneurial background nor access to any form of training or experience, need to at some point acquire some level of formal education. As such, providing entrepreneurial education early can create the fertile ground, ensuring that building entrepreneurial skills broadens the scope for youth engagement in entrepreneurship.

In expressing this perspective, Participant 7 said:

“For me I feel like maybe in school, subjects such as business studies, maybe more attention can be given to entrepreneurship, maybe they could just teach us where to get the sources of funds to enable the youth to actually start businesses...”. P7PC

In explaining the remarkable post second world war economic progress of East Asian countries, research showed the impact of investment in entrepreneurial education, human development and creation of cultures of innovation and creativity in increasing human productivity (Young, 1992). These societies were also observed in the study to be largely entrepreneurial, had stable governments preparing platforms and

organising for economic activity, and encouraged competition and learning in the domestic and global market.

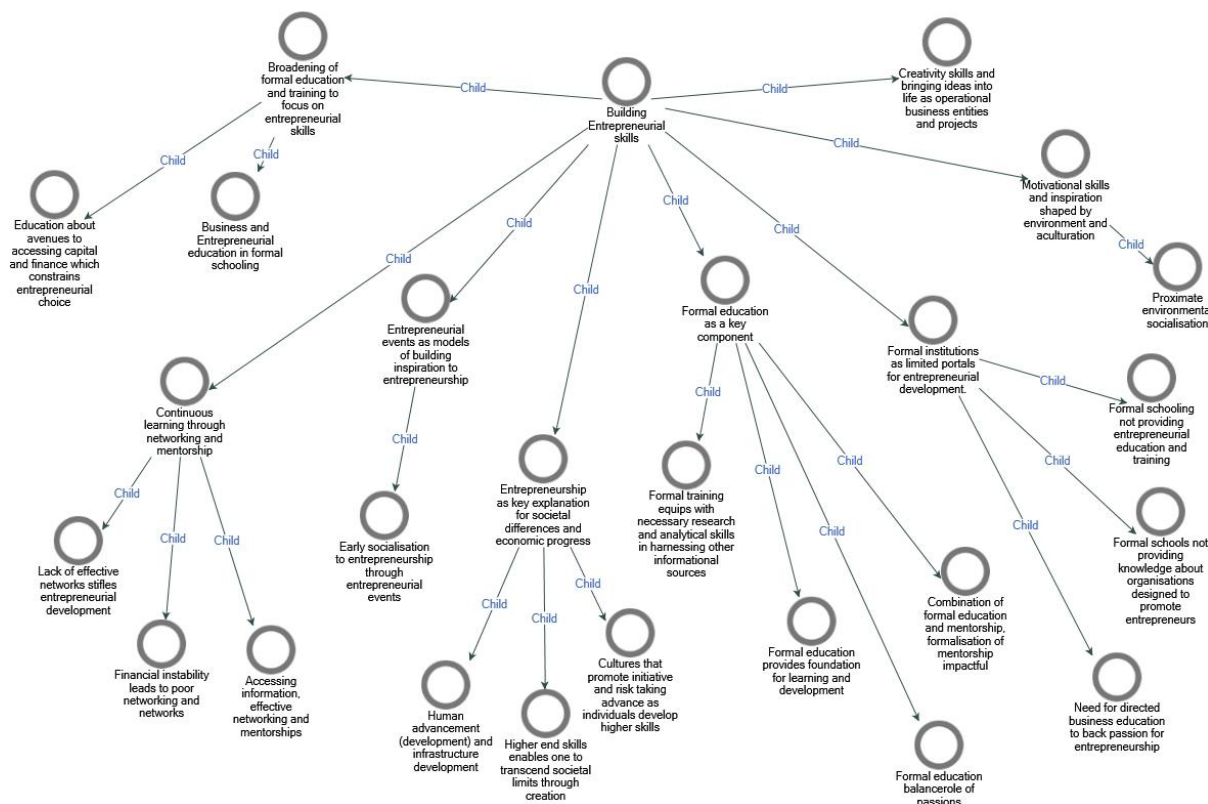


Figure 4.5: Building entrepreneurial skills

Source - Compilation using NVivo 12

4.4.1.5.1 Continuous learning

Continuous learning through networking and mentorship were considered avenues for building entrepreneurial skills. This was constrained by a lack of effective networks stifling entrepreneurial development (P3IG); financial instability leading to poor networking and networks; and narrow opportunities for accessing information and mentorships (P3IG; P1IG). Poor networking is attributed to both a lack of financial resources and trust or social capital which manifest in not having belief in another's capacity or vulnerability and risk profile due to lack of financial resources. Access to support, mentorship and networking are vital components to successful

entrepreneurship as these structures are essential resource supports, knowledge sharing and experiences for venturing young entrepreneurs (P3IG).

Participant 3 from Ikageng township in comparing the African population with other communities such as Muslims and White communities, saw the role of social networks and community support as providing structures for learning and growth in entrepreneurship. The participant stated that:

“I have learnt that the reason some businesses fail in South Africa is because we do not work with each other. Like I mentioned, partnership basically establishes a sound base. The Muslims and White communities work together, they help each other and partner together”. P3IG

The participant attributed the lack of financial resources when compared to other population groups as stifling growth of effective partnerships. While other population groups maintain stable structures for collaborating and working together, the structures were comparatively lacking among Africans due to financial instability. The Participant alluded:

“We have the same passion and dreams but also the real reason we feel different from the Whites and Muslim communities and don’t have good partnership is because we are financially unstable. The lack of financial resources is a problem and that is why some of our businesses fall along the way. We don’t work together to establish a structure and work together”. P3IG

The lack of social cohesion that promotes an entrepreneurial culture among Africans was further alluded to by Participant 1 from Ikageng. Lack of social cohesion does not promote trust building and consequently collaboration, skills integration and mutual learning and beneficiation, thus progress is limited and narrow. The Participant said:

“There are separations within us as a people that make us not trust and work together. Like some people can apply for tenders like doing road work on N12 but may not

have all the skills they need, they would rather do the job alone and not finish the job ... when we are together, we can move very far and quickly as a group". P1IG

A study on young entrepreneurs in Nigeria found that the presence of mentorship and internship improves the viability of start-ups, with mentoring having more influence. The study therefore concluded that mentorship be promoted and institutionalised in higher institutions of learning (Yinusa, 2023). Another study considered external funding and soft skills such as mentorship and networking with experienced entrepreneurs as transforming the entrepreneurial attitude of young entrepreneurs (Nate *et al.*, 2022). In line with the present analysis the study by Omoniyi *et al.*, (2022) argued for entrepreneurship education as moving beyond mere provision or administering of knowledge on processes of how to start and operate a business, but also includes inspiring development of innovative thinking, entrepreneurial socialisation, and critical thinking. For some participants in the study, family background and early entrepreneurial socialisation, made the transition to entrepreneurship smoother, while other participants saw access to finance, networking opportunities, mentorship, business knowledge and exposure as critical to successful entrepreneurship efforts.

4.4.1.5.2 Entrepreneurship as key explanation for societal differentiation

Entrepreneurship was also perceived as the key explanation for societal differentiation and economic progress with pathways for solving social and economic problems, thus seeing entrepreneurial development among youth as critical. In this strand, entrepreneurship was viewed as a vehicle for human advancement and infrastructure development (P6IG), garnering higher end skills enabling one to transcend societal limits (P6IG) and as a basis for development of cultural transformation (P6IG). As the basis for development of cultural transformation, participants considered the poor entrepreneurial development among South Africans when contrasted with other cultures that promote initiative and risk-taking. One of the participants argued that citizens from China, India, and Somalia, organise and set up businesses that become successful and modelling should produce positive returns for entrepreneurial development among youth locally (P2PC).

The general limiting attitude toward entrepreneurship was alluded to by Participant 6 from the Ikageng community who said:

“Many people might say or advise us saying that it’s risky to become an entrepreneur in a way, but it enables one to explore and cross the limits that one may be given by society... and with how does it contribute to the economy, it grows livelihoods and infrastructure”. P6IG

The participant acknowledged that while risk existed, overcoming these challenges and taking risks produces qualitative growth and unlocks one’s unrealised capacity. This capacity to take risks and organise for change was seen as rampant in Chinese and Somalian people who even organise in new societies that they are not acquainted with and still find success. Participant 2 alluded that:

“We should take inspiration from our Chinese people in South Africa, our Somalian people, our Indians and so forth because they do come to South Africa, and they start their businesses, and they are successful. So, I do believe that we should look into such things and get inspiration from the people who are already there”. P2PC

A study of entrepreneurship among young women in Somalia called for innovative and proactive firms that manage risk, and are attuned to capturing opportunities that arise in changing environments to develop new capacity to attain better performance (Ali & Ali, 2014). The study identifies that the nature of instability in the economy, the lack of opportunities for employment and socialisation encourages the development of proactive entrepreneurship which easily adapts to the changing economy and its opportunities. In China, societal institutionalisation, orientation, and social capital enable early development of entrepreneurial socialisation which influences entrepreneurial conduct.

The participants also argued that formal institutions in their existing form were limited portals for entrepreneurial development. They identified formal education institutions as not providing entrepreneurial education and training, knowledge about enterprises designed to promote entrepreneurship and the need for directed business education to support entrepreneurial passion and choice.

4.4.2 Theme 2 - Perceptions of entrepreneurship and choices that the youth may make about entrepreneurship to contribute to the economy

The perceptions of the youth on entrepreneurship impact their decisions to support or engage in entrepreneurial endeavours as well as their potential undertaking of initiatives that boost local economies, foster innovation, and create employment. Positive perceptions impact their entrepreneurial agency to undertake initiatives that can generate opportunities for themselves and also to extend to the overall upliftment of the economy. The cultivation of perceptions that invoke a positive agency toward entrepreneurship depends on various drivers of influence upon the youth (Krueger, Reilly, & Carsrud, 2000).

The analysis of the qualitative data showed that perceptions shaping youth's choices in engaging in entrepreneurship were observed as perceptions driving entrepreneurial engagement; those influencing decision making; and the role of entrepreneurship in contributing to the economy.

Perceptions shaping entrepreneurial choice

The perceptions of the youth regarding entrepreneurship took three forms; entrepreneurship as a skills transfer mechanism which provides an avenue for intergenerational development and progress (P5IG; P1PC; P2PC; P4PC); entrepreneurship as a form of empowerment (P6IG; P5IG; P2PC); and entrepreneurship as a pathway to capacity growth (P6IG; P5IG). These findings are summarised in Figure 4.6.

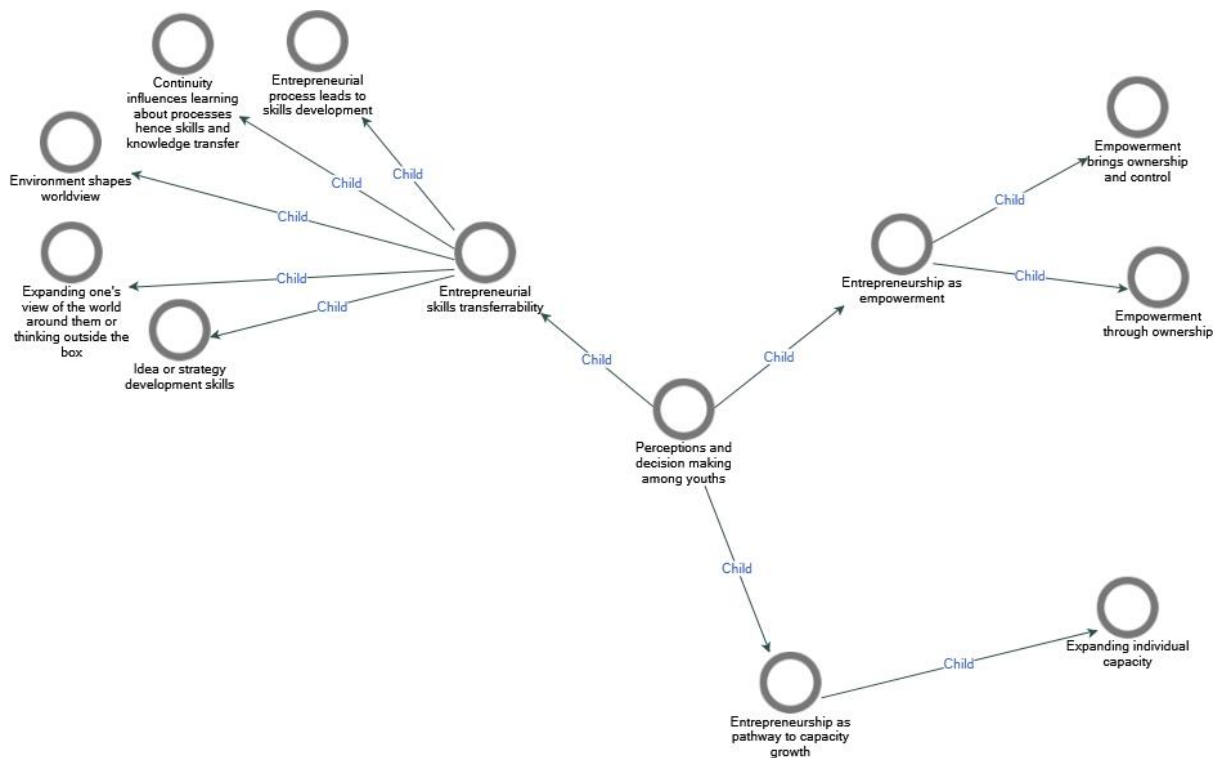


Figure 4.6: Perceptions shaping entrepreneurial engagement among youths

Source - Compilation using NVivo 12

4.4.2.1 Entrepreneurship skills transferability

The results showed that entrepreneurship is perceived as a way of transferring skills intergenerationally, hence improving the generational fortunes. This was a concern among participants in Ikageng with reports of joblessness and limited economic prospects for formal employment due to a lack of skills among younger demographics. The process of becoming an entrepreneur/or the journey of entrepreneurship engenders the development of a set of skills. Continuity was seen as influencing learning about processes, hence skills and knowledge transfer and thus transferring entrepreneurial skills and motivating the entrepreneurial endeavour to the next generation. A study identified entrepreneurship as an avenue to youth employment continuity and stopping economic disruptions through the employment of unused labour (European Commission, 2018). Households are identified as economic units in the economic theory; shaping innovation and supplying labour and entrepreneurial skills to the economy (Capa, Garcia-Vigonte & Abante, 2023). Entrepreneurial engagement at household level develops essential skills that are transferrable within households, thus shaping economic continuity through

entrepreneurial transferability. Entrepreneurship was seen as important in shaping worldview, expanding one's view of the world around them, sharpening critical thinking and honing skills in strategy development to solve observed problems.

Intergenerational entrepreneurial skills transfer notions were observed in the background shared by Participant 4 from Potchefstroom Central who related the entrepreneurial moulding aspect of their family background. According to the participant, this socialisation shaped their perspective and desire for entrepreneurship since their immediate environment while growing up was shaped by enterprising individuals. The Participant explained that:

“But I feel like where I came from, the way I was raised. We had a tuck-shop. So, ever since I was young, my mom would go to work and she will be like, OK, you are left with the shop and say take care of the shop. Then when she comes back, we do the stocktaking to calculate how much did we benefit, how much is the profit, what is needed. So, it's all those things as a kid growing up that help you get to be invested as a person that wants to be having your own business”. P4PC

Concerning skills acquisition, Participant 5 from Ikageng saw entrepreneurship as a pathway to exploring and overcoming one's limitations which opens new possibilities and creates individual capacity. Prospectively this experience shapes future transfer of skills or entrepreneurial acculturation.

“I feel that entrepreneurship is a good thing to do because you find yourself exploring the things that you thought you could not do and you see that you are skilled at one, two, three, and when you doubted yourself and see that you are doing well, you grow to the next thing and there's like a chain of flowing of getting to explore the skills that you have”. P5IG

According to Participant 2 from Potchefstroom Central, it begins with analysing one's situation and objectives *“you are trying to be independent and change your current situation”* and entrepreneurship enables the achievement of both. As an entrepreneur, the Participant can motivate and shape the thinking of the next

generation of entrepreneurs who may be seeking to achieve similar objectives. Participant 2 alluded that:

“You're trying to be independent and you're trying to change your current situation, and it's always the first thing you should do. I always encourage the matriculants that if you're struggling to find a job, try to start a business and always turn back to your school and see what challenges they have so that you can maybe try to just change that”. P2PC

According to the Entrepreneurial Event Model (EEM), life experiences, exposure to entrepreneurship and the evaluation of entrepreneurship are motivators for engaging in entrepreneurial activity (Massouati & Abdelbaki, 2022). The EEM focuses on factors that shape entrepreneurial intention or forces that are shaping entrepreneurial choice. From the results emerging from the study, it is evident that background environment has an effect on shaping entrepreneurial mindsets and worldview, and that participants' lived experiences were observed as shaping the mindset of participants' engagement in entrepreneurship. The results also showed that the desire to transition out of limiting circumstances or situations shapes entrepreneurial choice, such as need to change present circumstances like struggles with finding employment (P2PC). Entrepreneurship is viewed as providing a pathway and influences choice to improve available options.

4.4.2.2 Entrepreneurship as empowerment and a pathway to capacity growth

Through economic independence, skills development, innovation, and job creation, entrepreneurship offers communities and individuals the chance to empower themselves. It acts as a route for capacity expansion, empowering individuals to reach their full potential, support economic growth, and effect constructive social change.

In perceiving entrepreneurship as empowerment, ownership and control were key attributes observed from participants' responses. Entrepreneurship enables ownership and control of assets that shape one's options (P2PC); brings independence over one's life trajectory (P2PC); and one can define and determine

their working parameters (P2PC). This last option defined the perception of complete control over one's revenue generating system, work schedule and time.

In emphasizing empowerment as control and the ability to shape one's working profile that is possible through entrepreneurship, Participant 2 from Potchefstroom Central stated that:

“Also, the fact that you can determine your own prices, the fact that you are your own boss, the fact that you get to operate wherever you want to operate, it's like you are choosing not to be someone else's slave because in today's world you are either the employer or an employee”. P2PC.

Perceptions of entrepreneurship as ownership were seen to be influenced by the perspective of what entrepreneurship confers to a disempowered individual. The perspectives ranged from *“sense of ownership and accomplishment”* (P6IG), the sense of entrepreneurship as becoming or what one becomes because of the process *“it empowers you and makes you innovative as you become an entrepreneur”* (P6IG), and entrepreneurship as an adaptive mechanism to economic downturns.

“I feel that entrepreneurship empowers one when you become an entrepreneur because, there's a sense of belonging to say this is mine, I've started this, I've come up with this. It builds a sense of belonging; it empowers you and it makes you to become innovative when you are becoming an entrepreneur”. P6IG

“But I feel like by the time our economy bounces, our business would have at least thrived. So, I do believe that we should start our own businesses”. P2PC.

According to the framework of psychological theories of entrepreneurship, the idea that entrepreneurship is about empowerment, ownership, and control can be connected to self-determination as the focus is on the individual. The concept known as self-determination centres on the fundamental human need for competence, relatedness, and autonomy. As such, it explains why the youth are inspired to engage in entrepreneurship and how doing so would provide them with a sense of empowerment (Dedekuma and Akpor-Robaro, 2015).

4.4.2.3 Drivers of entrepreneurship

A catalyst that encourages or forces people to engage in entrepreneurial activity is known as a driver of entrepreneurship. These motivators range from extrinsic (outside forces and opportunities) and intrinsic (personal goals and incentives) drivers of entrepreneurship and are both important in determining the nature of entrepreneurship. Among the participants, another set of perceptions incentivising the entrepreneurial decision/choice among youths were identified as drivers of entrepreneurship. These included perceptions of developmental background and socialisation (P1PC; P2PC; P4PC; P7PC), perceptions of entrepreneurship and future expectations (P6IG; P7IG), ease of business set-up and continuity (P8IG), lack of job opportunities (P5IG; P8IG; P2PC), need to generate income through provision of products and/or services (P1PC) and perceptions of social innovation driven by social marginal benefit (P3IG; P1IG; P2IG). While perceived positive gains through entrepreneurship were motivators for engagement and choice, the perceived drivers of entrepreneurship were also viewed as providing incentive to engage in entrepreneurship. These perceived drivers of entrepreneurship are summarized in Figure 4.7.

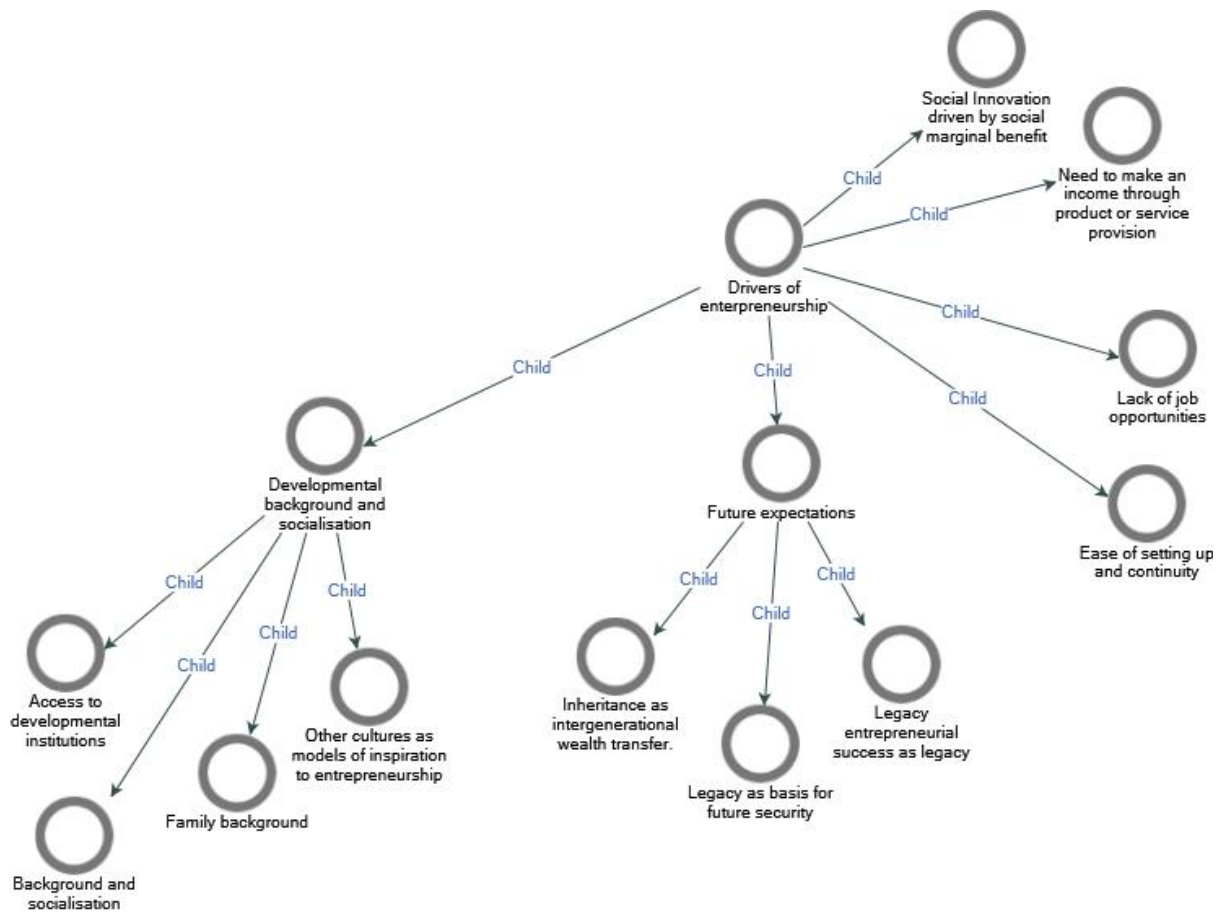


Figure 4.7: Perceived drivers of entrepreneurship

Source - Compilation using NVivo 12

4.4.2.3.1 Developmental background and socialisation

In considering developmental background and socialisation, participant responses indicated the role of access to developmental institutions, family background, socialisation, and intercultural models of inspiration. The participants perceived that access to developmental institutions such as SETA's which could shape entrepreneurial development and help them garner the needed skills could have shaped and influenced entrepreneurial engagement as compared to generalised training (P2PC). Knowledge about business, establishing business start-ups, capital/finance acquisition and training institutions were perceived important influences of entrepreneurial engagement.

Participant 2 said: *“... there are many institutions in South Africa. I think one of them is SETA. I'm not sure if they do fund small size and medium sized businesses, but I am very disappointed that our schools never teach us such things. They teach us more about I don't want to use these words, but the teachers, more about qualifications that are not relevant. They could have taught us about business, how to start businesses, ways to get funding because there are, as I said, institutions that can provide us with funding, but we are not getting that information”*. P2PC

Perceptions of family background and socialisation centred around the influence of the family circle. Participants in the study, who were engaged in entrepreneurial activity alluded to the inspirational influence of family background (P2PC; P1PC; P4PC). Socialisation was observed to have occurred through observational learning and immersion in the existing family businesses with the family entrepreneurial environment influencing inspiration towards entrepreneurial endeavour (P1PC; P2PC; P4PC).

Participant 1 from Potchefstroom Central alluded to influence of family background in shaping entrepreneurial choice by saying:

“Umm yes, my father and mother they started a business where they would be getting clothes from Johannesburg and then selling it where there wouldn't be the same amount of clothes. They would get it from the wholesalers in Johannesburg and bring it to towns such as Ventersdorp or Coligny where they didn't really have wholesalers or maybe only have Pep or something like that”. P1PC

The same family background and its influence in shaping entrepreneurial choice was corroborated by Participant 2 from the same community who alluded that:

“I can see that uh, it's also from my family because when I was growing up a lot of my uncles and aunts were selling things whether it was Atchar, whether it was this hand wash powder soaps, my uncle is still running a Tavern back home. I was inspired by some of my family members”. P2PC

And in this strand, Participant 4 also said:

“We had a tuck-shop. So, ever since I was young, my mom would go to work and she will be like, OK, you are left with the shop and say take care of the shop. Then when she comes back, we do the stocktaking to calculate how much did we benefit, how much is the profit, what is needed”. P4PC

A study on the influence of family background and personal characteristics on entrepreneurial inclination among university students in Malaysia, found statistically the significant influence of personal characteristics, entrepreneurial education and family background on entrepreneurial inclination (Nguyen, 2018). The study also aligned with the earlier finding in this study that entrepreneurial skills transferability was a viable long term strategy of reducing the rate of unemployment in most developing and emerging economies (Nguyen, 2018). A study conducted among European students with a family entrepreneurial background found that; supportive educational programmes and entrepreneurial skills mastering are significant influences of entrepreneurial succession (Ljubotina, 2020). The study also found that while the role of background socialisation, entrepreneurial skills mastering and supportive educational programmes were significant influences of entrepreneurial choice; they were not strong predictors of children continuing with the family business as many branched off into new ventures (Ljubotina, 2020).

This finding is confirmed in the current study were participants reporting influence of family background seem to have branched off into new businesses in most cases differing in trajectory to the businesses which influenced their entrepreneurial decisions (P1PC; P2PC; P4PC). Thus, the observed effect of family background on entrepreneurial inclination or as a driver of entrepreneurial choice seems well established in studies conducted elsewhere.

4.4.3 Theme 3 - Roles that the youth could play in bringing social change and opportunities to their communities

The energy, ideas, and efforts of the youth can be used to address urgent community needs and promoting economic growth. As such, the youth can be effective agents to create social change and opportunities.

The youth are intrinsic and necessary for opportunity creation, the development of the society and the realisation of social change. Through the fresh insights and innovation of the youth, community challenges can be addressed. The outspokenness of the youth can also be used for social advocacy and the promotion of social change (Bublitz, Chaplin, Peracchio, Cermin, & Dida, 2021). Through youth entrepreneurship, local economic growth can be experienced, employment opportunities created, and campaigns can be organised to solve environmental and social problems as well as promote constructive change in their communities (Mbuya & Mphahlele, 2016).

The analysis of the focus group data showed that in thinking about community change and contribution through entrepreneurship, there were broadly three forms in which entrepreneurship was conceived. There was purely for-profit motivated entrepreneurship (P5IG; P6IG, P8IG; P1IG), social entrepreneurship (P2IG) and a hybrid which combined characteristics of the two (P6IG; P5IG; P3IG; P1IG; P2PC). This is summarized in Figure 4.8.

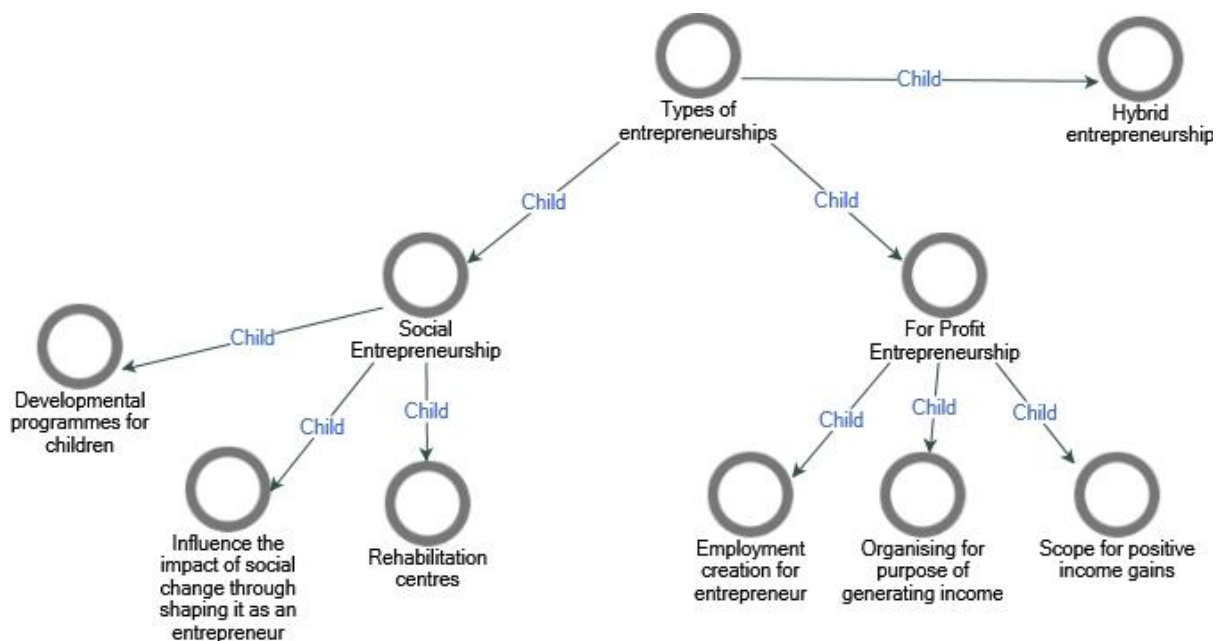


Figure 4.8: Types of entrepreneurships

Source - Compiled using NVivo 12

4.4.3.1 Social entrepreneurship

The business strategy to start and operate companies with the main objective of resolving social problems is known as social entrepreneurship. The primary goal is to positively impact society by addressing issues in the community, encouraging sustainability, or enhancing the lives of underprivileged people.

In engaging in social entrepreneurship, participants highlighted opportunities for social intervention through entrepreneurship and the implementation of developmental programmes (P2IG), building/setting up rehabilitation centres and investments directed at influencing the trajectory of social change (P2IG). An analysis of the driving motives for social entrepreneurship were normative and driven by a strong sense of individual responsibility; and making contributions towards the development of the community of one's upbringing. In evaluating the perceived role of influencing the trajectory of social change, the participants as candidate entrepreneurs demonstrated levels of observation and concern with change and saw entrepreneurial endeavour as the mechanism to influence change in the Dr Kenneth Kaunda District (P2IG).

Observing social change and opportunities, Participant 2 from Ikageng was concerned with both mechanisms for achieving change and the way social change is mediated and alluded that:

"In the Dr Kenneth Kaunda, there are social changes that are taking place and social opportunities that are taking place in communities but ways of how we get them and how they get to us is a big problem". P2IG

The participant also explained further the role of social entrepreneurship in organising for needed developmental projects for which no visible organising mechanisms were available.

The Participant said:

"It's because the children development programmes I feel is not stable. There is no building set up after school and children going home, there is no programme that will keep them from ruin in communities except... I feel that there must be more children development programmes and more rehabilitation centres in place". P2IG

The distinction between social entrepreneurship and for-profit or commercial entrepreneurship is recognised in studies (Mueller *et al.*, 2011; Hidalgo, Monticelli & Vargas Bortolaso, 2021; Bhardwaj, Weerawardena & Srivastava, 2023). The study by Mueller *et al.*, (2011) argues for the importance of critical theory in social entrepreneurship research. Critical theory as a paradigm or perspective argues that scientific investigation must be premised on the objective of social change (Callaghan, 2016). In the analysis of the data, undertones of the need for social change are present in the participants' responses. For instance, the need for developmental programmes for the youth were observed to be important due to limitation in the existing institutions or activities to fill the observed gap (P2IG). This critical assessment connected the absence of adequate developmental programmes with the development of adverse social outcomes such as high crime rates, and crime offenses observed as rampant in the community and more broadly in the country.

This was an interesting focus on the broader view of the local to the national conditions in P2IG response. The critical perspective is also observable in the need to use entrepreneurship as a way of influencing the trajectory of social change where the participants observe and realise social change, although shaped as distant from their conditions *“social changes that are taking place ... but ways of how to get them and how they get to us...”* (P2IG).

“Another social changing opportunity that I feel most that entrepreneurs turn a blind eye on is on building more rehabilitation centres for young people... the facilities are there for the development of children, but proper programmes are not in place where you can monitor the development of children, and that’s why we’ve got such crime rates and crime offences that we find in our country”. P2IG

4.4.3.2 For-profit/Commercial entrepreneurship

For-profit or commercial entrepreneurship is a business strategy where businesses are created with the main goal of generating a profit. These business owners search for market niches, create goods or services, and carry out business ventures in order

to make money. The main focus is on financial gain, but they may also produce value and jobs.

The analysis showed predominantly the focus on commercial entrepreneurship among participants. This was driven by various considerations including the lack of job opportunities and entrepreneurship as pathway to creating employment for oneself and the community (P5IG; P8IG). Other considerations are the need for financial security, and autonomy. Additionally, considering entrepreneurship as providing a sustainable path to weathering economic downturns (P6IG); ensuring employment for one's family (P8IG); sustainable income or value generation through engaging in production or services for monetary gain (P5IG; P4PC; P1IG); and viewing community challenges as opportunities for monetary gain (P2PC). Generally, economic conditions were observed as limiting at both a personal and community level as traditional institutions are not providing a viable pathway since the economy is not generating jobs. Entrepreneurship for-profit is a viable means of overcoming financial challenges and considers the environment with this view in mind.

Concerning limited economic opportunities Participant 5 from Ikageng stated that:

"The lack of jobs in our community and when you are in a place of attempting and failing and then you consider doing something that will benefit you as we said in the beginning to have an income". P5IG

Income was needed to implement any form of change and for transforming one's economic circumstances and those of the community. In this view, Participant 6 from the same community said:

"Entrepreneurship can make you feel secured ... it enables one to explore and cross the limits that one may be given by society. It can also help people survive without jobs". P6IG

Participant 8 said:

"I think I would do maybe a cleaning services business. One special reason is because maybe I'll be so eager that when I do have children, they won't go looking for jobs like I did". P8IG

Two other participants in emphasising the traditional profit motive for entrepreneurship alluded to investments that could be made and the promise of profitable entry points for one considering entrepreneurship. They said:

“Why accommodation is because my research that I have done is that the value of property never goes down, but it’s always rising” P5IG. “With the issue of property, he has touched on it that property doesn’t depreciate but it increases, ... the issue of farming she touched on it as well and since you will be having a farm, many people will be working there” P1IG.

A study comparing social entrepreneurship and for-profit/commercial entrepreneurship showed that individuals investing in the creation of for-profit social ventures have higher levels of entrepreneurial self-efficacy, and more ambitious goals than their commercial counterparts (Clark, Newbert & Quigley, 2018). Another study using regression analysis on motivating factors for social and commercial entrepreneurship found the positive effect of traditional societal values on commercial entrepreneurship prevalence and self-expression of societal values were associated positively with social entrepreneurship (Hechavarría, 2016). The present analysis shows that considerations such as income generation and financial security for oneself and family correlates with traditional values driving for-profit entrepreneurship. Considerations such as making a difference in the community, developing community programmes, or investing in institutions were associated with higher self-efficacy of societal expression. Various objectives thus drive the nature of perceived organisation to effect change, whether in one’s present economic circumstances or to improve the societal conditions with either form of organisation contributing to the wealth and benefit of the community.

4.4.3.3 Youth’s role in entrepreneurship and contribution to economy

The contribution of young people to the economy and their participation in entrepreneurship are substantial and varied. They support economic growth, innovation, employment creation, technology breakthroughs, and social impact. Young-owned companies boost trade, consumption, and output, all of which support

economic expansion. They increase economic activity which raises standards of living.

The analysis of the various roles or strategies the participants perceived as viable ways of influencing social change and contributing to the economy included assessing the existing needs of their immediate communities; and organising to address these needs, creating employment, creating developmental platforms, entrepreneurship as pathway to change, as opportunity for solving social problems, investing in community health, role modelling, expanding the community's options and social development. These roles are shown in Figure 4.9.

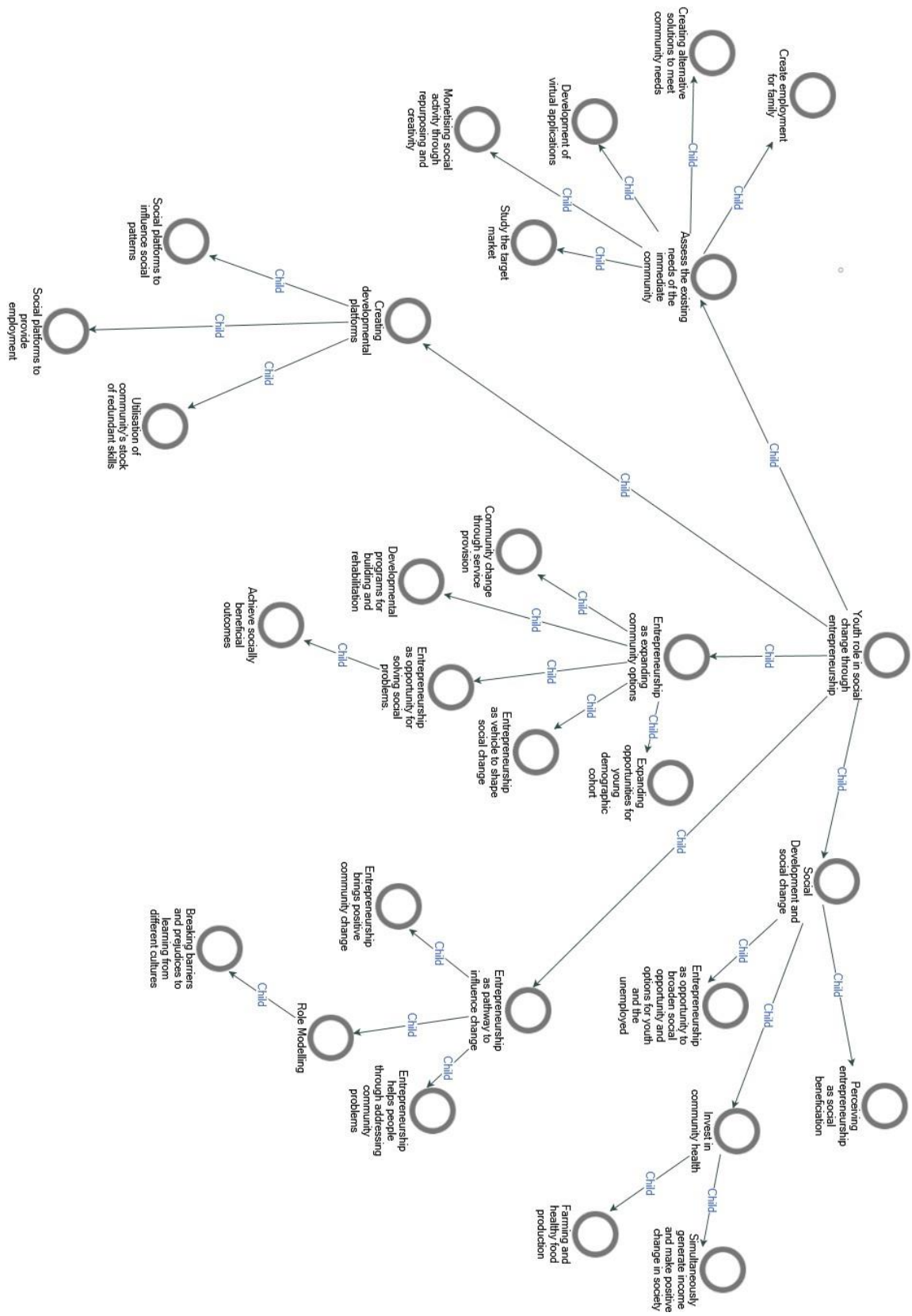


Figure 4.9: Youth's role in entrepreneurship

Source - Compilation using NVivo 12

4.4.3.3.1 Organising for employment creation

The youth can harness the employment creation potential of entrepreneurship to drive economic growth and lower unemployment by mobilising for the creation of jobs through entrepreneurship. This a multifaceted strategy that includes enabling infrastructure and resource access. In assessing the needs of the immediate community, participants saw roles of organising for creating employment and income for their immediate family (P8IG; P7PC), monetising social activity through repurposing and creativity (P1PC), developing businesses appropriate for their community segments and the development of services that can benefit the community such as virtual applications (P2PC; P4PC; P1PC).

In emphasising the importance of organising for employment creation and other related issues for the benefit of the community and meeting the needs of immediate family, two participants said:

“Also, entrepreneurs are able to change people’s lives because when they are being able to have an income, they always give back to the community...” P5IG

“I wanted to say that entrepreneurship does bring about change as the fellow participants had mentioned. When people find that there is a problem in the community, they try to find ways to solve them and make people’s lives better. Entrepreneurship does not only help people by addressing challenges, but it also helps them through job creation and things like that” P7PC

The findings demonstrate that the youth’s roles in organising to generate income and work for their immediate family were in line with economic growth potential entrepreneurship affords, especially in respect of job creation and economic development (Fritsch & Wyrwich, 2017). Furthermore, it supports the entrepreneurial event model hypothesis that life experiences can create an entrepreneurial alertness and evaluation of opportunities. The youth in both Ikageng and Potchefstroom Central indicate a cognisance of unemployment community challenges and the life experiences resulting from these challenges which contribute to their expressed

entrepreneurial intentions to also organise for the creation of jobs (Mikić, Horvatinović, & Turčić, 2020).

4.4.3.3.2 Immediate family context

The immediate family setting affects work-life balance, cultural values, and financial, emotional, and social support, all of which can help or hinder an entrepreneur's present and future involvement and economic contribution.

The influence of immediate family context can be observed in shaping entrepreneurial organising and its form of contribution entailing simple organisation with low capital, which is sustainable enough to enable continued returns to immediate family and community (P8IG). Another important aspect to this organising is the firm conviction of the usefulness of entrepreneurship as not only addressing challenges but also job creation and income (P7PC).

The present and future family context as considerations for entrepreneurial engagement and economic contribution can be observed from Participant 8 from Ikageng who said:

“If I would be an entrepreneur, I think I would do maybe a cleaning service. One special reason is because maybe I’ll be so eager that when I do have children, they won’t go looking for jobs like I did. They will continue with what I started, even if it doesn’t prosper ...”. P8IG

Thus, entrepreneurship was considered as a platform from which the entrepreneurial endeavours of future generations can commence. This is important when considering entrepreneur skills transfer, and background socialisation in entrepreneurial build up. Job creation at a broader level was considered by Participant 7 from Potchefstroom Central, who alluded that:

“When people find that there is a problem in the community, they try to find ways to solve them and make people’s lives better. Entrepreneurship does not only help people by addressing challenges, but it also helps them through job creation and things like that”. P7PC

This finding supports the hypothesis of the entrepreneurial event model that entrepreneurial intentions and choices are inspired by life events, situations and even role modelling that people are exposed to (Massouati & Abdelbaki, 2022). The environment of the immediate family can have a big impact on whether or not future generations decide to become entrepreneurs. When there is a lack of support or when cultural norms conflict with entrepreneurship, it might discourage entrepreneurial initiatives or create an environment that encourages and supports them. In the end, families have a significant influence on how future generations will navigate entrepreneurship and how much money they will bring in from their businesses (Mikić, Horvatinović, & Turčić, 2020).

4.4.3.3.3 Development of software applications

Developing software applications alludes to the creation of digital solutions such as mobile apps and software applications with the intention of producing a business opportunity that not only holds economic value but also provides convenient solutions to social needs and concerns.

In the development of virtual applications, views were focused on networking and creating platforms for interactions (P1PC). An important aspect of organising for entrepreneurship among participants was the dichotomy between those in Potchefstroom Central and Ikageng. The former appeared to have better socio-economic profiles (P2PC; P4PC; P8IG). This was evident in the motivations for entrepreneurship and views of what constituted entrepreneurial opportunities. In Ikageng for instance, participants focused on elementary needs for income generation and employment creation for immediate family through low capital physical projects such as cleaning services, farming, and real estate (P5IG; P6IG; P8IG; P1IG). One would also observe that social entrepreneurship was defined in terms of social problems that were contributing to adverse social outcomes such as crime and the need for rehabilitation and developmental programmes (P2IG).

Participants in Potchefstroom Central were focused on the development of new ideas (P4PC) such as virtual dating applications, or high-end services like restaurants and social spaces targeting the perceived demographic profile of their immediate

community and self-actualisation activities like health and fitness (P2PC; P1PC). Thus, it can be observed that the influence of immediate community, its opportunities, demographic, and perceived problems shapes the contextual perspective on organising for social change and economic contribution.

“I feel that there must be more children development programmes and more rehabilitation centres in place. So, even rehabilitation clinics where someone who doesn’t have a place to sleep can go there, someone who doesn’t have something to eat can go there. I feel that those are the social changes and opportunities that I can bring as an entrepreneur”. P2IG

“And also, I’ve seen people who want to lose weight, but gym is expensive especially for students... so maybe if you can just start something like that and recruit people”. P2PC

“Maybe make a certain app that is in a way a dating app, you would really be able to target that to more elderly people because they are most of the time already in committed relationships than maybe if you are university students”. P1PC

The findings align with the sociological and cultural theory of entrepreneurship in that the social ecosystem of a community influences entrepreneurial perceptions, behaviours and intentions (Chetty, 2020). The intentions expressed by P5IG; P6IG; P8IG; P11G to engage in elementary entrepreneurial activities reflects a cognisance of their social context and the related basic needs associated with living in underprivileged communities. Conversely, the Potchefstroom Central participants focused on the creation of technology solutions and high-end services which alludes that their social context is one in which the basic needs are already met which affords them the freedom to consider advanced and luxury entrepreneurial activities.

4.4.3.3.4 Developmental platforms

Creating developmental platforms through entrepreneurship refers to starting businesses that act as engines of social, cultural, or economic advancement. These platforms are made to encourage and facilitate growth, innovation, and entrepreneurship. Entrepreneurship provides developmental platforms that are

essential for promoting innovation, job creation, economic growth, and capacity building.

In creating developmental platforms, the participants highlighted social platforms that can shape social patterns (P1IG; P7PC), social platforms for employment creation and the utilisation of the community's abundant redundant skills (P1IG). The participants posited that recreational facilities where programmes can be produced to increase activities available for the younger demographic to learn different things and expand their learning opportunities should be made available. Furthermore, providing opportunities for unemployed human capital to be employed contributes to the overall human capital wealth of the community and thus increases the potential level of community output and developmental possibilities.

"I think if we could have something like that in Potchefstroom in eKasi, it will help in moving our kids from the streets as well because what I observed is that every time after school, you will find transports dropping those learners who are studying or learning different things". P1IG

"Even by having the art centre, you will be able to create employment for people that are skilled and are finding hard to break into the profession. Then you will also be helping the community as well". P1IG

"Entrepreneurship does not only help people by addressing challenges, but also helps them through job creation and things like that". P7PC

The establishment of the afore-mentioned developmental platforms via entrepreneurship carries ramifications for the economy, culture, and society that are consistent with the economic and social theories of entrepreneurship (Reuf, 2015). These platforms have the power to improve social structures and relationships within a community or area, as well as to stimulate economic growth and cultural standards (Mwatsika, Kambewa & Chiwaula, 2018).

4.4.3.3.5 Expanding community options

The goal of increasing community alternatives through entrepreneurship is to provide community members with more options and opportunities, which will ultimately result in social and economic development.

Entrepreneurship was also seen as expanding the community's options through the expansion of options for the youth, organising for achieving socially beneficial outcomes and solving social problems, and shaping social change. Participants also pointed out social development and social change as possible through entrepreneurship with possibilities such as broadening social opportunities, investment in community health through farming for instance as well as simultaneously making income and impacting positive social change.

Participant 5 from Ikageng saw potential for expanding community's options through the provision of services which entailed entrepreneurial organising by stating that:

“If I were be given an opportunity to change society and to change the community, I would give them services that they don't have and bring them to the communities”.

P5IG

The participant also discussed farming to achieve community health improvement, and thus enhancing community's human development.

“For me it will have to be farming. Yes, planting crops and the reason would be that in this time that we are living in, from the market that serves us, we are eating processed food. So, I would like to revive the olden days where we used to eat raw from the garden because that contributes to our health”. P5IG

In a study on development of youth entrepreneurship in Kazakhstan, youth entrepreneurship was defined as a tool to ensure entrepreneurial engagement for employment growth, involvement in economic activities, as well as their socialisation and self-realisation (Zhartay, Khussainova & Yessengeldin, 2020). In line with the study by the International Labour Organisation (ILO) (2021) the contributory role of the youth is shaped by education, skills, opportunities, and economic conditions with

youth entrepreneurship primarily serving to create employment opportunities. The youth argued for the need to expand societal opportunities through identifying opportunities for change and organising through innovation and creativity. In a report by the UNCTAD (2018) it was noted that; the youth are willing to experiment and take calculated risks in the emergence of new markets and industries that can contribute to a nation's economy. However, the results of the analysis showed that risk analysis is influenced by background and education, while organising depended much on available options for capital and finance. In line with De la Harpe and Smith (2019), the youth were observed to emphasize diversity, social justice and equal development through advocacy, support and investing in education and training. The analysis demonstrated that the youth were concerned with influencing the shape of both social change and acting as agents by advocating for the transformation of wealth and developmental opportunities for themselves. Additionally, they were concerned with addressing social problems and expanding options through entrepreneurial engagement and organising.

4.5 Chapter Summary

This chapter presented the findings from the young adult participants' responses relating their perceptions of entrepreneurship. Based on the favourable views expressed by the selected youth, the data indicated that most of them had a positive perspective of entrepreneurship in general, their possible entrepreneurial choices in contributing to the economy, and the role they could play in effecting social change and creating opportunities for their respective communities in the Dr Kenneth Kaunda District, are also portrayed in this chapter.

The next chapter shall deal with the conclusion and recommendations.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This study was conducted to explore the existing perceptions the youth have about entrepreneurship. Through focus group interviews, the study asked young people from Ikageng and Potchefstroom Central about how they saw entrepreneurship in their daily lives and how these concepts may help them create sustainable livelihoods. The study is concluded in this chapter, and it also provides a summative discussion of the findings in respect of the research objectives, related recommendations, and offers suggestions for the development of youth entrepreneurship. Additionally, the limitations experienced by the researcher are presented.

5.2 Research Objectives

Below are the research objectives of this study.

The main aim of the research was to assess what the youth in the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy.

- To establish what the perceptions of the youth in the Dr Kenneth Kaunda District are regarding entrepreneurship.
- To establish how these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy.
- To identify the specific roles that youth from the Dr Kenneth Kaunda District could play in bringing social change and opportunities to their community.

5.3 Research Objectives Discussion

Below is a discussion of the findings in respect of the three research objectives.

5.3.1 To establish what the perceptions of the youth in the Dr Kenneth Kaunda District are regarding entrepreneurship.

The research revealed that the youth's general perception of entrepreneurship is that it is an effectual avenue to address local socio-economic challenges and creates positive social impacts and as such aligns with the view that entrepreneurship can positively boost a community's social and economic performance as posited by Ahlstrom, Chang and Cheung (2019). Demonstrated in the findings was that the youth have a strong interest in entrepreneurship, and perceive entrepreneurship as a pathway to economic independence, self-employment, and a means of creating job opportunities for themselves and others. For the youth, in particular for the Ikageng youth, entrepreneurship is a way of contributing toward the development of their communities and addressing the social ills prevalent in townships (such as poverty, crime, and drug addiction).

However, the youth expressed that the challenges they face such as a lack of entrepreneurship education, present a critical barrier to acquiring the necessary skills and knowledge to start and run businesses. The youth expressed frustration over the difficulties they face such as not having access to financial resources and the related knowledge about the avenues to access these resources such as loans or grants to start and sustain businesses. As a result of these financial difficulties and the lack of entrepreneurship education, some youth feel they are being steered towards pursuing more traditional career paths, while others are encouraged to become entrepreneurs. It was also evident that an absence of entrepreneurial role models can hinder the aspirations of youth entrepreneurs in respect of having access to the necessary guidance to pursue entrepreneurship as a career path. Given that support and guidance can be essential for achieving success in entrepreneurship, there was an expressed need among the youth for access to mentorship opportunities (Sutton, 2021). Conversely, the findings also revealed that the risks associated with entrepreneurship can deter youth from pursuing entrepreneurship. However, the general perspective of the youth in the Dr Kenneth Kaunda District is that; the positive impact that entrepreneurship can afford the community and themselves in terms of developmental opportunities is far significant than the fear of the risks associated with entrepreneurship.

5.3.2 To establish how these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy.

Based on the perceptions of entrepreneurship among the youth, the study revealed that the youth are eager to pursue entrepreneurial opportunities that will make significant contributions to their local economy. Despite the indicated barriers of entry to entrepreneurship, there was a consensus that the youth are inclined to think about launching their own companies as they believe entrepreneurship to be a desirable and feasible career path. This demonstrated positive entrepreneurial intentions which may be viewed as the first step toward utilising entrepreneurial endeavours to support the local economy and the overall economic development of the country (Miralles, Riverola & Giones, 2012). Their expressed interest and positive perception of entrepreneurship demonstrated that the youth believe that starting their own business can help combat the high rates of youth unemployment in the Dr Kenneth Kaunda District. There is an unequivocal belief that by starting their own businesses, the youth can create jobs for other locals and directly assist in reducing unemployment and poverty rates.

The youth in Ikageng demonstrated a keen sense of civic duty and commitment to their community as they see entrepreneurship as a means of advancing these causes. Their expressed interest in creating socially impactful ventures that offer necessities, make infrastructural investments, and even taking up social entrepreneurship to deal with community problems demonstrated that their perception of entrepreneurship as a vehicle to address social issues has directly influenced their desired entrepreneurial choices (such as creating rehabilitation centres, art recreational centres, agricultural and residential property focused enterprises).

Revealed in the findings was that the youth are more inclined to engage in business ventures that support local norms since they perceive entrepreneurship as culturally acceptable and encouraged. This was particularly the case for the youth in Potchefstroom Central who indicated that having had entrepreneurial family members significantly influenced their inclination towards entrepreneurship.

In consideration of the above, the youth in the Dr Kenneth Kaunda District demonstrated intentions to make decisions and take actions related to entrepreneurship based in large part on their positive perceptions of entrepreneurship (Krueger, Reilly, & Carsrud, 2000). The potential growth and developmental opportunities that entrepreneurship could provide to the economy would be attributed to these favourable perceptions. As a result, the expressed entrepreneurial intentions of the youth revealed in the findings can stimulate entrepreneurial engagement, business start-ups, innovation, employment creation, and community development.

5.3.3 To identify the specific roles that youth from the Dr Kenneth Kaunda District could play in bringing social change and opportunities to their community.

The youth have the power to significantly impact social change and create opportunities for their local communities. The youth of the Dr Kenneth Kaunda District demonstrated a specific interest in launching businesses that directly meet local needs and generate employment thus ultimately contributing to the economic and social advancement as previously posited by UNESCO (2017). They want to start businesses that not only boost their local economy but also offer necessities and encourage economic expansion. The youth desire to practice social entrepreneurship by starting businesses that deal with important community needs like alleviating poverty, reducing crime, rehabilitating drug addicts, access to convenient transport and accommodation, and developmental community programmes. The community's well-being may be impacted by these initiatives thus making the youths potential entrepreneurial agents of social change.

Additionally, indicated in their potential choices of entrepreneurial enterprises like getting involved in the restaurant industry and creating pool tournaments is the desire to unite people, fortify relationships, and promote group behaviour. As a result, for these youth, their involvement in entrepreneurship will enable them to promote social cohesiveness and a sense of community. Demonstrated in the desire to develop farming enterprises to promote healthy eating lifestyles thus contributing to sustainable food security, the youth can spread awareness and encourage eco-friendly behaviours. Through the art centres and cultural events, the youth can

highlight and conserve their district's cultural legacy. This can promote tourism, increase developmental opportunities open doors and encourage a celebration of the local community identity. As such, these developments promote both economic growth and social stability (Babajide, Lawal, Asaleye, Okafor, & Osuma, 2020).

The study revealed significant potential for the youth in the Dr Kenneth Kaunda District to be change agents. Additionally, with their enthusiasm, imagination, and insight to advance social change through entrepreneurial activities, they can create opportunities for their communities and contribute towards sustainable and developmental improvements in South Africa.

5.4 Recommendations

This section provides recommendations to assist in cultivating the development of an entrepreneurial mindset among the youth. Additionally, these recommendations can be implemented by government, education institutions, organisations in both the public and private sector, youth leaders and the community at large to support the development of an entrepreneurial ecosystem geared toward increasing entrepreneurial activities among the youth. The recommendations provided include the advancement of research; education and training; cultural and social norms; financial support, government intervention and agile entrepreneurship programmes.

5.4.1 Research

It is evident in the discussions that not all young people come from families with members who are entrepreneurs. As a result, access to information and experiential knowledge and guidance is limited. It is reasonable to assume that the youth may find it difficult to choose the best and most viable business idea. The creation of business concept databases wherein a theoretical research framework on entrepreneurship exists that will inform and encourage young entrepreneurs is recommended. Contracts with research institutions should be made to fill this research model. New strategies are required to encourage youth entrepreneurship in underprivileged communities, and all government restrictions should be regularly evaluated for their effect on the growth of young entrepreneurs. It is important to conduct studies into the policies and programmes that support young entrepreneurs

to ensure adequate provisions can be made to facilitate the growth of youth entrepreneurship in the country. More information, training in entrepreneurship, and research into the ecosystem's successful practices are all becoming increasingly important. Practitioners of entrepreneurship development must incorporate measurement and evaluation procedures into their daily duties in order to achieve this. This will give the ecosystem solid facts, improve mutual understanding as well as establish a framework for a cooperative research agenda.

5.4.2 Education and training

The literature review makes it clear that entrepreneurs require specific knowledge and skills that will capacitate them to investigate, identify, and take advantage of business opportunities. The ability to recognize business opportunities is dependent on a person possessing the related knowledge and there being an awareness in respect of entrepreneurship. The ability to take advantage of these opportunities is highly dependent on having the necessary skills to marshal resources and efforts toward successful entrepreneurial activities. In order for entrepreneurs to identify possibilities, entrepreneurship and basic literacy is essential as the ability to read and recognize trends is equally critical. It is imperative to have the required education and training in fundamental areas like communication, management, leadership, innovation, proactivity, and financial acumen.

Entrepreneurs need resources to establish economic opportunities and the literature demonstrates the magnitude that resources play in any successful endeavour. Tertiary institutions can provide the required educative support for students' entrepreneurial endeavours by means of the following:

- An integration of entrepreneurship into the curriculum for all faculties can assist in raising awareness and can also empower the youth through entrepreneurship knowledge and skills development. It is widely acknowledged that we are living in an age characterized by innovation, lean organizations focused on being more competitive, and a greater emphasis on project-driven approaches. Based on this, it stands to reason that greater efforts are required to ensure that young people are capable of establishing

their own businesses. As a result, skills like entrepreneurship, presentation skills, creativity, and leadership qualities should be supported in curriculum design. It is necessary to develop qualifications with an emphasis on new business creation. Case studies should focus more on business opportunities. Additionally, educators should be given the authority to encourage and facilitate entrepreneurship in their particular sectors.

- Universities can utilise their campus radio stations, podcasts, and their respective social media platforms to broadcast entrepreneurship-related talk shows and highlight entrepreneurial success stories. This can also assist in shifting the associated fears of failure in entrepreneurship by providing encouraging stories of successes experienced in this field.

5.4.3 Cultural and social norms

The best motivational strategy for getting people to participate in an activity is for it to be visible. The fear factor that stops young people from becoming entrepreneurs can be addressed with the help of positive representations of entrepreneurs. It is important to promote national competitions for young entrepreneurs and to hold public events like Enterprise Weeks at local community centres and tertiary institutions which can be marketed via social media as well as television, podcasts, and radio broadcasting platforms. These mediums of communication are the primary platforms of engagement for the youth, so utilising them will assist in creating awareness and promoting entrepreneurship initiatives. Greater awareness is also required in respect of the entrepreneurship eco-system support structures (see chapter 2, point 2.13).

5.4.4 Financial support

Efficient communication networks between entrepreneurs and financial institutions are required. Government efforts need to be well-coordinated in terms of marketing. Mentorship, direction, and assistance with entrepreneurship training are necessary because entrepreneurship growth depends on them. The majority of organisations that provide funding for entrepreneurs have their head offices located in mainstream metropolitan areas like Gauteng. It would assist entrepreneurs if there were more accessible hubs across the nation and specifically in small towns and local townships.

Increasing the physical presence of programmes in poorer regions will make it easier for more vulnerable but aspiring entrepreneurs to access support.

Additionally, in order to assist prospective entrepreneurs to turn their business ideas into marketable products or services, risk funding should be made available to them at the initial stages of new business creations. This will promote more entrepreneurial innovation and opportunity-driven businesses. Additionally, it would foster the creation of a more inclusive and supportive environment for South African entrepreneurs for more at-risk groups, such as women and young people.

5.4.5 Government Interventions

Based on the reality that most young people lack the necessary finances, especially those who recently matriculated and those from less privileged families, the South African government should initiate to lower the costs associated with business registration for young people. This could further entice young and aspiring entrepreneurs to pursue entrepreneurship, and ultimately make significant contributions to the economy of South Africa. Additionally, in respect of the rules governing young entrepreneurs, businesses that are less than a year old should be granted tax amnesty and provisions made to ensure that taxes only be payable potentially after two years.

Investment in youth entrepreneurial development projects should be given top priority by the South African government, especially in economically poor performing areas like Potchefstroom and underprivileged communities like Ikageng township. Youth entrepreneurship support organizations (i.e., NYDA) should be aware of these communities in effort to provide financial and non-financial assistance to young entrepreneurs at all phases of their businesses.

5.4.6 Agile entrepreneurship programmes

While poverty has some universal traits that can be applied to any context, the issues that young entrepreneurs encounter call for regionally based solutions. Depending on their local environment, young people may have distinct requirements and goals thus resulting in them being more susceptible to external changes (changes in

respect of the climate, economy, politics, and social upheavals). Programmes that are adaptable and amendable as circumstances change can be their lifeline.

5.5 Suggestions for Future Research

It has been established that special programmes exist that aim to promote and enhance entrepreneurship as well as stimulate youth entrepreneurship. However, there aren't sufficient documented reports that can serve as evidence and demonstrable practical guidelines on the access and successes of these programmes. The following issues regarding the evaluation of entrepreneurial perspectives serve as a foundation for further study.

- Funding and infrastructure for entrepreneurship in local communities
- Techniques for encouraging and expanding youth entrepreneurship
- Impact of governmental regulations on youth entrepreneurship
- Tertiary institutions entrepreneurial culture
- The effect of education on young entrepreneurs' performance

5.6 Limitations of the Study

The following limitations were experienced by the researcher in the current study.

- **Implications of COVID-19 restrictions**

The initial plan of the researcher was to conduct both focus groups in person at an earlier stage. However, due to the necessity to adhere to the social distancing requirements, the researcher was reliant on the Community Leader in respect of the Ikageng focus group to assist with arranging a suitable location that complied with the national COVID-19 social distancing regulations. As a result, the interview was conducted at a later stage than initially planned.

Additionally, the Potchefstroom Central focus group was postponed on several occasions due to the non-availability of the participants and a lack of a suitable location. As a result, the researcher opted to conduct this focus group online during the lunch breaks of the participants. Unfortunately, it did not compare to the robust in person discussions as was experienced with the Ikageng focus group.

- **Time constraints**

Some of the participants spoke for longer periods on one topic than was anticipated. It appeared that some participants felt the need to rush their responses on other questions more especially given the fact that, the interviews were restricted to one hour per group.

- **Generalizability**

According to Bryman (2015), the results of a study could be impacted by sampling bias if the sample is not entirely representative of a location's diverse population and may have an impact on the study's conclusions. The results of this study might not be generalizable as the sample size was limited to two focus groups and specific to only one local township (Ikageng) and suburban area (Potchefstroom central). As a result, the perspectives gained may not fairly represent the larger young population in the Dr. Kenneth Kaunda District.

5.7 Chapter Summary

The objective of this chapter was to assist in establishing recommendations and suggestions for the development of initiatives geared towards the growth of entrepreneurship with a specific focus on entrepreneurship among the youth. Future research ideas were also provided in an effort to expand the empirical knowledge on the subject of entrepreneurship in general and in respect of the youth.

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ANNEXURES

ANNEXURE A - ETHICS APPROVAL LETTER



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 209-1111/2222
Fax: 018 209-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 209-484
Fechwa.Maeleni@nwu.ac.za

1 September 2023

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Economic and Management Sciences Research Ethics Committee (EMS-REC) on, 25/08/2023 the Economic and Management Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-REC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Exploring the perceptions of entrepreneurship among the youth of the Dr Kenneth Kaunda District in the North West Province																																	
Study Leader/Supervisor (Principal Investigator)/Researcher: Prof A Pelcer																																	
Extension of Ethics clearance:																																	
Student: K Peter (35250399)																																	
<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>1</td><td>2</td><td>8</td><td>8</td><td>-</td><td>2</td><td>1</td><td>-</td><td>A</td><td>4</td></tr><tr><td colspan="3">Institution</td><td colspan="5">Study Number</td><td colspan="2">Year</td><td colspan="5">Status</td></tr></table>				N	W	U	-	0	1	2	8	8	-	2	1	-	A	4	Institution			Study Number					Year		Status				
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Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation																																	
Application Type:																																	
Commencement date: 01/08/2023		Risk: Minimal																															
Expiry date: 01/08/2024																																	
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.																																	

Special in process conditions of the research for approval (if applicable):

<p>General conditions:</p> <p>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:</p> <ul style="list-style-type: none">• The study leader/supervisor (principal investigator)/researcher must report in the prescribed format to the EMS-REC:<ul style="list-style-type: none">- annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and- without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.• The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EMS-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.• Annually a number of studies may be randomly selected for an external audit.• The date of approval indicates the first date that the study may be started.

n the interest of ethical responsibility, the NWU-SCRE and EMS-REC reserves the right to:

- *request access to any information or data at any time during the course or after completion of the study;*
- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
- *withdraw or postpone approval if:*
 - *any unethical principles or practices of the study are revealed or suspected;*
 - *it becomes apparent that any relevant information was withheld from the EMS-REC or that information has been false or misrepresented;*
 - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
 - *new institutional rules, national legislation or international conventions deem it necessary.*

The EMS-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EMS-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely,

Mark
Rathbone

Digitally signed by Mark Rathbone
DN: cn=Mark Rathbone, o=North-
West University, ou=Business
management,
email=markrathbone@nwu.ac.za,
c=ZA
Date: 2023.09.05 09:33:07 +02'00'

Prof Mark Rathbone

Chairperson: NWU Economic and Management Sciences Research Ethics Committee

ANNEXURE B – RESEARCHERS GATEKEEPERS LETTER



PERMISSION LETTER

Request for assistance to recruit participants for a research study at the North West University Business School.

12 October 2021

Dear sir/madam,

I, **Kedron Peter** am doing research in the Faculty of Economics and Management Sciences towards a Master's in Business Administration at the North West University Business School. I am requesting your assistance to recruit young individuals between the ages of 19-35 years to participate in the study entitled "Exploring the perceptions of entrepreneurship among the youth of the Dr Kenneth Kaunda District in the North West Province".

The aim of the study is to assess what the youth in the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy. I have selected you because as a community leader, your influence and/or control of the youth is geared toward ensuring the community's development.

The study will entail collecting data through the means of focus groups wherein the participants will be requested to respond to nondirective and open-ended questions on entrepreneurship, the possibilities therein and sustainability. The questions will provide the participants the opportunity to engage in discussions from their own worldview.

The benefits of this study will be to inspire conversations about entrepreneurship amongst the youth and within the community. This study is designed to ensure that it

poses no direct/indirect risk or harm to the participants. Names of participants or any identifying information will not be required for the study instead, participants will be assigned a code to support the data analysis. Only the researcher will have access to this information thus ensuring the privacy of the participants of each focus group. An informed consent form will be distributed to each participant which will require their signature approval to ensure their understanding and consent to voluntarily participate in the study.

Your assistance in the recruitment of participants to this research study will be greatly appreciated.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kedron Peter', with a stylized, cursive script.

Kedron Peter

Researcher- Master's in Business Administration student

Supervisors- Prof. Anna-marie Pelsler (018 289 2448) and Dr Faan Pelsler (018 289 2940)

ANNEXURE C - INFORMED CONSENT FORM



PARTICIPANT CONSENT FORM

Ethics Clearance Reference Number: NWU-01289-21-A4

Exploring the perceptions of entrepreneurship among the youth of the Dr Kenneth Kaunda District in the North West Province

Purpose of study:

The aim of the research is to access what the youth in the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy.

*Please
tick each
box*

I confirm that I have read and understand the interview guide for the above

Consent to participate in the study

study. I have had the opportunity to consider the information, ask questions,

1 and have had these answered satisfactorily. I understand that the focus group session will be for a duration of approximately one hour.

2 I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or penalty.

3 I understand that this project has been reviewed by, and received ethics clearance through, EMS-REC (Ethics Committee).

- 4 I understand that this data will be used for research purposes and it will be reported and published for this purpose only.
- 5 I understand how to raise a concern or make a complaint.
- 6 I consent to being audio recorded and that the recording will be transcribed. I understand the recording and data transcription will be digitally stored by the researcher for a maximum of 1 year after submission of the mini-dissertation.
- 7 I give permission to be quoted directly.
- 8 I agree to participate in the study.

Important: A code will be assigned to each participant to ensure their anonymity. The assigned code will remain confidential and will only be used for the purposes of the researcher identifying the participants.

Researcher: Kedron Peter

ANNEXURE D – INTERVIEW GUIDELINE

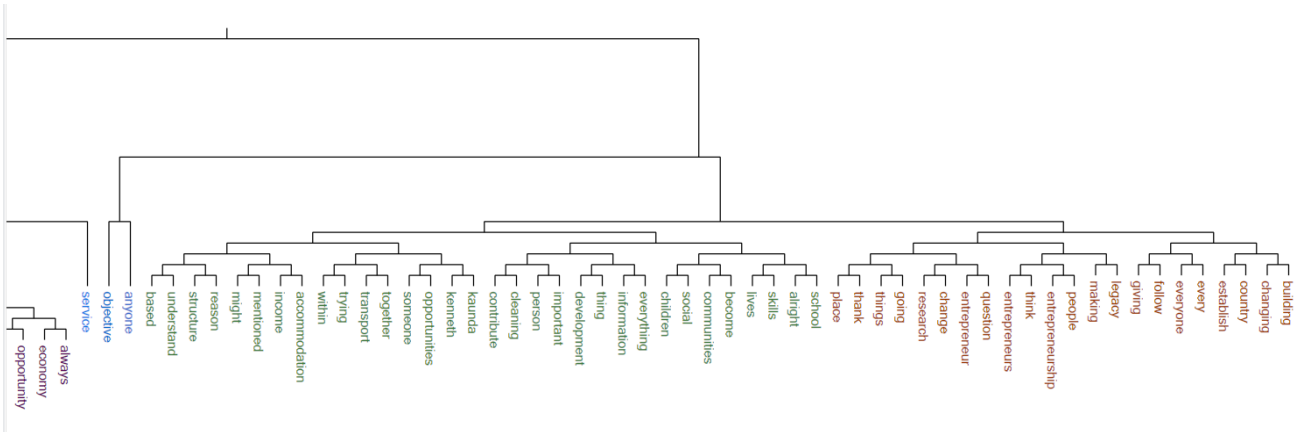
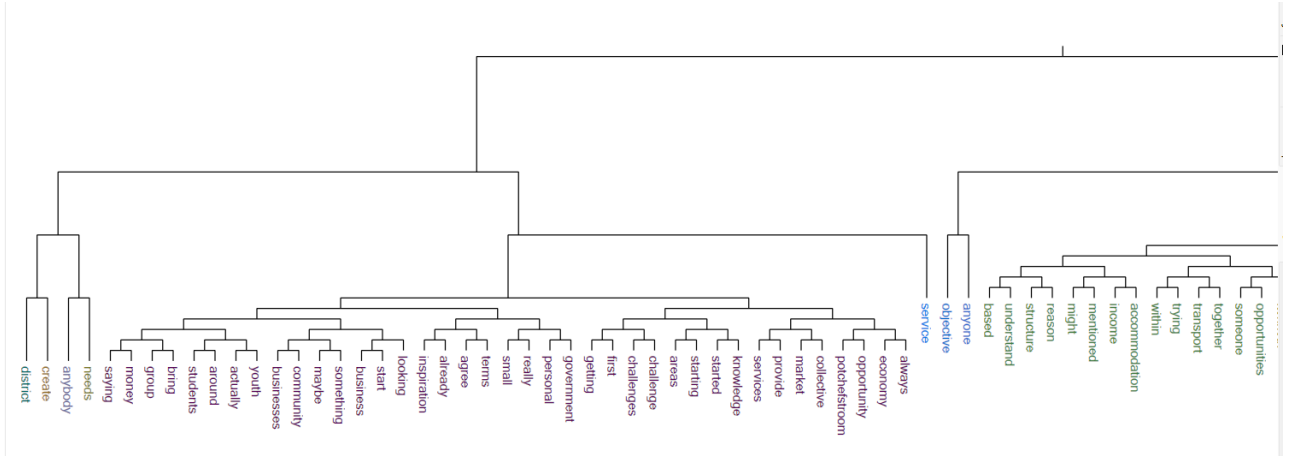


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Interview Schedule	
<p>Aim of the research: to access what the youth in the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing to contribute to the economy.</p>	
<p>Research Objective 1 Establish what the perceptions of the youth in the Dr Kenneth Kaunda District are regarding entrepreneurship</p>	<ol style="list-style-type: none"> 1. What do you understand Entrepreneurship to be? 2. Do you know of any entrepreneurs? 3. Do you think that entrepreneurship can bring about change in people’s lives? How so? 4. If not, why can it not bring change?
<p>Research Objective 2 Establish how these perceptions of entrepreneurship influence the possible choices that the youth may make about entrepreneurship to contribute to the economy</p>	<ol style="list-style-type: none"> 5. How do you feel about entrepreneurship and entrepreneurs? 6. What do you think has influenced your thinking and feelings?
<p>Research Objective 3 Identify the specific roles that youth from the Dr Kenneth Kaunda district could play in bringing social change and opportunities to their community</p>	<ol style="list-style-type: none"> 7. If you had to start an entrepreneurial activity, what would it be, and why?
<p>IMPORTANT: Please note that; all arrangements are subject to national Covid-19 regulations and adherence to Covid-19 national protocols will be adhered to: mask wearing, hand sanitising and social distancing.</p>	
<p>Facilitator: Kedron Peter Supervisors- Prof. Anna-marie Pelser (018 289 2448) and Dr Faan Pelser (018 289 2940)</p>	

ANNEXURE E – DENDROGRAM OF COMMON TERMS AND LINKAGES



ANNEXURE F – TURNITIN REPORT

35250399:35250399_KEDRON_PETER_MINI DISSERTATION...
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TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, Hazvineyi A. Saurombe, confirm and certify that I have read and edited the entire mini dissertation titled: *Exploring the perceptions of entrepreneurship among the youth of the Dr Kenneth Kaunda District in the North West Province* by Kedron Peter, Student number: 35250399.

This dissertation was presented in partial fulfilment of the requirements for the degree Master of Business Administration at the North-West University

Kedron Peter was supervised by Professor Anna-Marie Pelser, and co-supervised by Dr Faan Pelser.

The views and research procedures detailed and expressed in this dissertation remain those of the scholar.

Yours sincerely,



Dr H. A. Saurombe

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ANNEXURE H – SOLEMN DECLARATION



NWU Higher Degree Administration

SOLEMN DECLARATION AND PERMISSION TO SUBMIT

1. Solemn declaration by student

I,

declare herewith that the thesis/dissertation/mini-dissertation entitled (exact registered/approved title),

which I herewith submit to the North-West University is in compliance/partial compliance with the requirements set for the degree:

is my own work, has been text-edited in accordance with the requirements and has not already been submitted to any other university.

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Signature of Student: Digitally signed by Kedron Peter Date: 2023.11.03 09:44:33 +02'00' University Number:

Signed on this day of of 20

2. Permission to submit and solemn declaration by supervisor/promoter

The undersigned declares that the thesis/dissertation/mini-dissertation:

- Complies with the A-rules and the technical requirements provided for in the Manual for Higher Degree studies and in faculty rules;
- Has been checked by me for plagiarism (by making use of Turnitin software for example) and a satisfactory report has been obtained, and;
- That the work was language edited before submission for examination.

Faculty specific requirements as per A-rules: 1.3.2, 4.3.2, 4.3.3, 4.4.2, 4.10.4, 5.3.2, 5.4.2,

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- Complies with regards to faculty rules on submission or acceptance by an accredited scientific journal;
- Complies with regards to faculty rules on peer reviewed conference proceedings;
- The student is hereby granted permission to submit his/her mini-dissertation/ dissertation/thesis for examination.

Signatures of supervisor(s) and Promoter(s): (only compulsory in cases where there are co- or assistant- supervisor(s)/promoters)

Digitally signed by Anna-Marie Pelsler Date: 2023.11.03 14:02:10 +02'00'

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